

## Memorandum

To: General Faculty  
Date: January 22, 2020  
Regarding: Faculty Senate Agenda for January 24, 2020 in Nursing 106

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1. Call to Order
2. Roll Call
3. Minutes

A) December 6, 2019 meeting minutes were approved electronically on December 12, 2019

4. Committee Reports

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

#### **Action Items: (Addendum I)**

##### A) College of Arts and Humanities

###### 1) Department of English and Philosophy

- a) [Accelerated Bachelor's to Masters \(ABM\) in English](#)

Request: Modify

- b) [Accelerated Bachelor's to Masters \(ABM\) in English, Education Track](#)

Request: Modify

- c) [ENGL 2000 - American Speech](#)

Request: Delete

- d) [PHIL 3105 - Medieval to Early Modern Philosophy](#)

Request: Add

- e) [PHIL 3115 - Political Philosophy](#)

Request: Add

- f) [PHIL 3180 - Moral Theories](#)

Request: Add

##### B) College of Science and Mathematics

###### 1) Department of Biology

- a) [BIOL 1011 - Biology of Human Reproduction](#)

Request: Delete

- b) [BIOL 4730 - Emerging Pathogens](#)

Request: Modify

- 2) Department of Computer Science

- a) [Computer Science, B.S.](#)

Request: Modify

- b) [Data Science Certificate](#)

Request: Add

- c) [CS 1301 - Computer Science I](#)

Request: Modify

- d) [CS 1302 - Computer Science II](#)

Request: Modify

- e) [CS 4180 - Advanced Web Development](#)

Request: Add

- f) [CS 4275 - Machine Learning Foundations](#)

Request: Add

- 3) Department of Geosciences

- a) [GEOG 4086 - Internship](#)

Request: Modify

- 4) Department of Mathematics

- a) [MATH 0996 - Support for Elementary Statistics](#)

Request: Add

- b) [MATH 1401 - Elementary Statistics](#)

Request: Add

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

### **Action Items: (Addendum II)**

- A) College of Education

- 1) Department of Communication Sciences and Professional Counseling

- a) [CEPD 9151 - Doctoral Independent Study](#)

Request: Add

- B) College of Social Sciences

- 1) Department of Anthropology
  - a) [ANTH 6175 - Southeastern Archaeology and Ethnohistory](#)  
Request: Add

**Information Items:**

- A) College of Education
  - 1) Department of Leadership, Research, and School Improvement
    - a) [Educational Leadership, M.Ed.](#)  
Request: Delete
- B) College of Social Sciences
  - 1) Department of Sociology
    - a) [Sociology, M.A.](#)  
Request: Modify
- C) Tanner Health System School of Nursing
  - 1) [Doctorate in Nursing Education Program](#)  
Request: Modify
  - 2) [Master of Science in Nursing, post-master's certificate – all role options](#)  
Request: Modify
  - 3) [Masters of Science in Nursing – all role options](#)  
Request: Modify

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

**Information Item: (Addendum III)**

- A) Sustainability Courses and Attribute Designation in Banner

**Committee IV: Rules Committee (Anja Remshagen, Chair)**

**Action Items:**

- A) *UWG Faculty Handbook*
  - 1) 103, Procedures and Criteria for Promotion and Tenure
    - a) 103.0403, Specific Minimum Criteria for the Award of Tenure (**Addendum IV**)  
Request: Modify
- B) UWG Academic Affairs Policies Index
  - 1) UWG Procedure 2.3.2, Criteria for Tenure (**Addendum V**)  
Request: Approve

**Committee V: Diversity and Internationalization Committee (Angela Pashia, Chair)**

**Action Item:**

A) Resolution on Curricular Diversity in the Core ([Addendum VI](#))

5. Old Business

6. New Business

7. Announcements

A) Senate Liaison Reports

8. Adjournment

# Addendum I

# Accelerated Bachelors to Masters (ABM) in English

## 2020-2021 Undergraduate Revise Program Request

### Introduction

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

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

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

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

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

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

**Modifications (Check all that apply)\***

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

**Desired Effective Semester \***

**Desired Effective Year \***

### 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\*** Accelerated Bachelors to Masters (ABM) in English

**Program ID - DO NOT EDIT\*** 2548

**Program Code - DO NOT EDIT**

**Program Type\***

Bachelor

**Degree Type\***

Bachelor of Art

**Program Description\***

For both tracks, English majors must earn a C or better in all English courses required for the major. This includes ENGL 1101, ENGL 1102, ENGL 2001, ENGL 2110, ENGL 2120, ENGL 2130, ENGL 2180 and ENGL 2190 as well as all upper-level ENGL courses that count toward the major.

For both tracks, English majors can take no more than 2 upper-level ENGL courses toward the major (6 credit hours) before completing the required 2000-level courses for the major (ENGL 2001, ENGL 2110, ENGL 2120, ENGL 2130 and ENGL 2180 or ENGL 2190 and ENGL 3000).

**Status\***

Active-Visible  Inactive-Hidden

**Program Location\***

Carrollton

## Curriculum Information

### PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses from the Program

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

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the  and proceed.

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

### Step 2 - Adding New Courses to the Program

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

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

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

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

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

### Step 3 - Adding Courses in the Curriculum Schema

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

**Prospective Curriculum\***

#### Requirements

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

Core Curriculum \* ENGL 1101 and ENGL 1102 are prerequisites for all courses from ENGL 2110 through ENGL 4386.

#### Core Area F: 18 Hours

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**ENGL 2001 Introduction to Literature****[Right] \* (and)****ENGL 2110 World Literature****[Right] (0-3)****[Right] \* (and)****ENGL 2120 British Literature****[Right] (0-3)****[Right] \* (or)****ENGL 2130 American Literature****[Right] (0-3)****[Right] \*****[Before](or)****ENGL 2180 Studies in African-American Literature****[Right] (0-3)****[Right] \*****[Right] (or)****ENGL 2190 Studies in Literature by Women****[After] (and)****[Right] (0-3)****[Right] \*****[After] FORL (through 2002) 3-6 \*****Note:****\* Courses can be taken as electives in Core Area C.2.****Requirements for the Major (Upper-Division Courses): 30 Hours****A. English: 3 Hours****ENGL 3000 Research and Methodology****B. Literary History: 12 Hours \*****Four (4) courses, one from each of the following areas: ENGL 4000 or ENGL 6105 British Literature I ENGL 4002 or ENGL 6115 British**

Literature II ENGL 4003 or ENGL 6110 American Literature I ENGL 4005 or ENGL 6120 American Literature II

**ENGL 4000 Studies in British Lit. I**

**ENGL 4002 Studies in British Lit. II**

**ENGL 4003 Studies in American Lit. I**

**ENGL 4005 Studies in American Lit. II**

**[After] Students selecting the M.A. thesis or capstone track can count up to six (6) hours of graduate courses (6000-level) toward both degrees; students selecting the non-thesis track can count up to twelve (12) hours of graduate courses (6000-level) toward both degrees.**

### **Note:**

Students may take additional offerings of Literary History courses as major electives. \* Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4002 - British Romanticism and ENGL 4002 - Twentieth-Century British

**ENGL 4002 Studies in British Lit. II**

### **C. English Major Electives: 12 Hours**

Four courses selected from ENGL 3000- or 4000-level courses. \* No more than one (1) variable-credit, independent study or internship may be counted toward the major.

### **D. ENGL 4384: Senior Seminar 3 Hours \***

\* Prerequisites: 2000-level ENGL courses in Area F, ENGL 3000, and 18 additional hours of upper-level ENGL courses with a C or higher; No course may be substituted for the Senior Seminar.

**ENGL 4384 Senior Seminar**

### **Minor and/or General Electives: 30 Hours \***

\* A minor is not required for the B.A. English degree.

**Total: 120 Hours**

## Justification and Assessment

**Rationale\*** The Accelerated Bachelor's to Master's Degree Program in English at the University of West Georgia allows outstanding students who major in English or English Education to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in English and English Education allows exceptional students to count up to six (6) hours in the M.A. capstone and thesis track and twelve (12) in the M.A. non-thesis track toward both degrees.

The Accelerated Bachelor's to Master's Degree Program offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.A. in English or B.A. in English Education, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.A. in English graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree.

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

### SACSCOC Substantive Change

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

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

**SACSCOC Comments**

### REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map

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template from [here](#), and upload.

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

### 2.) Assessment Plan

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

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

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

**Assessment Plan\***  I have attached the Assessment Plan.  
 N/A

## Routing Information

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

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

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

**School/ Department - DO NOT EDIT\***

**Is this a School of Nursing Program?\***  Yes  No

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

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

**Is Senate Review required?\***  Yes  No

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

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

## Accelerated Bachelor's to Master's Degree (ABM) in English

Graduate Program Committee in English--Program **Modification** Proposal

Proposal approved by Engten Faculty Meeting 10/11/19

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### **Accelerated Bachelor's to Master's Degree Program in English**

The Accelerated Bachelor's to Master's Degree Program in English at the University of West Georgia allows outstanding students who major in English or English Education to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in English and English Education allows exceptional students to count up to six (6) hours in the M.A. capstone and thesis track and twelve (12) in the M.A. non-thesis track toward both degrees.

The Accelerated Bachelor's to Master's Degree Program offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.A. in English or B.A. in English Education, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.A. in English graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree.

### **Eligibility Requirements**

Students applying for the ABM Program in English must:

- Have completed at least 90 hours toward a B.A. in English or B.A. in English Education.
- Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.
- Have a UWG GPA of 3.5 or higher or an English major GPA of 3.75 or higher and must maintain that GPA while they are undergraduates.
- Have taken English 3000.
- Meet all admission requirements for the M.A. in English with the exception of the complete B.A. in English or B.A. in English Education.
- Students applying for the accelerated program will not be required to take standardized admissions tests.

### **Application Process**

- Meet with your advisor to discuss the program. This should take place when the student has reached a minimum of 60 hours and completed all Area F coursework.
- Complete an application form for the Accelerated Bachelor's to Master's Degree Program. This should **take** place in the semester before the student earns 90 hours.
- Complete a **graduate** application for the graduate degree program and submit all required documents for admission

## Acceptance to the Program

Once a student has been accepted to the program, the student should follow the plan of study prescribed by the program and take the courses approved for the ABM program. Students will be classified as an undergraduate student. Once the student has earned the bachelor's degree, the student's classification will be changed to a graduate student.

## Approved Graduate Courses

The table below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for two such courses (in the M.A. capstone track or thesis track, which both require 30 h coursework) or four such courses (in the M.A. non-thesis track, which requires 36 h coursework). **Undergraduate students admitted to the ABM program should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below.**

Graduate Course	Replaced undergraduate Course
ENGL 6105—Seminar in British Literature I	ENGL 4000—Studies in British Literature I
ENGL 6110—Seminar in American Literature I	ENGL 4003—Studies in American Literature I
ENGL 6115—Seminar in British Literature II	ENGL 4002—Studies in British Literature II
ENGL 6120—Seminar in American Literature II	ENGL 4005—Studies in American Literature II

Name \_\_\_\_\_

Student ID# \_\_\_\_\_

<b>CORE CURRICULUM</b>	Hrs. Req.	Grade	Hours Earned
<b>A. Essential Skills (9 hours)</b>			
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 1111, 1113, or 1634	3-4		
<b>B. Institutional Priorities (5 hours)</b>			
Written & Oral Communication	3-4		
Institutional Elective	1-2		
<b>C. Fine Arts &amp; Humanities (6 hours)</b>			
Fine Arts	3		
Humanities	3		
<b>D. Natural Sciences, Math, &amp; Tech. (10 hours)</b>			
Science course with a lab	4		
Science course without a lab	3		
Math, Science, & Quant. Tech.	3		
<b>E. Social Sciences (12 hours)</b>			
HIST 1111 or 1112 World Hist.	3		
HIST 2111 or 2112 U.S. History	3		
POLS 1101 American Govt.	3		
Social Science Elective	3		
<b>F. Major Related Courses (18 hours)*</b>			
ENGL 2001 Intro to Literature	3		
ENGL 2110 World Literature	3		
ENGL 2120, 2130, 2180, or 2190	3		
ENGL 2120, 2130, 2180, or 2190	3		
SPAN, GRMN or FREN 2001	3		
SPAN, GRMN or FREN 2002	3		
<i>*Grade of C or higher is required for Area F courses</i>			
<b>Core courses total</b>	<b>60</b>		

<b>MAJOR COURSES*</b>	Hrs. Req.	Grade	Hours Earned
<b>A. ENGL 3000 Research Mthd<sup>1</sup></b>	3		
<b>B. Literary History (12 hours)<sup>2</sup></b>			
ENGL 4000 or 6105 British Lit. I	3		
ENGL 4002 or 6115 British Lit. II	3		
ENGL 4003 or 6110 Amer. Lit. I	3		
ENGL 4005 or 6120 Amer. Lit. II	3		
<b>C. English Major Electives (12 hours)</b>			
ENGL 3xxx or 4xxx	3		
ENGL 3xxx or 4xxx	3		
ENGL 3xxx or 4xxx	3		
ENGL 3xxx or 4xxx	3		
<b>D. ENGL 4384 Senior Seminar<sup>3</sup></b>	3		
<b>Major courses total</b>	<b>30</b>		
<i>*Grade of C or higher is required for major courses</i>			
<b>GEN. ELECTIVES AND/OR MINOR</b>			
3xxx or 4xxx course	3		
3xxx or 4xxx course	3		
3xxx or 4xxx course	3		
Other elective course	3		
Other elective course	3		
Other elective course	3		
Other elective course	3		
Other elective course	3		
Other elective course	3		
Other elective course	3		
<b>Elective/Minor courses total</b>	<b>30</b>		

<sup>1</sup> Only two 3/4000-level ENGL courses can be taken before ENGL 3000 is completed

<sup>2</sup> Students selecting the M.A. thesis or capstone track can count up to six (6) hours of graduate courses (6000-level) toward both degrees; students selecting the non-thesis track can count up to twelve (12) hours of graduate courses (6000-level) toward both degrees.

<sup>3</sup> Prerequisites: all 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher

2019 English and Philosophy Department

Goal	Strategic Plan Connection	Measure / Method	Success Criterion	AY15 (Summer 2014 - Spring 2015)	AY16 (Summer 2015 - Spring 2016)	AY17 (Summer 2016 - Spring 2017)	AY18 (Summer 2017 - Spring 2018)	AY19 (Summer 2018 - Spring 2019)	Interpretation & Use of Results	Improvement Plan
				FY 14-15 Sum14, Fall14 Spring 15	FY 15-16 Sum15, Fall15 Spring 16	FY 16-17 Sum16, Fall16 Spring 17	FY 17-18 Sum17, Fall17, Spring 18	FY 18-19 Sum18, Fall18, Spring 19		
<b>New Student Enrollment</b>		<b>Count of ONLY new to UWG declared majors as of Fall census date</b>	<b>Success Criterion</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total new to UWG declared departmental majors	1.A	Total Fall census date count of new to UWG UG students with a declared major associated with the department.	Maintain or increase enrollment counts.	56	46	37	42	46		
Grow New Undergraduate (UG) Enrollment: 2300 - 230101 - English Language & Literature (BA)	1.A	Fall census date count of new to UWG UG students with a declared department major code of 2300 - 230101 - English Language & Literature (BA)	Maintain or increase enrollment counts.	44	39	29	29	35	While we have maintained our enrollment in AY18, we continue to press forward in rebranding the department as both the gold standard for liberal arts and a very viable major for career development.	We have deployed a Publishing and Editing Certificate to considerable student interest and are currently working on a Workplace Writing Certificate.
Grow New Undergraduate (UG) Enrollment: 4700 - 380101 - Philosophy (BA)	1.A	Fall census date count of new to UWG UG students with a declared department major code of 4700 - 380101 - Philosophy (BA)	Maintain or increase enrollment counts.	6	4	4	10	1	Numbers for AY12 are off because for a number of years any student who expressed interest in pre-law was funneled into philosophy even if they hadn't expressed interest in philosophy. Many of those students did not continue, but switched to political science instead. We believe AY12 was the last year this happened which is partly why enrollment numbers drop, but retention numbers improve.	We will redouble our efforts to identify students in our core level courses who show interest and promise. Faculty will be approaching these students individually and encouraging them to major in philosophy. Students will also be reminded to participate in Philosophical Society and other events as a recruitment effort.
Grow New Graduate (GR) Enrollment: 2300 - 230101 - English Language & Literature (MA)	1.A	Fall census date count of new to UWG GR students with a declared department major code of 2300 - 230101 - English Language & Literature (MA)	Maintain or increase enrollment counts.	6	3	4	3	10	In order to offer a clearer picture of our enrollment, we have included the spring and summer enrollments counts for our MA, which has rolling admissions. While interesting, the Fall census date count of new enrollment does not to us reflect our actual work and steady gains in enrollment. These numbers stem from our records of admission and enrollment through the department.	We continue to increase our recruitment of graduate students within the program, but looking forward we will increase our attention to secondary educators and recent graduates from other campuses in the state. We have also had excellent reports of interest from Coweta County High School teachers in need of seminars at the Newnan Center.
<b>Total Student Enrollment</b>		<b>Unduplicated headcount of ALL declared majors in the Department</b>	<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total departmental declared majors	1.B	Total unduplicated headcount for the year of all students with a declared major associated with the department	Maintain or increase enrollment counts.	313	299	276	274	266		
Grow the total number of Undergraduate (UG) declared majors: 2300 - 230101 - English Language & Literature (BA)	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code of 2300 - 230101 - English Language & Literature (BA)	Maintain or increase enrollment counts.	236	228	209	214	203	Our major continues to remain reasonably stable, although we are still losing a handful of majors here and there. We need to look more intently at where we are losing these majors, and whether we are losing them to other majors or whether they are leaving school entirely.	The department continues to hone its recruitment strategy to increase enrollments among new students while sustaining our steady influx of majors from formerly undeclared students. We will start a new process of keeping tabs on majors who do not re-enroll.
Grow the total number of Undergraduate (UG) declared majors: 4700 - 380101 - Philosophy (BA)	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code of 4700 - 380101 - Philosophy (BA)	Maintain or increase enrollment counts.	43	46	40	41	27		
Grow the total number of Graduate (GR) declared majors: 2300 - 230101 - English Language & Literature (MA)	1.B	Total unduplicated headcount for the year of all GR students with a declared department major code of 2300 - 230101 - English Language & Literature (MA)	Maintain or increase enrollment counts.	34	25	27	19	36	The number of MAs dipped in AY 18, but we have had a very large entering class in AY19. Our work on recruitment seems to have paid off.	We continue to increase our recruitment of graduate students within the program, but looking forward we will increase our attention to secondary educators and recent graduates from other campuses in the state.
<b>Total Second Majors</b>		<b>Second Majors NOT Included in total Department declared majors count</b>	<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total departmental declared second majors	1.B	Total unduplicated headcount for the year of all students with a declared second major associated with the department		14	9	6	5	5		
Grow the total number of Undergraduate (UG) declared second majors: 2300 - English	1.B	Total unduplicated headcount for the year of all UG students with a declared second major code of 2300 - English	Publicize this option and create collaborations with other departments.	6	5	3	2	2	This is rarely an option we discuss in advising, and we could do much more work to collaborate with other departments to make this a more attractive option to students.	Collaborate with obvious departments, such as FLL or Mass Comm, and reach out to other schools such as Business to discuss opportunities.
Grow the total number of Undergraduate (UG) declared second majors: 4700 - Philosophy	1.B	Total unduplicated headcount for the year of all UG students with a declared second major code of 4700 - Philosophy		8	4	3	3	3		
<b>Departmental Retention of New Students</b>		<b>Students who started in the Department and are still in Department</b>	<b>Success Criterion</b>	<b>Started Fall '13, Returned Fall '14</b>	<b>Started Fall '14, Returned Fall '15</b>	<b>Started Fall '15, Returned Fall '16</b>	<b>Started Fall '16, Returned Fall '17</b>	<b>Started Fall '17, Returned Fall '18</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG): 2300 - 230101 - English Language & Literature	1.A	Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Maintain or increase retention rate of undergraduate majors between years 1 and 2.	65.6%	47.7%	56.4%	62.1%	51.7%	We have made some gains in this area, although the fluctuations suggest the work that remains. We have clarified our curriculum further and moved all our majors under 60 hours into professional advising.	Using the new student success software and working with the professional advisors on campus, we will track more closely where students may be stumbling and intervene more forcefully. Reach out to majors who are not enrolled in the next semester and check in with them via email and or phone.
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG): 4700 - 380101 - Philosophy	1.A	PHIL Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Maintain or increase retention rate of undergraduate majors between years 1 and 2.	50.0%	66.7%	75.0%	25.0%	30.0%	We are improving on this measure and would like to keep improving.	We will attempt to find out why students are leaving the major by contacting the students each semester who are no longer identified as philosophy majors.
<b>Institutional Retention of New Students</b>		<b>Students who started in the Department and are either still in Department or changed major, but still at UWG</b>	<b>Success Criterion</b>	<b>Started Fall '13, Returned Fall '14</b>	<b>Started Fall '14, Returned Fall '15</b>	<b>Started Fall '15, Returned Fall '16</b>	<b>Started Fall '16, Returned Fall '17</b>	<b>Started Fall '17, Returned Fall '18</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG): 2300 - 230101 - English Language & Literature	1.A	Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in any UWG major the subsequent fall term expressed as a percentage	Increase overall undergraduate retention	81.3%	70.5%	71.8%	72.4%	72.4%	Our retention numbers for the university are not bad, but we need to learn more about where these students have gone: whether to another degree program or to another college altogether.	Use the student success software to track the trajectory of our early majors.
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG): 4700 - 380101 - Philosophy	1.A	PHIL Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in any UWG major the subsequent fall term expressed as a percentage	Maintain or increase retention	100.0%	66.7%	100.0%	50.0%	70.0%	We have done well with retention of students, but our numbers have gone down for this most recent report year. We would like to improve.	We will focus on excellent Core teaching as a means of retaining students at the University. We have a high level of engagement with Core level students and will continue to promote active engagement in Philosophy events as a secondary way of retaining students.
<b>Undergraduate Degrees Conferred</b>			<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total departmental Undergraduate (UG) degrees conferred:	1.A	Total number of UG degrees conferred within associated department (reported by first major)		45	48	45	54	52		

Grow the number of undergraduate (UG) degrees conferred: <b>BA English Language &amp; Literature</b>	1.A	Number of UG degrees conferred (reported by first major)	Maintain or increase the number of UG degrees conferred	34	35	42	40	46	Degree conferrals remain stable, which is promising, but we would like to increase this number with greater retention.	The department has begun investigating more carefully how students progress through the major as well as focusing more on the qualities of good advising. We will use those findings to help guide advising and intervention processes.
Grow the number of undergraduate (UG) degrees conferred: <b>BA Philosophy</b>	1.A	Number of UG degrees conferred (reported by first major)	Maintain or increase number of degrees conferred	11	13	3	14	6	Our graduation numbers are holding steady. We are happy overall with these numbers and will continue to focus on their improvement.	We will continue to have all faculty engaged in advising students beyond 60 credit hours. We will continue to schedule courses such that students can progress and graduate in a timely manner. We will continue to encourage our students to engage in philosophy extra curricular activities such as the Meeting of the Minds and the Philosophical Society.
<b>Graduate Degrees Conferred</b>			<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total departmental Graduate (GR) degrees conferred:	1.A	Total number of GR degrees conferred within associated department (reported by first major)		3	8	12	4	7		
Grow the number of graduate (GR) degrees conferred: <b>MA English Language &amp; Literature</b>	1.A	Number of GR degrees conferred (reported by first major)	Maintain or increase the number of GR degrees conferred	3	8	12	4	7	Graduate numbers continue to fluctuate. Recent trends have been positive.	We will undertake more attentive tracking of all graduate students enrolled in the MA and increase our advising intervention with those who appear to be stalled or struggling.
<b>Minors Awarded</b>			<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total departmental minors awarded	1.A	Total number of minors awarded within the associated department (reported by first minor)		35	47	52	52	58		
Grow the number of minors awarded: <b>English-Creative Writing</b>	1.A	Number of minors awarded (reported by first minor)		15	13	21	20	30	We are currently thriving in Creative Writing. These minors continue to grow most years, and those classes are filling well. We will continue to schedule enough sections to keep up with demand, and investigate whether those minors might be potential double majors.	investigate how other departments' curricula either help or hinder minors.
Grow the number of minors awarded: <b>English-Literature</b>	1.A	Number of minors awarded (reported by first minor)		2	9	4	1	4		
Grow the number of minors awarded: <b>Film Studies</b>	1.A	Number of minors awarded (reported by first minor)		12	9	9	8	6	Film Studies remains stable, which is remarkable given the upheaval about this program.	We hesitate to direct efforts into greater recruitment until the next steps for FILM are decided upon in the college.
Grow the number of minors awarded: <b>English/History (Split) African Studies</b>	1.A	Number of minors awarded (reported by first minor)		0	3	3	3	3	We continue to work to support this minor along with History.	We have offered course releases to the director of Africana in the department to help encourage growth. The minor has also created an advisory board this year, which is very likely to encourage new classes and other offerings.
Grow the number of minors awarded: <b>English/History (Split) American Studies</b>	1.A	Number of minors awarded (reported by first minor)		2	0	1	0	0		
Grow the number of minors awarded: <b>Philosophy</b>	1.A	Number of minors awarded (reported by first minor)		1	9	10	18	12		
Grow the number of minors awarded: <b>Religion</b>	1.A	Number of minors awarded (reported by first minor)		3	4	4	2	3		
<b>Second Majors on Degrees Conferred</b>			<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Grow the number of undergraduate (UG) second majors on degrees conferred for <b>English Language &amp; Literatures</b>	1.A	Number of UG <b>second majors</b> on degrees conferred reported elsewhere by first major (This is a second major on another degree and should not be counted as a separate degree)		1	0	1	0	0	We would like to see a greater number here, but few students wish to take the extra time.	This is such a small option that we tent to work with our colleagues in the second department on a case by case basis.
Grow the number of undergraduate (UG) second majors on degrees conferred for <b>Philosophy</b>	1.A	Number of UG <b>second majors</b> on degrees conferred reported elsewhere by first major (This is a second major on another degree and should not be counted as a separate degree)		1	1	0	0	0		
<b>Engage West</b>			<b>Success Criterion</b>	<b>Spring 2015</b>	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Spring 2018</b>	<b>Spring 2019</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Improve the overall Department Engage West score	4.A	Current Engage West score	Increase scores in areas of engagement			3.73 Engagement	3.39 Engagement		We had a decline in our engagement scores, particularly in the areas of Transparency at the department level, professional development support, and university/departmental climate. There is considerable disillusionment with the survey; many feel that their concerns are not read or valued outside of our department. Also, we had an in-house situation that resulted in some distrust.	In addition to continuing work on increasing ProfDev support, we are attending to perceptions of unfairness and transparency within the department and beyond. Our monitoring tool will be the Engagement Survey (esp. Q45-48, Q50-58, Q72, Q74-5). Our plan for the coming year is very similar to last year's with these additions: In the area of Communication and Transparency; the chair will-- Educate (and orient as applicable) department faculty about the profession and workplace norms. -- Continue candor meetings with all ranks.

**Bachelor of Arts (BA)  
English (CIP 230101)**

Student Learning Outcome	Strategic Plan
<p>(NEW) English majors will be able to understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.</p>	<p>Student Success (SI1)</p>

<p>(NEW) English majors will be able to apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.</p>	<p>Student Success (SI1)</p>
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<p>(NEW) English majors will be able to conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English studies as a discipline.</p>	<p>Student Success (SI1)</p>
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Measure/Method	Success Criterion
<p>NEW Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (fall and Spring semester) submit their <b>final essay assignment</b> in their senior seminar anthology, which is then evaluated by the department's Assessment Committee for its alignment with each learning outcome. This year we have also brought in syllabi to help make sure that those documents are similarly aligned. The committee members were instructed to check samples for alignment with learning outcomes: that is, members were asked to look in the data for the amount of support for the learning outcome being examined, on a scale of 0-4, 0 meaning "no support" and 4 meaning "the most support." The results for an Academic Year are compared across cohorts. To this we add our <b>Senior Seminar Survey</b>, a qualitative survey measuring student perception of their learning in the degree and in the class. Responses are measured using a five point scale, with 5 being Strongly Agree and 1 being Strongly Disagree. For LO1, we assessed: "This Senior Seminar has allowed me to use and expand on what I learned about literature in the English program."</p>	<p>The English Program's goal is to have 100% of each cohort demonstrate the skills of LO1, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete. In the survey, we seek to measure student satisfaction with the degree. Success is considered improvement in scores or a stable high score.</p>

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The English Program's goal is to have 100% of each cohort demonstrate the skills of LO2, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete. In the survey, we seek to measure student satisfaction with the degree. Success is considered improvement in scores or a stable high score.

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The English Program's goal is to have 100% of each cohort perform at Proficient or higher in all three areas of student learning. For LO3, the student writing will be professional, grammatical, and properly cited, although some minor errors may remain in grammar or spelling and the organization might not always be perfect.

AY13	AY14	AY15	AY16	AY17	AY18
<p>Exemplary: 6 (19%);  Proficient: 12 (38%);  Developing: 13 (41%);  Unsatisfactory: 1 (3%)  TOTAL: 33</p>	<p>Exemplary: 19 (58%);  Proficient: 13 (39%);  Developing: 1 (3%)  TOTAL 33</p>	<p>Exemplary: 25 (58%);  Proficient: 16 (37%);  Developing: 2 (5%)  TOTAL 43</p>	<p>Exemplary: 13 (43%);  Proficient: 14 (47%);  Developing: 2 (7%);  Unsatisfactory: 1 (3%)  TOTAL 30</p>	<p>ESSAY SCORES:  Exceeds: 25 (57%);  Proficient: 17 (39%);  Developing: 2 (5%)  SURVEY RESULTS:  Average score 4.81</p>	<p>ESSAY ALIGNMENT:  Essays aligned with Learning Outcome 1 <b>3.29</b> on a scale of 0-4.  SYLLABI ALIGNMENT:  Syllabi for this course averaged a <b>2.5</b> on a 4 point scale in their alignment to LO1. SURVEY RESULTS:  Average score was <b>4.89</b></p>

Exemplary: 10 (31%); Proficient: 15 (47%); Developing: 7 (22%)	Exemplary: 13 (39%); Proficient: 20 (61%)	Exemplary: 28 (65%); Proficient: 15 (35%)	Exemplary: 11 (37%); Proficient: 17 (57%); Developing: 2 (7%); Unsatisfactory: 0 (0%) TOTAL 30	Exceeds: 22 (50%); Proficient: 22 (50%) SURVEY RESULTS: ("This particular Senior Seminar has allowed me to expand on my learning as a writer in the English program") Average 4.76	ESSAY ALIGNMENT" Essays alignment rated as <b>3.61</b> on a scale of 0-4. SYLLABI ALIGNMENT: Syllabi for this course averaged a <b>2</b> on the 4 point scale in their alignment to LO 2. SURVEY RESULTS: Average score was <b>4.83</b>
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Exemplary: 9 (28%); Proficient: 11 (34%); Developing 10 (31%); Unsatisfactory: 2 (6%)	Exemplary: 9 (27%); Proficient: 22 (67%); Developing : 2 (6%)	Exemplary: 27 (63%); Proficient: 15 (35%); Developing : 1 (2%)	Exemplary: 8 (27%); Proficient: 15 (50%); Developing: 7 (23%); Unsatisfactory: 0 (0%) TOTAL 30	Exceeds: 22 (50%); Proficient: 21 (48%); Developing: 1 (2%) SURVEY RESULTS ("My writing skills improved as a direct result of my coursework in the program") Strongly Agree/5: 87%; Agree/4: 13%	ESSAY ALIGNMENT: Essay alignment with LO3 rated <b>3.68</b> on a 4 point scale. SYLLABI ALIGNMENT: Syllabi for this course rated an average of <b>3</b> on a 4 point scale for alignment with LOs. SURVEY RESULTS: <b>4.94</b>
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**Justification of  
Success Criteria**

No assignment was graded against standards of worth or effectiveness as writing/answers to a test/goodness as an artifact. Because we were preparing for the SACSOC report, we focused on alignment with course/program goals: Are we doing what we say we are? Can we prove/show what we've said we're doing, with data from our classes? Thus each piece of data was examined only for its support for learning outcomes for the course. Raters chose from 0, which meant that there was no evidence of support for a particular learning outcome in that piece of data, to 4, which meant that piece of data showed the best possible support for that learning outcome. The committee members were asked to look in the data for the amount of support for the learning outcome being examined, on a scale of 0-4, 0 meaning "no support" and 4 meaning "the most support." We stress that 0s and 4s are not to be thought of as "bad" and "good," but as a way to make suggestions about places for better alignment. We also note that no one assignment can, or perhaps even should, align with every learning outcome. For the survey, we want all students to agree strongly that Senior Seminar builds upon the skills related to Learning Outcome 1.

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No assignment was graded against standards of worth or effectiveness as writing/answers to a test/goodness as an artifact. Because we were preparing for the SACSOC report, we focused on alignment with course/program goals: Are we doing what we say we are? Can we prove/show what we've said we're doing, with data from our classes? Thus each piece of data was examined only for its support for learning outcomes for the course. Raters chose from 0, which meant that there was no evidence of support for a particular learning outcome in that piece of data, to 4, which meant that piece of data showed the best possible support for that learning outcome. The committee members were asked to look in the data for the amount of support for the learning outcome being examined, on a scale of 0-4, 0 meaning "no support" and 4 meaning "the most support." We stress that 0s and 4s are not to be thought of as "bad" and "good," but as a way to make suggestions about places for better alignment. We also note that no one assignment can, or perhaps even should, align with every learning outcome. For the survey, we want all students to agree strongly that Senior Seminar builds upon the skills related to Learning Outcome 1. For the survey, we want all students to agree or agree strongly that Senior Seminar builds upon the skills related to Learning Outcome 3.

### **Interpretation & Use of Results**

Our new methodology of assessing the demonstration of our learning outcomes is brand new, and so interpretation is somewhat challenging. However, from the data in AY18, we can see that LO1 is the lowest scoring outcome in essays, but the highest in syllabi alignment. This discrepancy suggests that our courses are promising something that has not been thoroughly achieved in the work of our students, namely, historical context and literary conventions. We will need to discuss this gap as a faculty. The survey showed that our students see this course as helping them to expand their knowledge of literary history, suggesting that perhaps more work needs to be done before their capstone in this particular area of learning.

Our new methodology reveals that our students are demonstrating critical thinking skills more clearly than the course syllabi demonstrate their alignment with this outcome. However, the score should be higher, and the lack of alignment in course syllabi suggests a path to improvement: making critical thinking a more obvious factor in the work of the course. The senior seminar for English has a great deal of process work and editing as well as the writing of a final paper, so a way to better highlight those skills may help grow both of these scores. Interestingly, students once again perceived the course as improving their work and expanding their skills. This again suggests that earlier courses need to carry more water in this area.

Over the past year to two years the department has included additional writing instruction in every class for majors, and that effort could be bearing fruit, given the numbers for AY 18. Students' essays demonstrate writing skills, the syllabi are more clearly aligned with this learning outcomes, and the survey results are very high. If this trend continues, we will certainly work on recreating these practices for the first two learning outcomes.

### **Improvement Plan**

The committee found that data from the course anthologies supported most learning outcomes, the area providing the most support being course LO5 [“Create polished, well-researched compositions appropriate for inclusion in the course anthology”]. These essays exhibited good support for learning outcomes specific to the program as well (avg. ratings range: min 3.29 to max 3.68). This year we moved to recording our qualitative data as a holistic percentage which would be more easily tracked. We are interested to see another year's worth of data so that we may begin observing trends.

The committee found that data from the course anthologies supported most learning outcomes, the area providing the most support being course LO5 [“Create polished, well-researched compositions appropriate for inclusion in the course anthology”]. These essays exhibited good support for learning outcomes specific to the program as well (avg. ratings range: min 3.29 to max 3.68). This year we moved to recording our qualitative data as a holistic percentage which would be more easily tracked. We are interested to see another year's worth of data so that we may begin observing trends.

Our assessment committee believes tinkering with the construction of these senior seminar anthologies to include more draft materials, workshop materials, or other process-related documents would help students fulfill the goals we seek in writing; the committee also thinks that faculty training about how to make learning goals for the course and program transparent and aligned on syllabi would be very useful. That training might include discussions of the goals of this course in the program, which are up for discussion.

# Accelerated Bachelors to Masters (ABM) in English, Education Track

## 2020-2021 Undergraduate Revise Program Request

### Introduction

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

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

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

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

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

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

**Modifications  
(Check all that  
apply)\***

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

**Desired Effective  
Semester \***

Fall

**Desired Effective  
Year \***

2020

### Program Information

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

**Type of Program\***

- Program
- Shared Core

**If other, please**

37/251

**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\*** Accelerated Bachelors to Masters (ABM) in English, Education Track

**Program ID - DO NOT EDIT\*** 2559

**Program Code - DO NOT EDIT**

**Program Type\***

Bachelor

**Degree Type\***

Bachelor of Art

**Program Description\***

For both tracks, English majors must earn a C or better in all English courses required for the major. This includes ENGL 1101, ENGL 1102, ENGL 2001, ENGL 2110, ENGL 2120, ENGL 2130, ENGL 2180 and ENGL 2190 as well as all upper-level ENGL courses that count toward the major.

For both tracks, English majors can take no more than 2 upper-level ENGL courses toward the major (6 credit hours) before completing the required 2000-level courses for the major (ENGL 2001, ENGL 2110, ENGL 2120, ENGL 2130 and ENGL 2180 or ENGL 2190 and ENGL 3000).

Admission to the College of Education Teacher Education Program (TEP) is required before taking any upper-level Education courses. Pre-requisites for TEP include: 1) completion of core curriculum areas A-E; 2) overall minimum GPA of 2.7; 3) demonstrated writing proficiency or completion of ENGL 1101 with a grade of C or better; 4) demonstrated oral communication proficiency or completion of COMM 1110 with a grade of C or better; 5) satisfactory completion of GACE Basic Skills/Program Admission Assessment or exemption; 6) successful completion of EDUC 2110, EDUC 2120, EDUC 2130, and MEDT 2401 (if required); and 7) completion of any other departmental requirements. See English advisor for admission to TEP once pre-requisites have been met and for selection of core and major area courses.

Eligibility Requirements

Students applying for the ABM Program in English must:

- Have completed at least 90 hours toward a B.A. in English or B.A. in English Education.
- Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.

- Have a UWG GPA of 3.5 or higher or an English major GPA of 3.75 or higher and must maintain that GPA while they are undergraduates.
- Have taken English 3000.
- Meet all admission requirements for the M.A. in English with the exception of the complete B.A. in English or B.A. in English Education.
- Students applying for the accelerated program will not be required to take standardized admissions tests.

#### Application Process

- Meet with your advisor to discuss the program. This should take place when the student has reached a minimum of 60 hours and completed all Area F coursework.
  - Complete an application form for the Accelerated Bachelor's to Master's Degree Program. This should take place in the semester before the student earns 90 hours.
  - Complete a graduate application for the graduate degree program and submit all required documents for admission
- Acceptance to the Program

Once a student has been accepted to the program, the student should follow the plan of study prescribed by the program and take the courses approved for the ABM program. Students will be classified as an undergraduate student. Once the student has earned the bachelor's degree, the student's classification will be changed to a graduate student.

#### Approved Graduate Courses

The table below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for two such courses (in the M.A. capstone track or thesis track, which both require 30 h coursework) or four such courses (in the M.A. non-thesis track, which requires 36 h coursework). Undergraduate students admitted to the ABM program should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below.

#### Graduate Course Replaced undergraduate Course

ENGL 6105—Seminar in British Literature I ENGL 4000—Studies in British Literature I

ENGL 6110—Seminar in American Literature I ENGL 4003—Studies in American Literature I

ENGL 6115—Seminar in British Literature II ENGL 4002—Studies in British Literature II

ENGL 6120—Seminar in American Literature II ENGL 4005—Studies in American Literature II

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

**Program Location\***

Carrollton

## Curriculum Information

### PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses from the Program

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

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the  and proceed.

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

### Step 2 - Adding New Courses to the Program

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

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

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

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

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

### Step 3 - Adding Courses in the Curriculum Schema

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

**Prospective Curriculum\***

## Requirements

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

Core Curriculum \* ENGL 1101 and ENGL 1102 are prerequisites for all courses from ENGL 2110 through ENGL 4386 except ENGL 2060.

## Core Area F: 18 Hours

**ENGL 2001 Introduction to Literature**

[After] \* (and)

**ENGL 2110 World Literature**

[Right] (0-3)

[Right] \* (and)

**ENGL 2120 British Literature**

[Right] (0-3)

[Right] \* (or)

**ENGL 2130 American Literature**

[Right] (0-3)

[Right] \*

[Before](or)

**ENGL 2180 Studies in African-American Literature**

[Right] (0-3)

[Right] \*

[Right] (or)

**ENGL 2190 Studies in Literature by Women**

[After] (and)

[After] FORL (through 2002) 3-6 \*

[Right] (0-3)

[Right] \*

### Note:

\* Courses can be taken as electives in Core Area C.2.

## Requirements for the Major (Upper-Division Courses): 30 Hours

### A. Methods: 3 Hours

**ENGL 3000 Research and Methodology**

**B. Literary History: 12 Hours \***

Four (4) courses, one from each of the following areas: ENGL 4000 or ENGL 6105 British Literature I ENGL 4002 or ENGL 6115 British Literature II ENGL 4003 or ENGL 6110 American Literature I ENGL 4005 or ENGL 6120 American Literature II

ENGL 4000 Studies in British Lit. I  
ENGL 4002 Studies in British Lit. II  
ENGL 4003 Studies in American Lit. I  
ENGL 4005 Studies in American Lit. II

**Note:**

Students may take an additional offering of ENGL 4188 as a major elective.

**C. English Education Requirements: 9 Hours**

ENGL 4295 Studies in Young Adult Literature  
ENGL 3400 Pedagogy and Writing  
ENGL 4300 Studies In English Language  
[After] (English Grammar OR History of the English Language)

**D. Electives: 3 Hours \***

One course selected from ENGL 3000- or 4000- level courses. \* No more than one (1) variable-credit, independent study may be counted toward the major. Students cannot count ENGL 4386 (Internship) toward the major. Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4106 - Studies in Genre: Poetry and ENGL 4106 - Studies in Genre: Film.

**E. Senior Seminar:3 Hours \***

\* Prerequisites: 2000-level ENGL courses in Area F, ENGL 3000 and 18 additional hours of upper-level ENGL courses with a C or higher; No course may be substituted for the Senior Seminar.

**ENGL 4384 Senior Seminar****F. Professional Education Sequence: 34 Hours \*\*\*\***

**EDUC 2110 Investigating Critical and Contemporary Issues in Education**

**EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts**

**EDUC 2130 Exploring Learning and Teaching**

**ENGL 4238 Methods for Teaching Secondary English**

**ENGL 4286 Teaching Internship**

**CEPD 4101 Educational Psychology**

**[Right] \*\***

**MEDT 3401 Integrating Technology into the Curriculum**

**[Right] \*\*\*\*\***

**SPED 3715 The Inclusive Classroom: Differentiating Instruction**

**SEED 4271 Instruction, Assessment, and Management in the Secondary Classroom**

**[Right] \*\***

**Total: 124 Hours**

**\*\* Admission to Teacher Education Program required before enrolling in these courses. See admission requirements in the College of Education.**

**\*\*\*\* A grade of C or better is required in courses in these sections. \*\*\*\*\***

**Prerequisite MEDT 2401 or exemption exam**

**Justification and Assessment**

**Rationale\*** The Accelerated Bachelor's to Master's Degree Program in English at the University of West Georgia allows outstanding students who major in English or English Education to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in English and English Education allows exceptional students to count up to six (6) hours in the M.A. capstone and thesis track and twelve (12) in the M.A. non-thesis track toward both degrees.

The Accelerated Bachelor's to Master's Degree Program offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.A. in English or B.A. in English Education, with a satisfactory

undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.A in

English graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

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

**SACSCOC Comments**

### REQUIRED ATTACHMENTS

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

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

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

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

#### 2.) Assessment Plan

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

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

**Program Map\***



I have attached the Program Map/Sheet.

44/251

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

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

N/A

### Routing Information

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

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

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

**School/  
Department - DO  
NOT EDIT\***

Department of English and Philosophy

**Is this a School of  
Nursing Program?\***  Yes  No

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

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

**Is Senate Review  
required?\***  Yes  No

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

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

## Accelerated Bachelor's to Master's Degree (ABM) in English

Graduate Program Committee in English--Program **Modification** Proposal

Proposal approved by Engten Faculty Meeting 10/11/19

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### **Accelerated Bachelor's to Master's Degree Program in English**

The Accelerated Bachelor's to Master's Degree Program in English at the University of West Georgia allows outstanding students who major in English or English Education to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in English and English Education allows exceptional students to count up to six (6) hours in the M.A. capstone and thesis track and twelve (12) in the M.A. non-thesis track toward both degrees.

The Accelerated Bachelor's to Master's Degree Program offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.A. in English or B.A. in English Education, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.A. in English graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree.

### **Eligibility Requirements**

Students applying for the ABM Program in English must:

- Have completed at least 90 hours toward a B.A. in English or B.A. in English Education.
- Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.
- Have a UWG GPA of 3.5 or higher or an English major GPA of 3.75 or higher and must maintain that GPA while they are undergraduates.
- Have taken English 3000.
- Meet all admission requirements for the M.A. in English with the exception of the complete B.A. in English or B.A. in English Education.
- Students applying for the accelerated program will not be required to take standardized admissions tests.

### **Application Process**

- Meet with your advisor to discuss the program. This should take place when the student has reached a minimum of 60 hours and completed all Area F coursework.
- Complete an application form for the Accelerated Bachelor's to Master's Degree Program. This should **take** place in the semester before the student earns 90 hours.
- Complete a **graduate** application for the graduate degree program and submit all required documents for admission

### Acceptance to the Program

Once a student has been accepted to the program, the student should follow the plan of study prescribed by the program and take the courses approved for the ABM program. Students will be classified as an undergraduate student. Once the student has earned the bachelor's degree, the student's classification will be changed to a graduate student.

### Approved Graduate Courses

The table below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for two such courses (in the M.A. capstone track or thesis track, which both require 30 h coursework) or four such courses (in the M.A. non-thesis track, which requires 36 h coursework). **Undergraduate students admitted to the ABM program should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below.**

Graduate Course	Replaced undergraduate Course
ENGL 6105—Seminar in British Literature I	ENGL 4000—Studies in British Literature I
ENGL 6110—Seminar in American Literature I	ENGL 4003—Studies in American Literature I
ENGL 6115—Seminar in British Literature II	ENGL 4002—Studies in British Literature II
ENGL 6120—Seminar in American Literature II	ENGL 4005—Studies in American Literature II

Name \_\_\_\_\_

Student ID# \_\_\_\_\_

<b>CORE CURRICULUM</b>	Hrs. Req.	Grade	Hours Earned
<b>A. Essential Skills (9 hours)</b>			
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 1111, 1113, or 1634	3-4		
<b>B. Institutional Priorities (5 hours)</b>			
Written & Oral Communication	3-4		
Institutional Elective	1-2		
<b>C. Fine Arts &amp; Humanities (6 hours)</b>			
Fine Arts	3		
Humanities	3		
<b>D. Natural Sciences, Math, &amp; Tech. (10 hours)</b>			
Science course with a lab	4		
Science course without a lab	3		
Math, Science, & Quant. Tech.	3		
<b>E. Social Sciences (12 hours)</b>			
HIST 1111 or 1112 World Hist.	3		
HIST 2111 or 2112 U.S. History	3		
POLS 1101 American Govt.	3		
Social Science Elective	3		
<b>F. Major Related Courses (18 hours)*</b>			
ENGL 2001 Intro to Literature	3		
ENGL 2110 World Literature	3		
ENGL 2120, 2130, 2180, or 2190	3		
ENGL 2120, 2130, 2180, or 2190	3		
SPAN, GRMN or FREN 2001	3		
SPAN, GRMN or FREN 2002	3		
<i>*Grade of C or higher is required for Area F courses</i>			
<b>Core courses total</b>	<b>60</b>		

<b>MAJOR COURSES*</b>	Hrs. Req.	Grade	Hours Earned
<b>A. ENGL 3000 Research Mthd<sup>1</sup></b>	3		
<b>B. Literary History (12 hours)<sup>2</sup></b>			
ENGL 4000 or 6105 British Lit. I	3		
ENGL 4002 or 6115 British Lit. II	3		
ENGL 4003 or 6110 Amer. Lit. I	3		
ENGL 4005 or 6120 Amer. Lit. II	3		
<b>C. English Education Courses (9 hours)</b>			
ENGL 3400 Pedagogy & Writing	3		
ENGL 4295 YA Literature	3		
ENGL 4300 Studies in Engl. Lang.	3		
<b>D. ENGL 4XXX Elective course</b>	3		
<b>E. ENGL 4384 Senior Seminar<sup>3</sup></b>	3		
<b>Major courses total</b>	<b>30</b>		
<b>PROFESSIONAL EDUCATION*</b>			
<b>A. Pre-TEP (Teacher Education Prog.) (12 hours)<sup>4</sup></b>			
EDUC 2110 Issues in Education	3		
EDUC 2120 Persp. on Diversity	3		
EDUC 2130 Teaching & Learning	3		
SPED 3715 Inclusive Classroom	3		
<b>B. Post-TEP sequence (22 hours)<sup>5</sup></b>			
MEDT 4301 Integrating Tech.	3		
CEPD 4101 Educational Psych.	3		
SEED 4271/L Instr, Assess, Mgmt	3		
SEED 4238/L Teaching English <sup>6</sup>	4		
SEED 4286 & 4289: Internship <sup>7</sup>	9		
<b>TEP courses total</b>	<b>34</b>		
<i>*Grade of C or higher required for major &amp; TEP courses</i>			

<sup>1</sup>Only two 3/4000-level ENGL courses can be taken before ENGL 3000 is completed.

<sup>2</sup>Students selecting the M.A. thesis or capstone track can count up to six (6) hours of graduate courses (6000-level) toward both degrees; students selecting the non-thesis track can count up to twelve (12) hours of graduate courses (6000-level) toward both degrees.

<sup>3</sup>Prerequisites: all 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher

<sup>4</sup>Students should complete the pre-TEP course sequence in their first two years at UWG as students *must be ready to apply to the TEP by the end of their sophomore year* to avoid graduation delays. All students in the English Education track must apply to the TEP. See a College of Education Advisor early about the process and pre-service certification.

<sup>5</sup> *One must already be admitted into the Teacher Education Program (TEP) before enrolling in any of the following courses.*

<sup>6</sup> Students must take SEED 4271, a spring only course, before SEED 4238/L, which is offered every fall.

<sup>7</sup> SEED 4286 and 4289 are the only classes that students complete their final semester at UWG.

2019 English and Philosophy Department

Goal	Strategic Plan Connection	Measure / Method	Success Criterion	AY15 (Summer 2014 - Spring 2015)	AY16 (Summer 2015 - Spring 2016)	AY17 (Summer 2016 - Spring 2017)	AY18 (Summer 2017 - Spring 2018)	AY19 (Summer 2018 - Spring 2019)	Interpretation & Use of Results	Improvement Plan
				FY 14-15 Sum14, Fall14 Spring 15	FY 15-16 Sum15, Fall15 Spring 16	FY 16-17 Sum16, Fall16 Spring 17	FY 17-18 Sum17, Fall17, Spring 18	FY 18-19 Sum18, Fall18, Spring 19		
<b>New Student Enrollment</b>		<b>Count of ONLY new to UWG declared majors as of Fall census date</b>	<b>Success Criterion</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total new to UWG declared departmental majors	1.A	Total Fall census date count of new to UWG UG students with a declared major associated with the department.	Maintain or increase enrollment counts.	56	46	37	42	46		
Grow New Undergraduate (UG) Enrollment: 2300 - 230101 - English Language & Literature (BA)	1.A	Fall census date count of new to UWG UG students with a declared department major code of 2300 - 230101 - English Language & Literature (BA)	Maintain or increase enrollment counts.	44	39	29	29	35	While we have maintained our enrollment in AY18, we continue to press forward in rebranding the department as both the gold standard for liberal arts and a very viable major for career development.	We have deployed a Publishing and Editing Certificate to considerable student interest and are currently working on a Workplace Writing Certificate.
Grow New Undergraduate (UG) Enrollment: 4700 - 380101 - Philosophy (BA)	1.A	Fall census date count of new to UWG UG students with a declared department major code of 4700 - 380101 - Philosophy (BA)	Maintain or increase enrollment counts.	6	4	4	10	1	Numbers for AY12 are off because for a number of years any student who expressed interest in pre-law was funneled into philosophy even if they hadn't expressed interest in philosophy. Many of those students did not continue, but switched to political science instead. We believe AY12 was the last year this happened which is partly why enrollment numbers drop, but retention numbers improve.	We will redouble our efforts to identify students in our core level courses who show interest and promise. Faculty will be approaching these students individually and encouraging them to major in philosophy. Students will also be reminded to participate in Philosophical Society and other events as a recruitment effort.
Grow New Graduate (GR) Enrollment: 2300 - 230101 - English Language & Literature (MA)	1.A	Fall census date count of new to UWG GR students with a declared department major code of 2300 - 230101 - English Language & Literature (MA)	Maintain or increase enrollment counts.	6	3	4	3	10	In order to offer a clearer picture of our enrollment, we have included the spring and summer enrollments counts for our MA, which has rolling admissions. While interesting, the Fall census date count of new enrollment does not to us reflect our actual work and steady gains in enrollment. These numbers stem from our records of admission and enrollment through the department.	We continue to increase our recruitment of graduate students within the program, but looking forward we will increase our attention to secondary educators and recent graduates from other campuses in the state. We have also had excellent reports of interest from Coweta County High School teachers in need of seminars at the Newnan Center.
<b>Total Student Enrollment</b>		<b>Unduplicated headcount of ALL declared majors in the Department</b>	<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total departmental declared majors	1.B	Total unduplicated headcount for the year of all students with a declared major associated with the department	Maintain or increase enrollment counts.	313	299	276	274	266		
Grow the total number of Undergraduate (UG) declared majors: 2300 - 230101 - English Language & Literature (BA)	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code of 2300 - 230101 - English Language & Literature (BA)	Maintain or increase enrollment counts.	236	228	209	214	203	Our major continues to remain reasonably stable, although we are still losing a handful of majors here and there. We need to look more intently at where we are losing these majors, and whether we are losing them to other majors or whether they are leaving school entirely.	The department continues to hone its recruitment strategy to increase enrollments among new students while sustaining our steady influx of majors from formerly undeclared students. We will start a new process of keeping tabs on majors who do not re-enroll.
Grow the total number of Undergraduate (UG) declared majors: 4700 - 380101 - Philosophy (BA)	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code of 4700 - 380101 - Philosophy (BA)	Maintain or increase enrollment counts.	43	46	40	41	27		
Grow the total number of Graduate (GR) declared majors: 2300 - 230101 - English Language & Literature (MA)	1.B	Total unduplicated headcount for the year of all GR students with a declared department major code of 2300 - 230101 - English Language & Literature (MA)	Maintain or increase enrollment counts.	34	25	27	19	36	The number of MAs dipped in AY 18, but we have had a very large entering class in AY19. Our work on recruitment seems to have paid off.	We continue to increase our recruitment of graduate students within the program, but looking forward we will increase our attention to secondary educators and recent graduates from other campuses in the state.
<b>Total Second Majors</b>		<b>Second Majors NOT Included in total Department declared majors count</b>	<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total departmental declared second majors	1.B	Total unduplicated headcount for the year of all students with a declared second major associated with the department		14	9	6	5	5		
Grow the total number of Undergraduate (UG) declared second majors: 2300 - English	1.B	Total unduplicated headcount for the year of all UG students with a declared second major code of 2300 - English	Publicize this option and create collaborations with other departments.	6	5	3	2	2	This is rarely an option we discuss in advising, and we could do much more work to collaborate with other departments to make this a more attractive option to students.	Collaborate with obvious departments, such as FLL or Mass Comm, and reach out to other schools such as Business to discuss opportunities.
Grow the total number of Undergraduate (UG) declared second majors: 4700 - Philosophy	1.B	Total unduplicated headcount for the year of all UG students with a declared second major code of 4700 - Philosophy		8	4	3	3	3		
<b>Departmental Retention of New Students</b>		<b>Students who started in the Department and are still in Department</b>	<b>Success Criterion</b>	<b>Started Fall '13, Returned Fall '14</b>	<b>Started Fall '14, Returned Fall '15</b>	<b>Started Fall '15, Returned Fall '16</b>	<b>Started Fall '16, Returned Fall '17</b>	<b>Started Fall '17, Returned Fall '18</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG): 2300 - 230101 - English Language & Literature	1.A	Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Maintain or increase retention rate of undergraduate majors between years 1 and 2.	65.6%	47.7%	56.4%	62.1%	51.7%	We have made some gains in this area, although the fluctuations suggest the work that remains. We have clarified our curriculum further and moved all our majors under 60 hours into professional advising.	Using the new student success software and working with the professional advisors on campus, we will track more closely where students may be stumbling and intervene more forcefully. Reach out to majors who are not enrolled in the next semester and check in with them via email and or phone.
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG): 4700 - 380101 - Philosophy	1.A	PHIL Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Maintain or increase retention rate of undergraduate majors between years 1 and 2.	50.0%	66.7%	75.0%	25.0%	30.0%	We are improving on this measure and would like to keep improving.	We will attempt to find out why students are leaving the major by contacting the students each semester who are no longer identified as philosophy majors.
<b>Institutional Retention of New Students</b>		<b>Students who started in the Department and are either still in Department or changed major, but still at UWG</b>	<b>Success Criterion</b>	<b>Started Fall '13, Returned Fall '14</b>	<b>Started Fall '14, Returned Fall '15</b>	<b>Started Fall '15, Returned Fall '16</b>	<b>Started Fall '16, Returned Fall '17</b>	<b>Started Fall '17, Returned Fall '18</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG): 2300 - 230101 - English Language & Literature	1.A	Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in any UWG major the subsequent fall term expressed as a percentage	Increase overall undergraduate retention	81.3%	70.5%	71.8%	72.4%	72.4%	Our retention numbers for the university are not bad, but we need to learn more about where these students have gone: whether to another degree program or to another college altogether.	Use the student success software to track the trajectory of our early majors.
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG): 4700 - 380101 - Philosophy	1.A	PHIL Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in any UWG major the subsequent fall term expressed as a percentage	Maintain or increase retention	100.0%	66.7%	100.0%	50.0%	70.0%	We have done well with retention of students, but our numbers have gone down for this most recent report year. We would like to improve.	We will focus on excellent Core teaching as a means of retaining students at the University. We have a high level of engagement with Core level students and will continue to promote active engagement in Philosophy events as a secondary way of retaining students.
<b>Undergraduate Degrees Conferred</b>			<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total departmental Undergraduate (UG) degrees conferred:	1.A	Total number of UG degrees conferred within associated department (reported by first major)		45	48	45	54	52		

Grow the number of undergraduate (UG) degrees conferred: <b>BA English Language &amp; Literature</b>	1.A	Number of UG degrees conferred (reported by first major)	Maintain or increase the number of UG degrees conferred	34	35	42	40	46	Degree conferrals remain stable, which is promising, but we would like to increase this number with greater retention.	The department has begun investigating more carefully how students progress through the major as well as focusing more on the qualities of good advising. We will use those findings to help guide advising and intervention processes.
Grow the number of undergraduate (UG) degrees conferred: <b>BA Philosophy</b>	1.A	Number of UG degrees conferred (reported by first major)	Maintain or increase number of degrees conferred	11	13	3	14	6	Our graduation numbers are holding steady. We are happy overall with these numbers and will continue to focus on their improvement.	We will continue to have all faculty engaged in advising students beyond 60 credit hours. We will continue to schedule courses such that students can progress and graduate in a timely manner. We will continue to encourage our students to engage in philosophy extra curricular activities such as the Meeting of the Minds and the Philosophical Society.
<b>Graduate Degrees Conferred</b>			<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total departmental Graduate (GR) degrees conferred:	1.A	Total number of GR degrees conferred within associated department (reported by first major)		3	8	12	4	7		
Grow the number of graduate (GR) degrees conferred: <b>MA English Language &amp; Literature</b>	1.A	Number of GR degrees conferred (reported by first major)	Maintain or increase the number of GR degrees conferred	3	8	12	4	7	Graduate numbers continue to fluctuate. Recent trends have been positive.	We will undertake more attentive tracking of all graduate students enrolled in the MA and increase our advising intervention with those who appear to be stalled or struggling.
<b>Minors Awarded</b>			<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Total departmental minors awarded	1.A	Total number of minors awarded within the associated department (reported by first minor)		35	47	52	52	58		
Grow the number of minors awarded: <b>English-Creative Writing</b>	1.A	Number of minors awarded (reported by first minor)		15	13	21	20	30	We are currently thriving in Creative Writing. These minors continue to grow most years, and those classes are filling well. We will continue to schedule enough sections to keep up with demand, and investigate whether those minors might be potential double majors.	investigate how other departments' curricula either help or hinder minors.
Grow the number of minors awarded: <b>English-Literature</b>	1.A	Number of minors awarded (reported by first minor)		2	9	4	1	4		
Grow the number of minors awarded: <b>Film Studies</b>	1.A	Number of minors awarded (reported by first minor)		12	9	9	8	6	Film Studies remains stable, which is remarkable given the upheaval about this program.	We hesitate to direct efforts into greater recruitment until the next steps for FILM are decided upon in the college.
Grow the number of minors awarded: <b>English/History (Split) African Studies</b>	1.A	Number of minors awarded (reported by first minor)		0	3	3	3	3	We continue to work to support this minor along with History.	We have offered course releases to the director of Africana in the department to help encourage growth. The minor has also created an advisory board this year, which is very likely to encourage new classes and other offerings.
Grow the number of minors awarded: <b>English/History (Split) American Studies</b>	1.A	Number of minors awarded (reported by first minor)		2	0	1	0	0		
Grow the number of minors awarded: <b>Philosophy</b>	1.A	Number of minors awarded (reported by first minor)		1	9	10	18	12		
Grow the number of minors awarded: <b>Religion</b>	1.A	Number of minors awarded (reported by first minor)		3	4	4	2	3		
<b>Second Majors on Degrees Conferred</b>			<b>Success Criterion</b>	<b>Summer '14, Fall '14, Spring '15</b>	<b>Summer '15, Fall '15, Spring '16</b>	<b>Summer '16, Fall '16, Spring '17</b>	<b>Summer '17, Fall '17, Spring '18</b>	<b>Summer '18, Fall '18, Spring '19</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Grow the number of undergraduate (UG) second majors on degrees conferred for <b>English Language &amp; Literatures</b>	1.A	Number of UG <b>second majors</b> on degrees conferred reported elsewhere by first major (This is a second major on another degree and should not be counted as a separate degree)		1	0	1	0	0	We would like to see a greater number here, but few students wish to take the extra time.	This is such a small option that we tent to work with our colleagues in the second department on a case by case basis.
Grow the number of undergraduate (UG) second majors on degrees conferred for <b>Philosophy</b>	1.A	Number of UG <b>second majors</b> on degrees conferred reported elsewhere by first major (This is a second major on another degree and should not be counted as a separate degree)		1	1	0	0	0		
<b>Engage West</b>			<b>Success Criterion</b>	<b>Spring 2015</b>	<b>Spring 2016</b>	<b>Spring 2017</b>	<b>Spring 2018</b>	<b>Spring 2019</b>	<b>Interpretation &amp; Use of Results</b>	<b>Improvement Plan</b>
Improve the overall Department Engage West score	4.A	Current Engage West score	Increase scores in areas of engagement			3.73 Engagement	3.39 Engagement		We had a decline in our engagement scores, particularly in the areas of Transparency at the department level, professional development support, and university/departmental climate. There is considerable disillusionment with the survey; many feel that their concerns are not read or valued outside of our department. Also, we had an in-house situation that resulted in some distrust.	In addition to continuing work on increasing ProfDev support, we are attending to perceptions of unfairness and transparency within the department and beyond. Our monitoring tool will be the Engagement Survey (esp. Q45-48, Q50-58, Q72, Q74-5). Our plan for the coming year is very similar to last year's with these additions: In the area of Communication and Transparency; the chair will-- Educate (and orient as applicable) department faculty about the profession and workplace norms. -- Continue candor meetings with all ranks.

**Bachelor of Arts (BA)  
English (CIP 230101)**

Student Learning Outcome	Strategic Plan
<p>(NEW) English majors will be able to understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.</p>	<p>Student Success (SI1)</p>

<p>(NEW) English majors will be able to apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.</p>	<p>Student Success (SI1)</p>
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<p>(NEW) English majors will be able to conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English studies as a discipline.</p>	<p>Student Success (SI1)</p>
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Measure/Method	Success Criterion
<p>NEW Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (fall and Spring semester) submit their <b>final essay assignment</b> in their senior seminar anthology, which is then evaluated by the department's Assessment Committee for its alignment with each learning outcome. This year we have also brought in syllabi to help make sure that those documents are similarly aligned. The committee members were instructed to check samples for alignment with learning outcomes: that is, members were asked to look in the data for the amount of support for the learning outcome being examined, on a scale of 0-4, 0 meaning "no support" and 4 meaning "the most support." The results for an Academic Year are compared across cohorts. To this we add our <b>Senior Seminar Survey</b>, a qualitative survey measuring student perception of their learning in the degree and in the class. Responses are measured using a five point scale, with 5 being Strongly Agree and 1 being Strongly Disagree. For LO1, we assessed: "This Senior Seminar has allowed me to use and expand on what I learned about literature in the English program."</p>	<p>The English Program's goal is to have 100% of each cohort demonstrate the skills of LO1, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete. In the survey, we seek to measure student satisfaction with the degree. Success is considered improvement in scores or a stable high score.</p>

NEW Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (fall and Spring semester) submit their final essay assignment in their senior seminar anthology, which is then evaluated by the department's Assessment Committee for its alignment with each learning outcome. This year we have also brought in syllabi to help make sure that those documents are similarly aligned. The committee members were instructed to check samples for alignment with learning outcomes: that is, members were asked to look in the data for the amount of support for the learning outcome being examined, on a scale of 0-4, 0 meaning "no support" and 4 meaning "the most support." Results are reported in percentages of total students in a cohort. To this we add our **Senior Seminar Survey**, a qualitative survey measuring student perception of their learning in the degree and in the class. Responses are measured using a five point scale, with 5 being Strongly Agree and 1 being Strongly Disagree. For LO2, question (NUMBER) will be assessed: "This particular Senior Seminar has allowed me to expand on my learning as a writer in the English program."

The English Program's goal is to have 100% of each cohort demonstrate the skills of LO2, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete. In the survey, we seek to measure student satisfaction with the degree. Success is considered improvement in scores or a stable high score.

NEW Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (fall and Spring semester) submit their final essay assignment in their senior seminar anthology, which is then evaluated by the department's Assessment Committee for its alignment with each learning outcome. This year we have also brought in syllabi to help make sure that those documents are similarly aligned. The committee members were instructed to check samples for alignment with learning outcomes: that is, members were asked to look in the data for the amount of support for the learning outcome being examined, on a scale of 0-4, 0 meaning "no support" and 4 meaning "the most support." Results are reported in percentages of total students in a cohort. To this we add our **Senior Seminar Survey**, a qualitative survey measuring student perception of their learning in the degree and in the class. Responses are measured using a five point scale, with 5 being Strongly Agree and 1 being Strongly Disagree. For LO3, question (NUMBER) will be assessed: "My writing skills improved as a direct result of my coursework in the program."

The English Program's goal is to have 100% of each cohort perform at Proficient or higher in all three areas of student learning. For LO3, the student writing will be professional, grammatical, and properly cited, although some minor errors may remain in grammar or spelling and the organization might not always be perfect.

AY13	AY14	AY15	AY16	AY17	AY18
<p>Exemplary: 6 (19%);  Proficient: 12 (38%);  Developing: 13 (41%);  Unsatisfactory: 1 (3%)  TOTAL: 33</p>	<p>Exemplary 19 (58%);  Proficient: 13 (39%);  Developing 1 (3%)  TOTAL 33</p>	<p>Exemplary: 25 (58%);  Proficient: 16 (37%);  Developing : 2 (5%)  TOTAL 43</p>	<p>Exemplary: 13 (43%);  Proficient: 14 (47%);  Developing: 2 (7%);  Unsatisfactory: 1 (3%)  TOTAL 30</p>	<p>ESSAY SCORES:  Exceeds: 25 (57%);  Proficient: 17 (39%);  Developing: 2 (5%)  SURVEY RESULTS:  Average score 4.81</p>	<p>ESSAY ALIGNMENT:  Essays aligned with Learning Outcome 1 <b>3.29</b> on a scale of 0-4.  SYLLABI ALIGNMENT:  Syllabi for this course averaged a <b>2.5</b> on a 4 point scale in their alignment to LO1. SURVEY RESULTS:  Average score was <b>4.89</b></p>

<p>Exemplary: 10 (31%);  Proficient: 15 (47%);  Developing: 7 (22%)</p>	<p>Exemplary: 13 (39%);  Proficient: 20 (61%)</p>	<p>Exemplary: 28 (65%);  Proficient: 15 (35%)</p>	<p>Exemplary: 11 (37%);  Proficient: 17 (57%);  Developing: 2 (7%);  Unsatisfactory: 0 (0%)  TOTAL 30</p>	<p>Exceeds: 22 (50%);  Proficient: 22 (50%)  SURVEY RESULTS: ("This particular Senior Seminar has allowed me to expand on my learning as a writer in the English program")  Average 4.76</p>	<p>ESSAY ALIGNMENT"  Essays alignment rated as <b>3.61</b> on a scale of 0-4. SYLLABI ALIGNMENT: Syllabi for this course averaged a <b>2</b> on the 4 point scale in their alignment to LO 2. SURVEY RESULTS: Average score was <b>4.83</b></p>
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Exemplary: 9 (28%); Proficient: 11 (34%); Developing 10 (31%); Unsatisfactory: 2 (6%)	Exemplary: 9 (27%); Proficient: 22 (67%); Developing : 2 (6%)	Exemplary: 27 (63%); Proficient: 15 (35%); Developing : 1 (2%)	Exemplary: 8 (27%); Proficient: 15 (50%); Developing: 7 (23%); Unsatisfactory: 0 (0%) TOTAL 30	Exceeds: 22 (50%); Proficient: 21 (48%); Developing: 1 (2%) SURVEY RESULTS ("My writing skills improved as a direct result of my coursework in the program") Strongly Agree/5: 87%; Agree/4: 13%	ESSAY ALIGNMENT: Essay alignment with LO3 rated <b>3.68</b> on a 4 point scale. SYLLABI ALIGNMENT: Syllabi for this course rated an average of <b>3</b> on a 4 point scale for alignment with LOs. SURVEY RESULTS: <b>4.94</b>
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**Justification of  
Success Criteria**

No assignment was graded against standards of worth or effectiveness as writing/answers to a test/goodness as an artifact. Because we were preparing for the SACSOC report, we focused on alignment with course/program goals: Are we doing what we say we are? Can we prove/show what we've said we're doing, with data from our classes? Thus each piece of data was examined only for its support for learning outcomes for the course. Raters chose from 0, which meant that there was no evidence of support for a particular learning outcome in that piece of data, to 4, which meant that piece of data showed the best possible support for that learning outcome. The committee members were asked to look in the data for the amount of support for the learning outcome being examined, on a scale of 0-4, 0 meaning "no support" and 4 meaning "the most support." We stress that 0s and 4s are not to be thought of as "bad" and "good," but as a way to make suggestions about places for better alignment. We also note that no one assignment can, or perhaps even should, align with every learning outcome. For the survey, we want all students to agree strongly that Senior Seminar builds upon the skills related to Learning Outcome 1.

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No assignment was graded against standards of worth or effectiveness as writing/answers to a test/goodness as an artifact. Because we were preparing for the SACSOC report, we focused on alignment with course/program goals: Are we doing what we say we are? Can we prove/show what we've said we're doing, with data from our classes? Thus each piece of data was examined only for its support for learning outcomes for the course. Raters chose from 0, which meant that there was no evidence of support for a particular learning outcome in that piece of data, to 4, which meant that piece of data showed the best possible support for that learning outcome. The committee members were asked to look in the data for the amount of support for the learning outcome being examined, on a scale of 0-4, 0 meaning "no support" and 4 meaning "the most support." We stress that 0s and 4s are not to be thought of as "bad" and "good," but as a way to make suggestions about places for better alignment. We also note that no one assignment can, or perhaps even should, align with every learning outcome. For the survey, we want all students to agree strongly that Senior Seminar builds upon the skills related to Learning Outcome 1. For the survey, we want all students to agree or agree strongly that Senior Seminar builds upon the skills related to Learning Outcome 3.

### **Interpretation & Use of Results**

Our new methodology of assessing the demonstration of our learning outcomes is brand new, and so interpretation is somewhat challenging. However, from the data in AY18, we can see that LO1 is the lowest scoring outcome in essays, but the highest in syllabi alignment. This discrepancy suggests that our courses are promising something that has not been thoroughly achieved in the work of our students, namely, historical context and literary conventions. We will need to discuss this gap as a faculty. The survey showed that our students see this course as helping them to expand their knowledge of literary history, suggesting that perhaps more work needs to be done before their capstone in this particular area of learning.

Our new methodology reveals that our students are demonstrating critical thinking skills more clearly than the course syllabi demonstrate their alignment with this outcome. However, the score should be higher, and the lack of alignment in course syllabi suggests a path to improvement: making critical thinking a more obvious factor in the work of the course. The senior seminar for English has a great deal of process work and editing as well as the writing of a final paper, so a way to better highlight those skills may help grow both of these scores. Interestingly, students once again perceived the course as improving their work and expanding their skills. This again suggests that earlier courses need to carry more water in this area.

Over the past year to two years the department has included additional writing instruction in every class for majors, and that effort could be bearing fruit, given the numbers for AY 18. Students' essays demonstrate writing skills, the syllabi are more clearly aligned with this learning outcomes, and the survey results are very high. If this trend continues, we will certainly work on recreating these practices for the first two learning outcomes.

### **Improvement Plan**

The committee found that data from the course anthologies supported most learning outcomes, the area providing the most support being course LO5 [“Create polished, well-researched compositions appropriate for inclusion in the course anthology”]. These essays exhibited good support for learning outcomes specific to the program as well (avg. ratings range: min 3.29 to max 3.68). This year we moved to recording our qualitative data as a holistic percentage which would be more easily tracked. We are interested to see another year's worth of data so that we may begin observing trends.

The committee found that data from the course anthologies supported most learning outcomes, the area providing the most support being course LO5 [“Create polished, well-researched compositions appropriate for inclusion in the course anthology”]. These essays exhibited good support for learning outcomes specific to the program as well (avg. ratings range: min 3.29 to max 3.68). This year we moved to recording our qualitative data as a holistic percentage which would be more easily tracked. We are interested to see another year's worth of data so that we may begin observing trends.

Our assessment committee believes tinkering with the construction of these senior seminar anthologies to include more draft materials, workshop materials, or other process-related documents would help students fulfill the goals we seek in writing; the committee also thinks that faculty training about how to make learning goals for the course and program transparent and aligned on syllabi would be very useful. That training might include discussions of the goals of this course in the program, which are up for discussion.

## ENGL - 2000 - American Speech

### 2020-2021 Undergraduate Delete Course Request

#### General Information

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

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

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

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

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

Desired Effective Semester

Fall

Desired Effective Year \*

2020

#### Course Information

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

DO NOT edit the imported information below.

Course Prefix\*

ENGL

Course Number\*

2000

Course Title\* American Speech

Course Catalog Description\* An investigation of the varieties of speech communities in America, emphasizing the practical applications of dialectology and discourse analysis.

#### Justification and Assessment

Rationale\* Course has not been taught in over five years, and it is not a course our faculty is currently prepared to teach at this time.

**RUN an Impact Report by clicking  in the top left corner. Copy and paste the results below.**

**What courses/programs will this deletion impact?\*** General Education/Core -- while the course has been listed in Area B1 for many years, it has not been taught in recent memory. We have consulted with Dr. Angela Insenga regarding assessment of area B.

### 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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**School/ Department - DO NOT EDIT\***

Department of English and Philosophy

**Is this a School of Nursing or University College course?\***  Yes  No

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

**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

**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.

# PHIL - 3105 - Medieval to Early Modern Philosophy

## 2020-2021 Undergraduate New Course Request

### Introduction

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Desired Effective Semester\*

Fall

Desired Effective Year\*

2020

### Course Information

Course Prefix\*

PHIL

Course Number\* 3105

Course Title\* Medieval to Early Modern Philosophy

Long Course Title

Course Type\*

Philosophy

Catalog Course Description\*

This course examines philosophy in transition from the medieval to the early modern era. Debates may concern the proper spheres of religious and secular power; engagements of Islamic, Jewish, or Christian thought with philosophical arguments (for example, about creation, self, or God); and Renaissance or early modern confrontations between traditional thought and new developments in philosophy and science.

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites none

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?  Yes  No

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

Status\*  Active-Visible  Inactive-Hidden

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

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

Grading\* Undergraduate Standard Letter

## Justifications and Assessment

**Rationale\*** This new course proposal reflects the Philosophy Program's need to modify the sequence of history of philosophy classes. Presently we offer two historical courses, one of which (PHIL 3100) is expected to cover all material prior to the 17th Century, i.e., the first 2000+ years of global philosophy. Finding this situation inadequate for several reasons indicated below, we are proposing a new historical sequence offering three, rather than two, historical courses. PHIL 3100 will be modified to cover approximately 500 BCE to 500 CE (renamed: Ancient Philosophy); PHIL 3110 will be modified to cover approximately 1700 CE to 1900 CE (renamed: 18th-19th Century Philosophy); and this new course, PHIL 3105, will cover the middle period of approximately 500 CE to 1700 CE. The addition of this historical course helps our program achieve several additional goals:

- 1) Philosophy as a discipline is diversifying in terms of including more underrepresented global traditions, women, and minorities. (See, for example, the APA Task Force on Diversity and Inclusion.) The addition of PHIL 3105 will allow each course in the historical sequence to be diversified internally beyond canonical figures. For example, the change will allow for more representation of ancient Indian and/or Chinese thought (in PHIL 3100); of medieval Islamic or Jewish traditions (in PHIL 3105); and of women and minority figures (in PHIL 3105 and PHIL 3110).
- 2) PHIL 3105 as proposed will count as an option satisfying majors' requirement for a second history course beyond PHIL 3100 but also will serve as an option satisfying all majors' requirement for a religion-themed course. It will also be an option for Religion-track majors, who require a total of three religion-themed courses. Hence, modifying the history sequence as proposed also stands to expedite graduation for all students. The addition of PHIL 3105, and the correlative change in the history sequence, remains consistent with offerings in philosophy programs at other USG and national institutions.
- 3) These changes support several Philosophy Program student learning outcomes, including the ability to discuss the views of at least three major historical figures of philosophy and the ability to critically analyze and explain a philosophical issue in written communications.

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

Upon successful completion of this course, students will be able to:

1. explain major philosophical problems, doctrines, or arguments occupying thinkers between the medieval and early modern periods;
2. critically assess important philosophical doctrines or arguments in the premodern and early modern era;
3. describe ways differing philosophical ideas reflect and/or shape religious thought;
4. use academic English and the tenets of sound composition to produce a thesis-driven, analytical paper.

### 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

74/251

objectives/outcomes and includes link to the Common Language for Course

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

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

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 25 per section (1 section every 3-4 semesters)

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

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

**Fee Justification**

### Routing Information

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**College - School/ Department\***

**Is this a School of Nursing or University College 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

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.

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 icon in the Proposal Toolbox to make your decision.

# MEDIEVAL TO EARLY MODERN PHILOSOPHY

Philosophy Program  
University of West Georgia  
Fall 2020

## Course Description

This course examines philosophy in a period between the medieval and early modern eras inclusively, specifically in the cultural contexts of Europe, North Africa, and West Asia. Notable problems may include debates about the proper spheres of religious and secular power; engagements of Islamic, Jewish, or Christian thought with philosophical argumentation (e.g. about creation, time, selfhood, prophecy, or God); and Renaissance or early modern confrontations between traditional thought and new developments in philosophy and science.

- **Class:** PHIL-3105-01 (Fall 2020).
- **Professor:** Dr. John V. Garner; jgarner@westga.edu; 678-839-4886.
- **Office Hours:** TLC 2249. *In Office:* Monday 8:40-9:10 and 12:25-1:40; Wednesday 8:40-9:10 and 12:25-1:40 and 3:25-6:25; and by appointment; and variable and additional hours are announced on CourseDen weekly, especially for Tuesdays. *Electronic:* Thursday 9-12; and by appointment. (Email for quick response, to talk on the phone, or video chat.)
- **Class Meetings:** M/W 2-3:15pm in TBA.

## Learning Outcomes

- Upon successful completion of this course, students will be able to:
  - explain major philosophical problems, doctrines, or arguments occupying thinkers between the medieval and early modern periods;
  - critically assess important philosophical doctrines or arguments in the premodern and early modern era;
  - describe ways differing philosophical ideas reflect and/or shape religious thought;
  - use academic English and the tenets of sound composition to produce a thesis-driven, analytical paper.
- These course-specific learning outcomes contribute to the departmental learning outcomes of the Philosophy Program by enabling students better to:
  - discuss the views of at least three major historical figures of philosophy;
  - critically analyze and explain a philosophical issue in written communications;
  - incorporate and defend a philosophical position in oral communications.

## Required Course Materials

- **Required (read in this order):**
  - Alfarabi, *The Political Writings*, trans. Butterworth (Cornell, 2001).
  - Aquinas, *Treatise on Law*, trans. Regan (Hackett, 2000).
  - Machievelli, *The Prince*, trans. Wootton (Hackett, 1995).
  - Conway, *The Principles of the Most Ancient and Modern Philosophy*, trans. Coudert and Corse (Cambridge, 1996).
- **Recommended:**
  - Adamson, *History of Philosophy without Any Gaps* (podcast)

## Grading Scale

- **Grading Scale:** A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59

## Assessment Items

- **Exams 1-3 (39% together):** There will be three exams, each one testing the material from the previous section. The exam format consists of writing questions as well as multiple choice. A scantron form may be required. No make-up exams will be given. For in-class exams, students more than 15 minutes late to class may not take the test and therefore fail. No hats, no cell phones, no bathroom breaks are allowed. Any student observed using any kind of technology during an exam will fail that exam. Other rules may apply and will be announced before the exam.
- **Engagements (1-2 at 12% each; and 3 at 17%; totaling 41%):** Engagements are forms of writing in which the student provides exposition, explanation, or interpretation of a thinker's main points while also contributing thoughts of the student's own, plus arguments to support those thoughts. Specific requirements differ from case to case. Since this is a writing intensive class, Engagements I and II are typically about 900 words (not counting footnotes). Engagement III is typically about 2,500 words (not counting any footnotes or bibliography). A prompt and rubric will be provided.
- **Quizzes (15%):** There are two kinds of quizzes, those which are planned and announced and taken online (on Course Den) before class, and those which are unannounced and taken in class. Quizzes are short (no more than 5-10 minutes is usually required, though 20 minutes is allowed for online quizzes) and test whether students have read and/or worked through the assigned material. We will have a practice online quiz which will allow you to make sure you know how to operate the system. Never use a non-standard browser, iPhone, Android, etc. to take a quiz; use a normal computer and a standard browser (Chrome, Internet Explorer, Firefox, etc.). Take the quiz in one sitting; you only get one attempt, and you cannot exit and return to a quiz after opening. Since 1/6th of the quiz grades will be dropped, I will allow no make-up quizzes unless these two conditions hold: (1) you have contacted ITS; and (2) they contact me and inform me that there was indeed a technical problem. (It is your responsibility to contact ITS or Course Den help if you have problems with the system. I cannot respond to emails about technology related matters.) Online quizzes will be posted and open for at least 24 hours in advance of the close date/time. Grades for quizzes will be announced immediately upon completion; but correct answers may or may not be visible online. Generally, they will be visible once the quiz closes (click the down arrow beside the quiz, then submissions, then "attempt 1").
- **Attendance/Participation (5%):** This portion of the grade involves the assessment of the student's overall attendance record, of the student's level of commitment as evidenced via quiz or homework assignments, and of the student's verbal participation, especially in conversations, class work, and/or discussion posts throughout the semester. If discussion posts/comments are employed in the course, they will be announced (with specific guidelines posted) at least 48 hours in advance of the deadline. Attendance begins to count on day two of class, except in cases where a student has added the class after day two. A student with zero or only one recorded absence at the end of class will receive a one-point increase on their final grade; only two absences will yield a half-point increase. Absence three will reduce the attendance/participation grade to 4/5; absence four, to 2.5/5; absence five or more, to 0/5. (Factors like participation also affect this number.) *With the eighth*

*absence a student will be given a failing grade for the entire class.* I will certainly work with you if you are struggling with outside difficulties; please meet with me. However, since you have essentially three excused absences from the start, there should be no reason to seek to have an absence forgiven. Hence, please do not ask permission for absences or send excuses by email. If you miss an exam for an excusable reason (e.g. medical emergency, death in the family, etc.), you should email me. If you miss class and want to catch up, please contact me to set up office hours, or simply come by. Please note: Students who leave class and do not return will be counted absent. Students who leave class and return should not make a habit of this; if they do, they will be counted absent. Each case of tardiness counts as half an absence. It is the students' responsibility to make sure their own attendance record coincides with the professor's.

### **Additional Policy Details and Miscellany.**

- **Title IX Mandatory Reporting:** Your professor is a “responsible” employee, meaning they must report to the Title IX office any information a student mentions on Title IX-related matters (e.g. information about unwanted sexual encounters, discrimination, etc.). Be aware: Title IX reports are “public record,” meaning that they are not fully confidential and can, in certain circumstances, become public knowledge. Hence, students desiring to have a specifically *confidential* discussion about sensitive matters should *not* share such sensitive information professors but should speak with the following *confidential* (and very helpful) sources: Health Services (678-839-6452); Counseling Center (678-839-6428); or UWG Patient Advocates, Jill Hendricks (678-839-0641, [jillhend@westga.edu](mailto:jillhend@westga.edu)), Corey Hindman (678-839-5338, [chindman@westga.edu](mailto:chindman@westga.edu)), and Jamie Gaddy (678-839-6452, [jgaddy@westga.edu](mailto:jgaddy@westga.edu)).
- **Cheating and Plagiarism:** The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. Papers submitted in other courses (whether college, high school, etc.) may not be submitted again for this course. All cases of plagiarism will be reported to the Department of English and Philosophy as well as to the University itself. All cases will be prosecuted. Web- and Course Den-based tools may be used by your professor to detect plagiarism. Please survey these links for more information: [English Program Policy](#); [Faculty Handbook Policy](#); and [Student Handbook Policy](#).
- **Texting and other Disturbances:** Texting, web surfing, instant messaging, using a phone, or any other class disturbances constitute a violation of the definition of attendance above. Each time you distract yourself in class, expect to be called out and/or marked absent; you can accrue more than one absence per day this way. Unless a student receives permission from the instructor, all electronic devices should be turned off for the duration of class. If

there is an emergency situation where someone is expecting a call, the professor should be notified prior to class and students should receive the call outside the classroom.

- **Extra Credit:** Extra credit opportunities are not given.
- **Honors Conversion:** Honors conversion is possible for this class. See me.
- **Severe Weather Policy:** For questions about what to do in case of severe weather, see the [UWG website explanation](#).
- **Other Policies:** The following file gives you important information about your rights and responsibilities in this class, including information about: Americans with Disabilities Act; UWG Email Policy; Credit Hour Policy; Honor Code for UWG. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the [Common Syllabus Language](#) information each semester.

### Schedule of Classes (*subject to change*)

DATE	TOPIC	READING
8/12		Syllabus; Introductions
8/17	How do philosophy and religion develop and interact?	*al-Farabi, <i>Book of Letters</i> (selection)
8/19		al-Farabi, <i>The Political Writings</i> , “Book of Religion”
8/24		al-Farabi, <i>The Political Writings</i> , “Selected Aphorisms”
8/26	God and natural causation.	*Avicenna, <i>Metaphysics</i> (selection)
8/31		*al-Ghazali, <i>The Incoherence of the Philosophers</i> (selection)
9/2	Religious experience as basic?	*al-Ghazali, <i>The Rescuer from Error</i>
9/7		<i>No Class</i>
9/9	Religion does not override secular reasoning.	*Averroes, <i>Decisive Treatise</i> <b>Due in Class: Engagement 1 – Literature Review</b>
9/14		<b>Exam I in Class</b>
9/16	Lawfulness, at many levels.	Aquinas, <i>Treatise on Law</i>
9/21		Aquinas, <i>Treatise on Law</i> (continued)
9/23		Aquinas, <i>Treatise on Law</i> (continued)
9/28	A new science of power?	Machievelli, <i>The Prince</i>
9/30		Machievelli, <i>The Prince</i> (continued)
10/5		Machievelli, <i>The Prince</i> (continued)
10/7		Machievelli, <i>The Prince</i> (continued)
10/12	A renewed skepticism.	*Montaigne, “Apology for Raymond Sebond” <b>Due in Class: Engagement 2 – Argument Construction</b>
10/14		*Descartes, <i>Meditations</i> , I-II
10/19	Rules for a disciplined <i>mind</i> .	*Descartes, <i>Meditations</i> , III-IV
10/21		<b>Exam II in Class</b>
10/26	Addressing the <i>whole</i> human.	*Descartes, <i>Meditations</i> , III-IV
10/28		*Elisabeth of Bohemia, “Letter to Descartes”
11/2		*Descartes, “Reply to Elisabeth”
11/4	Addressing <i>all</i> living beings.	Conway, <i>The Principles</i>
11/9		Conway, <i>The Principles</i> (continued)
11/11		Conway, <i>The Principles</i> (continued)
11/16		Conway, <i>The Principles</i> (continued)
11/18		*Leibniz, <i>Monadology</i>
11/23		<i>No Class</i>
11/25		<i>No Class</i>
11/30		*Amo, “The Impassivity of the Human Mind”
12/2		<b>Exam III in Class</b> <b>Due by Email December 11 at 11:59pm: Final Paper</b>

# PHIL - 3115 - Political Philosophy

## 2020-2021 Undergraduate New Course Request

### Introduction

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

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

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

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2020

### Course Information

Course Prefix\*

PHIL

Course Number\* 3115

Course Title\* Political Philosophy

Long Course Title

Course Type\*

Philosophy

Catalog Course Description\*

An examination of significant themes in political philosophy, highlighting the way in which major concepts of political thought evolved from ancient Greece to contemporary western society. By critically examining the works of classical and modern political theorists (such as Plato, Aristotle, Hobbes, Locke, Mill, Rawls, and Nozick), we will explore such topics as the nature of the distributive justice.

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

Is this a variable

Yes

No

81/251

credit hour course?\*

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?\*

Yes  No

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

N/A

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

Prerequisites none

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?\*

Yes  No

If yes, which area(s) (check all that apply):

Area A  Area B  Area C  Area D  Area E

Status\*  Active-Visible  Inactive-Hidden

Type of Delivery (Select all that apply)\*

Carrollton or Newnan Campus: Face-to-Face  Entirely Online  Hybrid  Fully Online

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

Grading\*

Undergraduate Standard Letter

## Justifications and Assessment

**Rationale\*** The Philosophy Program has revised our Pre-Law track by broadening it. It is now the Law and Justice track. This new course in Political Philosophy at the 3000-level replaces our old course in Political Philosophy, which was at the 4000-level. The new course will focus on examination of fundamental ideas and positions, rather than looking at more advanced issues. This is consistent with the idea that the course is now a starting point or foundational course for students entering this track.

Another goal of changing to the 3000-level is to attract more students to the course. The 3000-level stands to be more accessible to sophomores and non-majors. Also, by placing this course at the 3000-level, we now will have one course that is not at the 4000-level in our Law and Justice major track.

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

1. Define key concepts in political philosophy.
2. Describe central arguments and positions.
3. Identify strengths and weaknesses of central arguments and positions.
4. Develop an argument for or against some argument or position.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

## Resources and Funding

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

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

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

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

### Fee Justification

## Routing Information

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

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

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

<b>College - School/ Department*</b> <input type="text" value="Department of English and Philosophy"/>	
<b>Is this a School of Nursing or University College course?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No	<b>Is this a College of Education course?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Is this an Honors College course?*</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Is the addition/change related to core, honors, or XIDS courses?*</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

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

## **NEW SYLLABUS**

**Political Philosophy  
Phil 3115-01**

**Fall 20XX  
TR 11:00 am - 12:15 pm  
Humanities 205**

**Dr. Riker**

Office hours: Tues & Thurs 10:00-10:50 am, 12:20-1:55 pm; Wed 12:15-4:00 pm  
Office: TLC 2250 Office phone: 678-839-5317 Email: [wriker@westga.edu](mailto:wriker@westga.edu)

All email communication will be conducted through our official UWG email and/or Course Den email. Check your email account and Course Den on a regular basis and make sure that you are not missing any messages.

### **Course Description:**

In this course we will examine assumptions and arguments offered in favor of democracy as a form of political rule. We will also consider several objections and potential problems. This is a DSW course (discipline specific writing).

### **Course Learning Outcomes:**

By the end of the semester, students will be able to

- Define key concepts in political philosophy
- Describe central arguments and positions
- Identify strengths and weaknesses of central arguments and positions
- Develop an argument for or against some argument or position

These course-specific learning outcomes contribute to the departmental learning outcomes of the Philosophy Program by helping students learn to

- Critically analyze and explain a philosophical issue in written communications

### **Course Requirements:**

- a) Two short writing assignments (40% total): 3 pages each. Summarize arguments and/or positions and offer original comments.
- b) Course paper (50%): Write a 7-page philosophical essay.
- c) Attendance and participation (10%).

**(a) Short writing assignments (40%: 2 papers x 20% each).**

Approximately 1000 words each. Summarize and comment on select arguments or positions. Comment can be critical or supportive, but should be original. Assignment sheet will direct you to certain issues.

**(b) Course paper (50%).**

In this paper you will develop and defend an answer to some question you choose. The question should be related to our course topic, democracy. The paper should be about seven pages long. Your goal should be to write a paper appropriate for presentation at an undergraduate research conference or suitable for publication in an undergraduate philosophy journal.

Final draft about 2000 words. A 300-500 word abstract is due at the end of September. I will read and comment on your abstract. Failure to turn it in by the deadline will result in a penalty of one full letter grade on the course paper.

The topic of the paper is up to you, but must be related to work we are covering in the course. Since this course is about political philosophy or theory, the paper should be mostly normative or conceptual in nature, and not primarily empirical.

The final draft must be submitted through our Course Den Dropbox. We will be using "Turnitin" (plagiarism detection software) for all writing assignments.

**(d) Attendance (10%).**

Please come to class on time. Late arrivals disrupt class. If you arrive to class late too often, I reserve the right to lower your final course grade. I will determine, on a case by case basis, whether a student has an acceptable reason for arriving late.

NOTE: if you arrive late to class, or leave early, you may be marked absent.

Come to class prepared to interact. Read assigned material before class. You will get the most out of this class if you read before our discussions. When I lecture, I assume you have done the reading. If you do not do the reading on a regular basis, you may have trouble earning a passing grade in this class. Do not do work for other classes during our class meetings.

**Final Grade Scale:**

A (90% or above); B (80 to 89%); C (70 to 79%); D (60 to 69%); F (59 or below)

**Honors Conversions:**

Any student wishing to receive honors credit for this course must get the approval of the professor and complete all the necessary paperwork by the deadline posted by the Honors College. No honors forms will be signed after this point.

## **Cheating and Plagiarism:**

The Department of English and Philosophy defines plagiarism as “taking personal credit for the words and ideas of others as they are expressed in electronic, print, and verbal sources.” The Department expects that students will accurately credit sources in all assignments. It is equally dishonest to make up sources or facts. You may not turn in work for credit in this class that you have or will turn in for credit in another class. Cheating (including plagiarism) is grounds for failing an assignment and sometimes the course. We will use “originality” software in this course.

## **Note about Recording:**

Students may not record (e.g., audio, photo, or video) any part of any class session without explicit permission from the Office of Disability Services and from instructor (Dr. Riker).

**Students, please carefully review the following information at this link:**

<https://www.westga.edu/UWGSyllabusPolicies/>

It contains important material pertaining to your rights and responsibilities in this class, including information about: Americans with Disabilities Act, UWG Email Policy, Credit Hour Policy, the Honor Code for UWG, and HB 280. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

## **Texts:**

- Dahl, Robert. *Democracy and Its Critics*. Yale, 1989.
- Articles available on Course Den.

## **Schedule (may be adjusted as we proceed—keep up with any changes):**

Aug 10: Introductions

Aug 15/17: Dahl, chapters 1-2

Aug 22/24: Dahl, chapters 3-4

Aug 29/31: Dahl, chapter 5, and Skorupski, “Liberal Critique of Democracy” (CD)

Sept 5/7: Baogang, “Four Models ... Confucianism and Democracy,” and Bai, “Confucian Hybrid Regime”

Sept 12/14: Young, “Polity and Group Difference,” and Shelby, “Social Identity and Group Solidarity” (Short writing assignment 1 due Sept 12 by 11:59 pm)

Sept 19/21: Dahl, chapters 6-7

Sept 26/28: Dahl, chapter 8-9

Oct 3: Dahl, chapter 10 (Short writing assignment 2 due Oct 3 by 11:59 pm)

Oct 5: Fall Break

Oct 10/12: Dahl, chapters 11-12

Oct 17/19: Dahl, chapters 13-14

Oct 24/26: Dahl, chapters 15-16 (first stage of paper due Oct 24 by 11:59 pm)

Oct 31/Nov 2: Dahl, chapters 17-18

Nov 7/9: Dahl, chapters 19-20

Nov 14/16: Dahl, chapters 21-22 (second stage of paper due Nov 14 by 11:59 pm)

Nov 21/23: Break

Nov 28: Dahl, chapter 23

Nov 30: Conclusions (Dahls', yours, mine)

Final draft of paper due by 1:00 pm on Tuesday, Dec. 5.

## PHIL - 3180 - Moral Theories

### 2020-2021 Undergraduate New Course Request

#### Introduction

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2020

#### Course Information

Course Prefix\*

PHIL

Course Number\* 3180

Course Title\* Moral Theories

Long Course Title

Course Type\*

Philosophy

Catalog Course Description\*

This course in moral philosophy examines central issues in areas such as meta-ethics (e.g., whether moral judgments are all relative to some standpoint, or true or false in any interesting sense) and normative and applied ethics (e.g., what makes objects of moral evaluation right or wrong or good or bad?).

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

89/251

course? ^

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites none

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?\*  Yes  No

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

Status\*  Active-Visible  Inactive-Hidden

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

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

Grading\* Undergraduate Standard Letter

## Justifications and Assessment

### Rationale\*

This is part of our broadening of our old Pre-Law track into a Law, Justice, and Society track. This study of ethical theory will be of interest to Philosophy majors generally. It helps to fill a gap in our current curriculum, in which our only ethics course was at the introductory level (PHIL 2030, Introduction to Ethics).

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

By the end of the semester, students will be able to:

1. Define key concepts in moral theory.
2. Describe central arguments and positions.
3. Identify strengths and weaknesses of central arguments and positions.
4. Develop an argument for or against some argument or position.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

## Resources and Funding

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

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

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

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

**Fee Justification** N/A

## Routing Information

Routes cannot be changed after a proposal is attached. Please be sure all fields are filled out

correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

**College - School/ Department\***

**Is this a School of Nursing or University College 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

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.

**Moral Theories Sample Syllabus  
Phil 3180**

**Fall 20XX  
TR 9.30-10.45am  
Pafford 307**

**Instructor: Dr. Riker**

**Contact:**

Office hours:

Tues: 12.30p-1.55p, 3.25p-4.00p

Wed: 10.00a-2.00p

Thurs: 12.30p-1.55p, 3.25p-4.00p

Office: TLC 2249

Office phone: 678-839-5317

Email: wriker@westga.edu

All email communication will be conducted through your official UWG email account. Check your email account on a regular basis and make sure that your mailbox does not become too full to accept messages.

**Course Description:**

This course in moral philosophy covers central issues in meta-ethics (e.g., whether moral judgments are all relative to some standpoint, or true or false in any interesting sense) and normative ethics (e.g., what makes objects of moral evaluation right or wrong or good or bad?).

We will examine influential works in contemporary moral theory. We will examine some metaethical issues and some developments in our thinking about Utilitarianism, Kantianism, and Virtue Theory, among other views.

**Course Learning Outcomes:**

By the end of the semester, students will be able to

- Define key concepts in moral theory
- Describe central arguments and positions
- Identify strengths and weaknesses of central arguments and positions
- Develop an argument for or against some argument or position

These course-specific learning outcomes contribute to the departmental learning outcomes of the Philosophy Program by helping students learn to

- critically analyze and explain a philosophical issue in written communications

## **Course Requirements:**

### **1 and 2: Midterm (20%) and Final (25%) Exams.**

Take-home tests/writing assignments on course readings and lectures. Tests must be submitted through our Course Den Dropbox. We will be using “Turnitin” (plagiarism detection software) for all writing assignments. The midterm is due near the start of October. The final is due on December 11 (by 10.30a).

### **3. Course Paper (30%).**

Final draft about 2000 words. A two-page synopsis (400-700 words) and an outline are due at the end of September. I will read and comment on your synopsis and outline, but won't grade them. However, failure to turn them in by the deadline will result in a grade penalty of one full letter grade on the course paper.

The topic of the paper is up to you, but must be related to work we are covering in the course.

The final draft must be submitted through our Course Den Dropbox. We will be using “Turnitin” (plagiarism detection software) for all writing assignments.

### **4. Participation (10%).**

There will be several opportunities for you to participate in this class this semester. Please read assigned material before class, show up ready to talk about issues raised in the readings, and then talk about those issues. You will sometimes work in groups. You may be asked to complete short writing assignments during class.

Please do not: disrupt class; be rude to instructor or classmates; study or do homework for other classes during this class; let your laptop become a distraction to me or anyone else in class; let your cell phone or other electronic devices make distracting sounds when class is in session.

### **5. Reading Questions (15%).**

A set of 2-4 questions will be posted about the reading for each class day. You will find the reading questions on Course Den. These questions are meant to help you through the readings, by highlighting key issues, arguments, or questions. In some cases you will be asked to briefly identify or describe an idea or position. In other cases you will be asked for your opinion about some issue.

You must bring written answers to these questions with you to class each day. Turn them in at the start of class. Bring a second copy if you want to refer to your answers during class. Missed question sets cannot be made up.

Reading questions will be posted for each reading assignment. You must complete 80% of the question sets to get full credit for this part of the course. You have to make a good faith effort to

complete all of the questions in a question set in order to get full credit on it. However, you do not necessarily have to answer all of the questions correctly to get full credit. (A few of them will be tough.) Reading questions will be graded with a “G” (good), “S” (satisfactory), or “N” (needs improvement).

## **6. Attendance (special).**

Attendance is required for all scheduled class meetings. Missed classes put a cap on the highest grade a student can receive in this class. Students who miss 3-4 class meetings will not receive higher than a final grade of B in this class. Students who miss 5-6 class meetings will not receive higher than a C grade. Students who miss 7 or more class meetings will not receive higher than a D grade. I will make exceptions only in extraordinary situations. I will make exceptions for required UWG-sponsored events, provided that all of your absences can be accounted for in this way.

Any combination of three late arrivals or early departures will count as one missed class for the purpose of determining final course grades.

NOTE: Exemplary attendance and participation can help you. Students who come to class prepared and regularly make contributions to class discussions may receive a slight boost to their final grade.

## **Final Grade Scale:**

A (90% or above); B (80 to 89%); C (70 to 79%); D (60 to 69%); F (59 or below)

## **Honors Conversions:**

Any student wishing to receive honors credit for this course must get the approval of the professor and complete all the necessary paperwork during the first week of class. No honors forms will be signed after this point.

Possible honors conversion projects: presenting course paper to class; leading class through (part of) one day’s reading assignment; submitting course paper to a conference; “fieldwork” (e.g., attend a professional meeting, interview a legal professional).

## **Cheating and Plagiarism:**

The Department of English and Philosophy defines plagiarism as “taking personal credit for the words and ideas of others as they are expressed in electronic, print, and verbal sources.” The Department expects that students will accurately credit sources in all assignments. It is equally dishonest to make up sources or facts. You may not turn in work for credit in this class that you have or will turn in for credit in another class. Cheating (including plagiarism) is grounds for failing an assignment and sometimes the course. We will use “Turnitin” (plagiarism detection software) in this course.

**Note about Recording:**

Students may not record (e.g., audio or video) any part of any class session without explicit permission from the Office of Disability Services and from instructor (Dr. Riker).

**Students, please carefully review the following information at this link:**

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

It contains important material pertaining to your rights and responsibilities in this class, including information about: Americans with Disabilities Act, UWG Email Policy, Credit Hour Policy, and the Honor Code for UWG. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

**Texts:**

- *Ethics: History, Theory, and Contemporary Issues*. Steven M. Cahn and Peter Markie. Oxford UP, 2016.

**Schedule:**

Week 1

G.E. Moore. The good is simple and unanalyzable.

H.A. Prichard. Moral obligations are apprehended, not demonstrated, through acts of moral thinking.

Week 2

A.J. Ayer. Ethical judgments are not empirically verifiable so are not true or false. They simply express the emotions of the speaker.

C.L. Stevenson. Moral judgments express approval or disapproval. They do not state moral beliefs.

Week 3

R.M. Hare. Moral judgments universalize a prescriptive claim.

J.J.C. Smart. Rule utilitarianism collapses into act utilitarianism.

Week 4

Bernard Williams. Utilitarianism overlooks the importance of our own projects and sense of self.

W.D. Ross. Moral judgment and prima facie duties.

Week 5

John Rawls. The original position and the two principles of justice.

David Gauthier. Morality is contractarian. It amounts to cooperation among people for mutual benefit.

Week 6

Thomas Scanlon. Wrong acts are acts that cannot be justified to all others. Morality is that set of principles no one could reasonably reject.

Joel Feinberg. It is the claiming of rights that gives sense to the idea of personal dignity.

Week 7

Midterm Exam.

Barbara Herman. A defense of the Kantian view that an act has moral worth only if done for the sake of duty.

Week 8

Philippa Foot. Morality is a system of hypothetical imperatives. A moral person cares about suffering and justice, but not out of duty.

Christine Korsgaard. Reason can guide choice and action. Reason alone should motivate us.

Week 9

Thomas Nagel. Chance plays a significant role in how we are judged morally.

Susan Wolf. Moral saints do not live the best lives. Moral goodness should not be regarded as a comprehensive guide to conduct.

Week 10

Elizabeth Anscombe. Skepticism regarding the existence of a divine lawgiver implies we should abandon the concept of moral obligation. We should focus on virtue instead.

Julia Annas. Ethical theory cannot answer all moral questions. We should focus on virtue instead.

Week 11

Virginia Held. We should embrace emotion as a partial basis for morality, and reconceptualize ethics in recognition of the fact that human lives are entwined with personal and social components.

Gilbert Harman. Moral judgments can rest on facts, but moral beliefs are not factual, i.e., cannot be empirically confirmed in the way scientific judgments can be confirmed.

Week 12

Nicholas Sturgeon. Moral facts do play a role in explanations of behavior.

J.L. Mackie. Moral judgments presume a standard of right and wrong independent of our feelings, but no such standard actually exists. Hence, morality has no foundation and is based on a misunderstanding.

Week 13

John McDowell. Moral values are similar to Locke's secondary qualities, and unlike primary qualities.

Walter Sinnott-Armstrong. Work in psychology, brain science, and biology shows that moral intuitions do not provide a firm foundation for moral belief.

Week 14

Mary Midgley. Cultural moral relativism is wrong. Moral reasoning requires the possibility of judging other cultures.

James Rachels. Psychological and ethical egoism are unacceptable.

Finals Week

# BIOL - 1011 - Biology of Human Reproduction

## 2020-2021 Undergraduate Delete Course Request

### General Information

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

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

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

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

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

Desired Effective Semester

Summer

Desired Effective Year \*

2020

### Course Information

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

DO NOT edit the imported information below.

Course Prefix\*

BIOL

Course Number\* 1011

Course Title\* Biology of Human Reproduction

Course Catalog Description\*

The Biology of Human Reproduction is designed to familiarize students with the basic structure and function of the reproductive tract, developmental biology, the genetics of reproduction and disease and dysfunctions of the reproductive tract. Topics of general interest such as birth control, sexually transmitted diseases, infertility and means of overcoming infertility will be discussed.

### Justification and Assessment

**Rationale\***

The course number for Biology of Human Reproduction (BIOL 1011) has been co-opted by the University System of Georgia to designate the ecore course Introductory Biology and Lab. We added the course BIOL 1016 (Biology of Human Reproduction) Spring 2019 and need to delete BIOL 1011.

**RUN an Impact Report by clicking  in the top left corner. Copy and paste the results below.**

**What courses/programs will this deletion impact?\***

Impact Report for BIOL 1011  
Source: Working Undergraduate Catalog 2020-2021  
  
Programs  
General Education Requirements (Core Curriculum)

### 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 [curriculum@westga.edu](mailto:curriculum@westga.edu).

**School/ Department - DO NOT EDIT\***

Department of Biology

**Is this a School of Nursing or University College course?\***

Yes  No

**Is this a College of Education course?\***

Yes  No

**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

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

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

 icon in the Proposal Toolbox to make your decision.

## BIOL - 4730 - Emerging Pathogens

### 2020-2021 Undergraduate Revise Course Request

#### General Information

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

**Modifications  
(Check all that  
apply)\***

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

**If other, please  
identify.** List as a DSW course.

**Desired Effective  
Semester \***

Spring

**Desired Effective  
Year \***

2020

#### Course Information

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

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

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

<b>Course Prefix*</b>	BIOL	<b>Course Number*</b>	4730
<b>Course Title*</b>	Emerging Pathogens		
<b>Long Course Title</b>			
<b>Course Type - DO NOT EDIT*</b>	Biology		
<b>Catalog Course Description*</b>	The emerging pathogen course is designed to inform students of the dramatic changes and current developments in the area of infectious disease. The course will focus on the evolving microorganisms and the reasons that the pathogens emerged. Also the course will include discussions on the mechanisms of pathogenesis and the host defense.		
<b>Prerequisites</b>	Prerequisite: BIOL 3310    		
<b>Corequisites</b>			
<b>Frequency - How many semesters per year will this course be offered?</b>	1	<b>Grading*</b>	Undergraduate Standard Letter
<b>Status*</b>	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden		

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

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

Lec Hrs\* 4

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**Lab Hrs\*** 0

**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.\* 4

## Justification and Assessment

**Rationale\*** This course has been restructured to require additional work effort by the students. The course will now include multiple written assignments, directed journal readings and seminar sessions for discussions of reviewed scientific papers. These additions will supplement the traditional lecture material and represent an intense immersive course which focuses on current infectious outbreaks. This is the justification for changing it to a 4 credit course with DSW. Biology majors are also required to take two DSW courses and this course would also fulfill that graduation requirement.

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

### REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

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

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

N/A

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 24

**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\*** There is not fee change for this course but the Curriculog glitch doesn't allow me to submit this form without filling in this box.

## Routing Information

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

**Department/School - DO NOT EDIT\*** Department of Biology

**Is this a School of Nursing or University College course?\***  Yes  No

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

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

**Is Senate Review Required?\***  Yes  No

**Administrative Use Only - DO NOT EDIT****Course ID\*** 28993

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.

# Computer Science, B.S.

## 2020-2021 Undergraduate Revise Program Request

### Introduction

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

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

**Modifications  
(Check all that  
apply)\***

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

**Desired Effective  
Semester \***

Fall

**Desired Effective  
Year \***

2020

### Program Information

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

**Type of Program\***

- Program
- Shared Core

**If other, please**

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**identify.**

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

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

**Program Name**

**Program Description**

**Program Name\*** Computer Science, B.S.

**Program ID - DO NOT EDIT\*** 2625

**Program Code - DO NOT EDIT**

**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

### PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

#### Step 1 - Deleting Courses from the Program

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

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the  and proceed.

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

#### Step 2 - Adding New Courses to the Program

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

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

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

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

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

#### Step 3 - Adding Courses in the Curriculum Schema

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

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  
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 4000-level CS electives 6****Electives: 4-6 Hours****Total: 120 Hours****Specific Requirements for a B.S. Degree in Computer Science**

Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science. Students must obtain an academic advisor in the Department of Computer Science 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 Department of Computer Science.

**Justification and Assessment**

**Rationale\*** This modification is for the Removal of 2.5 GPA requirement to declare and/or remain a CS major pursuing a B.S. degree, as listed in the "Specific Requirements for a B.S. Degree in Computer Science" in the catalog.

Several years ago as a part of a student-success initiative, the CS department introduced the following two requirements: 1) a 2.5 GPA requirement, and 2) B prerequisite requirements in some lower-level CS major courses, in particular, CS1302 requires a minimum grade B in CS1301 and both CS3201 and CS3202 require a minimum grade of B in CS1302.

The intent of these requirements was that before a student was too vested in the CS curriculum these requirements would encourage a student to make the necessary adjustment(s) to either be a successful CS major or encourage the

necessary adjustment(s) to either be a successful CS major or encourage the student to find a major better suited to his/her strengths. In other words, the requirements were introduced to help students succeed early in their academic pursuits.

Although both requirements have been successful in this endeavor. The department has found that the prerequisite requirements are sufficient in helping students succeed early. Additionally, given the number of CS majors, enforcing the 2.5 GPA requirements has not at all been practical. Therefore, the CS department recommends removing the 2.5 GPA requirement for Computer Science B.S. majors.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

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

**SACSCOC Comments**

### REQUIRED ATTACHMENTS

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

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

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

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

#### 2.) Assessment Plan

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

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

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

**Assessment Plan\***  I have attached the Assessment Plan.  
 N/A

### Routing Information

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**School/ Department - DO NOT EDIT\***

**Is this a School of Nursing Program?\***  Yes  No

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

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

**Is Senate Review required?\***  Yes  No

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

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

## **Action**

Removal of 2.5 GPA requirement to declare and/or remain a CS major pursuing a B.S. degree.

## **Current Requirements for a B.S. degree in Computer Science**

1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science.
2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science.
3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major.
- ~~4. Students must maintain a minimum cumulative GPA of 2.5 to declare and/or remain in the major.~~
5. The minimum cumulative grade point average required for graduation is 2.0.
6. Students must complete the science major option of Core Areas A & D.
7. 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.
8. There is no physical education requirement. Physical education classes will not count as electives.
9. Students must complete other requirements for the major as listed by the Department of Computer Science.

## **New requirements for a B.S. degree in Computer Science**

1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science.
2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science.
3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major.
4. The minimum cumulative grade point average required for graduation is 2.0.
5. Students must complete the science major option of Core Areas A & D.
6. 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.
7. There is no physical education requirement. Physical education classes will not count as electives.
8. Students must complete other requirements for the major as listed by the Department of Computer Science.

## **Rationale**

Several years ago as a part of a student-success initiative, the CS department introduced the following two requirements: 1) a 2.5 GPA requirement, and 2) B prerequisite requirements in some lower-level CS major courses, in particular, CS1302 requires a minimum grade B in CS1301 and both CS3201 and CS3202 require a minimum grade of B in CS1302.

The intent of these requirements was that before a student was too vested in the CS curriculum these requirements would encourage a student to make the necessary adjustment(s) to either be a successful CS major or encourage the student to find a major better suited to his/her strengths. In other words, the requirements were introduced to help students succeed early in their academic pursuits.

Although both requirements have been successful in this endeavor. The department has found that the prerequisite requirements are sufficient in helping students succeed early. Additionally, given the number of CS majors, enforcing the 2.5 GPA requirements has not at all been practical. Therefore, the CS department recommends removing the 2.5 GPA requirement for Computer Science B.S. majors.

# Data Science Certificate

## 2020-2021 Undergraduate New Program Request

### General Information

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

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

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

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2020

### Program Information

Program Name\* Data Science Certificate

Program Type\*

Certificate

Degree Type\*

Certificate

**Program Description\***

The Data Science certificate is a cross-disciplinary program designed through a partnership between the Departments of Computer Science and Mathematics for students who consider the data scientist profession. The certificate offers the theoretical and practical background in key areas of computing and statistics allowing students to develop high-demand skills and enhance their prospects for both industry careers and graduate studies. With an emphasis on best practices, students will learn the fundamentals of data analytics and machine learning while gaining proficiency in standard programming languages used in the field. Applying socially and ethically responsible principles, students will navigate the data science pipeline from data acquisition to model deployment and will learn to transform findings into compelling and actionable knowledge.

This is an embedded undergraduate certificate.

117/251

## Eligibility

1. The Data Science certificate is open to all Computer Science and Mathematics majors pursuing a B.S. in Computer Science or Mathematics at the University of West Georgia.
2. Students can apply to the Data Science certificate program in their home department.

## Learning outcomes

Students will be able to:

- Recognize problems that can be solved with data science techniques and apply strategies to collect and transform complex big data into structured datasets suitable for statistical inference.
- Demonstrate an understanding of the linear regression model, its limitations, and extensions, as well as diagnose and correct real data problems with the generalized linear model.
- Use machine learning and data mining algorithms to build models and objectively evaluate their performance to make data-driven predictions, communicate results to technical as well as non-technical audiences, and make informed recommendations.

## Program Location\*

## Status\*

 Active-Visible  Inactive-Hidden

## How will the proposed program be delivered?\*

- Face-to-Face  
 Online Only  
 Hybrid

## Curriculum Information

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

A *Shared Core* is a group of courses shared by multiple entities. For example, Music has a variety of tracks but all tracks share the same core.

## Type of Program\*

 Program  
 Shared Core

### PROGRAM CURRICULUM

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

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

#### Step 1

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

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

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

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

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

## Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

### Prospective Curriculum\*

#### Required Courses

**CS 3270 Intelligent Systems**  
**CS 4275 Machine Learning Foundations**  
**MATH 4203 Mathematical Probability**  
**MATH 4813 Regression Analysis**

## Justification and Assessment

**Rationale\*** Data science is an exciting and emerging field. Currently, most data science programs are at the graduate level, but they are starting to be offered more at the undergraduate level due to the growing and widespread interest in this program. With nearly every organization having big data and wanting to find ways to use it to grow their business the demand for data scientists is high and is expected to increase.

To this end the Department of Mathematics and Computer Science have partnered together to develop a Data Science certificate that we believe will appeal to both undergraduate Mathematics and Computer Science students who would like to learn more about the data science profession. The certificate will offer the theoretical and practical background in key areas of computing and statistics allowing students to develop high-demand skills and enhance their prospects for both industry careers and graduate studies.

Items to note:

- UWG currently offers an undergraduate certificate in Data Analytics. However, it is important to note that Data Science and Data Analytics are unique fields. Hence, the students interested in each will come from different programs, therefore, the certificates will not be in competition with each other.

- The offering of this Data Science certificate requires the creation of one new course: CS 4275 - Machine Learning Foundations. A new course addition is concurrently being put forth.
- The certificate is an embedded certificate so it will not add any additional credit hour requirements to either the Mathematics or Computer Science B.S. degrees.
- The certificate will not require any additional resources to be offered.

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

1. Recognize problems that can be solved with data science techniques and apply strategies to collect and transform complex big data into structured datasets suitable for statistical inference.
2. Demonstrate an understanding of the linear regression model, its limitations, and extensions, as well as diagnose and correct real data problems with the generalized linear model.
3. Use machine learning and data mining algorithms to build models and objectively evaluate their performance to make data-driven predictions, communicate results to technical as well as non-technical audiences, and make informed recommendations.

### SACSCOC Substantive Change

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

**Check all that apply to this program\***

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- None of these apply

**SACSCOC Comments**

### REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

2.) Program Map

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

3.) Program Sheet

4.) Assessment Plan

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

...minor in a discipline where a corresponding major is offered, are not required to include an assessment plan.

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

#### 4.) Curriculum Map Assessment

<b>USGBOR One Step Proposal*</b>	<input type="checkbox"/> I have attached the USGBOR One Step Proposal.
	<input checked="" type="checkbox"/> N/A (minor, embedded certificate)
<b>Program Map*</b>	<input checked="" type="checkbox"/> I have attached the Program Map.
<b>Assessment Plan*</b>	<input type="checkbox"/> I have attached the Assessment Plan.
	<input checked="" type="checkbox"/> Assessment Plan is not required (minor is a part of an existing major)

### Routing Information

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

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

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

<b>School/ Department*</b>	Department of Computer Science
<b>Is this a School of Nursing Program?*</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Is this a College of Education Program?*</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Is the addition/change related to core, honors, or XIDS courses?*</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

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

**Action**

Add an undergraduate Data Science certificate.

**Rationale**

Data science is an exciting and emerging field. Currently, most data science programs are at the graduate level, but they are starting to be offered more at the undergraduate level due to the growing and widespread interest in this program. With nearly every organization having big data and wanting to find ways to use it to grow their business the demand for data scientists is high and is expected to increase.

To this end the Department of Mathematics and Computer Science have partnered together to develop a Data Science certificate that we believe will appeal to both undergraduate Mathematics and Computer Science students who would like to learn more about the data science profession. The certificate will offer the theoretical and practical background in key areas of computing and statistics allowing students to develop high-demand skills and enhance their prospects for both industry careers and graduate studies.

Items to note:

- UWG currently offers an undergraduate certificate in Data Analytics. However, it is important to note that Data Science and Data Analytics are unique fields. Hence, the students interested in each will come from different programs, therefore, the certificates will not be in competition with each other.
- The offering of this Data Science certificate requires the creation of one new course: CS 4275 - Machine Learning Foundations. A new course addition is concurrently being put forth.
- The certificate is an embedded certificate so it will not add any additional credit hour requirements to either the Mathematics or Computer Science B.S. degrees.
- The certificate will not require any additional resources to be offered.

**Catalog description for the Data Science certificate****Background**

The Data Science certificate is a cross-disciplinary program designed through a partnership between the Departments of Computer Science and Mathematics for students who consider the data scientist profession. The certificate offers the theoretical and practical background in key areas of computing and statistics allowing students to develop high-demand skills and enhance their prospects for both industry careers and graduate studies. With an emphasis on best practices, students will learn the fundamentals of data analytics and machine learning while gaining proficiency in standard programming languages used in the field. Applying socially and ethically responsible principles, students will navigate the data science pipeline from data acquisition to model deployment and will learn to transform findings into compelling and actionable knowledge.

This is an embedded undergraduate certificate.

### **Eligibility**

1. The Data Science certificate is open to all Computer Science and Mathematics majors pursuing a B.S. in Computer Science or Mathematics at the University of West Georgia.
2. Students can apply to the Data Science certificate program in their home department.

### **Learning outcomes**

Students will be able to:

- Recognize problems that can be solved with data science techniques and apply strategies to collect and transform complex big data into structured datasets suitable for statistical inference.
- Demonstrate an understanding of the linear regression model, its limitations, and extensions, as well as diagnose and correct real data problems with the generalized linear model.
- Use machine learning and data mining algorithms to build models and objectively evaluate their performance to make data-driven predictions, communicate results to technical as well as non-technical audiences, and make informed recommendations.

### **Required courses: 12 hours**

CS 3270 - Intelligent Systems; 3 credit hours

CS 4275 - Machine Learning Foundations; 3 credit hours

MATH 4203 - Mathematical Probability; 3 credit hours

MATH 4813 - Regression Analysis; 3 credit hours

**2020-2021  
Program Map  
Data Science Certificate\*  
Embedded**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MATH 1113 <sup>#</sup>	4	CS 1301 <sup>#</sup>	4
		MATH 1634 <sup>#</sup>	4
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CS 1302 <sup>#</sup>	4	CS 3270 <sup>^</sup>	
MATH 2644 <sup>#</sup>	4		
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

\* Courses listed only pertain to what is required to earn the certificate. Courses listed include the prerequisite courses.

# Prerequisite course

^ Required course for certificate

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

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MATH 4203 <sup>^</sup>		MATH 4813 <sup>^</sup>	
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CS 4275 <sup>^</sup>			
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

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

# CS - 1301 - Computer Science I

## 2020-2021 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 [here](#).

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

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

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

**If other, please identify.** Remove course from core area D2 (Option I: Non-Science Majors)

**Desired Effective Semester \***

Fall

**Desired Effective Year \***

2020

### Course Information

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

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

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

<b>Course Prefix*</b> <input type="text" value="CS"/>	<b>Course Number*</b> 1301
<b>Course Title*</b> Computer Science I	
<b>Long Course Title</b>	
<b>Course Type - DO NOT EDIT*</b> <input type="text" value="Computer Science"/>	
<b>Catalog Course Description*</b> This course explores the three fundamental aspects of computer science-- theory, abstraction, and design as the students develop moderately complex software in a high-level programming language. It will emphasize problem solving, algorithm development, and object-oriented design and programming. This course may not be attempted more than three times without department approval.	
<b>Prerequisites</b> Prerequisite: MATH 1112 with a minimum grade of C or MATH 1113 Minimum Grade: C    	
<b>Corequisites</b>	
<b>Frequency - How many semesters per year will this course be offered?</b> <input type="text" value="3"/>	<b>Grading*</b> <input type="text" value="Undergraduate Standard Letter"/>
<b>Status*</b> <input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden	

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

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

**Lec Hrs\*** 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

**Rationale\*** (See also attached document).

The CS department currently offers the following four courses in Area D2, which are only applicable to non-science majors:

- CS 1030 - Introduction to Computer Concepts
- CS 1300 - Introduction to Computer Science
- CS 1301 - Computer Science I
- CS 1302 - Computer Science II

As a part of the development of the assessment plans for each core area, the CS department has reviewed each core course in terms of: 1) The majors enrolled in the course, and 2) The course's fit in meeting the core area learning outcomes.

Of these courses, it was found that 1) CS 1301 and CS 1302 are major-only courses with CS 1301 also being an Area F course for Mathematics majors and Physics majors with a Computational Physics emphasis, and 2) these two courses do not directly assess either Area D learning outcome.

Against this backdrop and the fact that CS 1030 and CS 1300, both courses taken by non-science majors, would remain in Core Area D2 for non-science majors, the department recommends that CS 1301 and CS 1302 be removed from Core Area D2. (Note: all COSM chairs reported that this change would not affect their majors. See Appendix A.)

Item to note:

As a part of this review, the department also reviewed the core curriculum requirements at Georgia Southern, Georgia State, Kennesaw State, and Valdosta State. Of these four institutions only Georgia Southern - IT 2531 - Introduction to Cyber Security and Georgia State - CSC 1010 - Computers and

Applications; offered any information technology related courses in Area D.

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

**REQUIRED ATTACHMENTS**

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

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

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

**Syllabus\***  I have attached the syllabus.  
 N/A

**Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 200

**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

**Routing Information**

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Please refer to this document for additional information: [UWG Shared Governance Procedures for](#)

[Modifications to Academic Degrees and Programs.](#)

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

<b>Department/School - DO NOT EDIT*</b> <input type="text" value="Department of Computer Science"/>	
<b>Is this a School of Nursing or University College course?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No	<b>Is this a College of Education course?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Is the addition/change related to core, honors, or XIDS courses?*</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Is Senate Review Required?*</b> <input type="radio"/> Yes <input type="radio"/> No	

### Administrative Use Only - DO NOT EDIT

<b>Course ID*</b> 29183
-------------------------

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.

## **Action**

Removal of CS 1301 and CS 1302 from core area D2 (Option I: Non-Science Majors)

## **Learning outcomes of Area D**

Demonstrate the ability to:

- Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.
- Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

## **Rationale**

The CS department currently offers the following four courses in Area D2, which are only applicable to non-science majors:

- CS 1030 - Introduction to Computer Concepts
- CS 1300 - Introduction to Computer Science
- CS 1301 - Computer Science I
- CS 1302 - Computer Science II

As a part of the development of the assessment plans for each core area, the CS department has reviewed each core course in terms of: 1) The majors enrolled in the course, and 2) The course's fit in meeting the core area learning outcomes.

Of these courses, it was found that 1) CS 1301 and CS 1302 are major-only courses with CS 1301 also being an Area F course for Mathematics majors and Physics majors with a Computational Physics emphasis, and 2) these two courses do not directly assess either Area D learning outcome.

Against this backdrop and the fact that CS 1030 and CS 1300, both courses taken by non-science majors, would remain in Core Area D2 for non-science majors, the department recommends that CS 1301 and CS 1302 be removed from Core Area D2. (Note: all COSM chairs reported that this change would not affect their majors. See Appendix A.)

## **Item to note**

As a part of this review, the department also reviewed the core curriculum requirements at Georgia Southern, Georgia State, Kennesaw State, and Valdosta State. Of these four institutions only Georgia Southern - IT 2531 - Introduction to Cyber Security; and Georgia State - CSC 1010 - Computers and Applications; offered any information technology related courses in Area D.

**Appendix A: Correspondence with COSM chairs about removing CS 1301 and CS 1302 from Core Area D2.**

See below.



Duane Yoder &lt;dyoder@westga.edu&gt;

---

**Removal of CS courses from Area D2?**

6 messages

**Duane Yoder** <dyoder@westga.edu>

Fri, Aug 30, 2019 at 10:15 AM

To: Sharmistha Basu-Dutt <sbduddt@westga.edu>, Gregory Payne <gpayne@westga.edu>, James Mayer <jmayer@westga.edu>, Rui Xu <xu@westga.edu>, "Chesnut, Neal" <nchesnut@westga.edu>  
Cc: Shea Rose <srose@westga.edu>

Hi COSM department chairs,

As we are beginning the discussion of assessment of the core, our department is looking at which of our courses directly apply to the learning outcomes of the core area they are in.

Against this backdrop, our CS1301 and CS1302 are in Area D2 for non-science majors. However, these courses are really more major-specific courses than gen ed courses. Additionally, they are both a little bit of a stretch in meeting the learning outcomes for Area D. Therefore, we believe these courses could be removed from core area D2 for non-science majors.

Note: 1) CS1030 and CS1300 would still be a part of D2 for non-science majors. 2) This change would not have any bearing on any CS courses, e.g., CS1301, being included in Area F.

Since CS is not a part of core area D for science majors, I don't think this would affect any of our science majors at all. However, I wanted to touch base with each department to make sure if we removed CS1301 and CS1302 from core area D2 that there would not be any unintended consequences.

Please let me know if removing CS1301 and CS1302 from Area D2 would negatively affect your department.

Thanks,

Duane

---

**Jim Mayer** <jmayer@westga.edu>

Fri, Aug 30, 2019 at 11:19 AM

To: Duane Yoder <dyoder@westga.edu>  
Cc: Sharmistha Basu-Dutt <sbduddt@westga.edu>, Gregory Payne <gpayne@westga.edu>, Rui Xu <xu@westga.edu>, "Chesnut, Neal" <nchesnut@westga.edu>, Shea Rose <srose@westga.edu>

No problem for Geosci.

[Quoted text hidden]

--

Dr. James Mayer  
Chair, Geosciences Department  
University of West Georgia  
Carrollton, GA 30116  
678-839-4055  
[jmayer@westga.edu](mailto:jmayer@westga.edu)

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**Sharmistha Basu-Dutt** <sbduddt@westga.edu>

Fri, Aug 30, 2019 at 11:50 AM

To: Jim Mayer <jmayer@westga.edu>  
Cc: Duane Yoder <dyoder@westga.edu>, Gregory Payne <gpayne@westga.edu>, Rui Xu <xu@westga.edu>, "Chesnut, Neal" <nchesnut@westga.edu>, Shea Rose <srose@westga.edu>

Chemistry will not be affected.

Sharmistha Basu-Dutt, Ph.D.  
Chair and Professor of Chemistry  
Director of Engineering Studies  
University of West Georgia  
Office: TLC 2136  
Phone: (678) 839-6018

[Quoted text hidden]

---

**Neal Chesnut** <nchesnut@westga.edu> Fri, Aug 30, 2019 at 1:47 PM  
To: Duane Yoder <dyoder@westga.edu>  
Cc: Sharmistha Basu-Dutt <sbdudd@westga.edu>, Gregory Payne <gpayne@westga.edu>, James Mayer <jmayer@westga.edu>, Rui Xu <xu@westga.edu>, Shea Rose <srose@westga.edu>

No problem for physics.

On Fri, Aug 30, 2019 at 10:15 AM Duane Yoder <dyoder@westga.edu> wrote:

[Quoted text hidden]

---

**Gregory Payne** <gpayne@westga.edu> Fri, Aug 30, 2019 at 3:23 PM  
To: Duane Yoder <dyoder@westga.edu>  
Cc: Sharmistha Basu-Dutt <sbdudd@westga.edu>, James Mayer <jmayer@westga.edu>, Rui Xu <xu@westga.edu>, "Chesnut, Neal" <nchesnut@westga.edu>, Shea Rose <srose@westga.edu>

To my knowledge, not a problem for biology.

Greg

On Fri, Aug 30, 2019 at 10:15 AM Duane Yoder <dyoder@westga.edu> wrote:

[Quoted text hidden]

--

**Gregory Payne, Ph.D.**  
Professor and Chair of Biology  
College of Science and Mathematics  
University of West Georgia  
Carrollton, GA 30118  
Tel: 678-839-4040

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---

**Rui Xu** <xu@westga.edu> Fri, Aug 30, 2019 at 9:54 PM  
To: Neal Chesnut <nchesnut@westga.edu>  
Cc: Duane Yoder <dyoder@westga.edu>, Sharmistha Basu-Dutt <sbdudd@westga.edu>, Gregory Payne <gpayne@westga.edu>, James Mayer <jmayer@westga.edu>, Shea Rose <srose@westga.edu>

No problem for Math.

Rui Xu; Ph.D.  
Professor & Chair  
Department of Mathematics  
College of Science and Mathematics  
University of West Georgia  
1601 Maple Street, Carrollton, GA 30118  
phone: 678-839-4122  
fax: 678-839-6490  
email: [xu@westga.edu](mailto:xu@westga.edu)  
<https://www.westga.edu/~xu/>



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[Quoted text hidden]

## CS - 1302 - Computer Science II

### 2020-2021 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 [here](#).

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

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

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

**If other, please identify.** Remove course from core area D2 (Option I: Non-Science Majors)

**Desired Effective Semester \***

Fall

**Desired Effective Year \***

2020

#### Course Information

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

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

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

<b>Course Prefix*</b>	<input type="text" value="CS"/>	<b>Course Number*</b>	<input type="text" value="1302"/>
<b>Course Title*</b>	<input type="text" value="Computer Science II"/>		
<b>Long Course Title</b>	<input type="text"/>		
<b>Course Type - DO NOT EDIT*</b>	<input type="text" value="Computer Science"/>		
<b>Catalog Course Description*</b>	This course continues the exploration of theory, abstraction, and design in computer science as the students develop more complex software in a high-level programming language. This course may not be attempted more than two times without department approval.		
<b>Prerequisites</b>	Prerequisite: CS 1301 Minimum Grade: B   		
<b>Corequisites</b>	<input type="text"/>		
<b>Frequency - How many semesters per year will this course be offered?</b>	<input type="text" value="3"/>	<b>Grading*</b>	<input type="text" value="Undergraduate Standard Letter"/>
<b>Status*</b>	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden		

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

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

<b>Lec Hrs*</b>	<input type="text" value="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

**Rationale\*** (See also attached document).

The CS department currently offers the following four courses in Area D2, which are only applicable to non-science majors:

- CS 1030 - Introduction to Computer Concepts
- CS 1300 - Introduction to Computer Science
- CS 1301 - Computer Science I
- CS 1302 - Computer Science II

As a part of the development of the assessment plans for each core area, the CS department has reviewed each core course in terms of: 1) The majors enrolled in the course, and 2) The course's fit in meeting the core area learning outcomes.

Of these courses, it was found that 1) CS 1301 and CS 1302 are major-only courses with CS 1301 also being an Area F course for Mathematics majors and Physics majors with a Computational Physics emphasis, and 2) these two courses do not directly assess either Area D learning outcome.

Against this backdrop and the fact that CS 1030 and CS 1300, both courses taken by non-science majors, would remain in Core Area D2 for non-science majors, the department recommends that CS 1301 and CS 1302 be removed from Core Area D2. (Note: all COSM chairs reported that this change would not affect their majors. See Appendix A.)

Item to note:

As a part of this review, the department also reviewed the core curriculum requirements at Georgia Southern, Georgia State, Kennesaw State, and Valdosta State. Of these four institutions only Georgia Southern - IT 2531 - Introduction to Cyber Security; and Georgia State - CSC 1010 - Computers and Applications; offered any information technology related courses in Area D.

**If making changes to the Student Learning**

**Outcomes, please provide the updated SLOs in a numbered list format.**

### REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

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

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

**Syllabus\***  I have attached the syllabus.  
 N/A

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 70

**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

### 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.

<b>Department/School - DO NOT EDIT*</b> <input type="text" value="Department of Computer Science"/>	
<b>Is this a School of Nursing or University College course?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No	<b>Is this a College of Education course?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Is the addition/change related to core, honors, or XIDS courses?*</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Is Senate Review Required?*</b> <input type="radio"/> Yes <input type="radio"/> No	

**Administrative Use Only - DO NOT EDIT**

<b>Course ID*</b> 29184
-------------------------

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.

## **Action**

Removal of CS 1301 and CS 1302 from core area D2 (Option I: Non-Science Majors)

## **Learning outcomes of Area D**

Demonstrate the ability to:

- Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.
- Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

## **Rationale**

The CS department currently offers the following four courses in Area D2, which are only applicable to non-science majors:

- CS 1030 - Introduction to Computer Concepts
- CS 1300 - Introduction to Computer Science
- CS 1301 - Computer Science I
- CS 1302 - Computer Science II

As a part of the development of the assessment plans for each core area, the CS department has reviewed each core course in terms of: 1) The majors enrolled in the course, and 2) The course's fit in meeting the core area learning outcomes.

Of these courses, it was found that 1) CS 1301 and CS 1302 are major-only courses with CS 1301 also being an Area F course for Mathematics majors and Physics majors with a Computational Physics emphasis, and 2) these two courses do not directly assess either Area D learning outcome.

Against this backdrop and the fact that CS 1030 and CS 1300, both courses taken by non-science majors, would remain in Core Area D2 for non-science majors, the department recommends that CS 1301 and CS 1302 be removed from Core Area D2. (Note: all COSM chairs reported that this change would not affect their majors. See Appendix A.)

## **Item to note**

As a part of this review, the department also reviewed the core curriculum requirements at Georgia Southern, Georgia State, Kennesaw State, and Valdosta State. Of these four institutions only Georgia Southern - IT 2531 - Introduction to Cyber Security; and Georgia State - CSC 1010 - Computers and Applications; offered any information technology related courses in Area D.

**Appendix A: Correspondence with COSM chairs about removing CS 1301 and CS 1302 from Core Area D2.**

See below.



Duane Yoder &lt;dyoder@westga.edu&gt;

---

**Removal of CS courses from Area D2?**

6 messages

**Duane Yoder** <dyoder@westga.edu>

Fri, Aug 30, 2019 at 10:15 AM

To: Sharmistha Basu-Dutt <sbduitt@westga.edu>, Gregory Payne <gpayne@westga.edu>, James Mayer <jmayer@westga.edu>, Rui Xu <xu@westga.edu>, "Chesnut, Neal" <nchesnut@westga.edu>  
Cc: Shea Rose <srose@westga.edu>

Hi COSM department chairs,

As we are beginning the discussion of assessment of the core, our department is looking at which of our courses directly apply to the learning outcomes of the core area they are in.

Against this backdrop, our CS1301 and CS1302 are in Area D2 for non-science majors. However, these courses are really more major-specific courses than gen ed courses. Additionally, they are both a little bit of a stretch in meeting the learning outcomes for Area D. Therefore, we believe these courses could be removed from core area D2 for non-science majors.

Note: 1) CS1030 and CS1300 would still be a part of D2 for non-science majors. 2) This change would not have any bearing on any CS courses, e.g., CS1301, being included in Area F.

Since CS is not a part of core area D for science majors, I don't think this would affect any of our science majors at all. However, I wanted to touch base with each department to make sure if we removed CS1301 and CS1302 from core area D2 that there would not be any unintended consequences.

Please let me know if removing CS1301 and CS1302 from Area D2 would negatively affect your department.

Thanks,

Duane

---

**Jim Mayer** <jmayer@westga.edu>

Fri, Aug 30, 2019 at 11:19 AM

To: Duane Yoder <dyoder@westga.edu>  
Cc: Sharmistha Basu-Dutt <sbduitt@westga.edu>, Gregory Payne <gpayne@westga.edu>, Rui Xu <xu@westga.edu>, "Chesnut, Neal" <nchesnut@westga.edu>, Shea Rose <srose@westga.edu>

No problem for Geosci.

[Quoted text hidden]

--

Dr. James Mayer  
Chair, Geosciences Department  
University of West Georgia  
Carrollton, GA 30116  
678-839-4055  
[jmayer@westga.edu](mailto:jmayer@westga.edu)

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**Sharmistha Basu-Dutt** <sbduitt@westga.edu>

Fri, Aug 30, 2019 at 11:50 AM

To: Jim Mayer <jmayer@westga.edu>  
Cc: Duane Yoder <dyoder@westga.edu>, Gregory Payne <gpayne@westga.edu>, Rui Xu <xu@westga.edu>, "Chesnut, Neal" <nchesnut@westga.edu>, Shea Rose <srose@westga.edu>

Chemistry will not be affected.

Sharmistha Basu-Dutt, Ph.D.  
Chair and Professor of Chemistry  
Director of Engineering Studies  
University of West Georgia  
Office: TLC 2136  
Phone: (678) 839-6018

[Quoted text hidden]

---

**Neal Chesnut** <nchesnut@westga.edu> Fri, Aug 30, 2019 at 1:47 PM  
To: Duane Yoder <dyoder@westga.edu>  
Cc: Sharmistha Basu-Dutt <sbdudd@westga.edu>, Gregory Payne <gpayne@westga.edu>, James Mayer <jmayer@westga.edu>, Rui Xu <xu@westga.edu>, Shea Rose <srose@westga.edu>

No problem for physics.

On Fri, Aug 30, 2019 at 10:15 AM Duane Yoder <dyoder@westga.edu> wrote:

[Quoted text hidden]

---

**Gregory Payne** <gpayne@westga.edu> Fri, Aug 30, 2019 at 3:23 PM  
To: Duane Yoder <dyoder@westga.edu>  
Cc: Sharmistha Basu-Dutt <sbdudd@westga.edu>, James Mayer <jmayer@westga.edu>, Rui Xu <xu@westga.edu>, "Chesnut, Neal" <nchesnut@westga.edu>, Shea Rose <srose@westga.edu>

To my knowledge, not a problem for biology.

Greg

On Fri, Aug 30, 2019 at 10:15 AM Duane Yoder <dyoder@westga.edu> wrote:

[Quoted text hidden]

--

**Gregory Payne, Ph.D.**  
Professor and Chair of Biology  
College of Science and Mathematics  
University of West Georgia  
Carrollton, GA 30118  
Tel: 678-839-4040

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**Rui Xu** <xu@westga.edu> Fri, Aug 30, 2019 at 9:54 PM  
To: Neal Chesnut <nchesnut@westga.edu>  
Cc: Duane Yoder <dyoder@westga.edu>, Sharmistha Basu-Dutt <sbdudd@westga.edu>, Gregory Payne <gpayne@westga.edu>, James Mayer <jmayer@westga.edu>, Shea Rose <srose@westga.edu>

No problem for Math.

Rui Xu; Ph.D.  
Professor & Chair  
Department of Mathematics  
College of Science and Mathematics  
University of West Georgia  
1601 Maple Street, Carrollton, GA 30118  
phone: 678-839-4122  
fax: 678-839-6490  
email: [xu@westga.edu](mailto:xu@westga.edu)  
<https://www.westga.edu/~xu/>



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[Quoted text hidden]

**Action**

Add new course: CS 4180 - Advanced Web Development

**Rationale**

Over the last few years the direct and indirect assessment of the CS undergraduate program outcomes have shown that we need a greater emphasis on web development, in particular, more advanced concepts in web development. Currently, CS 2100 - Introduction to Web Development is required of all CS majors. However, the introductory nature combined with the placement in the curriculum does not permit coverage of any advanced web development topics.

To address this need, the department has offered an elective special topics course in advanced web development the last three years. Since we are now offering this course as a regular special topics course, the department would like to have an official course title instead of continuing to offer this under the umbrella of a special topics class.

**Syllabus**

**CS 4180 – Advanced Web Development  
University of West Georgia**

**Class meeting**

Location: TLC 121X

Credits: 3

Time: TBA

**Instructor**

Dr. Michael Orsega

TLC 2217

morsega@westga.edu

**Office hours**

- ???
- ???
- By appointment.

**Catalog description**

This course focuses on current industry best practices used to develop dynamic, interactive, multi-page websites. Topics include user-interface development, common web components, database interactions, and security.

**Prerequisite:**

- CS 2100 and CS 3211

## **Textbook**

Boehm, A. and Murach, J. (2016). *ASP.NET 4.6 Web Programming with C# 2015*. Mike Murach and Associates, Sixth Edition. ISBN: 978-1-890774-95-0.

## **Resources**

- Moodle coursesite: <http://courses.cs.westga.edu>
- Visual Studio 2017 (Although the text was written for VS 2015, we will use 2017 for our work.)
- Git
- ReSharper

## **Student Learning Outcomes**

A student will be able to:

- Develop attractive, intuitive websites using a current web framework.
- Design data-driven web applications that interact with a database.
- Implement security best practices for a web application.
- Demonstrate an understanding of common design patterns used in web applications.

## **Attendance Policy**

Students are highly encouraged to attend every lecture and to participate in class discussions. In general, there will be NO make-up exams! Special consideration will be given only in exceptional circumstances. If you believe you qualify for exceptional treatment, you must notify the instructor prior to the date of the exam to be missed.

## **Grading**

- Lab/Quizzes: 20%
- Projects: 40%
- Midterm: 25%
- Final Exam: 20%

NOTE: This is an upper-level course and you will be expected to practice the concepts taught in previous courses (version control, commenting, single-purpose methods/classes, etc). Points will not be specifically allocated for these items; instead they will be deducted 'off the top'. This means an application that may normally get 100 according to the Grading Guide may end up with a failing score due to the lack of application of these techniques. If you aren't sure of what this is, please ask early – my goal is to make you a valuable resource to your future employer, not to apply penalties for which you aren't prepared.

## **Late Policy**

No late work will be accepted under any circumstances. Also, because all work will be submitted via Moodle, the due date/time is determined by the server NOT your machine. You are strongly encouraged to submit early and often.

## **Types of Exercises**

*NOTE: The nature of CS is that the material builds upon itself. Therefore you are responsible for all practices/concepts from previous courses. Examples include, but are not limited to: commenting, self-documenting code, version control, separation of concerns, high cohesion, low coupling.*

### Labs/Quizzes

These are to be done on your own time outside of class. You should expect to get at least one per class period. These exercises are meant as a chance for you to practice what we've been talking about in class. You should expect each of these to be due before the start of the next class period (at the latest).

### Projects

These are meant to be bigger applications. They are a chance for you to practice problem solving as you implement concepts we discuss in class. There will be somewhere between 3 and 6 Projects given this semester. You will typically be given about a week to work on these. Instructor will not be available for questions on the day the Project is due.

### Tests

A Midterm and Final will be given. This will give students a chance to demonstrate what they have been learning during the Labs and Projects. Students who know the material should find these tests relatively easy. Each test will build on the previous material, but will focus most heavily on the material since the previous test.

## **Attendance Policy**

- Attendance will not be taken.
- If you have to miss class for any reason, there's no need to bring me an excuse as all of the course materials will be on Moodle where you can access them. Assignments will still be due.
- Test dates will be announced in class at least 2 weeks in advance.
- Makeup tests will NOT be given, so be sure to be in class on test day.

## **Important Information**

Students, please carefully review the following information at this link

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

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

## **Academic Honesty Specific to CS**

All exercises/assignments/tests submitted should be your own work. A student who engages in any form of academic dishonesty will receive a 0% for the assignment and risks failing the course. The incident may also be reported to the Office of Student Affairs so that they can determine if further disciplinary action should be taken.

### Sharing Ideas:

When I was a graduate student in Computer Science, I had a faculty member tell me that we were all encouraged to share thoughts and ideas. However, if we found that we were talking slow enough for the other person to take notes, then we were cheating. Additionally, if there was any sharing of code whatsoever, that was considered cheating.

Although my learning took place prior to email/instant messaging/Google, I think those ideas still apply today. Realize that you are encouraged to share thoughts and ideas, but since you'll be communicating digitally, the other person will have an exact copy of what you said so be careful what you are typing.

### "Internet Code":

Additionally, the use of 'Internet code' is strongly discouraged. My experience has been that the folks who typically upload their code to the Internet are also the people who don't take the time to follow the development ideals that we teach in this course. Also, many times Internet code is sloppy and difficult to understand and follow.

### Duplicate Code:

Any duplication of code submitted will result in both parties being submitted to Office of Student Affairs as plagiarism as it will be nearly impossible for me to tell who gave and who received the code. Be smart; don't take the risk of sharing your code.

*If you find yourself uncertain as to whether something you are doing or are being asked to do would violate the Academic Honesty policy, please contact the instructor immediately.*

# CS - 4180 - Advanced Web Development

## 2020-2021 Undergraduate New Course Request

### Introduction

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2020

### Course Information

Course Prefix\*

CS

Course Number\*

4180

Course Title\* Advanced Web Development

Long Course Title

Course Type\*

Computer Science

Catalog Course Description\*

This course focuses on current industry best practices used to develop dynamic, interactive, multi-page websites. Topics include user-interface development, common web components, database interactions, and security.

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

150/251

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?\*

Yes

No

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

N/A

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

Prerequisites CS 2100 and CS 3211

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?\*

Yes  No

If yes, which area(s) (check all that apply):

Area A

Area B

Area C

Area D

Area E

Status\*  Active-Visible  Inactive-Hidden

Type of Delivery (Select all that apply)\*

Carrollton or Newnan Campus: Face-to-Face

Entirely Online

Hybrid

Fully Online

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

Grading\*

Undergraduate Standard Letter

## Justifications and Assessment

151/251

**Rationale\*** Over the last few years the direct and indirect assessment of the CS undergraduate program outcomes have shown that we need a greater emphasis on web development, in particular, more advanced concepts in web development. Currently, CS 2100 - Introduction to Web Development is required of all CS majors. However, the introductory nature combined with the placement in the curriculum does not permit coverage of any advanced web development topics.

To address this need, the department has offered an elective special topics course in advanced web development the last three years. Since we are now offering this course as a regular special topics course, the department would like to have an official course title instead of continuing to offer this under the umbrella of a special topics class.

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

1. Develop attractive, intuitive websites using a current web framework.
2. Design data-driven web applications that interact with a database.
3. Implement security best practices for a web application.
4. Demonstrate an understanding of common design patterns used in web applications.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

### Resources and Funding

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

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

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

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

**Fee Justification** N/A

## Routing Information

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

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<b>College - School/ Department*</b> <input type="text" value="Department of Computer Science"/>	
<b>Is this a School of Nursing or University College course?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No	<b>Is this a College of Education course?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Is this an Honors College course?*</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Is the addition/change related to core, honors, or XIDS courses?*</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

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

**Action**

Add new course: CS 4275 - Machine Learning Foundations

**Rationale**

The CS and Mathematics departments are collaborating to offer an undergraduate Data Science certificate. To ensure adequate coverage of necessary data science topics, the CS department is introducing a course in the foundations of machine learning. This new course will be a part of the required courses to earn the Data Science certificate as machine learning and data mining algorithms are the basis for data scientists to build models and objectively evaluate their performance to make data-driven predictions.

**Syllabus**

**CS 4275 – Machine Learning Foundations  
University of West Georgia**

**Class meeting**

Location: TLC 121X  
Credits: 3  
Time: TBA

**Instructor**

Dr. Ana Stanescu  
TLC 2217  
astanesc@westga.edu  
<https://www.westga.edu/~astanesc/>  
Office Phone: 678-839-6294

**Office hours**

- ???
- ???
- By appointment.

Please check my schedule first: <https://www.westga.edu/~astanesc/calendar.html>

*Note:* You will have to be logged into your school email account in order to view it.

**Catalog description**

A broad introduction into the theoretical foundations and essential algorithms for supervised and unsupervised learning with a focus on best practices and real-world problems.

**Prerequisite:**

- CS 3270 Intelligent Systems - with a minimum grade of C

**Pre- or corequisite:**

- MATH 4203 Mathematical Probability

**Textbooks, Supplemental Materials**

There is no required textbook for this class. Reading assignments will come from freely available online material. References (links, documents) to the exact item will be provided as the course unfolds.

Course resources may include the following:

- [A course in Machine Learning](#) by Hal Daumé III
- [Deep Learning](#) by Ian Goodfellow and Yoshua Bengio and Aaron Courville
- [ML with Python](#) by Richert Coelho
- [Computational and Inferential Thinking](#) by Ani Adhikari and John DeNero
- [Data Visualization: A Practical Introduction](#) by Kieran Healy
- [OpenIntro Statistics](#) by [David Diez](#), [Mine Cetinkaya-Rundel](#), and [Christopher Barr](#)
- [Understanding Machine Learning: from theory to algorithms](#) by Shai Shalev-Shwartz and Shai Ben-David

**Student Learning Outcomes**

A student will be able to:

- Identify and apply suitable techniques and use appropriate tools to support effective machine learning.
- Apply best practices in obtaining, organizing, exploring, and analyzing data in order to build and evaluate prediction models.
- Explain the fundamental steps in the process of data-driven discovery.

**Topics List** (not necessarily in this order)

- Types of learning
- Unsupervised learning and dimensionality reduction
- Probabilistic and generative models
- Ensemble learning
- Evaluation metrics
- Overfitting
- Bias-variance theory
- Deep learning and neural networks
- Frequent itemset mining
- Recommender systems

**Attendance Policy**

Students are highly encouraged to attend every lecture and to participate in class discussions. In general, there will be NO make-up exams! Special consideration will be given only in exceptional circumstances. If you believe you qualify for exceptional treatment, you must notify the instructor prior to the date of the exam to be missed.

## Grading

At the end of the course, all points will be added and letter grades will be assigned. The instructor reserves the right to “curve” the letter grades, based on the difficulty of the course activities and *your class participation*. In any case, if you score at least 90% in the class, you are guaranteed an “A”.

## Assignments

Late submissions are NOT accepted.

- Homework: 40% (8 x 5%)
- Projects: 20%
- Midterm Exam: 15%
- Final Exam: 20%
- Class Activity: 5%

## Advice

If you encounter problems understanding a particular concept or while working on assignments, avoid saying things like “I don’t understand anything”, “I am totally confused”, “I don’t know where to start”, *etc.* Instead, try to identify where you have gotten lost. You should then be able to say “I understood A, B, and, C, but when you started talking about D, I didn’t see how....” A more precise question helps us identify faster the problem that you are having. Remember, part of being a good learner is being able to formulate questions as precisely as possible.

## Academic Honesty

All work, unless otherwise noted, must be done individually. Do not use the work of others or let someone else use your work. You will receive a zero for the assignment if you cheat, whether you are the source or the user of the shared work, and you may receive an F for the course. The incident will also be reported to the Office of the Vice President of Academic Affairs, so that they can determine if further disciplinary action is warranted. (See University of West Georgia Honor Code below for additional details.)

The University policies for handling Academic Dishonesty are found in the Student Handbook:

<http://www.westga.edu/handbook/>

## Important information regarding the University Policies

Students, please carefully review the following information at this link:

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

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

# CS - 4275 - Machine Learning Foundations

## 2020-2021 Undergraduate New Course Request

### Introduction

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

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

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

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

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

Desired Effective Semester\*

Desired Effective Year\*

### Course Information

Course Prefix\*

Course Number\*

Course Title\*

Long Course Title

Course Type\*

Catalog Course Description\*

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\* 2

Lab Hrs\* 2

Credit Hrs\* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?\*

Yes

No

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

N/A

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

Prerequisites CS 3270 with a minimum grade of C

Concurrent Prerequisites MATH 4203

Corequisites

Cross-listing

Restrictions

Is this a General Education course?\*

Yes  No

If yes, which area(s) (check all that apply):

Area A

Area B

Area C

Area D

Area E

Status\*  Active-Visible  Inactive-Hidden

Type of Delivery (Select all that apply)\*

Carrollton or Newnan Campus: Face-to-Face

Entirely Online

Hybrid

Fully Online

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

Grading\* Undergraduate Standard Letter

**Rationale\*** The Computer Science and Mathematics departments are collaborating to offer an undergraduate Data Science certificate. To ensure adequate coverage of necessary data science topics, the CS department is introducing a course in the foundations of machine learning. This new course will be a part of the required courses to earn the Data Science certificate as machine learning and data mining algorithms are the basis for data scientists to build models and objectively evaluate their performance to make data-driven predictions.

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

1. Identify and apply suitable techniques and use appropriate tools to support effective machine learning.
2. Apply best practices in obtaining, organizing, exploring, and analyzing data in order to build and evaluate prediction models.
3. Explain the fundamental steps in the process of data-driven discovery.

**REQUIRED ATTACHMENTS**

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

1.) Syllabus

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

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

**Resources and Funding**

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

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

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

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

**Fee Justification** N/A

**Routing Information**

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out

correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

**College - School/ Department\***

**Is this a School of Nursing or University College 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

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.

## GEOG - 4086 - Internship

### 2020-2021 Undergraduate Revise Course Request

#### General Information

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

**Modifications  
(Check all that  
apply)\***

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

**If other, please  
identify.**

**Desired Effective  
Semester \***

Fall

**Desired Effective  
Year \***

2020

#### Course Information

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

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

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

<b>Course Prefix*</b> <input type="text" value="GEOG"/>	<b>Course Number*</b> 4086
<b>Course Title*</b> Internship	
<b>Long Course Title</b>	
<b>Course Type - DO NOT EDIT*</b> <input type="text" value="Geography"/>	
<b>Catalog Course Description*</b>	Students will secure a position with an entity outside of UWG (corporation, foundation, government, etc.) to obtain field experience. Repeatable for up to nine credit hours.
<b>Prerequisites</b>	Consent of department
<b>Corequisites</b>	
<b>Frequency - How many semesters per year will this course be offered?</b> <input type="text" value="1"/>	<b>Grading*</b> <input type="text" value="Undergraduate Standard Letter"/>
<b>Status*</b> <input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden	

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

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

<b>Lec Hrs*</b> 0
<b>Lab Hrs*</b> 0

**Credit Hrs\*** 1-3

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.\*** 9

**Justification and Assessment**

**Rationale\*** Modifying the credit hours--from 3 to 1-3--allows flexibility and meets equity goals. With this change, a student can work in an internship over a longer period of time with fewer hours per week (e.g. over two semesters instead of one, earning 1-2 credits at a time, and thus accommodating a students' busy life). On the other hand, a student who finds and is able to work in an internship involving 150+ hours of work during a term, can earn 1-2 additional credits without being forced to pay for an additional 3.

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

**REQUIRED ATTACHMENTS**

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

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

**Syllabus\***  I have attached the syllabus.  
 N/A

163/251

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 10

**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

## Routing Information

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

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

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

**Department/School - DO NOT EDIT\*** Department of Geosciences

**Is this a School of Nursing or University College course?\***  Yes  No

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

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

**Is Senate Review Required?\***  Yes  No

## Administrative Use Only - DO NOT EDIT

**Course ID\*** GEOG 4086

164/251

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.

# MATH - 0996 - Support - Elementary Statistics

## 2020-2021 Undergraduate New Course Request

### Introduction

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2020

### Course Information

Course Prefix\*

MATH

Course Number\*

0996

Course Title\* Support - Elementary Statistics

Long Course Title Support for Elementary Statistics

Course Type\*

Mathematics

Catalog Course Description\*

This Learning Support course provides corequisite support for students enrolled in MATH – Elementary Statistics. Topics will parallel topics being studied in MATH 1401 and the course will provide support for the essential skills needed to be successful in MATH 1401. Taken with MATH 1401, topics to be covered will include descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistics topics.

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\* 2

Lab Hrs\* 0

Credit Hrs\* 1

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

If yes, indicate maximum number of credit hours counted toward graduation. \* 0

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

Prerequisites

Concurrent Prerequisites

Corequisites MATH 1401

Cross-listing

**Restrictions** All students taking MATH 1401 will be required to take MATH 0996 unless they meet one of the following exemption criteria:

- Student already has credit for an Area A mathematics course (must meet the minimum grade requirement for the course at the institution – which may be a “C” or higher).
- Student has a Mathematics Placement Index of 1165 or higher.
- Student has placed in Pre-Calculus or a higher mathematics course (e.g., College Trigonometry or some form of calculus).
- Student has a high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 3.2 or higher and has completed the Required High School Curriculum (RHSC) in mathematics.
- Student has an ACT Mathematics score of 17 or higher.
- Student has an SAT Mathematics score of 400 or higher on the “old” SAT. Student has an SAT Math section score of 440 or higher on the “new” SAT.
- Student has a Classic Accuplacer Elementary Algebra score of 67 or higher
- Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 258 or higher

Is this a General Education course? \*  Yes  No

If yes, which area(s) (check all that apply):

Area A

Area B

Area C

Area D

Area E

Status\*  Active-Visible  Inactive-Hidden

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

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

Grading\*

## Justifications and Assessment

**Rationale\*** Evidence from the USG Getting to Know Our Students survey indicates that student success in math is closely linked to their perception that the math they are studying has purpose. For students studying a broad range of disciplines in the social sciences, health sciences, business and education, the most relevant area of mathematics may be statistics. Indeed, statistical knowledge and understanding has become increasingly important for success in an ever increasing array of fields as the use of, and literacy in, data reshapes our way of viewing the world.

To support this, the University System of Georgia will allow participating institutions to offer elementary statistics (MATH/STAT 1401) as an Area A math course. To achieve this, institutions will offer Elementary Statistics (MATH/STAT 1401) without a prerequisite, include Elementary Statistics as an Area A2 math as well as Area D and, for institutions that admit students requiring Learning Support, develop and offer a Corequisite Learning Support course for statistics no later than Fall 2020 that utilize the same placement criteria for MATH/STAT 1401 as for MATH 1001/1101.

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

Upon successful completion of this course, the students will be able to:

1. use the basic terminology of sampling
2. find measures of central tendency, variation and position
3. compute basic probabilities and calculations involving these probabilities
4. use the normal distribution and t-distribution in problems
5. use confidence intervals to solve problems
6. perform basic hypothesis tests
7. use appropriate technology to assist in making statistical computations
8. perform basic linear regression and find the correlation for data sets
9. use the binomial distribution to compute probabilities.

### 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.

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\*** 100/ year estimated

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

**If yes, what will the fee be?\*** 0

**Fee Justification**

### Routing Information

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

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

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

**College - School/ Department\*** Department of Mathematics

**Is this a School of Nursing or University College course?\***  Yes  No

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

**Is this an Honors College course?\***  Yes  
 No

**Is the addition/change**  Yes

related to core,  
honors, or XIDS  
courses?\*

No

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

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

**MATH 0996: Support for Elementary Statistics(1 institutional credit hour)**

**Prerequisites:** None

**Corequisite:** MATH 1401 – Elementary Statistics

**Description:** This Learning Support course provides corequisite support for students enrolled in MATH – Elementary Statistics. Topics will parallel topics being studied in MATH 1401 and the course will provide support for the essential skills needed to be successful in MATH 1401. Taken with MATH 1401, topics to be covered will include descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistics topics.

**TEXT:** (Same as text for MATH 1401 with supplementary materials to be created)

**LEARNING OUTCOMES: (same as MATH 1401)**

Upon successful completion of this course, the students will be able to:

1. use the basic terminology of sampling
2. find measures of central tendency, variation and position
3. compute basic probabilities and calculations involving these probabilities
4. use the normal distribution and t-distribution in problems
5. use confidence intervals to solve problems
6. perform basic hypothesis tests
7. use appropriate technology to assist in making statistical computations
8. perform basic linear regression and find the correlation for data sets
9. use the binomial distribution to compute probabilities.

**SCHEDULE:**

**This class is designed to give students additional background to help them pass MATH 1401. The schedule for this class will parallel the schedule in MATH 1401 and give students extra assistance in mastering the topics from MATH 1401.**

Week 1: Review Fractions and Percents

Week 2: Using Formulas

Week 3: Mean/Median/Mode

Week 4: Standard Deviation

Week 5: Review of Linear Equations/ Regression

Week 6: Adding Fractions/Probability

Week 7: Multiplying Dividing Fractions/Combining Events and Conditional Probabilities

Week 8: Discrete Random Variables/Binomial Distribution

Week 9: Working with Decimals

Week 10: Normal Table

Week 11: Normal Distribution

Week 12: Central Limit Theorem

Week 13: Confidence Intervals

Week 14: Hypothesis Testing

Week 15: Review

**GRADING METHOD:** TBD (Note: Grades will be tied to grade in the accompanying section of MATH 1401 so that students that pass 1401 will also pass 0996)

**Students should review the following every semester for current university policies:**

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

MATH 1401 – Elementary Statistics  
Hours Credit: 3 hours

**This course may count towards Area A2 or D of the core – but not both.**

### **COURSE INSTRUCTOR**

**Instructor:**

**Office:**

**Email:**

**Phone:**

### **OFFICE HOURS**

### **REQUIRED COURSE MATERIALS**

TEXT: *Larose, Discovering Statistics (3<sup>rd</sup> edition).*

**Courses Description** This is a non-calculus based introduction to statistics. Course content includes descriptive statistics, probability theory, confidence intervals, hypothesis testing and other selected statistical topics.

### **Learning Outcomes**

Upon successful completion of this course, the students will be able to:

1. use the basic terminology of sampling
2. find measures of central tendency, variation and position
3. compute basic probabilities and calculations involving these probabilities
4. use the normal distribution and t-distribution in problems
5. use confidence intervals to solve problems
6. perform basic hypothesis tests
7. use appropriate technology to assist in making statistical computations
8. perform basic linear regression and find the correlation for data sets
9. use the binomial distribution to compute probabilities.

## **COURSE OUTLINE**

**Topics:** The following sections of the textbook will be covered:

### Section

- 2.1 Graphs and Tables for Categorical Data
- 2.2 Graphs and Tables for Quantitative Data
- 3.1 Measures of Center
- 3.2 Measures of Variability
- 4.1 Scatterplots and Correlation
- 4.2 Introduction to Regression
- 5.1 Introducing Probability
- 5.2 Combining Events
- 5.3 Conditional Probability
- 5.4 Counting Methods
- 6.1 Discrete Random Variables
- 6.2 Binomial Probability Distribution
- 6.4 Continuous Random Variables and the Normal Probability Distribution
- 6.5 Standard Normal Distribution
- 6.6 Applications of the Normal Distribution
- 7.2 Central Limit Theorem for Means
- 8.1 Z Interval for the Population Mean
- 8.2 t Interval for the Population Mean
- 9.1 Introduction to Hypothesis Testing
- 9.2 Z Test for the Population Mean: Critical-Value Method
- 9.4 t Test for the Population Mean

## **COURSE ASSESSMENT**

Students' mastery of course learning outcomes will be assessed using the following methods:

**PLACE ASSESSMENT METHODS HERE. MAY INCLUDE SOME OR ALL OF THE FOLLOWING: EXAMS, MIDTERM, QUIZZES, FINAL EXAM, HOMEWORK, CLASS PARTICIPATION, ETC.**

### **ASSESSMENT GRADING:**

**PLACE HOW A STUDENT'S FINAL GRADE WILL BE DETERMINED HERE. THIS MAY INCLUDE: WEIGHTS OF ALL GRADES, POINTS, ASSESSMENT CRITERIA, ETC.**

NOTE: Graphing calculators equivalent to the TI 83, 84, 85, and 86 will be allowed on the exam, as will scientific calculators. The TI-89 and other equivalent calculators will not be allowed.

## Grading Scale:

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

## OTHER COURSE INFORMATION

**PLACE IMPORTANT AND UNGRADED COURSE INFORMATION HERE. ITEMS MAY INCLUDE: EXTRA CREDIT, ATTENDANCE POLICY, OPTIONAL ASSIGNMENTS/READINGS, COURSE DEN INFORMATION, ETC.**

## COURSE POLICIES AND INFORMATION

### University Policies and Academic Support

Please carefully review the following Common Language for all university course syllabi at the link:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).

### Academic Honesty

**PLACE COURSE POLICY FOR ACADEMIC DISHONESTY HERE.**

NOTE: ALL FORMS OF ACADEMIC DISHONESTY SHOULD BE REPORTED AND THE STUDENT NOTIFIED.

Definitions of academic dishonesty are defined in the student handbook:  
[www.westga.edu/handbook/](http://www.westga.edu/handbook/)

### **Disabilities Act/Accessibility for the Course**

If you are a student whom is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content.

Please contact UWG Accessibility Services for more information.

### **Student Conduct**

Students are expected to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all students while in the classroom. The following is also mandatory:

**PLACE EXPECTED STUDENT CONDUCT, IN THE CLASSROOM, HERE.**

### **IMPORTANT DATES:**

**First Day of Class:**

**Drop Ends:**

**Last Day to Withdrawal with W:**

**Last Day of Class:**

**Final Exam Period:**

**No classes:**

# MATH - 1401 - Elementary Statistics

## 2020-2021 Undergraduate Revise Course Request

### General Information

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

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

- 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.** Course will count in Core Area A2 as well as Area D

**Desired Effective Semester \***

Fall

**Desired Effective Year \***

2020

### Course Information

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

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

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

<b>Course Prefix*</b>	MATH	<b>Course Number*</b>	1401
<b>Course Title*</b>	Elementary Statistics		
<b>Long Course Title</b>			
<b>Course Type - DO NOT EDIT*</b>	Mathematics		
<b>Catalog Course Description*</b>	This is a non-calculus based introduction to statistics. Course content includes descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistical topics.		
<b>Prerequisites</b>	None		
<b>Corequisites</b>			
<b>Frequency - How many semesters per year will this course be offered?</b>	3	<b>Grading*</b>	Undergraduate Standard Letter
<b>Status*</b>	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden		

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

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

<b>Lec Hrs*</b>	3
-----------------	---

Lab Hrs\* 0

Credit Hrs\*

3

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

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?\*

Yes

No

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

3

## Justification and Assessment

**Rationale\*** Evidence from the USG Getting to Know Our Students survey indicates that student success in math is closely linked to their perception that the math they are studying has purpose. For students studying a broad range of disciplines in the social sciences, health sciences, business and education, the most relevant area of mathematics may be statistics. Indeed, statistical knowledge and understanding has become increasingly important for success in an ever increasing array of fields as the use of, and literacy in, data reshapes our way of viewing the world.

To support this, the University System of Georgia will allow participating institutions to offer elementary statistics (MATH/STAT 1401) as an Area A math course. To achieve this, institutions will offer Elementary Statistics (MATH/STAT 1401) without a prerequisite, include Elementary Statistics as an Area A2 math as well as Area D and, for institutions that admit students requiring Learning Support, develop and offer a Corequisite Learning Support course for statistics no later than Fall 2020 that utilize the same placement criteria for MATH/STAT 1401 as for MATH 1001/1101.

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

Upon successful completion of this course, the students will be able to:

1. use the basic terminology of sampling
2. find measures of central tendency, variation and position
3. compute basic probabilities and calculations involving these probabilities
4. use the normal distribution and t-distribution in problems
5. use confidence intervals to solve problems
6. perform basic hypothesis tests
7. use appropriate technology to assist in making statistical computations

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8. perform basic linear regression and find the correlation for data sets

- 8. perform basic linear regression and find the correlation for data sets
- 9. use the binomial distribution to compute probabilities.

**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\*** 600/year estimated

**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.\*** 0

**Fee Justification\*** None

**Routing Information**

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

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

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

Department/School  
- DO NOT EDIT\*

Department of Mathematics

Is this a School of Nursing or University College course?  Yes  No

Is this a College of Education course?  Yes  No

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

Is Senate Review Required?  Yes  No

**Administrative Use Only - DO NOT EDIT**

Course ID\* 29594

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 II

# CEPD - 9151 - Doctoral Independent Study

## 2020-2021 Graduate New Course Request

### General Information

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

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

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

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

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

Desired Effective Semester\*

Desired Effective Year\*

### Course Information

Course Prefix\*

Course Number\*

Course Title\*

Course Type\*

**Catalog Course Description\*** Preparation of an independent project under the direction of a faculty member. Advanced topics in theory, issues, trends, clients, and counseling techniques will be emphasized. Students will specialize in topics, studies, and projects in the area of specialty.

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

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

Lec Hrs\* 1-3

Lab Hrs\* 0

Credit Hrs\* 1-3

Can a student take this course multiple times, each attempt counting separately toward graduation?\*

Yes  
 No

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

12

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing None

Restrictions Only permitted for individuals who are enrolled in the Ed.D. in Professional Counseling and Supervision.

Status\*  Active-Visible  Inactive-Hidden

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

3

Grading\*

Graduate Standard Letter

Type of Delivery (Select all that apply)\*

Carrollton or Newnan Campus: Face-to-Face  
 Entirely Online  
 Hybrid  
 Fully Online

## Justification and Assessment

What is the rationale for adding this course?\*

At present, there is no doctoral level independent study course for Professional Counseling students. As such, when an independent study course is needed to support students' academic progress, the faculty member must use CEPD 7181 and request a special substitution to allow the course to count towards the Ed.D. in Professional Counseling and Supervision. The addition of this course should rectify those issues and allow for seamless registration for doctoral-level independent study courses and application of the course to the respective program of study.

The addition of this course will not affect the program evaluation system, as this course will not be used as a regular course offering. Rather, CEPD 9151 will be used to allow students to apply their advanced counseling knowledge through

elective studies.

**Student Learning Outcomes\*** Students will demonstrate the following:

1. advanced knowledge of professional counseling concepts.
2. the ability to apply advanced knowledge of professional concepts to clinical intervention.
3. the ability to synthesize professional counseling concepts in novel application to counseling practice.

**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\*** 5

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

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

**Fee Justification** N/A

**Routing Information**

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

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

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

**School/  
Department\***

Department of Communication Sciences and Professional Counseling

**Is this a School of  
Nursing course?\***  Yes  No

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

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

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

## CEPD 9151 Doctoral Independent Study

Locations and Hours	Locations and Hours	Contact Information	Contact Information
Class Meeting Time		Office Hours	
Class Meeting Location		Online Office Hours	
Office Location		Telephone	
		UWG email	

### Support for Courses

<a href="#">CourseDen D2L Home Page</a>	<a href="#">Student Services</a>
<a href="#">D2L UWG Online Help</a> (M-F:8 AM – 5 PM) Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<a href="#">Center for Academic Success</a> 678-839-6280
<a href="#">24/7/365 D2L Help Center</a> Call 1-855-772-0423	<a href="#">Distance Learning Library Services</a>
<a href="#">University Bookstore</a>	<a href="#">Ingram Library Services</a>

### College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

### College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

### Course Description

Preparation of an independent project under the direction of a faculty member. Advanced topics in theory, issues, trends, clients, and counseling techniques will be emphasized. Students will specialize in topics, studies, and projects in the area of specialty.

Credit Hours: Variable Credit: 1-3; Repeatable for Credit  
Prerequisites: N/A  
Co-requisites: N/A

### Approaches to Instruction

This course will be delivered approximately ___% online. This requires the online equivalent of ___ minutes of instruction (seat-time) and an additional ___ minutes of supporting activities. As such, you will be required to complete the following online activities during this course:	
Activity	Instructional Equivalent

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives

<b>Students will demonstrate the following:</b>
1. advanced knowledge of professional counseling concepts.
2. the ability to apply advanced knowledge of professional concepts to clinical intervention.
3. the ability to synthesize professional counseling concepts in novel application to counseling practice.

### Texts, Readings, Instructional Resources, and References

#### Required Texts

#### Required Instructional Resource:

Please select the link to access a pdf guide on [how to purchase your account](#). If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu). You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#). For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

#### Course References:

## Assignments, Evaluation Procedures, and Grading

### Assignments

1. TBD
2. TBD
3. TBD
4. TBD

### Evaluation Procedures

Assessment	Points	Assessment Tools	Submit via:	Due Date
1.				
2.				
3.				
4.				
5.				
6.				
7.				
<b>Total</b>				

### Grading

*Grades are calculated based on the percentages below. Please note that any grade of F will result in dismissal from the program. Grades of C are considered unsatisfactory and will result in a review of student progress by the CEP faculty.*

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

**Any graduate level student earning a grade of F or WF and/or two C's, regardless of her/his academic standing, will be dismissed from the program.**

### Class, Department, and University Policies

*(These policies are subject to change)*

**Common Language for Course Syllabi:** For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#) documentation. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

**Diversity:** The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Communication Sciences and Professional Counseling (CSC) is committed to fostering an educational environment in which diversity is embraced. As such, CSC will not tolerate discrimination against any persons.

**Professional Conduct:** Students in this class are considered professionals and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes. The Ed.D. in Professional Counseling and Supervision at

University of West Georgia requires certification and/or licensure, as well as professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the student's attention and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

**Student Review:** CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See [Doctoral Student Handbook](#) for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

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

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

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

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

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

**Student Services:** Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

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

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

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

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

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

**Links to and from Third-Party Sites:** There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor(s) or UWG, and UWG has no obligation to monitor such sites, and user agrees that neither your professor(s) nor UWG is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

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

**Campus Carry:** UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)

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

**Technical Support:** Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

**Attendance:** TBD by instructor

**Class organization:** TBD by instructor

**Student participation:** TBD by instructor

**Cell phones & Electronic Equipment:** TBD by instructor

**Grading of Group Assignments:** TBD by instructor

**Extra Credit:** TBD by instructor

**Late Work:** TBD by instructor

**Expected Response Times:** TBD by instructor

**Changes to The Syllabus:** This syllabus is subject to change.

**List of URLs for Support Sources:**

- CourseDen D2L Home Page <https://westga.view.usg.edu/>
- D2L UWG Online Help (8 AM – 5 PM) <https://westga.view.usg.edu/d2l/login>
- 24/7/365 D2L Help Center <https://d2lhelp.view.usg.edu/>
- University Bookstore <http://www.bookstore.westga.edu/>
- Common Language for Course Syllabi <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- UWG Cares <http://www.westga.edu/UWGCares/>
- Center for Disability Services <https://www.westga.edu/student-services/counseling/accessibility-services.php>
- Student Services <http://uwgonline.westga.edu/online-student-guide.php>
- Center for Academic Success <http://www.westga.edu/cas/>
- Distance Learning Library Services <https://www.westga.edu/library/resource-sharing.php>
- Ingram Library Services <http://www.westga.edu/library/>
- Proctored Exams <http://uwgonline.westga.edu/exams.php#student>
- Student Services <https://uwgonline.westga.edu/online-student-guide.php>
- UWG Accessibility Statements for Technology <https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

**Tentative Class Outline (subject to change)**

Class Date	To Prepare for Class	Class Activities & Topics	Assignments Due
	1.	1.	

Class Date	To Prepare for Class	Class Activities & Topics	Assignments Due
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	
	1.	1.	

# ANTH - 6175 - Southeastern Archaeology & Ethnohistory

## 2020-2021 Graduate New Course Request

### General Information

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

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

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

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

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

Desired Effective Semester\*

Desired Effective Year\*

### Course Information

Course Prefix\*

Course Number\*

Course Title\*

Course Type\*

Catalog Course Description\* An in-depth seminar covering the different cultural traditions and temporal periods of Southeastern North America. Particular attention is focused on the relationship between different archaeological practices and the development of archaeological knowledge.

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

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

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing ANTH 4175

Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\* Graduate Standard Letter

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

### Justification and Assessment

**What is the rationale for adding this course?\*** This course contributes significantly to graduate studies of regional history and indigenous cultures. This is important for advanced students in graduate programs with a focus on cultural resource management as well as broader forms of heritage management (including museums) locally. The course provides students with in-depth familiarity with relevant literature about Native cultures across time and space, and it provides the opportunity to rigorously analyze the role that specific legislative acts have had on developing our understanding of the archaeological record pertaining to a specific Southeastern cultural tradition. Inclusion of this course in certain graduate programs will better prepare students either for further graduate work, an academic career in southeastern archaeology, or for a career in the management of cultural and heritage resources.

**Student Learning Outcomes\***

- 1) Analyze the diversity of Southeastern cultural traditions;
- 2) Distinguish between the chronological periods of the Southeastern archaeological record in terms of both material cultural and environmental/climatological patterns;
- 3) Compare and contrast the major cultural traditions of the Native Southeast;
- 4) Assess the major catalysts of cultural change in the Native Southeast;
- 5) Determine the primary processes that led to the formation of the Native cultural groups and cultural identities present in the United States today;
- 6) Develop literature evaluating the relationship between cultural resource management and the knowledge base of Southeastern Archaeology.

**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\*** 5

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

**If yes, what will the fee be?\*** 0

**Fee Justification**

**Routing Information**

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

Please refer to this document for additional information: [UWG Shared Governance Procedures for](#)

[Modifications to Academic Degrees and Programs.](#)

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

<b>School/ Department*</b> <input type="text" value="Department of Anthropology"/>	
<b>Is this a School of Nursing course?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No	<b>Is this a College of Education course?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No

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

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

# SOUTHEASTERN ARCHAEOLOGY & ETHNOHISTORY

ANTH 6175

Fall 2019

3 Credit Hours

<b>Instructor:</b> Nathan R. Lawres	<b>Email:</b> nlawres@westga.edu
<b>Class Meeting Times:</b> Mondays & Wednesdays: 2:00 – 3:15 pm	<b>Class Location:</b> Anthropology Bldg. Room 7
<b>Office Hours:</b> Anth. Bldg. 008B, Mon & Wed 3:30 – 5:00 pm	<b>Instructional Method:</b> Technology Enhanced (T)

## COURSE DESCRIPTION:

The region now known as the Southeastern United States has a long history of human occupation, innovation, and social development. The history of this region far predates the formation of the United States and was home to a number of Native American cultural groups. While we know the Creeks, Cherokees, Choctaws, Chickasaws, and Seminoles from history books, these were but a small proportion of the peoples that once called this region home.

This course is a survey of the archaeological record that documents the more than 15,000 years of human history and cultural traditions in the Southeast. While cultural change is anything but linear, this survey will take a chronological approach to structure the ongoing discussion of Southeastern Archaeology. Throughout the course we cover the initial populations of the Late Pleistocene, the moundbuilding hunter-gatherers of the mid-Holocene, the initial farmers of the late Holocene, and the hierarchical chiefdom societies of the late Precolumbian era. Throughout these discussions we will focus on the diversity of cultural traditions throughout the region to emphasize how cultural change is not a unidirectional phenomenon and how the influence of interaction, along with internal and external forces, can cause multidirectional changes in cultural traditions and the societies they are associated with.

The final portion of this course will focus our discussions on the Colonial Period of the region. Because of the presence of historical documentation for this time period, we will be focused on the ethnohistory of the cultural groups of the region, using the archaeological record as supplemental data to further our understandings. We will cover the collapse of the hierarchical chiefdoms, the dispersal of those populations and their movements across the landscape to inhabit new areas, and coalescence of these groups into those we know from the history books.

## STUDENT LEARNING OUTCOMES:

By taking this course students will begin to:

- 1) Analyze the diversity of Southeastern cultural traditions;
- 2) Distinguish between the chronological periods of the Southeastern archaeological record in terms of both material cultural and environmental/climatological patterns;

- 3) Compare and contrast the major cultural traditions of the Native Southeast;
- 4) Assess the major catalysts of cultural change in the Native Southeast;
- 5) Determine the primary processes that led to the formation of the Native cultural groups and cultural identities present in the United States today;
- 6) Develop literature evaluating the relationship between cultural resource management and the knowledge base of Southeastern Archaeology.

## REQUIRED MATERIALS:

Anderson, David G. and Kenneth E. Sassaman. 2012. *Recent Developments in Southeastern Archaeology: From Colonization to Complexity*. Society for American Archaeology Press, Washington D.C.

Ethridge, Robbie and Sheri M. Shuck-Hall. 2009. *Mapping the Mississippian Shatter Zone: The Colonial Indian Slave Trade and Regional Instability in the American South*. University of Nebraska Press, Lincoln.

Additional readings (.PDF format) will be posted on the CourseDen site.

## COURSE FORMAT:

This course involves two weekly class sessions that introduce and discuss in detail the course materials. The class sections will be a combination of lecture and seminar-style discussion. It is imperative that you attend the class sessions as attendance and participation makes up a good portion of your final grade. Additionally, there will be weekly reading summaries, two mid-term exams, and a final paper.

The weekly summaries are to be abstract-style summaries of each of the readings you are assigned each week. Your submission should include the bibliographic reference above each summary. Your summaries should be between 200–300 words so that you can fit two per page. **These are due on Sundays by 11:59 pm.** As an example of what a summary should look like:

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Pauketat, Timothy

2000 The Tragedy of the Commoners. In *Agency in Archaeology*, edited by Marcia-Anne Dobres and John E. Robb, pp. 113-129. Routledge, London.

Pauketat contends that previous archaeological explanations of the emergence of political domination unduly relegate non-elite people to a passive role in the creation of the dominant/subordinate social order. Rather, he claims that employing practice theory, which he distinguishes from agency theory on the basis that it sees agency as residing in the predetermined behaviors of rational actors, is more fruitful for understanding social change. He emphasizes practices as surface phenomena (drawn from Shennan 1993) that act as negotiations, or moments of interaction, between people and traditions. The outcome of these negotiations is dependent upon the scale of the negotiation; the more people involved in the negotiation the more likely it will have a historical effect. Using the construction of Mississippian platform mounds at Cahokia as a case study, Pauketat turns to showing the role of non-elites in negotiating their subordination to elites in the Mississippi Valley. This process involved the elite co-opting surface phenomena, in this case the cohesive rituals of mound construction in public spaces. These ritual construction episodes were

likely annual events as is evidenced by the incremental construction layers. Within a few decades, however, the process of centralization occurred as the scale of negotiations with this mound construction tradition increased to include people from the surrounding region. This increase in scale brought participants from the region into the increasing fold of Cahokia's economy and resulted in Cahokia becoming a regional center of power that dominated over the people in the rural areas of the region.

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The mid-term exams will be structured as series of essay questions. There will be both short essay and long essay questions on each exam. All exams will be administered in class.

The final paper will be an examination of the role that legislation has played in Southeastern archaeology. The field of Cultural Resource Management (CRM) has played an integral role in the development of Southeastern archaeology and in our understanding of the archaeological record of the Southeast. For your paper, you are to select either a temporal period or cultural tradition of the Southeast then identify and discuss the role that specific legislative acts played in shaping our understanding of that aspect of the archaeological record. This will require a thorough study of the gray literature (site reports stemming from CRM projects) associated with major sites of a specific temporal period or cultural tradition. It will also require an understanding of the legislative acts that spur archaeological survey and excavation. Your analysis and discussion should demonstrate the effects specific legislation has had as well as a comparison of the differential levels of effects the various legislation (i.e., the NHPA resulted in the excavation of X number of sites of this time period while NEPA resulted in Y number of excavations). Remember that spelling, grammar, and punctuation count! Be sure to run spell check before submitting a draft. Formatting is also an essential part of the writing process, and as such, you will be required to follow the formatting requirements set forth here as part of your grade: *15 pages (no more, no less) plus references cited, 12 pt., Times New Roman Font, Double-spaced, 1-inch margins, following the Society for American Archaeology Style Guide for references (PDF available on CourseDen)*. I encourage you all to establish writing groups or partnerships for proofreading and peer review prior to final submission. **Your paper is due December 11 by 5:00 pm.**

You are responsible for leading two class discussions each. For these discussions you are required to work with a partner to select additional readings relevant to the assigned week's topic and develop a short PowerPoint presentation on the assigned material along with your selected materials to provide a 15-20 minute introductory lecture for the class. To ensure that your classmates are familiar with the materials you will work with the professor to make your selected readings available to the class, and you are expected to distribute summaries (same format as your weekly summary assignments) to your classmates. You are also required to develop a series of discussion questions designed to elicit in-depth discussion of the materials amongst your classmates. These discussions should last 20-30 minutes, which you will be the primary moderators of. You will be graded on both your introductory lecture, the questions you develop, and your moderation of the discussions.

### **GRADING:**

Grades are assigned on the basis of attendance and participation, weekly summary assignments, two class discussion leads, two mid-term exams, and a final paper for a total of 400 possible points:

Class attendance: 50 points

Weekly summaries: 6.66 points each/100 points total

Class discussion leads: 25 points each/50 points total

Mid-term exams: 50 points each/100 points total

Final paper: 100 points

Letter grades are assigned according to the following grading scale:

A: 360-400 (90-100%)	B: 320-359 (80-89%)	C: 280-319 (70-79%)	D: 240-279 (60-69%)	F: 239 or less (59% or less)
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Concerns about grades must be addressed promptly. Any errors found in a graded assignment or exam must be brought to the attention of the instructor.

The University of West Georgia grading policy can be found by using following url:  
<https://catalog.westga.edu/content.php?catoid=3&navoid=113#grades-grade-points>.

## **COURSE POLICIES AND INFORMATION:**

Please carefully review the following information in this link: [Common Language for Course Syllabi](#)

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

## **EMAIL AND OFFICE HOURS:**

Email is the most efficient option for contacting the instructor for this course. Per University of West Georgia policy, you should only contact the instructor using your MyUWG e-mail account; **DO NOT** use a non-university affiliated e-mail account.

General considerations for email contact:

- \*Please allow a 24-hour response time to any emails sent, and expect these responses between 9:00 am – 5:00 pm, Monday – Friday.
- \*Prior to asking a question, refer to the syllabus in case your question is answered there.
- \*Always include the subject in the subject line of the email.
- \*Always be polite and *professional* (i.e., use full sentence structure, proper spelling, etc.) in your emails.

If you have questions or concerns about the course materials, you are encouraged to meet with the instructor during office hours rather than via email. Face-to-face meetings over course materials are much more efficient in addressing these sorts of concerns.

## **ACADEMIC SUPPORT:**

Any student requesting accommodations for disabilities *must* register with the UWG Accessibility Services. They will provide the necessary documentation – the Student Accommodations Report (SAR) – to the student, who is then responsible for providing this documentation to the instructor in order to request accommodation. This *must* be done at the beginning of the term, prior to any submission or due date of assignments, as accommodations *are not* retroactive. For additional information, or to register for support services, please contact [UWG Accessibility Services](#).

The University of West Georgia additionally offers other programs to help students achieve academic success, and these programs are available to students throughout the semester:

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

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

## **ACADEMIC HONESTY:**

University policy on academic honesty will be enforced in cases where cheating or plagiarism occurs. All students are expected to abide by the University of West Georgia's Student Honor Code: "At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism\*, cheating\*, fabrications\*, aid of academic dishonesty, lying, bribery or threats, and stealing."

Upon entering the University of West Georgia, you were required to sign the following pledge, and you are expected to continue to uphold that pledge in this course: "Having read the honor code of UWG, I understand and accept by responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code." The following is implied on all work submitted for credit in this course: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." More information on the student honor code, as well as the University of West Georgia's policy on academic honesty, can be found in the student handbook, available at: <https://www.westga.edu/administration/vpsa/assets/docs/student-handbook-2018-2019.pdf>.

Any acts of plagiarism or academic dishonesty of any sort will result in a zero grade for that assignment and will be reported to the University of West Georgia's Office of Community Standards. A second offense will result in failure of the course.

## **ATTENDANCE:**

Attendance is a necessary component of this course. There is a lot of material covered in the assigned readings (both in the textbook and in additional readings) that will be covered and *expanded on* in lectures. It is your responsibility to attend these lectures in order to gain a thorough understanding of the materials, as you will be tested on them. Further, much of this course involves making/replicating past technologies and analyzing your production debitage. You are responsible for being present to

create your analytical dataset. Additionally, attendance will be taken during every class session throughout the semester. You are allowed *one unexcused/voluntary* absence. In the case of involuntary absences (i.e., for medical reasons, emergencies, etc.) they will be excused *only* if they are certifiable/documented. In these cases, you must provide the instructor with documentation. This policy is consistent with the undergraduate academic policies of the University of West Georgia. The university's stance on attendance can be found at: <https://catalog.westga.edu/content.php?catoid=3&navoid=113#class-absence>.

### **CLASSROOM DECORUM:**

In both the lectures and laboratory sessions it is your responsibility to maintain a respectful modicum of behavior towards your instructor and teaching assistant as well as your peers. Disrespectful and disruptive behaviors will not be tolerated. These behaviors include discussions among classmates (unless allotted time to do so), text messaging, talking on cell phones, eating, browsing the internet, late arrivals, and early departures. ***CELL PHONES MUST BE SILENCED PRIOR TO ENTERING THE CLASSROOM.*** Technologies such as laptops and tablets are permitted for ***NOTE-TAKING PURPOSES ONLY.*** If you exhibit these or any other disruptive behaviors during class time you will be asked to leave and will be marked as having an unexcused absence for that day.

### **MAKE-UP POLICY:**

Make-up exams will *ONLY* be allowed for those persons able to provide certifiable documentation of an involuntary absence. If you know in advance that you will not be able to attend an exam you must notify the instructor ASAP to schedule alternative arrangements. Additionally, students in need of modification of the due dates for assignments and/or exams for religious reasons (i.e., holiday observances) should contact the instructor at the beginning of the term so that alternative arrangements can be made.

### **COURSE EVALUATION:**

All students are expected to provide feedback on the content, quality, and instruction of the course the Scantron form titled University of West Georgia/Student Evaluation of Instruction (SEI). These forms are provided by the University of West Georgia's Department of Anthropology in the final two weeks of the semester.

**PROJECTED SCHEDULE OF TOPICS AND READING ASSIGNMENTS:\***

*\* Disclaimer: This schedule is subject to change if the need arises. Any changes will be announced in advance during class time as well as on the CourseDen site.*

WEEK	DAY	TOPIC	WEEKLY READINGS
1	08/14	<i>Course Introduction</i>	
	08/19	<i>History of Southeastern Archaeology</i>	Anderson and Sassaman: Chapter 1 Sullivan et al. 2011 (PDF) Steponaitis 1984 (PDF)
2	08/21	<i>Culture History in Southeastern Archaeology</i>	Dunnell 1990 (PDF) Loren and Wesson 2011 (PDF)
	08/26	<i>The Peopling of the Americas</i>	Anderson and Sassaman: Chapter 2 Pitblado 2011 (PDF)
3	08/28	<i>Paleoindians</i>	Adovasio and Pedler 2005 (PDF) Meltzer 2009a (PDF) Meltzer 2009b (PDF)
	09/02	<b>NO CLASS: LABOR DAY</b>	
4	09/04	<i>Paleoindians</i> Discussion	Meltzer 2009c (PDF) Meltzer 2009d (PDF) Milanich 1994a (PDF) Smallwood 2012 (PDF) *Plus student selected discussion readings*
	09/09	<i>Early Archaic</i>	Anderson and Sassaman: Chapter 3 (Early Archaic section) Anderson and Sassaman 2004:87-94 (PDF)
5	09/11	<i>Early Archaic</i> Discussion	Sassaman 2010:29-50 (PDF) Milanich 1994b (PDF) *Plus student selected discussion readings*
	09/16	<b>EXAM #1</b>	
6	09/18	<i>Middle Archaic</i>	Anderson and Sassaman: Chapter 3 (Middle Archaic section) Anderson and Sassaman 2004:94-100 (PDF) Sassaman 2011 (PDF) Sassaman and Randall 2012 (PDF)
	09/23	<i>Middle Archaic</i> Discussion	Anderson and Sassaman: Chapter 3 (Late Archaic section) Sassaman and Anderson 2004 (PDF)
7	09/25	<i>Late Archaic</i>	Russo 2004 (PDF) Sassaman 2005 (PDF) *Plus student selected discussion readings*
	09/30	<i>Late Archaic</i> Discussion	Anderson and Sassaman: Chapter 4 (Early Woodland section) Cobb and Nassaney 2002 (PDF) Pluckhahn and Thompson 2013 (PDF)
8	10/02	<i>Early Woodland</i>	Wallis 2013 (PDF) Anderson 2013 (PDF) *Plus student selected discussion readings*
	10/07	<i>Early Woodland</i> Discussion	Anderson and Sassaman: Chapter 4 (Middle Woodland section) Jefferies 2004:115-119 (PDF)
9	10/09	<i>Middle Woodland</i>	Applegate 2013 (PDF) Pollack and Schlarb 2013 (PDF) Kidder 2002 (PDF) Widmer 2002 (PDF) *Plus student selected discussion readings*

10	10/14	<i>Middle Woodland</i> Discussion	Anderson and Sassaman: Chapter 4 (Late Woodland section) Jefferies 2004:119-127 (PDF) Emerson and McElrath 2008 (PDF)
	10/16	<i>Late Woodland</i>	Lawres 2017 (PDF) *Plus student selected discussion readings*
11	10/21	<i>Late Woodland</i> Discussion	Smith 1990 (PDF) Kelly 1990 (PDF) Brown et al. 1990 (PDF) *Plus student selected discussion readings*
	10/23	<b>EXAM #2</b>	
12	10/28	<i>Mississippian</i>	Anderson and Sassaman: Chapter 5 Blitz 2010 (PDF) Pauketat and Emerson 1997 (PDF)
	10/30	<i>Mississippian</i> Discussion	Knight 1994 (PDF) Anderson 1997 (PDF) Knight 2006 (PDF) *Plus student selected discussion readings*
13	11/4	<i>Conquistadores, Collapse, Coalescence</i>	Ethridge & Schuck-Hall: Chapters 1, 3, 4 Kelton 2008 Smith 2008 (PDF)
	11/6	<i>Conquistadores, Collapse, Coalescence</i> Discussion	Kowaleski 2006 (PDF) *Plus student selected discussion readings*
14	11/11	<i>Choctaw Coalescence</i>	Ethridge & Schuck-Hall: Chapters 8, 9, 13 Smith 2000 (PDF)
	11/13	<i>Coalescence of the Creeks</i> Discussion	Hahn 2008 (PDF) *Plus student selected discussion readings*
15	11/18	<i>Seminole Coalescence &amp; Ethnogenesis</i>	Ethridge & Schuck-Hall: Chapters 5, 6 Weisman 2000 (PDF)
	11/22	<i>Catawba Coalescence</i> Discussion	Lawres 2014 (PDF) *Plus student selected discussion readings*
16	11/25 11/27	<b>NO CLASS: THANKSGIVING</b>	
17	12/2	<i>Enter the Cherokee</i> Discussion	Rodning 2008 (PDF) Rodning 2009 (PDF) Rodning 2011 (PDF) *Plus student selected discussion readings*
	12/4	Course Summary	

## Educational Leadership, M.Ed.

### 2020-2021 Graduate Delete Program Request

#### General Information

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

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

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

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

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

Desired Effective Semester \*

Summer

Desired Effective Year \*

2020

What would you like to do? \*

- Deactivate Existing Program
- Terminate Existing Program

#### Program Information

Select *Program* below, unless deleting 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.

DO NOT edit the imported information below.

Program Name\* Educational Leadership, M.Ed.

Program Type\*

Master's

205/251

**Degree Type\***

Master of Education

**Program Description\***

Educational Leadership - M.Ed.

This program emphasizes instructional leadership, understanding of school culture, and leading schools. Students will acquire skills and knowledge necessary to enter into an entry-level leadership position. Students graduating from the M.Ed.

program and who pass the Georgia Certification examination in leadership will College of Education qualify for an NL-5 leadership certificate. The program consists of a minimum of 36 hours of course work. Regular admission to this program requires a clear and renewable professional teaching or service certificate. Regular admission is available to applicants who meet all of the criteria listed below; provisional acceptance is only available after review by the department. Departmental requirements for regular admission include the following:

- An official GRE combined score of 800 (minimum 400 Verbal score).
- A minimum undergraduate grade point average of 2.7 calculated on all work attempted in which a letter grade was assigned.
- Three letters of recommendation from employers, supervisors, or professional colleagues.

The letter of recommendation form developed by the department for this program must be used and can be obtained from the Graduate School. A portfolio evaluation is required during the candidate's last semester of enrollment. The portfolio is designed to enable the student to demonstrate ability to synthesize/integrate the knowledge gained in various courses. Recommendations from the department at the conclusion of the portfolio evaluation may include the following: 1) the student has met all departmental requirements, or 2) additional assignments should be completed and a reassessment of the portfolio should take place. Candidates successfully completing this program and receiving departmental approval will be recommended for an NL-5 certificate in Educational Leadership. This recommendation will be made to the employing local school system. The employing local school system is responsible for requesting the issuance of the NL-5 certificate from the Georgia Professional Standards Commission.

**Program Location\***

Carrollton

**Status\***

Active-Visible



Inactive-Hidden

**Prospective Curriculum - Not Applicable\*****PLAN OF STUDY****Required Courses****A. Instructional Leadership**

206/251

**EDLE 6312 Principles of Instructional Leadership**  
**EDLE 6320 Supervision of Instruction**  
**EDLE 6323 Promoting Teaching & Learning**  
**EDLE 6341 Using Data to Improve the School**  
**[After] EDLE 6342 School and Classroom Assessment 3 Credit Hours**

## **B. School Culture**

**EDLE 6325 Leadership Formation**  
**EDLE 6327 Professional Learning Communities**  
**EDLE 6330 Building School Culture**  
**EDLE 6331 Advanced Culture Seminar**

## **C. Leading Schools**

**EDLE 6316 School Law, Policy, and Ethics**  
**EDLE 6329 School Operations for Student Learning**  
**EDLE 7312 Schools and Community Engagement**

**Total Program 36 Hours**

## **PROGRAM NOTES**

Admission requires a Bachelor's degree and T4 or S4 certificates (and evidence of meeting the Georgia Exceptional Children Requirement). The Georgia PSC Ethics Assessment shall be completed at program entry for diagnostic purposes and passed as a certification requirement near the completion of the program. Candidates completing the program are required to take and pass the GACE content assessment in Educational Leadership to achieve state certification.

## Justification and Assessment

**Rationale\*** There are no students in the program. Academic affairs requested this action.

SACSCOC Substantive Change

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

### REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

## Routing Information

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

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

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

**School/  
Department - DO  
NOT EDIT\***

Department of Leadership, Research, and School Improvement

**Is this a School  
Nursing Program?  
\***

Yes  No

**Is this a College of  
Education  
Program?\***

Yes  No

## Administrative Use Only - DO NOT EDIT

**Program ID\*** 2860

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**

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 icon in the Proposal Toolbox to make your decision.

# Sociology, M.A.

## 2020-2021 Graduate Revise Program Request

### Introduction

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

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

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

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

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

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

**Modifications  
(Check all that  
apply)\***

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

**If other, please  
identify.**

**Desired Effective  
Semester\***

Fall

**Desired Effective  
Year\***

2020

### Program Information

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

**Type of Program\***  Program  
 Shared Core

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

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

**Program Name**

**Program Description**

**Program Name\*** Sociology, M.A.

**Program ID - DO NOT EDIT\*** 2846

**Program Code - DO NOT EDIT**

**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, housing, environment, comparative sociology, sociology of family, sociology of religion, and social movements.

#### Admission

The Department of Sociology 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 learn additional information about the applicant process, please consult the "Admissions" tab on the following website:

[https://www.westga.edu/academics/coss/sociology/program\\_page.php?program\\_id=58](https://www.westga.edu/academics/coss/sociology/program_page.php?program_id=58)

### 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 department's director 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 department's director of graduate studies. Students who have not taken an undergraduate theory course in sociology must enroll in SOCI 5053 prior to enrolling in SOCI 6003

Students accepted into the program may choose either Plan I (Thesis) or Plan II (Applied Track). Under Plans I and II 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 Plan I. Under Plan II students must register for 3 credit hours of additional research methods coursework and 3 credit hours of Internship (SOCI 6286). Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, and SOCI 6275. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the graduate advisor. 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. 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

Plan I

Plan II

Core Courses

9 hours

9 hours

Elective Courses

21 hours

21 hours

Thesis Preparation

3 hours

N/A

Thesis

3 hours

N/A

Internship

N/A

3 hours

Additional Research Methods

N/A

3 hours

Total Hours

36 hours

36 hours

Final Project

Thesis

Internship 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\*

## Curriculum Information

### PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

#### Step 1 - Deleting Courses

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

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the **X** and proceed.

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

#### Step 2 - Adding New Courses

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

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

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

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

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

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

#### Prospective Curriculum\*

### Justification and Assessment

- Rationale\*** The sociology department is proposing changes to the "Admission" section of the catalog description for the MA in Sociology. The changes proposed are:
- Change the wording at the beginning of the section describing the admission process
  - Remove requirement that applicants take the GRE and all language regarding the GRE
  - Implement a minimum undergraduate GPA of 3.0 for admission to the MA
  - Change the wording describing applicants' 750 word essays
  - Request a resume or curriculum vitae from applicants
  - Add language noting that applicants may be admitted provisionally
  - Change the wording directing applicants to the website for further information

#### Justifications:

- The new language describing the admissions process will enhance applicants' understanding of how admissions decisions are made, which we believe will help them in making the strongest possible application.
- The Sociology Department does not believe that the GRE is a good predictor of success in in graduate study. Many similar programs do not require the GRE for admissions, including programs in this region such as University of Alabama-Birmingham's MA in Sociology.
- The Sociology Department believes that undergraduate GPA is likely to be a useful predictor of success in graduate study. Adding a minimum GPA brings us in line with other graduate programs in COSS which all have minimum GPA requirements.
- The previous language asked applicants to write an "intellectual autobiography." We have changed this to "personal statement," a commonly-used term that applicants are more likely to be familiar with. We have also added additional wording specifying issues that should be addressed in the personal statement.
- The Sociology department believes that a resume/cv will provide important context for making admissions decisions. Applicants' work histories are not included anywhere else in the application.
- The previous admissions language made no mention of provisional admissions. Including language about this will let applicants know that this is a possibility.
- Applicants are being directed to a website that contains multiple tabs. The revised language informs applicants that in addition to going to the website, they must visit the "Admissions" tab.

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

## SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

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

**SACSCOC  
Comments**

### REQUIRED ATTACHMENTS

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

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

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

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

#### 2.) Assessment Plan

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

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

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

- Assessment Plan\***
- I have attached the Assessment Plan.
  - N/A

### Routing Information

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

new proposal will be required.

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

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

<b>School/ Department - DO NOT EDIT*</b> <input type="text" value="Department of Sociology"/>	
<b>Is this a School of Nursing Program? *</b> <input type="radio"/> Yes <input checked="" type="radio"/> No	<b>Is this a College of Education Program? *</b> <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Is Senate Review required? *</b> <input checked="" type="radio"/> Yes <input type="radio"/> No	

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

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

# Doctorate in Nursing Education program

## 2020-2021 Graduate Revise Program Request

### Introduction

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

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

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

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

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

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

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

**If other, please identify.** Changes in admission standards for an academic program

**Desired Effective Semester\***

**Desired Effective Year\***

### 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\*** Doctorate in Nursing Education program

**Program ID - DO NOT EDIT\*** Doctorate in Nursing Education program

**Program Code - DO NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The Doctorate in Nursing Education program is designed to prepare nurse educators for the 21st century. The Tanner Health System School of Nursing and the College of Education collaborated to develop a joint curriculum taught by both Tanner Health System School of Nursing faculty and College of Education faculty. Competencies include the knowledge and skills in theoretical and analytic approaches to the discovery and application of knowledge in nursing education. The core competencies reflect the Core Competencies of Nurse Educators by the National League for Nursing (2012). No such programs exist in Georgia and only a few exist in the nation.

The program is offered 100 percent online and includes a total of 60 semester hours. A two-day, on-site orientation seminar will introduce learners to key components of the doctoral program. Through structured activities and facilitator-guided dialogue, learners will gain an understanding of the doctoral program goals, structure, and culture. Students will develop strategies for successfully engaging in doctoral learning and building an effective doctoral community. Classroom instruction will be delivered primarily through asynchronous communication. Communication between professor and students will be promoted within the university's course management system.

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

**Program Location\***

## Curriculum Information

## PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

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

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the  and proceed.

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

### Step 2 - Adding New Courses

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

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

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

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

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

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

**Prospective Curriculum\***

## Justification and Assessment

**Rationale\*** To update the EdD program admission criteria based upon relevancy and to also

assist with program recruitment.

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

No changes to the EdD program learning outcomes will take place.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

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

**SACSCOC Comments**

### REQUIRED ATTACHMENTS

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

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

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

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

#### 2.) Assessment Plan

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

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

**Program Map\***

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

**Assessment Plan\***

220/251

Assessment Plan

I have attached the Assessment Plan.

N/A

## Routing Information

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

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School/  
Department - DO  
NOT EDIT\*

Tanner Health System School of Nursing

Is this a School of  
Nursing Program?\*

Yes  No

Is this a College of  
Education  
Program?\*

Yes  No

Is Senate Review  
required?\*

Yes  
 No

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

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

## EdD Admission Criteria (marked-up copy)

Admission Criteria: **Remove.**

The Tanner Health System School of Nursing accepts applications for admission to the EdD in Nursing Education program each fall semester. Proof of the following items should be submitted to be considered for admission:

1. Completed UWG graduate application for admission. **Remove.**
2. Earned Masters of Science in Nursing (MSN) degree from an accredited program.
3. An overall GPA of 3.0 (4.0 scale) for all graduate nursing courses. **Updated this item to reflect GPC 10/8/19 minutes.**
4. Official transcripts from **each** college or university attended.
5. Three letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities.
6. Sample of academic writing limited to 5 pages (An academic paper presented in a previous graduate course that demonstrates knowledge of an area, powers of organization, command of the language, and communication skills.)
7. Evidence of current licensure as a registered nurse (RN) in the United States. **Updated.**
8. Immunization form (must be submitted every semester). **Remove.**
9. Professional resume. **Updated.**

**Online Degree and Certification Programs may not be available in all states.** If you are an out-of-state student, please contact the University of West Georgia [Director of Distance Education](#), Janet Gubbins ([jgubbins@westga.edu](mailto:jgubbins@westga.edu), or main office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the MSN program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](mailto:eice@westga.edu) or main office #678-839-5115), as additional faculty licenses may be required in order to accommodate out of state students. Currently, only residents with active licenses in Alabama and Compact States (eNLC) are eligible for practicum requirements of the program. Please check the [NCSBN Enhanced Nursing Licensure Compact \(eNLC\) Implementation site](#) for individual state status. **Updated.**

A review of applications will begin after February 1 and will continue until the fall semester cohort of EdD in Nursing Education students is full. **New.**

## **EdD Admission Criteria**

The Tanner Health System School of Nursing accepts applications for admission to the EdD in Nursing Education program each fall semester. Admission consideration is dependent upon submission of the following items:

1. Earned Masters of Science in Nursing (MSN) degree from an accredited program.
2. An overall GPA of 3.0 (4.0 scale) for all graduate nursing courses.
3. Official transcripts from **each** college or university attended.
4. Three letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities.
5. Sample of academic writing limited to 5 pages (An academic paper presented in a previous graduate course that demonstrates knowledge of an area, powers of organization, command of the language, and communication skills.)
6. Evidence of current licensure as a registered nurse (RN) in the United States.
7. Professional resume.

**Online Degree and Certification Programs may not be available in all states.** If you are an out-of-state student, please contact the University of West Georgia, [Director of Distance Education](#), Janet Gubbins ([jgubbins@westga.edu](mailto:jgubbins@westga.edu), or central office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the EdD program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](mailto:eice@westga.edu), or central office #678-839-5115), as the requirement of additional faculty licenses may be necessary to accommodate out of state students. Currently, only residents with active licenses in Alabama and Compact States (eNLC) are eligible for practicum requirements of the program. Please check the [NCSBN Enhanced Nursing Licensure Compact \(eNLC\) Implementation site](#) for individual state status.

A review of applications will begin after February 1<sup>st</sup> and will continue until the cohort of students for the EdD in Nursing Education program is full.

# Master of Science in Nursing, post-master's certificate-all role options

## 2020-2021 Graduate Revise Program Request

### Introduction

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

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

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

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

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

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

**Modifications  
(Check all that  
apply)\***

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

**If other, please  
identify.**

Changes in admission standards for an academic program

**Desired Effective  
Semester\***

Fall

**Desired Effective  
Year\***

2020

### Program Information

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

**Type of Program\***  Program  
 Shared Core

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

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

Program Name  
 Program Description

**Program Name\*** Master of Science in Nursing, post-master's certificate-all role options

**Program ID - DO NOT EDIT\*** Master of Science in Nursing, post-master's certificate-all role options

**Program Code - DO NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The purpose of the Tanner Health System School of Nursing post-master's certificate programs in Nursing Education and Health Systems Leadership is to prepare advanced practice registered nurses for careers in nursing education and health systems leadership. Admission is limited to licensed registered nurses with an earned master's degree in nursing from CCNE accredited program.

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

**Program Location\***

## Curriculum Information

### PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

225/251

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

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the **X** and proceed.

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

### Step 2 - Adding New Courses

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

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

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

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

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

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Prospective Curriculum\*

### Justification and Assessment

**Rationale\*** To update the MSN program post-master's certificate admission criteria based upon relevancy and to also assist with program recruitment.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.** No changes to the MSN program learning outcomes will take place.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

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

**SACSCOC Comments**

**REQUIRED ATTACHMENTS**

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

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

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

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

**2.) Assessment Plan**

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

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

**Program Map\***

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

**Assessment Plan\***

- I have attached the Assessment Plan.
- N/A

**Routing Information**

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

Please refer to this document for additional information: [UWG Shared Governance Procedures for](#)

[Modifications to Academic Degrees and Programs.](#)

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

<b>School/ Department - DO NOT EDIT*</b> <input type="text" value="Tanner Health System School of Nursing"/>	
<b>Is this a School of Nursing Program?*</b> <input type="radio"/> Yes <input type="radio"/> No	<b>Is this a College of Education Program?*</b> <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Is Senate Review required?*</b> <input type="radio"/> Yes <input type="radio"/> No	

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

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

## MSN Admission Criteria (marked-up copy)

Admission is based on several criteria including the following: **Remove.**

The Tanner Health System School of Nursing accepts applications for admission to the MSN program each fall semester. Proof of the following items should be submitted to be considered for admission:

1. Earned Bachelor of Science in Nursing (BSN) degree from an accredited program.
2. Official transcripts from **each** college or university attended.
3. Evidence of current licensure as a registered nurse (RN) in the United States upon the start date of MSN coursework. **Updated.**
4. Completion of a basic undergraduate statistics course with a grade of C or higher prior to enrollment or during the first semester of the program. **\*\*\*Remove provisional admission status for students in the process of completing a basic undergraduate statistics course.**
5. An overall GPA of 3.0 (4.0 scale) for all nursing courses. **Updated this item to reflect GPC 10/8/19 minutes.**
6. Professional resume.
7. Two letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities. **Remove.**

**Online Degree and Certification Programs may not be available in all states.** If you are an out-of-state student, please contact the University of West Georgia [Director of Distance Education](#), Janet Gubbins ([jgubbins@westga.edu](mailto:jgubbins@westga.edu), or main office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the MSN program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](mailto:eice@westga.edu) or main office #678-839-5115), as additional faculty licenses may be required in order to accommodate out of state students. Currently, only residents with active licenses in Alabama and Compact States (eNLC) are eligible for practicum requirements of the program. Please check the [NCSBN Enhanced Nursing Licensure Compact \(eNLC\) Implementation site](#) for individual state status. **Updated.**

A review of applications will begin after February 1 and will continue until fall semester classes begin. **New.**

Application and all admission materials **must be submitted by** February 1 to be considered for PRIORITY Fall admission into the MSN Program. **Remove.**

Application and all admission materials will be accepted for REGULAR rolling Fall admission into the MSN Program until the first day of the Fall semester. **Remove.**

Note: Rolling (continuous) admission occurs after the priority admission decisions are complete. Consideration for available space during the rolling admission cycle is awarded on a first-come, first-serve basis. Consideration for admission is only given to complete files. **Remove.**

The Tanner Health System School of Nursing accepts applications for admission to the post-master's certificate program(s) each fall semester. Proof of the following items should be submitted to be considered for admission: **Updated.**

1. Earned Master of Science in Nursing (MSN) degree from an accredited program. **Updated.**
2. Official transcripts from **each** college or university attended.
3. Satisfactory certificate of immunization (if you are a new student). **Remove.**
4. Evidence of current licensure as a registered nurse (RN) in the United States. **Updated.**
5. Professional resume. **Updated.**
6. Two letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities. **Remove.**

**Online Degree and Certification Programs may not be available in all states.** If you are an out-of-state student, please contact the University of West Georgia [Director of Distance Education](#), Janet Gubbins ([jgubbins@westga.edu](mailto:jgubbins@westga.edu), or main office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the MSN program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](mailto:eice@westga.edu) or main office #678-839-5115), as additional faculty licenses may be required in order to accommodate out of state students. Currently, only residents with active licenses in Alabama and Compact States (eNLC) are eligible for practicum requirements of the program. Please check the [NCSBN Enhanced Nursing Licensure Compact \(eNLC\) Implementation site](#) for individual state status. **Updated.**

A review of applications will begin after February 1 and will continue until fall semester classes begin. **New.**

## MSN Admission Criteria

The Tanner Health System School of Nursing accepts applications for admission to the MSN program each fall semester. Admission consideration is dependent upon submission of the following items:

1. Earned Bachelor of Science in Nursing (BSN) degree from an accredited program.
2. Official transcripts from **each** college or university attended.
3. Current licensure as a registered nurse (RN) in the United States upon the start date of MSN coursework.
4. Completion of a basic undergraduate statistics course (with a grade of C or higher) before enrollment or during the first semester of the MSN program.
5. An overall GPA of 3.0 (4.0 scale) for all nursing courses.
6. Professional resume.

**Online Degree and Certification Programs may not be available in all states.** If you are an out-of-state student, please contact the University of West Georgia, [Director of Distance Education](#), Janet Gubbins ([jgubbins@westga.edu](mailto:jgubbins@westga.edu), or central office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the MSN program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](mailto:eice@westga.edu), or central office #678-839-5115), as the requirement of additional faculty licenses may be necessary to accommodate out of state students. Currently, only residents with active licenses in Alabama and Compact States (eNLC) are eligible for practicum requirements of the program. Please check the [NCSBN Enhanced Nursing Licensure Compact \(eNLC\) Implementation site](#) for individual state status.

A review of applications will begin after February 1<sup>st</sup> and will continue until fall semester classes begin.

---

## Post-master's Admission Criteria

The Tanner Health System School of Nursing accepts applications for admission to the post-master's certificate program each fall semester. Admission consideration is dependent upon submission of the following items:

1. Earned Master of Science in Nursing (MSN) degree from an accredited program.
2. Official transcripts from **each** college or university attended.
3. Current licensure as a registered nurse (RN) in the United States.
4. Professional resume.

**Online Degree and Certification Programs may not be available in all states.** If you are an out-of-state student, please contact the University of West Georgia, [Director of Distance Education](#), Janet Gubbins ([jgubbins@westga.edu](mailto:jgubbins@westga.edu), or central office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the MSN program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](mailto:eice@westga.edu), or central office #678-839-5115), as the requirement of

additional faculty licenses may be necessary to accommodate out of state students. Currently, only residents with active licenses in Alabama and Compact States (eNLC) are eligible for practicum requirements of the program. Please check the [NCSBN Enhanced Nursing Licensure Compact \(eNLC\) Implementation site](#) for individual state status.

A review of applications will begin after February 1<sup>st</sup> and will continue until fall semester classes begin.

# Masters of Science in Nursing- all role options

## 2020-2021 Graduate Revise Program Request

### Introduction

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

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

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

**Modifications  
(Check all that  
apply)\***

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

**If other, please  
identify.**

Changes in admission standards for an academic program

**Desired Effective  
Semester\***

Fall

**Desired Effective  
Year\***

2020

### Program Information

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

**Type of Program\***  Program  
 Shared Core

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

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

**Program Name**  
**Program Description**

<b>Program Name*</b>	Masters of Science in Nursing- all role options
<b>Program ID - DO NOT EDIT*</b>	Masters of Science in Nursing- all role options
<b>Program Code - DO NOT EDIT</b>	
<b>Program Type*</b>	Master's
<b>Degree Type*</b>	Master of Science in Nursing
<b>Program Description*</b>	<p>The Tanner Health System School of Nursing at the University of West Georgia offers a Master of Science degree with role options in either education or health systems leadership and a post-master's certificate program in education and health systems leadership. The nursing education track is a program of study that addresses innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students develop expertise in health education and promotion, patient education, professional development, or college/university teaching. The health systems leadership track is a program of study designed to prepare nurse managers/leaders and clinical nurse leaders (CNLs). The CNL is a role designed by the American Association of Colleges of Nursing (AACN, 2003) to prepare a leader who is accountable for the management of care and the care environment.</p> <p>Courses in the curriculum build upon courses in the baccalaureate program in nursing. Students apply research concepts, theories, and skills in the development of the role components of the program. The Master of Science in Nursing Program is designed to meet the need for nurse educators, leaders/managers, and clinical nurse leaders (CNLs) in a variety of health care settings. Students may pursue the degree on a full-time or part-time basis. Course work is provided using 100 % online, asynchronous instruction.</p>
<b>Status*</b>	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden
<b>Program Location*</b>	Online

**Curriculum Introduction****PROGRAM CURRICULUM**

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

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

Follow these steps to propose courses to the program curriculum.

**Step 1 - Deleting Courses**

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

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the  and proceed.

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

**Step 2 - Adding New Courses**

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

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

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

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

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

**Step 3 - Adding Courses to Cores in the Curriculum Schema**

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

**Prospective Curriculum\***

**Justification and Assessment**

**Rationale\*** To update the MSN program 2015/2016 admission criteria based upon relevancy and to also

assist with program recruitment.

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

No changes to the MSN program learning outcomes will take place.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

**Check all that apply to this program\***

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

**SACSCOC Comments**

### REQUIRED ATTACHMENTS

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

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

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

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

#### 2.) Assessment Plan

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

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

**Program Map\***

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

**Assessment Plan\***

236/251

Assessment Plan

I have attached the Assessment Plan.

N/A

## Routing Information

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

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

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

School/  
Department - DO  
NOT EDIT\*

Tanner Health System School of Nursing

Is this a School of  
Nursing Program?\*

Yes  No

Is this a College of  
Education  
Program?\*

Yes  No

Is Senate Review  
required?\*

Yes  
 No

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

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

## MSN Admission Criteria (marked-up copy)

Admission is based on several criteria including the following: **Remove.**

The Tanner Health System School of Nursing accepts applications for admission to the MSN program each fall semester. Proof of the following items should be submitted to be considered for admission:

1. Earned Bachelor of Science in Nursing (BSN) degree from an accredited program.
2. Official transcripts from **each** college or university attended.
3. Evidence of current licensure as a registered nurse (RN) in the United States upon the start date of MSN coursework. **Updated.**
4. Completion of a basic undergraduate statistics course with a grade of C or higher prior to enrollment or during the first semester of the program. **\*\*\*Remove provisional admission status for students in the process of completing a basic undergraduate statistics course.**
5. An overall GPA of 3.0 (4.0 scale) for all nursing courses. **Updated this item to reflect GPC 10/8/19 minutes.**
6. Professional resume.
7. Two letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities. **Remove.**

**Online Degree and Certification Programs may not be available in all states.** If you are an out-of-state student, please contact the University of West Georgia [Director of Distance Education](#), Janet Gubbins ([jgubbins@westga.edu](mailto:jgubbins@westga.edu), or main office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the MSN program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](mailto:eice@westga.edu) or main office #678-839-5115), as additional faculty licenses may be required in order to accommodate out of state students. Currently, only residents with active licenses in Alabama and Compact States (eNLC) are eligible for practicum requirements of the program. Please check the [NCSBN Enhanced Nursing Licensure Compact \(eNLC\) Implementation site](#) for individual state status. **Updated.**

A review of applications will begin after February 1 and will continue until fall semester classes begin. **New.**

Application and all admission materials **must be submitted by** February 1 to be considered for PRIORITY Fall admission into the MSN Program. **Remove.**

Application and all admission materials will be accepted for REGULAR rolling Fall admission into the MSN Program until the first day of the Fall semester. **Remove.**

Note: Rolling (continuous) admission occurs after the priority admission decisions are complete. Consideration for available space during the rolling admission cycle is awarded on a first-come, first-serve basis. Consideration for admission is only given to complete files. **Remove.**

The Tanner Health System School of Nursing accepts applications for admission to the post-master's certificate program(s) each fall semester. Proof of the following items should be submitted to be considered for admission: **Updated.**

1. Earned Master of Science in Nursing (MSN) degree from an accredited program. **Updated.**
2. Official transcripts from **each** college or university attended.
3. Satisfactory certificate of immunization (if you are a new student). **Remove.**
4. Evidence of current licensure as a registered nurse (RN) in the United States. **Updated.**
5. Professional resume. **Updated.**
6. Two letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities. **Remove.**

**Online Degree and Certification Programs may not be available in all states.** If you are an out-of-state student, please contact the University of West Georgia [Director of Distance Education](#), Janet Gubbins ([jgubbins@westga.edu](mailto:jgubbins@westga.edu), or main office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the MSN program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](mailto:eice@westga.edu) or main office #678-839-5115), as additional faculty licenses may be required in order to accommodate out of state students. Currently, only residents with active licenses in Alabama and Compact States (eNLC) are eligible for practicum requirements of the program. Please check the [NCSBN Enhanced Nursing Licensure Compact \(eNLC\) Implementation site](#) for individual state status. **Updated.**

A review of applications will begin after February 1 and will continue until fall semester classes begin. **New.**

## MSN Admission Criteria

The Tanner Health System School of Nursing accepts applications for admission to the MSN program each fall semester. Admission consideration is dependent upon submission of the following items:

1. Earned Bachelor of Science in Nursing (BSN) degree from an accredited program.
2. Official transcripts from **each** college or university attended.
3. Current licensure as a registered nurse (RN) in the United States upon the start date of MSN coursework.
4. Completion of a basic undergraduate statistics course (with a grade of C or higher) before enrollment or during the first semester of the MSN program.
5. An overall GPA of 3.0 (4.0 scale) for all nursing courses.
6. Professional resume.

**Online Degree and Certification Programs may not be available in all states.** If you are an out-of-state student, please contact the University of West Georgia, [Director of Distance Education](#), Janet Gubbins ([jgubbins@westga.edu](mailto:jgubbins@westga.edu), or central office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the MSN program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](mailto:eice@westga.edu), or central office #678-839-5115), as the requirement of additional faculty licenses may be necessary to accommodate out of state students. Currently, only residents with active licenses in Alabama and Compact States (eNLC) are eligible for practicum requirements of the program. Please check the [NCSBN Enhanced Nursing Licensure Compact \(eNLC\) Implementation site](#) for individual state status.

A review of applications will begin after February 1<sup>st</sup> and will continue until fall semester classes begin.

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## Post-master's Admission Criteria

The Tanner Health System School of Nursing accepts applications for admission to the post-master's certificate program each fall semester. Admission consideration is dependent upon submission of the following items:

1. Earned Master of Science in Nursing (MSN) degree from an accredited program.
2. Official transcripts from **each** college or university attended.
3. Current licensure as a registered nurse (RN) in the United States.
4. Professional resume.

**Online Degree and Certification Programs may not be available in all states.** If you are an out-of-state student, please contact the University of West Georgia, [Director of Distance Education](#), Janet Gubbins ([jgubbins@westga.edu](mailto:jgubbins@westga.edu), or central office #678-839-0630), to confirm that our program is available in your state. Once you have confirmed that the MSN program is available in your state, please contact the Tanner Health System School of Nursing Graduate Associate, Embry Ice ([eice@westga.edu](mailto:eice@westga.edu), or central office #678-839-5115), as the requirement of

additional faculty licenses may be necessary to accommodate out of state students. Currently, only residents with active licenses in Alabama and Compact States (eNLC) are eligible for practicum requirements of the program. Please check the [NCSBN Enhanced Nursing Licensure Compact \(eNLC\) Implementation site](#) for individual state status.

A review of applications will begin after February 1<sup>st</sup> and will continue until fall semester classes begin.

# Addendum III

## **Sustainability Courses and Attribute Designation University of West Georgia**

### **Rationale**

#### **Why Designate Courses with Sustainability Content?**

- 1) The designation will significantly help in accurately tracking courses with sustainability content. This is important as UWG assesses its sustainability credentials every three years using the Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking and Rating System (STARS). A key component of this assessment survey entails offering an accurate inventory of sustainability related courses offered at UWG.
- 2) There is a growing interest in environmental sustainability by incoming students, yet it is a topic that is not captured in any one discipline or college. Course designations will alert students to the various courses that engage this increasingly important area of knowledge and skill building.
- 3) For students unaware of "sustainability", the designations will raise awareness of and interest in one of the core values at UWG.
- 4) It allows the institution to track sustainability related courses, which can be used to more easily build and manage a BIS major, minor or certificate in sustainability.
- 5) It counts as an "exemplary sustainability practice" in AASHE's STARS sustainability assessment system, which UWG uses to track and publicize its sustainability efforts.

## PROPOSED DESIGNATION

### Sustainability Courses and Attribute Designation University of West Georgia

#### UWG's Definition and Criteria of Sustainability Courses

For the purposes of designation sustainability courses, UWG will adopt the criteria established by the Association for the Advancement of Sustainability in Higher Education (AASHE), of which UWG is a member. AASHE distinguishes between “sustainability focused” courses and “sustainability inclusive” courses. There would therefore be two distinct designations. The following is a direct excerpt from the AASHE's STARS Technical Manual:

#### A. Sustainability-focused courses (a.k.a. “sustainability courses”)

*To count as sustainability-focused, the course title or description must indicate a primary and explicit focus on sustainability. This includes:*

- *Foundational courses with a primary and explicit focus on sustainability (e.g., Introduction to Sustainability, Sustainable Development, Sustainability Science).*
- *Courses with a primary and explicit focus on the application of sustainability within a field (e.g., Architecture for Sustainability, Green Chemistry, Sustainable Agriculture, Sustainable Business). As sustainability is an interdisciplinary topic, such courses generally incorporate insights from multiple disciplines.*
- *Courses with a primary and explicit focus on a major sustainability challenge (e.g., Climate Change Science, Environmental Justice, Global Poverty and Development, Renewable Energy Policy). The focus of such courses might be on providing knowledge and understanding of the problems and/or the tools for solving them.*

*The course title or description does not have to use the term “sustainability” to count as sustainability-focused if the primary and explicit focus of the course is on the interdependence of ecological and social/economic systems or a major sustainability challenge. If the course title and description do not unequivocally indicate such a focus, but it is evident from the course description or syllabus that the course incorporates sustainability challenges, issues, and concepts in a prominent way, the course may qualify as sustainability-inclusive (see below).*

#### B. Sustainability-inclusive courses (a.k.a. “sustainability-related courses”)

*Courses that are not explicitly focused on sustainability may contribute towards scoring if sustainability has clearly been incorporated into course content. To count as sustainability-inclusive, the course description or rationale provided in the course inventory must indicate that the course incorporates a unit or module on sustainability*

*or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability challenges, issues, and concepts throughout the course.*

*While a foundational course such as chemistry or sociology might provide knowledge that is useful to practitioners of sustainability, it would not be considered “sustainability-inclusive” unless the concept of sustainability or sustainability challenges and issues are specifically integrated into the course. Likewise, although specific tools or practices such as GIS (Geographic Information Systems) or engineering can be applied towards sustainability, such courses would not count unless the description or rationale provided in Banner clearly indicates that sustainability is integrated into the course.*

### **Process for Approving Sustainability Courses:**

1. Sustainability Designation committee (All faculty on the Sustainability Council) sends call for sustainability course proposals via all-faculty listserv.
2. Proposals will need to specify which sustainability designation is being sought and should contain a brief description of the course including an explanation of any learning outcomes, modules, or assignments that contribute to warranting a sustainability designation.
3. Committee reviews proposals and recommends those that meet approved criteria.
4. Committee chair sends the list of shortlisted classes/sections to the Faculty Senate Undergraduate Programs Committee (UPC) and Graduate Programs Committee (GPC), which is then sent to Faculty Senate for final approval.
5. Committee chair sends list of approved classes/sections to the Registrar for SFAD\* or SIAD\* attribute designation in Banner.

\*SFAD=Sustainability Focused Attribute Designation

SCAD=Sustainability Inclusive Attribute Designation

# Addendum IV

UWG Faculty Handbook  
Modification of 103.0403 Specific Minimum Criteria for the Award of Tenure

Rationale: The wording has been updated to match the wording in Section 103.0302 Specific Minimum Criteria for Promotion of the Faculty Handbook.

**PROPOSED MODIFIED VERSION**

**103.0403 Specific Minimum Criteria for the Award of Tenure**

1. **Teaching.** Same as criteria for promotion to Associate Professor
2. **Service ~~to the Institution.~~** Same as criteria for promotion to Associate Professor
3. **Academic Achievement.** Same as criteria for promotion to Associate Professor
4. **Professional Growth and Development.** Same as criteria for promotion to Associate Professor

**PROPOSED REVISED VERSION**

**103.0403 Specific Minimum Criteria for the Award of Tenure**

5. **Teaching.** Same as criteria for promotion to Associate Professor
6. **Service.** Same as criteria for promotion to Associate Professor
7. **Academic Achievement.** Same as criteria for promotion to Associate Professor
8. **Professional Growth and Development.** Same as criteria for promotion to Associate Professor

# Addendum V

Rationale: Currently no university procedure exists for the criteria for promotion.

**PROPOSED PROCEDURE**



**UWG PROCEDURE NUMBER: 2.3.2, Criteria for Tenure**

**Authority: UWG POLICY 2.3, (Tenure)**

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.3, establishes the following procedures for compliance with UWG Policy 2.3 on Tenure:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the minimum criteria for the award of tenure.

**A. Definitions.**

1. **Tenure** – Employment status that may be awarded to tenure-track faculty after the probationary period. Per BoR Policy 8.3.7.2: Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

**B. Procedure.**

The minimum criteria for the award of tenure are the same as the minimum criteria for promotion to Associate Professor as specified in UWG Procedure 2.2.2.

**C. Compliance.**

UWG follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. ([BOR Academic and Student Affairs Handbook](#), 4.4 Award of Tenure and [BOR Policy Manual](#), 8.3.7 Tenure and Criteria for Tenure)

*Issued by the* [title of person charged with writing procedure], *the* \_\_\_\_ *day of* \_\_\_\_\_, 2020.

\_\_\_\_\_  
Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: \_\_\_\_\_

*Previous version dated: N/A*

# Addendum VI

## UWG Faculty Senate Resolution on Curricular Diversity in the Core

WHEREAS, the University of West Georgia states that inclusiveness is a core value that guides the mission and operations of the institution;

WHEREAS, understanding cultural differences will better prepare students for their careers and responsibilities as citizens;

WHEREAS, diversity in our core curriculum will contribute to achieving the University of West Georgia's strategic imperatives by attracting diverse faculty members to the institution, facilitating collaboration, encouraging community outreach, and increasing cultural sustainability; AND

THEREFORE BE IT RESOLVED that the University of West Georgia ensure that revisions to the core curriculum require courses that engage substantially with a range of perspectives on race, class, gender, religion, nationality, ethnicity, and/or sexuality.