Memorandum

To: General Faculty

Date: December 1, 2021

Regarding: Faculty Senate Agenda for December 3, 2021 via Zoom

1. Call to Order
2. Roll Call
3. Minutes
   A) The November 12, 2021 Meeting Minutes were approved electronically on November 19, 2021.
4. Committee Reports

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

Action Items: (Addendum I)

   A) College of Arts, Culture and Scientific Inquiry

   1) Department of Art, History and Philosophy

   a) Ethics Certificate

   Request: Add

   b) PHIL 3300 - Biomedical Ethics

   Request: Add

   c) PHIL 3310 - Philosophy, Ethics, and the Environment

   Request: Add

   d) Philosophy, B.A.

   Request: Modify

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

   Request: Modify

   f) Philosophy, Religion, Track, B.A.

   Request: Modify

   g) Art, Art History Option, B.A.

   Request: Modify

   h) History, B.A.

Request: Modify

   i) [History Secondary Education Certificate, B.A.](#)

     Request: Modify

2) Department of English, Film, Languages, and Performing Arts

   a) [English, B.A.](#)

     Request: Modify

   b) [English, B.A. (Accelerated Bachelors to Masters (ABM) English Education Track](#)

     Request: Modify

   c) [English, B.A. (Accelerated Bachelors to Masters (ABM) Track](#)

     Request: Modify

   d) [English, B.A. (Secondary Education Track)](#)

     Request: Modify

   e) [Theater B.A.](#)

     Request: Modify

   f) [Theater with Concentrations in Acting and Design/Technology, B.F.A.](#)

     Request: Modify

   g) [FORL 2100 - Language and Identity](#)

     Request: Add

3) Department of Computing and Mathematics

   a) [Mathematics, UTeach Secondary Education Track, B.S.](#)

     Request: Delete

4) Department of Natural Sciences

   a) [CHEM 3100 - Current Topics in Chemistry](#)

     Request: Add

   b) [CHEM 3201A - Special Topics in Chemistry A](#)

     Request: Add

   c) [CHEM 3201B - Special Topics in Chemistry B](#)

     Request: Add

   d) [CHEM 3201C - Special Topics in Chemistry C](#)

     Request: Add

e) CHEM 4908L - Tools in Chemical Research

Request: Add

f) CHEM 4909L - Chemistry Senior Capstone Project

Request: Add

g) Chemistry Minor

Request: Modify

h) Chemistry, Non-ACS Track - Business Option, B.S.

Request: Modify

i) Chemistry, Non-ACS Track - General Option, B.S.

Request: Modify

j) Chemistry, Non-ACS Track, Professional Preparation Option, B.S.

Request: Modify

k) Geography, B.S.

Request: Modify

l) GEOL 2523 - Age of Dinosaurs

Request: Add

B) College of Education

1) Department of Early Childhood Through Secondary Education

a) ECED 4251L - Assessment and Correction Clinical Lab

Request: Modify

b) ECED 4283 - Practicum II

Request: Modify

c) ECED 4286 - Teaching Internship

Request: Modify

d) ECED 4289 - Teaching Internship Seminar

Request: Modify

e) ECSE 4789 - Teaching Internship Seminar

Request: Modify

f) Elementary Education - B.S.ED.

Request: Modify

2) Department of Educational Technology and Foundations

a) MEDT 2501 - Multiple Literacies for Ed

   Request: Add

3) Department of Literacy and Special Education

   a) Special Education B.S.Ed.

   Request: Modify

   b) SPED 3750 - Diverse Experiences Practicum

   Request: Modify

C) School of Communication, Film, and Media

1) Mass Communications, B.S.

   Request: Modify

2) COMM 4456 - Digital Content Creation Request:

   Add

D) Richard's College of Business

1) Department of Marketing and Real Estate

   a) Embedded Certificate in Real Estate Appraisal

   Request: Add

   b) Embedded Certificate in Real Estate Brokerage

   Request: Add

E) University College

1) Department of General Education

   a) DATA 1501 - Introduction to Data Science

   Request: Add

2) Center for Interdisciplinary Studies

   a) XIDS 2300 - Pirates of the Caribbean Request:

   Add New Course Topic

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

Action Items: (Addendum II)

A) College of Education

1) Department of Literacy and Special Education

   a) Teacher Education, M.A.T., Concentrations in Special Education: Adapted
      Curriculum, General Curriculum

Request: Modify

    B) Richards College of Business

        1) Department of Management

            a) [Combined Master of Professional Accounting, MPAcc and Master of Business Administration, MBA](#)

            Request: Modify

Information Items:

A) GPC Subcommittee working on Graduate Faculty Status Policy revision due to SACSCOC compliance

B) Patrick Hadley will serve as Chair of the Graduate Programs Committee for the 2022-2023 Academic Year.

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

Information Item: (Addendum III)

A) High Impact Practices (HIPs) Committee: Undergraduate Research Designation for Courses

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

Information Item: (Addendum IV)

A) Campus Bookstore Course Material Affordability and Accessibility, Elizabeth Smith

Committee VII: Student Affairs and Intercollegiate Activities (Kathleen Barrett, Chair)

Information Item:

A) Georgina DeWeese will serve as Chair of the Student Affairs and Intercollegiate Activities Committee for the 2022-2023 Academic Year.

Committee VIII: Budget Committee (Laurie Kimbrel, Chair)

Information Item:

A) Budget Committee Update

Committee IX: Rules Committee (Angela Branyon, Chair)

Information Item:

A) Faculty Handbook PolicyStat Transition

Committee XI: Teaching, Learning, and Assessment Committee (Jason Swift, Chair)

Information Item:

A) TLA Committee proposed revision of SEI's and process engaged

5. Old Business

6. New Business

7. Announcements

   A) Executive Secretary Nominations (**Addendum V**)

8. Adjournment

Addendum I

Ethics Certificate

2022-2023 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.**

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

Desired Effective Semester*	Fall

Desired Effective Year*	2022

Program Type*
- ○ Degree Program
- ○ Embedded Certificate
- ⦿ Stand-Alone Certificate
- ○ Endorsement
- ○ Minor

If embedded, please list the parent program.

Routing Information

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

School/Department*	Department of Art, History, and Philosophy

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

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

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

Program Information

Program Type*	Certificate

Program Name*	Ethics Certificate

Degree Type*	Certificate

Program Description*	The Ethics Certificate is a standalone certificate in the philosophical study of ethics. This certificate is intended for students in any discipline, as it will provide students with skills and knowledge relevant to many aspects of their professional and personal lives. Courses in the certificate program engage students in the philosophical study of both theoretical and applied ethics. Students who earn this certificate will not only be able to demonstrate to prospective employers their knowledge of and commitment to ethics in the professional sphere, but will also be better equipped to analyze and evaluate the most difficult and controversial challenges facing our society today.

Program Location*	Carrollton

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

◻ Online Only

◻ Hybrid

Curriculum Information

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

A *Shared Core* is a group of courses shared by multiple entitites. 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 coursesgoing 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 (3 credit hours):

PHIL 2030 Introduction to Ethics

Choose any three (9 credit hours total):

PHIL 3115 Political Philosophy
PHIL 3180 Moral Theories
PHIL 3300 Biomedical Ethics
PHIL 3310 Philosophy, Ethics, and the Environment
PHIL 4110 Philosophy of Law
PHIL 4120 Professional Ethics
PHIL 4130 Feminist Philosophy
PHIL 4240 Philosophy and Ethics of Love and Sex

Justification and Assessment

Rationale*   The study of ethics is beneficial to students from a wide variety of majors and pursuing a diverse range of potential careers (including, among others, health care, public service, business, and education). However, presently UWG does not offer any programs in ethics open to students of any major. While some colleges and departments do offer one discipline-specific ethics course, these courses differ significantly from those focused on the philosophical study of ethics, which often include cases and issues relevant to these various fields but approach them from a philosophical perspective.

Data clearly show that employers are seeking students with the skills obtained by study of the liberal arts alongside the more discipline-specific skills provided by professionally oriented programs. Additionally, recent reporting suggests the growing importance to employers of building an ethical workplace in response to increasing demands for such from younger potential employees. Thus, this certificate will help UWG students stand out on the job market by clearly demonstrating their sustained study of and unique understanding of ethics.

The Ethics Certificate will serve students in a wide variety of disciplines; moreover, bringing students from diverse majors together in the ethics classroom will allow for rich interdisciplinary conversations that will enhance all students' understanding of these issues. Additionally, students have increasingly expressed interest in courses more focused on practical or applied ethics, addressing moral problems that they see as pressing in their own lives. The Ethics Certificate program will include two new courses of this nature, along with existing courses that also serve this need. Students who take these courses will emerge with a much clearer understanding of how the study of philosophy (and of the humanities in general) can contribute in quite practical ways to one's life as a professional and as a citizen.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*	Upon successful completion of the Ethics Certificate program, students will be able to: 1. Demonstrate knowledge of the foundational concepts of ethics. 2. Critically analyze moral problems from a philosophical perspective. 3. Make a cogent moral argument.

SACSCOC Substantive Change

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

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

SACSCOC Comments

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

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

USGBOR One Step Proposal*	☐ I have attached the USGBOR One Step Proposal. ☑ N/A (minor, embedded certificate)

Program Map*	☑ I have attached the Program Map.

Assessment Plan*	☑ I have attached the Assessment Plan. ☐ Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

Curriculum and Assessment Map*	☑ I have attached the Curriculum and Assessment Map.

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.**

2022–2023
Program Map
Program Map – Stand-Alone Certificate in Ethics

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area A-1: ENGL 1101	3	Area A-1	3
Area A-2	3	Area D	4
Area B-2	2	Area C-1	3
Area E-1	3	Area E-2	3
Area E-4	3	Area F:	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete ENGL 1101 (a prerequisite for PHIL 3000-level courses)			

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area B-1	3	Area C-2: PHIL 2030	3
Elective / Minor	3	Elective / Minor	3
Area D-2	3	Area D-2	3
Area E-3	3	Area F	3
Area F	3	Area F	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
		• Complete PHIL 2030	

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

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Major	3	Major	3
Major	3	Major	3
Major	3	Major	3
Ethics Certificate course: PHIL 3115 or 3180 or 3300 or 3310 or 4110 or 4120 or 4130 or 4240	3	Area F	3
Area F	3	Ethics Certificate course: PHIL 3115 or 3180 or 3300 or 3310 or 4110 or 4120 or 4130 or 4240	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
		•	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Major	3	Major	3
Major	3	Major	3
Major	3	Elective / Minor	3
Ethics Certificate course: PHIL 3115 or 3180 or 3300 or 3310 or 4110 or 4120 or 4130 or 4240	3	Elective / Minor	3
Elective / Minor	3	Elective / Minor	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete Ethics Certificate requirements			

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

CURRICULUM MAPPING TEMPLATE

				PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
DEPARTMENT:	Art, History, and Philosophy			Demonstrate knowledge of the foundational concepts of ethics.	Critically analyze moral problems from a philosophical perspective.	Make a cogent moral argument.		
PROGRAM:	Ethics Certificate	**COURSES**						
		1	PHIL 2030	I, A	I	I		
		2	PHIL 3115		R, A	R, A		
		3	PHIL 3180	R	R, A			
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	PHIL 3XXX	R	R, A	R, A		
		5	PHIL 3XXX	R	R, A	R, A		
		6	PHIL 4110			R, A		
		7	PHIL 4120	M	M, A	M, A		
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	PHIL 4130	M	M, A	M, A		
		9	PHIL 4240		M, A			
		10						
		11						
		12						
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13						
		14						
		15						
		16						
		17						
		18						
		19						
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		20						
		21						
		22						

Standalone Certificate

Ethics

Student Learning Outcome	Strategic Plan Connection	Measure/Method
LO 1: Demonstrate knowledge of the foundational concepts of ethics.	Strategic Priority 1	To assess this learning outcome, we use a rubric that measures students' knowledge and application of foundational concepts of ethics in a short written assignment submitted in the second half of PHIL 2030 Introduction to Ethics. (This same rubric is also used for General Education assessment of this course.)
LO 2: Critically analyze moral problems from a philosophical perspective.	Strategic Priority 1	To assess this learning outcome, we use data from the 3000- and 4000-level courses that are electives in the certificate program. Specifically, we apply a rubric assessing the strength of the critical philosophical analysis of a moral problem to the final paper or exam written by the student in the last two Ethics Certificate courses they completed prior to finishing the program.

LO 3: Make a cogent moral argument.	Strategic Priority 1	To assess this learning outcome, we use data from the 3000- and 4000-level courses that are electives in the certificate program. Specifically, we apply a rubric assessing the cogency of moral argumentation offered in the final paper or exam written by the student in the last two Ethics Certificate courses they completed prior to finishing the program.

Success Criterion	AY18	AY19	AY20	Interpretation & Use of Results	Improvement Plan
80% of students will have achieved a score of proficient or greater on this rubric. This criterion has been identified because a score of proficient or greater represents competency in achieving this learning outcome.					
80% of students will have achieved a score of proficient or greater on this rubric. This criterion has been identified because a score of proficient or greater represents competency in achieving this learning outcome.					

80% of students will have achieved a score of proficient or greater on this rubric. This criterion has been identified because a score of proficient or greater represents competency in achieving this learning outcome.				

PHIL - 3300 - Biomedical Ethics

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester*	Fall

Desired Effective Year*	2022

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College - School/ Department*	Department of Art, History, and Philosophy

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

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

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

Course Information

| Course Prefix* | PHIL | | Course Number* | 3300 |

| Course Title* | Biomedical Ethics |

| Long Course Title | |

| Course Type* | Philosophy |

| Catalog Course Description* | Ethical and philosophical issues that arise in the context of medicine and bioresearch. Many ethical issues arise in health care contexts, including abortion, death, euthanasia, assisted reproduction, experimentation with human and animal subjects. This course introduces students to a selection of such issues and helps them to develop and articulate their own rational, informed views about them. |

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 | ○ Yes ◉ No | | If yes, indicate maximum number of credit hours | n/a |

toward graduation?
*

of credit hours counted toward graduation.*

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

Prerequisites	ENGL 1101

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`

Justification and Assessment

Rationale* This course meets demand from students in a wide variety of disciplines who are interested in pursuing careers in health care-related fields, along with students who have asked for more courses in applied ethics at UWG. Students in this course will develop the conceptual and theoretical foundations necessary to address moral questions related to issues such as abortion, death, euthanasia, assisted reproduction, and experimentation with human and animal subjects from a philosophical perspective. More broadly, with its more applied focus, this course helps students to see the connections between philosophy and their own lives and careers, and may help attract a new population of students to philosophy courses. This course will serve the new Ethics Certificate as well as the Philosophy major and Philosophy minor, in addition to serving as an attractive elective for students of any major interested in these issues.

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

1. Define and use some of the basic concepts of biomedical ethics.
2. Describe some of the moral issues that arise in biomedical ethics.
3. Define some basic theories of morality and apply them to moral issues within biomedical ethics.
4. Write a paper that explains and critically analyzes an issue in biomedical ethics.

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

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College of Arts, Culture and Scientific Inquiry
Philosophy Program (Dept. of Art, History and Philosophy)

Biomedical Ethics (PHIL 3300)
Instructor: Dr. Robert Lane
Fall 2023   Section 01   3 Credits   [start date] to [end date]

Description

Ethical and philosophical issues that arise in the context of medicine and bioresearch. Many ethical issues arise in health care contexts, including abortion, death, euthanasia, assisted reproduction, experimentation with human and animal subjects. This course introduces students to a selection of such issues and helps them to develop and articulate their own rational, informed views about them.

Contact Information

Role	Instructor
Title	Dr.
First name	Robert
Middle Name	
Last Name	Lane
Suffix	
Email	rlane@westga.edu
Office	TLC 2247
Phone	678-839-4745
Website	*https://www.westga.edu/administration/profile.php?emp_id=410*
Notes	**[office hours]**

Meeting Times

[day/time; location]

Materials

Title	*Medical Ethics: Accounts of Groundbreaking Cases*
Author	Gregory Pence
Publisher	McGraw Hill
Edition	9th (2020)
ISBN	978-1260241044
Optional	[no]
Availability	--

Title	*Pandemic Ethics*
Author	Gregory Pence
Publisher	Broadview Press
Edition	1st (2021)
ISBN	978-1554815210
Optional	[no]
Availability	--

Other required readings will be available online for no charge.

1

Outcomes

By the end of the course, each student should be able to:
- Define and use some of the basic concepts of biomedical ethics.
- Describe some of the moral issues that arise in biomedical ethics.
- Define some basic theories of morality and apply them to moral issues within biomedical ethics.
- Write a paper that explains and critically analyzes an issue in biomedical ethics.

These course-specific learning outcomes contribute to the departmental learning outcomes of the Philosophy Program by enabling students better to
- critically analyze and explain a philosophical issue in written communications.

Evaluation

A	90%–100%	(207–230 points)
B	80%–89%	(184–206.5 points)
C	70%–79%	(161–183.5 points)
D	60%–69%	(138–160.5 points)
F	0%–59%	(0–137.5 points)

Assignments

Tests
- Three in-class quizzes (20–25 minutes at the beginning of class) worth 16 points each = 48 points total.
- One in-class final exam = 32 points.

The three quizzes and the final exam will consist of vocabulary and short answer questions.

Short Papers
- Five short papers worth 16 points each = 80 points.
- Length: 1,000–1,200 words per short paper.
- The first short paper is **mandatory for all students**. There are five other short paper assignments: each student must select four of those other five papers to complete, for a total of five short papers. Detailed instructions for each short paper will be provided in each Assignment Folder in CourseDen.

Term Paper
This is the major project of the class: a paper that explains one of the biomedical issues covered in the course and responds in an original, critical way. You are allowed to incorporate material from your short papers into your term paper. You will submit three items as part of this project:
- A **proposal**, due **Friday October 27** (10 points).
- A **draft** that's at least 2,000 words long, due **Friday November 10** (20 points).
- A **final paper** that's between 2,500 and 3,000 words long, due **Friday December 1** (40 points).

Detailed instructions for each of these items will be provided in each Assignment Folder in CourseDen.

2

Class Participation

Participation does not contribute to your final grade in any fixed way, but I will consider giving borderline students the next highest grade if their in-class questions and contributions to class discussions warrant my doing so.

Schedule

Weds 8/9: Introduction to the course

Week 1
Mon 8/14: *Medical Ethics* Ch. 1, "Ethical Reasoning, Moral Theories, Principles, and Bioethics" (pp.1–8)
Wed 8/16: *Medical Ethics* Ch. 1, "Ethical Reasoning, Moral Theories, Principles, and Bioethics" (pp.8–19)

Week 2
Mon 8/21: *Medical Ethics* Ch. 2, "Requests to Die: Non-Terminal Patients"
Wed 8/23: *Medical Ethics* Ch. 2 continued (no new reading)

Week 3
Mon 8/28: *Medical Ethics* Ch. 3: "Comas: Karen Quinlan, Nancy Cruzan, and Terri Schiavo"
Wed 8/30: *Medical Ethics* Ch. 3 continued (no new reading); **Short Paper 1 due (mandatory)**

Week 4
Mon 9/4: Labor Day (no class)
Weds 9/6: **Quiz 1;** James Rachels, "Active and Passive Euthanasia" (CourseDen)

Week 5
Mon 9/11 *Medical Ethics* Ch. 4: "Abortion: The Trial of Kenneth Edelin"
Weds 9/13 *Medical Ethics* Ch. 4 continued (no new reading)

Week 6
Mon 9/18 *Medical Ethics* Ch. 5: Assisted Reproduction, Multiple Gestations, Surrogacy, and Elderly Parents"
Weds 9/20 *Medical Ethics* Ch. 5 continued (no new reading); **Short Paper 2 due**

Week 7
Mon 9/25 *Medical Ethics* Ch. 6: "Embryos, Stem Cells, and Reproductive Cloning"
Weds 9/27 *Medical Ethics* Ch. 6 continued (no new reading)

Week 8
Mon 10/2 **Quiz 2;** *Medical Ethics* Ch. 9: "Medical Research on Vulnerable Populations"
Weds 10/4 *Medical Ethics* Ch. 9 continued (no new reading); **Short Paper 3 due**

Week 9
Mon 10/9 *Medical Ethics* Ch. 18: "Ethical Issues in Medical Enhancement"; **Discussion of term paper assignment**
Weds 10/11 *Medical Ethics* Ch. 10 continued (no new reading)

Week 10
Mon 10/16 *Medical Ethics* Ch. 16: "Ethical Issues in Stopping the Global Spread of Infectious Diseases"
Weds 10/18 *Medical Ethics* Ch. 16 continued (no new reading); **Short paper 4 due**

Week 11
Mon 10/23 *Pandemic Ethics* Ch. 1 and 2: "Historical Pandemics" and "Modern Viral Pandemics"
Weds 10/25 *Pandemic Ethics* Ch. 3 and 4: "The Medical Nature of SARS2" and "Policies for Containment"
Fri 10/27: Term Paper Proposal due

Week 12
Mon 10/30 **Quiz 3**; *Pandemic Ethics* Ch. 5: "Who Should Live When Not All Can?"
Weds 11/1 *Pandemic Ethics* Ch. 5 continued (no new reading)

Week 13
Mon 11/6 *Pandemic Ethics* Ch. 6: "Developing Vaccines"
Weds 11/8 *Pandemic Ethics* Ch. 7: "Allocating Vaccines"; **Short Paper 5 due**
Fri 11/10: Term Paper Draft due

Week 14
Mon 11/13 *Pandemic Ethics* Ch. 8: "Acts and Omissions, the Trolley Problem, and Prisoner's Dilemmas"
Weds 11/15 *Pandemic Ethics* Ch. 9: "Liberty and Privacy"

Week 15: Thanksgiving; classes do not meet

Week 16
Mon 11/27 Catch-up and review; **Short Paper 6 due**
Weds 11/29 Catch-up and review
Fri 12/1: Term Paper (final) due

Final Exam: day and time TBA

Course Policies and Resources

Missed Tests and Later Papers

If you know that you will need to miss class on a day on which a test is scheduled (for example, due to a UWG sponsored event), you must let me know about your absence as far in advance as possible so that we can schedule another day and time for you to take the test (or a make-up test). If you miss a test without receiving my explicit permission beforehand and making arrangements for a make-up test, you will be permitted to take a make-up test only if one of the following conditions applies: (a) Your absence was due to illness or injury serious enough to require professional medical care and which prevented you from contacting me before the test; or (b) Your absence was due to other extenuating circumstances beyond your control. I will determine on a case-by-case basis what constitutes "extenuating circumstances beyond your control." You may be required to provide documentation pertaining to your absence before you are allowed to take a make-up test. Make-up tests will usually be longer and potentially more difficult than the original test that you missed.

Expectations of Students

You must be willing to devote at least 8.5 hours each week doing work for this course: attending class, working through the assigned readings, studying the Lecture Notes and your own notes, working on papers, etc.

You must stay on top of the schedule of work for this course and be aware of all deadlines.

Electronic Devices

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You may use electronic devices—smartphones, laptops and tablets—while in class to view the electronic version of assigned readings.

I strongly encourage you to take notes <u>by hand</u> rather than with an electronic device. Typing notes with a laptop encourages you to simply transcribe what's being said without thinking about it, while taking notes by hand encourages you to think about what you're writing.

Attendance

In order to distribute Title IV funding (federal student aid), all instructors are required to record student attendance for every class meeting, and so I will take attendance at the beginning of each class.

You may miss five class meetings with no effect on your grade. **Beginning with your sixth absence, you will lose five points (out of 216; about 2% of your total course grade) from your final average for every class meeting you miss.** This policy takes effect on the day of our second class meeting. I will make exceptions for absences necessitated by UWG-sponsored events or by other circumstances that were absolutely outside your control, including illness. However, I will make these exceptions only if ALL of your absences can be accounted for in one of these ways (e.g., if you miss six classes and you have documented, acceptable reasons for missing only five classes, then your sixth absence will still count against you). Documentation will be required in all cases in which I make an exception to this attendance policy.

Students who miss 12 or more class meetings will not earn a passing grade in this course. In this case the reason for your absences is irrelevant. If you are unable to attend class for a prolonged period of time due to medical reasons, a family emergency, or any other reason, you should withdraw from the course; if the withdrawal deadline has passed, you should apply for a hardship withdrawal.

An early departure or late arrival may be counted as an absence, depending on the circumstances. I will decide in each case whether an early departure or a late arrival counts as an absence. If you know before class that you will not be able to stay for the entire class session, please inform me of this before class and sit as close to the door as possible, so as to cause as small a distraction as possible when you leave.

From the Office of the Provost (email to all faculty, December 17, 2020):

"The University of West Georgia expects students to attend all regularly-scheduled classes for instruction and examination. …

"When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

"Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the *Withdraw with a W Deadline*. …

"Extenuating circumstances for which an absence may be excused include, but are not limited to, participation in university-sponsored activities, hazardous weather conditions, personal hardship, extended illness or hospitalization, family emergencies, or death in the immediate family.

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"Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19. Treatment Records are protected under the Family Educational Rights and Privacy Act (FERPA) instead of the Health Insurance Portability and Accountability Act (HIPAA)."

Emergencies

If you have an emergency, you can reach me at my UWG email address: *rlane@westga.edu*, which I check multiple times each day, including on the weekend. Your email must come from your own UWG email account; UWG policy prohibits me from responding to student emails that come from non-UWG addresses.

USG Policy on Vaccines and Mask Wearing

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and **urges all students, faculty, staff and visitors to get vaccinated** either on campus or with a local provider. Additionally, **everyone is encouraged to wear a mask or face covering while inside campus facilities.** The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities.

College Policies

This information will be imported from the College/School template associated with your course. This field cannot be edited.

Institutional Policies

This information will be imported from the College/School template associated with your course. This field cannot be edited.

Additional Items

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PHIL - 3310 - Philosophy, Ethics, and the Environment

2022-2023 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.

Desired Effective Semester*	Fall

Desired Effective Year*	2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/ Department*	Department of Art, History, and Philosophy

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

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

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

Course Information

| Course Prefix* | PHIL | Course Number* | 3310 |

| Course Title* | Philosophy, Ethics, and the Environment |

| Long Course Title | |

| Course Type* | Philosophy |

| Catalog Course Description* | Learn about the value of nature and animals by exploring, applying, and evaluating central concepts in environmental philosophy. |

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

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

| Lec Hrs* | 3 |

| Lab Hrs* | 0 |

| Credit Hrs* | 3 |

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

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

Prerequisites	ENG 1101

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`

Justification and Assessment

Rationale* This course responds to increasing student interest in moral issues related to the environment, such as environmental justice, divestment from fossil fuels, ethical treatment of animals, sustainable development, carbon neutrality, and climate action. This course provides students with the tools to consider these and related issues, along with their own experience of and relationship to the environment, from a philosophical perspective. With its more applied focus, this course helps students to see the connections between philosophy and their own lives and careers. This course will serve the new Ethics Certificate as well as the Philosophy major and Philosophy minor, in addition to serving as an attractive elective for students of any major interested in these issues.

Student Learning Outcomes - Please provide these in a numbered list format. *	1. Define key concepts in environmental philosophy. 2. Define key concepts in environmental and animal ethics, 3. Explain central arguments and positions. 4. Evaluate central arguments and positions by identifying strengths and weaknesses. 5. Develop cogent arguments on course topics.

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	

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.

Philosophy, Ethics, and the Environment Sample Syllabus
PHIL 3310
August 2021

Course Description:

Learn about the value of nature and animals by exploring, applying, and evaluating central concepts in environmental philosophy.

Learning Outcomes:

- Define key concepts in environmental philosophy
- Define key concepts in environmental and animal ethics
- Explain central arguments and positions
- Evaluate central arguments and positions by identifying strengths and weaknesses
- Develop cogent arguments on course topics

These course-specific learning outcomes contribute to the departmental learning outcomes of the Philosophy Program by enabling students better to:

- critically analyze and explain a philosophical issue in written communications, and

University Policies:
Visit http://www.westga.edu/UWGSyllabusPolicies/.

Main Assignments:

- Two written exams
- Course paper (8-10 pages)

Schedule of Topics:

I. Ethics, the Environment, and Animals

- Enlightened anthropocentrism (only human beings count morally; other things count only if human beings need or want them)
- Sentience (capacity for suffering as the boundary of the moral community)
- Biocentrism (all life has intrinsic value)
- Ecocentrism (environmental holism; ecosystems as such have intrinsic value; Leopold's Land Ethic, Callicott)
- Deep Ecology (identification with and respect for nature; Naess; Devall & Sessions)
- Ecofeminism (hierarchical thinking and the logic of domination; Plumwood on rationalism/dualism; Warren on domination; women & harmony with nature)
- Animal Rights (Warren, Regan)

- Animal Rights/Welfare vs. Environment Ethics

II. Traditional Ethical Theories

- Abrahamic traditions (Christianity, Islam, Judaism, Berry's "Gift of Good Land")
- Chinese traditions (Confucianism, Daoism, Chinese Buddhism)
- Duty (Kant, Regan, Rollin)
- Utilitarianism (Bentham, Singer)
- Virtue (Hill, O'Neill, Hursthouse)

III. Current Issues

- Sustainability
- Responsibilities to Future Generations
- Genetic Modification
- Food Ethics
- Climate Change
- Biological Diversity & Extinction
- Animal Experimentation (Singer, Cohen)
- "Black Faces, White Spaces." Finney on ways nature may be racialized.
- Environmental Injustice (Shrader-Frechette on inequalities in environmental risk)

IV. Other issues

- Transcendentalism, Walden & Thoreau
- White, "Historical Roots of our Ecological Crisis"
- Nash, "Old World Roots…"
- Carson, Silent Spring

Philosophy, B.A.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *	Department of Art, History, and Philosophy

Is this a School of Nursing or School of Communication, Film and Media course? *	○ Yes ● No	**Is this a College of Education Program?** *	○ Yes ● No

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program *	● Program ○ Shared Core

If other, please identify.	

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

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

Program Name
Program Description

Program Name*	Philosophy, B.A.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Art

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

Status*	● Active-Visible ○ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area F: 18 Hours

PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
[After] Additional Humanities Course   3

Choose one (1) course from the following: 3 Hours

FREN 2001 Intermediate French I
GRMN 2001 Intermediate German I
SPAN 2001 Intermediate Spanish I
**[After] Or equivalent in a language other than   3
         English.**

Choose one (1) course from the following: 3 Hours

FORL 2100 Language and Identity
FORL 2200 Survey of National Literatures
FORL 2300 Topics in National Literatures
FREN 2002 Intermediate French II
GRMN 2002 Intermediate German II
SPAN 2002 Intermediate Spanish II
**[After] Or the equivalent in a language other than   3
         English; or an approved 2000-level FORL
         course.**

Upper-Division Major Courses: 15 Hours

PHIL 3100 Ancient Philosophy
PHIL 4300 Senior Seminar

Choose one (1) course from the following: 3 Hours

PHIL 3105 Medieval to Early Modern Philosophy
PHIL 3110 18th-19th Century Philosophy

Choose one (1) course from the following: 3 Hours

PHIL 3120 American Pragmatism
PHIL 4150 Analytic Philosophy
PHIL 4160 Symbolic Logic

Choose one (1) course from the following: 3 Hours

PHIL 3140 Existentialism
PHIL 4100 Phenomenology

Upper-Division Major Electives: 18 Hours

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

A.

Phenomenology, Existentialism, and Hermeneutics

PHIL 3140 Existentialism
PHIL 3160 Philosophy in Literature and Film
PHIL 4100 Phenomenology
PHIL 4220 Hermeneutics

PHIL 4240 Philosophy and Ethics of Love and Sex

B.

Law, Ethics, Justice, and Society

PHIL 4110 Philosophy of Law

PHIL 4120 Professional Ethics

PHIL 4130 Feminist Philosophy

PHIL 3115 Political Philosophy

PHIL 3180 Moral Theories

PHIL 3300 Biomedical Ethics

PHIL 3310 Philosophy, Ethics, and the Environment

C.

Philosophical Study of Religion

PHIL 3205 Theories of Religion

PHIL 3220 Christian Thought

PHIL 3250 Islamic Thought

PHIL 4230 Philosophy of Religion

PHIL 3105 Medieval to Early Modern Philosophy

PHIL 4220 Hermeneutics

Minor (optional) and/or Electives: 27 Hours

Total: 120 Hours

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

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* This program modification includes the following specific modifications to our curriculum:

1. Updating Core Area F to reflect the newly approved BA requirements at UWG, according to which students may choose between taking through 2002 of a foreign language or taking through 2001 plus taking a Core FORL course. This change will greatly assist students with progression toward graduation by enabling them to complete Core Area F more quickly by taking two FORL courses in the same semester.

2. Updating our curriculum requirements to remove a redundancy in our program in which students were required to take PHIL 3120 or 4150 in one category and then were required to take PHIL 3120, 3301, 4150, or 4160 in another category. These have now been collapsed into one category to ensure students are more readily able to complete this requirement and progress toward graduation.

3. Adding two new courses (both of which have been concurrently proposed), PHIL 3300 and PHIL 3310, as options for the major. This change adds two courses in applied ethics, an area in which students have been asking for more options.

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

SACSCOC Substantive Change

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

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

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

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

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

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.

INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

DEPARTMENT:	English & Philosophy		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	BA Philosophy	COURSES	Can discuss the views of at least major historical figures of philosophy	Can critically analyze and explain a philosophical issue in written communications	Can incorporate and defend a philosophical position in oral communications		
	1	PHIL 2010	I	I			
	2	PHIL 2020		I	I		
	3	PHIL 2030	I	I			
	4	PHIL 2130	I	I			
	5	PHIL 3100	R, A	R			
	6	PHIL 3105	R, A	R			
	7	PHIL 3110	R, A	R			
	8	PHIL 3115		R			
	9	PHIL 3120	R, A	R			
	10	PHIL 3140	R, A	R	R		
	11	PHIL 3160		R			
	12	PHIL 3180	R	R	R		
	13	PHIL 3205	R	R	R		
	14	PHIL 3220 & PHIL 3250	R	R	R		
	15	PHIL 3300 & PHIL 3310		R	R		
	16	PHIL 4100	R, A	R			
	17	PHIL 4110		R			
	18	PHIL 4120		R	R		
	19	PHIL 4130	R	R	R		
	20	PHIL 4150	R, A	R			
	21	PHIL 4160		R			
		PHIL 4220	R	R	R		
		PHIL 4230		R			
		PHIL 4240	R	R	R		
		PHIL 4385		R	R		
	22	PHIL 4300	M	M, A	M, A		

University of North Georgia
Office of Institutional Effectiveness and Assessment

2021–2022
Program Map
Program Map – B.A. Philosophy

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area A-1: ENGL 1101	3	Area A-1: ENGL 1102	3
Area A-2 (Recommended: MATH 1001 or MATH 1111 or MATH 1401)	3	Area D: Science + Lab	4
Area B-2 (Recommended: XIDS 2002)	2	Area C-1: Fine Arts	3
Area E1: HIST 1111 or HIST 1112	3	Area E-2: HIST 2111 or HIST 2112	3
Area E-4 (Recommended: PHIL 2130)	3	Area F-1: PHIL 2010	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		**Milestones**	

Milestones (Term 1)
- Complete ENGL 1101 (required to earn C or higher)

Milestones (Term 2)
- Complete ENGL 1102 (required to earn C or higher)
- Complete PHIL 2020
- Earn 15 or more credit hours

YEAR 2

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

Milestones (Term 1)
- Complete PHIL 2010
- Complete Foreign Language 1001
- Earn 15 or more credit hours

Milestones (Term 2)
- Complete PHIL 2030
- Complete Foreign Language 1002
- Earn 15 or more credit hours

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

YEAR 3				

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
PHIL 3100	3	PHIL 3105 or 3110	3
PHIL Major Upper Division Elective A-C	3	PHIL 3120 or 4150 or 4160	3
PHIL Major Upper Division Elective A-C	3	PHIL Major Upper Division Elective A-C	3
Elective / Minor	3	Area F: Foreign Language 2002 (SPAN, FREN, or GRMN) or FORL 2100, 2200, or 2300	3
Area F: Foreign Language 2001 (SPAN, FREN, or GRMN)	3	Elective / Minor	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete PHIL 3100 • Complete Foreign Language 2001 • Earn 15 or more credit hours		• Complete PHIL 3105 or 3110 • Complete Foreign Language requirement (2002) • Earn 15 or more credit hours	

YEAR 4				

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

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

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

Bachelor of Arts (BA)
Philosophy (380101)

Student Learning Outcomes	Strategic Plan Connection	Measure/Method	Success Criterion	AY18	AY19	AY20	Interpretation & Use of Results	Improvement Plan
LO 1: Can discuss the views of at least three major historical figures of philosophy.	2.D. & Strategic Priority 1	To assess this learning outcome, we use data from the history courses in our curriculum (PHIL 3100, 3105, 3110, 3120, 3140, 4100, and 4150). In each of these courses, students write a final paper in which they are expected to discuss the views of a major historical figure of philosophy. The scores provided are an average of the students' scores on their final papers in whichever three history courses the student took last. Papers are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of discussing the views of a major historical figure of philosophy; the two rubric criteria have to do with the accuracy and the clarity of the discussion. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. Finally, we obtain an indirect measure of student success on this LO. At the end of the Senior Seminar course, we administer a brief exit survey on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	90% of students will have earned an A or B average (80% or higher) on their final essays (take-home or in-class) in the last three history courses (PHIL 3100, 3105, 3110, 3120, 3140, 4100, or 4150) they took as a student in the program. 90% of students will report that they agree or strongly agree that they are able to discuss the views of at least three major historical figures of philosophy. These criteria have been identified because earning a B or higher demonstrates competency on this LO, because the majority of students graduating from our program should feel they have achieved this LO, and because we would like to improve the overall percentage of students					
LO 2: Can critically analyze and explain a philosophical issue in written communications.	2.D. & Strategic Priority 1	To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. Papers are assessed by the faculty member teaching the course. We assess each paper using a rubric that assesses the student's success in achieving the learning outcome of critically analyzing and explaining a philosophical issue in written communications; the four rubric criteria have to do with the student's independence of thought, strength of critical reasoning, accuracy in explaining a philosophical issue, and clarity of writing as evidenced in the paper. The data presented here refers to how many students achieved the level of exemplary or proficient in all four criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. Finally, we obtain an indirect measure of student success on this LO. At the end of the Senior Seminar course, we administer a brief exit survey on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	90% of students will have achieved the level of exemplary or proficient on all four criteria related to this LO on their final Senior Seminar paper. 90% of students will report that they agree or strongly agree that they are able to critically analyze and explain a philosophical issue in written communications. These criteria have been identified because exemplary or proficient achievement on each of the four rubric criteria related to this LO demonstrates competency on this LO, because the majority of students graduating from our program should feel they have achieved this LO, and because we would like to improve the overall percentage of students					
LO 3: Can incorporate and defend a philosophical position in oral communications.	2.D. & Strategic Priority 1	To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. In these presentations, students present and defend a philosophical position regarding the issue being analyzed in their papers. Presentations are assessed by the faculty member teaching the course. We assess each presentation using a rubric that assesses the student's success in achieving the learning outcome of incorporating and defending a philosophical position in oral communications; the two rubric criteria have to do with the strength of the defense of the position and the clarity of the presentation. The data presented here refers to how many students achieved the level of exemplary or proficient in both criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. Finally, we obtain an indirect measure of student success on this LO. At the end of the Senior Seminar course, we administer a brief exit survey on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	90% of students will have achieved the level of exemplary or proficient on both criteria related to this LO in their Senior Seminar final oral presentation. 90% of students will report that they agree or strongly agree that they are able to incorporate and defend a philosophical position in oral communications. These criteria have been identified because exemplary or proficient achievement on both rubric criteria related to this LO demonstrates competency on this LO, because the majority of students graduating from our program should feel they have achieved this LO, and because we would like to improve the overall percentage of students attaining this					

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

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/Department*	Department of Art, History, and Philosophy

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*	◉ Program
	○ Shared Core

If other, please identify.	

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

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

Program Name
Program Description

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

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Art

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

Status*	◉ Active-Visible ○ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

Prospective Curriculum<superscript>*</superscript>

Requirement

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

Core Curriculum

Core Area F: 18 Hours

PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
[After] Additional Humanities Course   3

Choose one (1) course from the following: 3 Hours

FREN 2001 Intermediate French I
GRMN 2001 Intermediate German I
SPAN 2001 Intermediate Spanish I
[After] Or the equivalent in a language other than   3
English.

Choose one (1) course from the following: 3 Hours

FORL 2100 Language and Identity
FORL 2200 Survey of National Literatures
FORL 2300 Topics in National Literatures
FREN 2002 Intermediate French II
GRMN 2002 Intermediate German II
SPAN 2002 Intermediate Spanish II
[After] Or the equivalent in a language other than   3
English; or an approved 2000-level FORL
course.

Upper-Division Major Required Courses: 9 Hours

PHIL 3100 Ancient Philosophy

PHIL 4300 Senior Seminar

Choose one (1) of the following courses: 3 Hours

PHIL 3105 Medieval to Early Modern
Philosophy

PHIL 3110 18th-19th Century Philosophy

Upper-Division Major LJS Track Courses: 9 Hours

Choose three (3) of the following courses: 9 Hours

PHIL 3115 Political Philosophy

PHIL 3180 Moral Theories

PHIL 4110 Philosophy of Law

PHIL 4120 Professional Ethics

PHIL 4130 Feminist Philosophy

PHIL 4220 Hermeneutics

PHIL 3300 Biomedical Ethics

PHIL 3310 Philosophy, Ethics, and the
Environment

Upper-Division Elective Courses: 15 Hours

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

A.

American Philosophy, Analytic Philosophy, and Logic

PHIL 3120 American Pragmatism

PHIL 3301 History and Philosophy of
Science

PHIL 4150 Analytic Philosophy

PHIL 4160 Symbolic Logic

[Right] *

Note:

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

B.

Phenomenology, Existentialism, and Hermeneutics

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

C.

Philosophical Study of Religion

PHIL 3105 Medieval to Early Modern Philosophy
PHIL 3205 Theories of Religion
PHIL 3220 Christian Thought
PHIL 3250 Islamic Thought
PHIL 4230 Philosophy of Religion
PHIL 4220 Hermeneutics

Minor (optional) and/or Electives: 27 Hours

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* This program modification includes the following specific modifications to our curriculum:

1. Updating Core Area F to reflect the newly approved BA requirements at UWG, according to which students may choose between taking through 2002 of a foreign language or taking through 2001 plus taking a Core FORL course. This change will greatly assist students with progression toward graduation by enabling them to complete Core Area F more quickly by taking two FORL courses in the same semester.

2. Adding two new courses (both of which have been concurrently proposed), PHIL 3300 and PHIL 3310, as options for the major. This change adds two courses in applied ethics, an area in which students have been asking for more options. These courses are particularly relevant to the Law, Justice, and Society concentration.

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

SACSCOC Substantive Change

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

Check all that apply to this program*
☐ Significant departure from previously approved programs

☐ New instructional site at which more than 50% of program is offered

☐ Change in credit hours required to complete the program

☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

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

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

2021–2022
Program Map
Program Map – B.A. Philosophy (Law, Justice, and Society Track)

YEAR 1				

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

YEAR 2				

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

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YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
PHIL 3100	3		PHIL 3105 or 3110	3	
PHIL Major Upper Division Elective A-C	3		PHIL Major Track (3115, 3180, 3300, 3310, 4110, 4120, 4130, or 4220)	3	
PHIL Major Upper Division Elective A-C	3		PHIL Major Upper Division Elective A-C	3	
Elective / Minor	3		Area F: Foreign Language 2002 (SPAN, FREN, or GRMN) or FORL 2100, 2200, or 2300	3	
Area F: Foreign Language 2001 (SPAN, FREN, or GRMN)	3		Elective / Minor	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Complete PHIL 3100 • Complete Foreign Language 2001 • Earn 15 or more credit hours			• Complete PHIL 3105 or 3110 • Complete Foreign Language requirement (2002) • Earn 15 or more credit hours		

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
PHIL 4300 Senior Seminar	3		PHIL Major Track (3115, 3180, 3300, 3310, 4110, 4120, 4130, or 4220)	3	
PHIL Major Track (3115, 3180, 3300, 3310, 4110, 4120, 4130, or 4220)	3		PHIL Major Upper Division Elective (3XXX or 4XXX)	3	
PHIL Major Upper Division Elective (3XXX or 4XXX)	3		Elective / Minor	3	
Elective / Minor	3		Elective / Minor	3	
Elective / Minor	3		Elective / Minor	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Complete Senior Seminar • Earn 15 or more credit hours			• Earn 15 or more credit hours		

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

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

Bachelor of Arts (BA)
Philosophy (380101)

Student Learning Outcomes	Strategic Plan Connection	Measure/Method	Success Criterion	AY18	AY19	AY20	Interpretation & Use of Results	Improvement Plan
LO 1: Can discuss the views of at least three major historical figures of philosophy.	2.D. & Strategic Priority 1	To assess this learning outcome, we use data from the history courses in our curriculum (PHIL 3100, 3105, 3110, 3120, 3140, 4100, and 4150). In each of these courses, students write a final paper in which they are expected to discuss the views of a major historical figure of philosophy. The scores provided are an average of the students' scores on their final papers in whichever three history courses the student took last. Papers are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of discussing the views of a major historical figure of philosophy; the two rubric criteria have to do with the accuracy and the clarity of the discussion. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. Finally, we obtain an indirect measure of student success on this LO. At the end of the Senior Seminar course, we administer a brief exit survey on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	90% of students will have earned an A or B average (80% or higher) on their final essays (take-home or in-class) in the last three history courses (PHIL 3100, 3105, 3110, 3120, 3140, 4100, or 4150) they took as a student in the program. 90% of students will report that they agree or strongly agree that they are able to discuss the views of at least three major historical figures of philosophy. These criteria have been identified because earning a B or higher demonstrates competency on this LO, because the majority of students graduating from our program should feel they have achieved this LO, and because we would like to improve the overall percentage of students					
LO 2: Can critically analyze and explain a philosophical issue in written communications.	2.D. & Strategic Priority 1	To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. Papers are assessed by the faculty member teaching the course. We assess each paper using a rubric that assesses the student's success in achieving the learning outcome of critically analyzing and explaining a philosophical issue in written communications; the four rubric criteria have to do with the student's independence of thought, strength of critical reasoning, accuracy in explaining a philosophical issue, and clarity of writing as evidenced in the paper. The data presented here refers to how many students achieved the level of exemplary or proficient in all four criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. Finally, we obtain an indirect measure of student success on this LO. At the end of the Senior Seminar course, we administer a brief exit survey on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	90% of students will have achieved the level of exemplary or proficient on all four criteria related to this LO on their final Senior Seminar paper. 90% of students will report that they agree or strongly agree that they are able to critically analyze and explain a philosophical issue in written communications. These criteria have been identified because exemplary or proficient achievement on each of the four rubric criteria related to this LO demonstrates competency on this LO, because the majority of students graduating from our program should feel they have achieved this LO, and because we would like to improve the overall percentage of students					
LO 3: Can incorporate and defend a philosophical position in oral communications.	2.D. & Strategic Priority 1	To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. In these presentations, students present and defend a philosophical position regarding the issue being analyzed in their papers. Presentations are assessed by the faculty member teaching the course. We assess each presentation using a rubric that assesses the student's success in achieving the learning outcome of incorporating and defending a philosophical position in oral communications; the two rubric criteria have to do with the strength of the defense of the position and the clarity of the presentation. The data presented here refers to how many students achieved the level of exemplary or proficient in both criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. Finally, we obtain an indirect measure of student success on this LO. At the end of the Senior Seminar course, we administer a brief exit survey on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	90% of students will have achieved on both criteria related to this LO in their Senior Seminar final oral presentation. 90% of students will report that they agree or strongly agree that they are able to incorporate and defend a philosophical position in oral communications. These criteria have been identified because exemplary or proficient achievement on both rubric criteria related to this LO demonstrates competency on this LO, because the majority of students graduating from our program should feel they have achieved this LO, and because we would like to improve the overall percentage of students attaining this					

INSTRUCTIONS

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

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

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

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

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

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

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

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	English & Philosophy		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	BA Philosophy	**COURSES**	Can discuss the views of at least major historical figures of philosophy	Can critically analyze and explain a philosophical issue in written communications	Can incorporate and defend a philosophical position in oral communications		
		1 PHIL 2010	I	I			
		2 PHIL 2020		I	I		
		3 PHIL 2030	I	I			
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4 PHIL 2130	I	I			
		5 PHIL 3100	R, A	R			
		6 PHIL 3105	R, A	R			
		7 PHIL 3110	R, A	R			
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8 PHIL 3115		R			
		9 PHIL 3120	R, A	R			
		10 PHIL 3140	R, A	R	R		
		11 PHIL 3160		R			
		12 PHIL 3180	R	R	R		
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13 PHIL 3205	R	R	R		
		14 PHIL 3220 & PHIL 3250	R	R	R		
		15 PHIL 3300 & PHIL 3310		R	R		
		16 PHIL 4100	R, A	R			
		17 PHIL 4110		R			
		18 PHIL 4120		R	R		
		19 PHIL 4130	R	R	R		
		20 PHIL 4150	R, A	R			
		21 PHIL 4160		R			
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		PHIL 4220	R	R	R		
		PHIL 4230		R			
		PHIL 4240	R	R	R		
		PHIL 4385		R	R		
		22 PHIL 4300	M	M, A	M, A		

Philosophy, Religion Track, B.A.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

Modifications (Check all that apply) *

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

Desired Effective Semester * | Fall |

Desired Effective Year * | 2022 |

Routing Information

Routes cannot be changed after a proposal is launched.

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School/ Department*	Department of Art, History, and Philosophy

Is this a School of Nursing or School of Communication, Film and Media course?*	○ Yes ● No	**Is this a College of Education Program?***	○ Yes ● No

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*	● Program ○ Shared Core

If other, please identify.	

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

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

Program Name
Program Description

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

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Art

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

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area F: 18 Hours

PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
PHIL 2130 Introduction to World Religions

Choose one (1) course from the following: 3 Hours

FREN 2001 Intermediate French I
GRMN 2001 Intermediate German I
SPAN 2001 Intermediate Spanish I
**[After] Or the equivalent in a language other than   3
            English.**

Choose one (1) course from the following: 3 Hours

FORL 2100 Language and Identity
FORL 2200 Survey of National Literatures
FORL 2300 Topics in National Literatures
FREN 2002 Intermediate French II
GRMN 2002 Intermediate German II
SPAN 2002 Intermediate Spanish II
**[After] Or the equivalent in a language other than   3
            English; or an approved 2000-level FORL
            course.**

Upper-Division Major Required Courses: 9 Hours

PHIL 3100 Ancient Philosophy

PHIL 4300 Senior Seminar

Choose one (1) of the following courses: 3 Hours

PHIL 3105 Medieval to Early Modern
Philosophy

PHIL 3110 18th-19th Century Philosophy

Upper-Division Major Religion Track Courses: 9 Hours

Choose three (3) of the following courses: 9 Hours

PHIL 3105 Medieval to Early Modern
Philosophy

PHIL 3205 Theories of Religion

PHIL 3220 Christian Thought

PHIL 3250 Islamic Thought

PHIL 4220 Hermeneutics

PHIL 4230 Philosophy of Religion

Upper-Division Major Elective Courses: 15 Hours

Choose an additional five (5) 3/4000-level PHIL courses, including at least one
(1) from each of the following areas:

A.

American Philosophy, Analytic Philosophy, and Logic

PHIL 3120 American Pragmatism

PHIL 3301 History and Philosophy of
Science

PHIL 4150 Analytic Philosophy

PHIL 4160 Symbolic Logic

B.

Phenomenology, Existentialism, and Hermeneutics

PHIL 3140 Existentialism

PHIL 3160 Philosophy in Literature and Film

PHIL 4100 Phenomenology

PHIL 4220 Hermeneutics

PHIL 4240 Philosophy and Ethics of Love and Sex

C.

Law, Ethics, Justice, and Society

PHIL 3115 Political Philosophy

PHIL 3180 Moral Theories

PHIL 4110 Philosophy of Law

PHIL 4120 Professional Ethics

PHIL 4130 Feminist Philosophy

PHIL 3300 Biomedical Ethics

PHIL 3310 Philosophy, Ethics, and the Environment

Minor (optional) and/or Electives: 27 Hours

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* This program modification includes the following specific modifications to our curriculum:

1. Updating Core Area F to reflect the newly approved BA requirements at UWG, according to which students may choose between taking through 2002 of a foreign language or taking through 2001 plus taking a Core FORL course. This change will greatly assist students with progression toward graduation by enabling them to complete Core Area F more quickly by taking two FORL courses in the same semester.

2. Adding two new courses (both of which have been concurrently proposed), PHIL 3300 and PHIL 3310, as options for the major. This change adds two courses in applied ethics, an area in which students have been asking for more options.

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

SACSCOC Substantive Change

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

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

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

2021–2022
Program Map
Program Map – B.A. Philosophy (Religion Track)

YEAR 1

TERM 1

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

Milestones

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

TERM 2

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

Milestones

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

YEAR 2

TERM 1

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

Milestones

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

TERM 2

Course	Credits
Area C-2: Foreign Language 1002 (SPAN, FREN, or GRMN)	3
Elective / Minor	3
Area D-2: Science	3
Area F: PHIL 2130	3
Area F: PHIL 2030	3
SEMESTER TOTAL	15

Milestones

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

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

YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
PHIL 3100	3		PHIL 3105 or 3110	3	
PHIL Major Upper Division Elective A-C	3		PHIL Major Track (3105, 3205, 3220, 3250, 4220, or 4230)	3	
PHIL Major Upper Division Elective A-C	3		PHIL Major Upper Division Elective A-C	3	
Elective / Minor	3		Area F: Foreign Language 2002 (SPAN, FREN, or GRMN) or FORL 2100, 2200, or 2300	3	
Area F: Foreign Language 2001 (SPAN, FREN, or GRMN)	3		Elective / Minor	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Complete PHIL 3100 • Complete Foreign Language 2001 • Earn 15 or more credit hours			• Complete PHIL 3105 or 3110 • Complete Foreign Language requirement (2002) • Earn 15 or more credit hours		

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
PHIL 4300 Senior Seminar	3		PHIL Major Track (3105, 3205, 3220, 3250, 4220, or 4230)	3	
PHIL Major Track (3105, 3205, 3220, 3250, 4220, or 4230)	3		PHIL Major Upper Division Elective (3XXX or 4XXX)	3	
PHIL Major Upper Division Elective (3XXX or 4XXX)	3		Elective / Minor	3	
Elective / Minor	3		Elective / Minor	3	
Elective / Minor	3		Elective / Minor	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Complete Senior Seminar • Earn 15 or more credit hours			• Earn 15 or more credit hours		

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

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CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	English & Philosophy		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	BA Philosophy	COURSES	Can discuss the views of at least major historical figures of philosophy	Can critically analyze and explain a philosophical issue in written communications	Can incorporate and defend a philosophical position in oral communications		
		1 PHIL 2010	I	I			
		2 PHIL 2020		I	I		
		3 PHIL 2030	I	I			
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4 PHIL 2130	I	I			
		5 PHIL 3100	R, A	R			
		6 PHIL 3105	R, A	R			
		7 PHIL 3110	R, A	R			
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8 PHIL 3115		R			
		9 PHIL 3120	R, A	R			
		10 PHIL 3140	R, A	R	R		
		11 PHIL 3160		R			
		12 PHIL 3180	R	R	R		
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13 PHIL 3205	R	R	R		
		14 PHIL 3220 & PHIL 3250	R	R	R		
		15 PHIL 3300 & PHIL 3310		R	R		
		16 PHIL 4100	R, A	R			
		17 PHIL 4110		R			
		18 PHIL 4120		R	R		
		19 PHIL 4130	R	R	R		
		20 PHIL 4150	R, A	R			
		21 PHIL 4160		R			
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		PHIL 4220	R	R	R		
		PHIL 4230		R			
		PHIL 4240	R	R	R		
		PHIL 4385		R	R		
		22 PHIL 4300	M	M, A	M, A		

Bachelor of Arts (BA)
Philosophy (380101)

Student Learning Outcomes	Strategic Plan Connection	Measure/Method	Success Criterion	AY18	AY19	AY20	Interpretation & Use of Results	Improvement Plan
LO 1: Can discuss the views of at least three major historical figures of philosophy.	2.D. & Strategic Priority 1	To assess this learning outcome, we use data from the history courses in our curriculum (PHIL 3100, 3105, 3110, 3120, 3140, 4100, and 4150). In each of these courses, students write a final paper in which they are expected to discuss the views of a major historical figure of philosophy. The scores provided are an average of the students' scores on their final papers in whichever three history courses the student took last. Papers are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of discussing the views of a major historical figure of philosophy; the two rubric criteria have to do with the accuracy and the clarity of the discussion. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. Finally, we obtain an indirect measure of student success on this LO. At the end of the Senior Seminar course, we administer a brief exit survey on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	90% of students will have earned an A or B average (80% or higher) on their final essays (take-home or in-class) in the last three history courses (PHIL 3100, 3105, 3110, 3120, 3140, 4100, or 4150) they took as a student in the program. 90% of students will report that they agree or strongly agree that they are able to discuss the views of at least three major historical figures of philosophy. These criteria have been identified because earning a B or higher demonstrates competency on this LO, because the majority of students graduating from our program should feel they have achieved this LO, and because we would like to improve the overall percentage of students					
LO 2: Can critically analyze and explain a philosophical issue in written communications.	2.D. & Strategic Priority 1	To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. Papers are assessed by the faculty member teaching the course. We assess each paper using a rubric that assesses the student's success in achieving the learning outcome of critically analyzing and explaining a philosophical issue in written communications; the four rubric criteria have to do with the student's independence of thought, strength of critical reasoning, accuracy in explaining a philosophical issue, and clarity of writing as evidenced in the paper. The data presented here refers to how many students achieved the level of exemplary or proficient in all four criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. Finally, we obtain an indirect measure of student success on this LO. At the end of the Senior Seminar course, we administer a brief exit survey on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	90% of students will have achieved the level of exemplary or proficient on all four criteria related to this LO on their final Senior Seminar paper. 90% of students will report that they agree or strongly agree that they are able to critically analyze and explain a philosophical issue in written communications. These criteria have been identified because achievement on each of the four rubric criteria related to this LO demonstrates competency on this LO, because the majority of students graduating from our program should feel they have achieved this LO, and because we would like to improve the overall percentage of students					
LO 3: Can incorporate and defend a philosophical position in oral communications.	2.D. & Strategic Priority 1	To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. In these presentations, students present and defend a philosophical position regarding the issue being analyzed in their papers. Presentations are assessed by the faculty member teaching the course. We assess each presentation using a rubric that assesses the student's success in achieving the learning outcome of incorporating and defending a philosophical position in oral communications; the two rubric criteria have to do with the strength of the defense of the position and the clarity of the presentation. The data presented here refers to how many students achieved the level of exemplary or proficient in both criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. Finally, we obtain an indirect measure of student success on this LO. At the end of the Senior Seminar course, we administer a brief exit survey on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	90% of students will have achieved the level of exemplary or proficient on both criteria related to this LO in their Senior Seminar final oral presentation. 90% of students will report that they agree or strongly agree that they are able to incorporate and defend a philosophical position in oral communications. These criteria have been identified because exemplary or proficient achievement on both rubric criteria related to this LO demonstrates competency on this LO, because the majority of students graduating from our program should feel they have achieved this LO, and because we would like to improve the overall percentage of students attaining this					

Art, Art History Option, B.A.

2022-2023 Undergraduate Revise Program Request

Introduction

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

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School/ Department＊	Department of Art, History, and Philosophy

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program＊	● Program ○ Shared Core

If other, please identify.	

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Program Name
Program Description

Program Name*	Art, Art History Option, B.A.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Art

Program Description*

BA in Art:
The BA in Art degree provides students with opportunities to explore areas within the visual arts without necessarily specializing in any one discipline. As a liberal arts degree, this option is appropriate for students who wish to explore creative processes, develop and hone both creative and critical thinking skillsets, while developing abilities applicable to any number of employment opportunities. The degree is usually identified as appropriate for students who wish to pursue a professional career or graduate studies that may or may not be within the Arts. UWG Art offers three BA in Art options: BA in Art (Art History), BA in Art (Pre-Medical Illustration), which includes a minor in Biology, and a BA in Art (Studio Art).

Art History Emphasis:
Focuses on various cultures of the past and present and challenges students to relate themselves to a larger world. Art History students are required to write about art critically and to conduct research, and their initiation into the practice takes place in these courses.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

Prospective Curriculum*

Core Requirement

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

Core Curriculum

Core Area F: 18 Hours

ART 1006 Design I (2D)
ART 1007 Drawing I
ART 1008 Drawing II
ART 1009 Design II (3D)
ART 2201 History of Western Art I
ART 2202 History of Western Art II

Art History Option

Foreign Language: 6 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

FREN 2001 Intermediate French I
[Right] (and)
FREN 2002 Intermediate French II
[After] (or)
GRMN 2001 Intermediate German I
[Right] (and)
GRMN 2002 Intermediate German II
[After]
FORL 2200 Survey of National Literatures
[Before](or)
FORL 2300 Topics in National Literatures

Major Courses: 15 Hours

[Before]ART 2301 - Non-Western Art 3
[Before](and)
ART 3220 Art of the Ancient World
[Right] (or)
ART 3230 Medieval Art of Christian Europe and the Near East
[After] (and)
ART 3240 Italian Renaissance or Baroque Art
[Right] (or)
ART 3250 18th or 19th Century Art
[Right] (or)
ART 3260 American Art
[Right] (or)
ART 3270 Pre-World War II Modernism
[Right] (or)
ART 3275 Art Since 1945
[Right] (or)
ART 4290 Modernist Criticism
[After] (and)
ART 3280 Museum Seminar
ART 4078 Mid-Program Review
ART 4298 Senior Capstone in Art History I
ART 4299 Senior Capstone in Art History II

Art History Electives: 12 Hours

3000 or Above

Studio Art Electives: 9-12 Hours

3000 or Above 9-12 credit hours based on requirement for Minor

Minor and Electives: 15-18 Hours

15-18 credit hours based on requirement for Minor, at least 9 hours, 3000 and above

Total: 120 Hours

Reserved studio space will be available both during the day and evening in order that students have access to a minimum of three clock hours per credit hour of class per week.

PROGRAM CURRICULUM

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> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale*	In order to continue to provide a strong foundation in global languages and intercultural awareness, to respond to the diverse needs of students pursuing BAs at UWG, and to facilitate student progress toward their degree goals, we propose offering two pathways for BA students to meet their language requirements.

The first pathway would remain consistent with the current requirement of completing 1001-2002 in French, German, or Spanish.

The second pathway would require students to complete 1001-2001 in French, German, or Spanish in addition to a non-sequential FORL course delivered in English that critically reflects on global languages and cultures.

In addition to the strong linguistic and intercultural foundation provided by 2001 courses, the inclusion of two language completion pathways allows students in all BA programs to progress in their degree goals. Because all BA students meeting the prerequisite can enroll in French, German, or Spanish 2002, the first pathway that maintains the current requirement of 2001-2002 offers an option for students who wish to continue in the language beyond 2001. The second pathway with the non-sequential FORL course provides flexibility by allowing students to meet their requirements for the BA outside of the four-semester sequence. |
| **If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.** | |

SACSCOC Substantive Change

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

Check all that apply to this program*	☐ This change affects 25-49% of the program's curriculum content. ☐ This change affects 25-49% of the program's length/credit hours. ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery. ☐ This change affects 50% or more of the program's curriculum content. ☐ This change affects 50% or more of the program's length/credit hours. ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery. ☑ None of these apply
Check all that apply to this program*	☐ Significant departure from previously approved programs ☐ New instructional site at which more than 50% of program is offered ☐ Change in credit hours required to complete the program ☑ None of these apply
SACSCOC Comments	84/625

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

2020-2021 Program Map – BA in Art (Art History) 120

YEAR 1

TERM 1

Course	Credits
ENGL 1101- English Composition I	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3
ART 1007-Drawing I	3
ART 2201 (or 2202)- History of Western Art I or History of Western Art II	3
University Core Area E1 (Option)- World History	3
Semester total	15

Milestones
- Complete ENGL 1101
- Complete ART 1006, 1007, 2201 (C or better)
- Earn 15 or more credit hours

TERM 2

Course	Credits
ENGL 1102- English Composition II	3
ART 1008- Drawing II	3
ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
ART 2202 (or 2201)- History of Western Art I or History of Western Art II	3
MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3
Semester total	15

Milestones
- Complete ENGL 1102
- Complete ART 1008, 1009, 2202 (C or better)
- Earn 15 or more credit hours

YEAR 2

TERM 1

Course	Credits
Art 3210 - Non-Western Art	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
University Core Area B1 (*FORL 1001 or 1002 or test out of 1001 or 1002*)- Written and Oral Communication	3
University Core Area D1 (With Lab)- Non-Science Majors	4
University Core Area B2- Other Institutional Options	2
SEMESTER TOTAL	*15*

Milestones
- Earn 15 or more credit hours (C or better in Art Classes)

TERM 2

Course	Credits
ART 3220 or 3280- Art of the Ancient World or Museum Seminar	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
University Core Area C2 (*FORL 1002) or 2001 or Test out of 1002 or 2001*)- Humanities	3
University Core Area E2 (option)- American/Georgia History	3
Minor course	3
SEMESTER TOTAL	*15*

Milestones
- Earn 15 or more credit hours (C or better in Art Classes)

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

Core Curriculum (A-E) can be viewed here: https://www.westga.edu/student-services/registrar/core-curriculum.php

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

YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**		**Credits**
Art 3280 or 3220- Museum Seminar or Art of the Ancient World	3		Art 3240 or 3250 or 3260 or 3270 or 3275 or 4290 (Italian Renaissance or Baroque Art, 18th/19th Century Art, American Art, Pre-World War II Modernism, Art Since 1945 or Modernist Criticism)		3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3		Art History Elective – 3xxx or 4xxx- any 3000/4000 level art history course		3
University Core Area C1- Fine Arts	3		University Core Area E4 (Elective)- Social Science Elective Courses		3
University Core Area D1 (No Lab)- Non-Science Majors	3		Minor course		3
Minor course	3		*FORL 2001 or (Test out)- Foreign Lang/Lit*		3
Art 4078-Mid-Program Review	0				
SEMESTER TOTAL	*15*		*SEMESTER TOTAL*		*15*
Milestones			**Milestones**		
● Complete Mid Program Review, BA in Art (Art History) ● Earn 15 or more credit hours (C or better in Art Classes)			● Earn 15 or more credit hours (C or better in Art Classes)		

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**		**Credits**
Art History Elective – 3xxx or 4xxx- any 3000/4000 level art history course	3		Art History Elective – 3xxx or 4xxx- any 3000/4000 level art history course		3
Art History Elective – 3xxx or 4xxx- any 3000/4000 level art history course	3		Art 4299- Senior Capstone in Art History II		2
Art 4298- Senior Capstone in Art History I	1		University Core Area D2		3
FORL 2002 (or test out)- *Foreign Lang/Lit OR an approved 2000-level FORL course*	3		Minor course		3
University Core Area E3 POLS 1101 - American Government	3		Art Studio Elective or Minor course		3
Minor course	3				
SEMESTER TOTAL	*16*		*SEMESTER TOTAL*		*14*
Milestones			**Milestones**		
● Complete Art History Capstone I ● Apply for Graduation ● Earn 16 or more credit hours (C or better in Art Classes)			● Complete Art History Capstone II ● Earn 14 or more credit hours (C or better in Art Classes) ● Complete 120 credit hours (Graduate)		

History, B.A.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*	Department of Art, History, and Philosophy

Is this a School of Nursing or School of Communication, Film and Media course?*	○ Yes ● No	**Is this a College of Education Program?***	○ Yes ● No

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*	● Program ○ Shared Core

If other, please identify.	

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

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

Program Name
Program Description

Program Name*	History, B.A.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Art

Program Description*	Learning Outcomes: Demonstrate content knowledge of history.
	Analyze primary and secondary sources for their historical content and interpretations.
	Demonstrate ability to research according to historical methods.
	Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

Prospective Curriculum*

Requirements

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

 Core Curriculum Core Area D must include a laboratory course

HIST 1111 Survey of World History/Civilization I

HIST 1112 Survey of World History/Civilization II

HIST 2111 U S History I (to 1865)

HIST 2112 U S History II (since 1865)

Core Area F: 18 Hours

 Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

[Before] Foreign language 2001 and 2002 or passing an exemption examination 0-6

HIST 2302 The Historian's Craft: Methodology

[After] Courses selected from ANTH, CS, ECON, GEOG, XIDS, PHIL, POLS, PSYC, SOCI, and Statistics. (no more than 6 hours from any one area) 3-12

[Right] (must earn a C or better)

Whatever has not been taken under area E, or exempted: 3-6 Hours

HIST 1111 Survey of World History/Civilization I

[Right] (or)

HIST 1112 Survey of World History/Civilization II

[Right] (or)

HIST 2111 U S History I (to 1865)

[Right] (or)

HIST 2112 U S History II (since 1865)

Courses Required for the Degree: 30 Hours

HIST 4484 Senior Seminar

[After] At least one upper-level course in each of the following: U.S. history, European history, world history; six additional electives, at least one focused on the pre-1800 period.

Minor Field: 15 Hours

Electives, All Options: 9-12 Hours

Total: 120 Hours

Both HIST 2111 and HIST 2112 must be taken by History majors unless exempt. Either course satisfies the state requirement. HIST 1111 and HIST 1112 are also required of majors unless exempt. HIST 1111, HIST 1112, HIST 2111, and HIST 2112 must be taken in Core Areas E and F. Students must have a minimum 2.0 institutional GPA requirement to enter and remain in the major in good standing.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* In addition to the strong linguistic and intercultural foundation provided by 2001 courses, the inclusion of two language completion pathways allows students in all BA programs to progress in their degree goals. Because all BA students meeting the prerequisite can enroll in French, German, or Spanish 2002, the first pathway that maintains the current requirement of 2001-2002 offers an option for students who wish to continue in the language beyond 2001. The second pathway with the non-sequential FORL course provides flexibility by allowing students to meet their requirements for the BA outside of the four-semester sequence.

requirements for the BA outside of the four-semester sequence.

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

SACSCOC Substantive Change

Please review the **Policy Summary and Decision Matrix**

Send questions to **rakins@westga.edu**.

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

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

| SACSCOC Comments | |

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

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

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

2021-2022 Program Map – BA HIST – Option 1

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ENGL 1101 -English Composition I	**3**	ENGL 1102 - English Composition II	3
Area A-2: MATH 1401 – Elementary Statistics (Recommended)	3	FL 1002 - Elementary Foreign language II	3
FL 1001 - Elementary Foreign language I	3	Science and Lab - Non-Science Majors	4
HIST 1111 or 2111 - World History	3	HIST 1112 or 2112- World History	3
XIDS 2002 - What do you know about….	3	Core area E4- Social Science Elective Course	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16

Milestones	Milestones
● Complete ENGL 1101 C or better ● Complete HIST 1000/2000 level ● Earn 15 or more credit hours	● Complete ENGL 1102 C or better ● Complete Lab Science, Core Area A and Core Area B ● Earn 15 or more credit hours

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
FL 2001 - Intermediate foreign language I	3	FL 2002 - Intermediate foreign language II or one of the following: FORL 2100, FORL 2200, FORL 2300	3
HIST 1111 or 2111 - World History	3	HIST 1112 or 2112 - U S History I (to 1865) or U S History II (since 1865)	3
Science without Lab - Non-Science Majors	3	D2 - Natural Science, Math, or Technology Course	3
POLS 1101 - American Government	3	HIST 2302 - The Historian's Craft: Methodology	3
Core Area C1- Fine arts	3	Area F3 - Social Science	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

Milestones	Milestones
● Complete Core Area E ● Earn 15 or more credit hours	● Complete HIST 2302 and Complete Area D ● Complete Foreign Language Requirement ● Earn 15 or more credit hours

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

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- www.westga.edu/scoop (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
- www.westga.edu/esc (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
- www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
HIST 3000/4000- Any 3000/4000 level HIST course	3	HIST 3500 - Junior Historiography Seminar	3
HIST 3000/4000- Any 3000/4000 level HIST course	3	HIST 3000/4000- Any 3000/4000 level HIST course	3
HIST 3000/4000- Any 3000/4000 level HIST course	3	Minor	3
Minor	3	Minor	3
Minor	3	Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
HIST 3000/4000- Any 3000/4000 level HIST course	3	HIST 3000/4000- Any 3000/4000 level HIST course	3
HIST 3000/4000- Any 3000/4000 level HIST course	3	HIST 4484 – Senior Seminar	3
HIST 3000/4000- Any 3000/4000 level HIST course	3	Elective	3
Minor	3	Elective	3
Elective	3	Elective/Minor	3
Semester Total	15	Semester Total	15
Milestones		**Milestones**	
●		● Complete Degree	

History, Secondary Education Certification, B.A.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester * | Fall

Desired Effective Year * | 2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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School/Department *	Department of Art, History, and Philosophy

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program *	⦿ Program
	◯ Shared Core

If other, please identify.	

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

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

Program Name
Program Description

Program Name*	History, Secondary Education Certification, B.A.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Art

Program Description*	Certification to teach in the state of Georgia has requirements beyond academic curriculum. See the Office of Teacher Certification for more details. Students must earn a grade of C or above for all professional sequence courses in education and for all courses listed under content field in history.

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

Prospective Curriculum *

Requirements

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

Core Curriculum

Core Area F: 18 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

[Before] Foreign language 2001 and 2002 0-6
[Before] History, remainder of World or US Surveys 3-6
HIST 2302 The Historian's Craft: Methodology
[After] Approved Electives from ANTH, ECON, GEOG, POLS, PSYC, SOCI (no more than 6 hrs. from any one area) 3-12

Requirements for the Major: 30 Hours

HIST 4484 Senior Seminar
HIST 4474 History of Georgia
[After] At least one upper-level U.S. History 3
[After] At least one upper-level European history 3
[After] At least one upper-level Latin American, Asian, or African history 3
[After] Five additional upper-level electives in history, chosen from at least two different areas (U.S., Europe, world history); at least one focused on the pre-1800 period; at least one focused on cultural diversity 15

Secondary Education: 37 Hours

EDUC 2130 Exploring Learning and Teaching

EDUC 2130 Exploring Learning and Teaching

[Right] 1

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts

[Right] 1

EDUC 2110 Investigating Critical and Contemporary Issues in Education

[After] The above 3 courses must be completed prior to Teacher Education admission. See advisor for complete list of Teacher Education admission requirements.

[Right] 1

SPED 3715 The Inclusive Classroom: Differentiating Instruction

[Right] 1

MEDT 3401 Integrating Technology into the Curriculum

[Right] 1

CEPD 4101 Educational Psychology

[Right] *

SEED 4243 Instructional Strategies for Secondary Social Studies Education

[Right] 2 *

SEED 4243L Instructional Strategies for Secondary Social Studies Education Laboratory

[Right] **

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

[Right] 2 *

SEED 4271L Instruction, Assessment, and Management i the Secondary Classroom Lab

[Right] **

SEED 4286 Teaching Internship

[Right] 2 *

SEED 4289 Teaching Internship Seminar

[Right] 2 *

Note:

All education and major courses should be completed prior to enrollment in SEED 4286 and SEED 4289.

Total: 124 Hours

1 Minimum 2.7 GPA and advisor code, Prerequisite to Teacher Ed admission 2 Field experiences required * Requires admission to Teacher Education for enrollment. Grade of C or better.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* In addition to the strong linguistic and intercultural foundation provided by 2001 courses, the inclusion of two language completion pathways allows students in all BA programs to progress in their degree goals. Because all BA students meeting the prerequisite can enroll in French, German, or Spanish 2002, the first pathway that maintains the current requirement of 2001-2002 offers an option for students who wish to continue in the language beyond 2001. The second pathway with the non-sequential FORL course provides flexibility by allowing students to meet their
requirements for the BA outside of the four-semester sequence.

requirements for the BA outside of the four-semester sequence.

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

SACSCOC Substantive Change

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

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

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

SACSCOC Comments	

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

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

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

2021-2022 Program Map – BA HIST/Secondary Ed

YEAR 1

TERM 1

Course	Credits
ENGL 1101 -English Composition I	3
Area A-2: MATH 1401 – Elementary Statistics (Recommended)	3
FL 1001 - Elementary Foreign language I	3
HIST 1111 or 2111 - World History	3
XIDS 2002 - What do you know about….	2
SEMESTER TOTAL	14

Milestones

- Complete ENGL 1101 C or better
- Complete HIST 1000/2000 level
- Earn 15 or more credit hours

TERM 2

Course	Credits
ENGL 1102 -English Composition II	3
FL 1002)- Elementary Foreign language II	3
Science and Lab - Non-Science Majors	4
HIST 1112 or 2112- World History	3
EDUC 2110- Inv Crit. and Contemp. Issues-Edu	3
SEMESTER TOTAL	16

Milestones

- Complete ENGL 1102 C or better
- Complete Core Area A/B and lab science
- Earn 15 or more credit hours

YEAR 2

TERM 1

Course	Credits
FL 2001- Intermediate foreign language I	3
HIST 1111 or 2111 - World History	3
Science without Lab - Non-Science Majors	3
POLS 1101- American Government	3
EDUC 2120- Exp Sociocult. Persp on Div Ed	3
HIST 2302- The Historian's Craft: Methodology	3
SEMESTER TOTAL	18

Milestones

TERM 2

Course	Credits
FL 2002 -Intermediate foreign language II or one of the following: FORL 2100, FORL 2200, FORL 2300	3
HIST 1112 or 2112 - U S History I (to 1865) or U S History II (since 1865)	3
Natural Sciences, Mathematics, and Technology Course	3
SPED 3715- The Incl Classroom: Diff Inst	3
EDUC 2130 -Expl Learning and Teaching	3
Fine Arts (C1)	3
SEMESTER TOTAL	18

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

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Student Online Resources:
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www.westga.edu/scoop (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
www.westga.edu/esc (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

● Complete Core Area E ● Complete History Surveys and HIST 2302 ● Earn 15 or more credit hours	● Complete Foreign Language Requirement and Area D ● Earn 15 or more credit hours ● Complete EDUC Pre-Req.

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
HIST 4474 - History of Georgia	3	HIST 3500 - Jr. Historiography Seminar	3
HIST 3000/4000- Any 3000/4000 level HIST course	3	HIST 3000/4000- Any 3000/4000 level HIST course	3
HIST 3000/4000- Any 3000/4000 level HIST course	3	HIST 3000/4000- Any 3000/4000 level HIST course	3
MEDT 3401- Integrating Technology into the Curriculum	3	SEED 4243 (3+1) - Instructional Strategies for Secondary Social Studies Education + LAB	4
HIST 3000/4000-- Any 3000/4000 level HIST course	3	SEED 4271 (2+1) -Instruction, Assessment & Management in the Secondary Classroom + LAB	3
CEPD 4101- Educational Psychology	3		
SEMESTER TOTAL	18	SEMESTER TOTAL	18
Milestones ● Complete Georgia History		**Milestones** ● Complete Jr. Historiography ● Complete Education Courses	
YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
HIST 3000/4000- Any 3000/4000 level HIST course	3	SEED 4286 - Internship	6
HIST 3000/4000- Any 3000/4000 level HIST course	3	SEED 4298 – Internship Seminar	3
CORE E4 -Social Science Elective Course	3		
CORE F3 Elective Course	3		
HIST 4484 - Senior Seminar	3		
Semester Total	18	Semester Total	9
Milestones ● Complete Core ● Complete History Courses		**Milestones** ● Complete Teaching Internship ● Complete Degree	

English, B.A.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

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School/ Department*	Department of English, Film, Language, and Performing Arts

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*	● Program
	○ Shared Core

If other, please identify.	

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

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

> **Program Name**
> **Program Description**

Program Name*	English, B.A.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Art

Program Description*	For all 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 all 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

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

Required Courses: 6 Hours

ENGL 2001 Introduction to Literature
ENGL 2110 World Literature

Choose two courses from the following: 6 Hours

ENGL 2120 British Literature
ENGL 2130 American Literature
ENGL 2180 Studies in African-American Literature
ENGL 2190 Studies in Literature by Women

Foreign Language Requirement: 6 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

[Before]Choose one from the following:
FREN 2001 Intermediate French I
[Right] (and)
FREN 2002 Intermediate French II
[After] (or)

[After] (or)
GRMN 2001 Intermediate German I
[Right] (and)
GRMN 2002 Intermediate German II
[After] (or)
SPAN 2001 Intermediate Spanish I
[Right] (and)
SPAN 2002 Intermediate Spanish II
[Before](or)
[Before]SPAN 2001, FREN 2001 or GRMN 2001   3
[Before](and)
FORL 2200 Survey of National Literatures
[Before](or)
FORL 2300 Topics in National Literatures
[After] 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 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 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

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. 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.

D. ENGL 4384: Senior Seminar 3 Hours *

ENGL 4384 Senior Seminar

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

Minor and/or General Electives: 30 Hours *

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

Total: 120 Hours

PROGRAM CURRICULUM

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Justification and Assessment

Rationale* This proposal adds an additional pathway for the completion of the foreign language requirement. In addition to the strong linguistic and intercultural foundation provided by 2001 courses, the inclusion of two language completion pathways allows students in all BA programs to progress in their degree goals. Because all BA students meeting the prerequisite can enroll in French, German, or Spanish 2002, the first pathway that maintains the current requirement of 2001-2002 offers an option for students who wish to continue in the language beyond 2001. The second pathway with the non-

sequential FORL course provides flexibility by allowing students to meet their requirements for the BA outside of the four-semester sequence.

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

SACSCOC Substantive Change

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Check all that apply to this program *

☐ This change affects 25-49% of the program's curriculum content.

☐ This change affects 25-49% of the program's length/credit hours.

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☑ None of these apply

Check all that apply to this program *

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☐ New instructional site at which more than 50% of program is offered

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SACSCOC Comments

REQUIRED ATTACHMENTS

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

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

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2021-2022 Program Map – BA English

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ENGL 1101- English Composition I	3	ENGL 1102-English Composition II	3
FL 1001 - any first elementary level SPAN, FREN, or GRMN	3	FL 1002 - any second elementary level SPAN, FREN, or GRMN	3
MATH 1001 or 1111-Quantitative Skills & Reasoning or College Algebra	3	POLS 1101- American Gov	3
HIST 1111 or 1112- World History	3	HIST 2111 OR 2112- U S History I (to 1865) or U S History II (since 1865)	3
AREA E4 - Social Science Elective Course	3	AREA B1 - Written and Oral Comm.	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

Milestones	**Milestones**
● Complete ENGL 1101 C or better ● Earn 15 or more credit hours	● Complete ENGL 1102 C or better ● Complete Area A of Core Curriculum ● Earn 15 or more credit hours

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
FL 2001 - any first-level intermediate SPAN, FREN, or GRMN	3	FL 2002 - any second-level intermediate SPAN,FREN,or GRMN or FORL 2200 or 2300	3
ENGL 2001 - Introduction to Literature	3	AREA C1 - Fine Arts	3
AREA D1 Science w/ lab- Non-Science Majors	4	AREA D2 - Math, Sci., and Quant. Tech.	3
ENGL 2120, 2130, 2180, or 2190 - British Lit, American Lit, African American Lit, Lit by Women	3	ENGL 2110- World Literature	3
AREA B2 - Other Institutional Options	2	ENGL 2120, 2130, 2180, or 2190 - British Lit, American Lit, African American Lit, Lit by Women	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

Milestones	**Milestones**
● Complete ENGL 2001 ● Complete Area B of Core Curriculum ● Earn 15 or more credit hours	● Complete ENGL 2110, Complete Area F ● Earn 15 or more credit hours ● Complete Foreign Language Requirement

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YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
ENGL 3000- Research and Methodology	3		ENGL 4003- Studies in American Lit. I*	3	
ENGL 4000 -Studies in British Lit. I*	3		ENGL 4005 – Studies in American Lit. II*	3	
ENGL 4002 – Studies in British Lit. I*I	3		ENGL Major Elective	3	
AREA D3 – Math, Science & Quantitative Technology	3		MINOR or Gen Elective	3	
MINOR or GEN Elective	3		MINOR or Gen Elective	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
● Complete Core Curriculum			● Complete Literary History Requirement		

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
ENGL Major Elective	3		ENGL Major Elective	3	
ENGL Major Elective	3		ENGL 4384 Senior Seminar	3	
MINOR or Gen Elective	3		MINOR or Gen Elective	3	
MINOR or Gen Elective	3		MINOR or Gen Elective	3	
MINOR or Gen Elective	3		MINOR or Gen Elective	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		

*Students need to take all four literary history courses (English 4000, 4002, 4003, 4005), but they may take these courses in any order.

English, B.A. (Accelerated Bachelors to Masters (ABM) in English Education Track)

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

Desired Effective Semester * | Fall |

Desired Effective Year * | 2022 |

Routing Information

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School/ Department*	Department of English, Film, Language, and Performing Arts

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*	⦿ Program
	◯ Shared Core

If other, please identify.	

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

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Program Name
Program Description

Program Name*	English, B.A. (Accelerated Bachelors to Masters (ABM) in English Education Track)

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Art

Program Description * The Accelerated Bachelor's to Master's Degree Track 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. Exceptional students admitted to the program may 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. 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 track 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 (ABM) Track. 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. This should occur at the same time that a student applies for the ABM Track.

Once a student has been accepted to the ABM track, the student should follow the prescribed plan of study and take only the courses approved for the ABM track. (Visit the department to obtain a full program sheet.) Students in the ABM track will be classified as undergraduates. Once a student has earned the bachelor's degree, the student's classification will be changed to graduate student.

Approved Graduate Courses for the Accelerated Bachelor's to Master's track

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 hours of coursework) or four such courses (in the M.A. non-thesis track, which requires 36 hours of coursework). Undergraduate students admitted to the ABM track 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

Prospective Curriculum*

Requirements

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

General Education Requirements (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

Language pathway modification: Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2200, 2300, or an approved 2000-level FORL course.

ENGL 2001 Introduction to Literature
[After] * (and)
ENGL 2110 World Literature
[After] (0-3) * (and)
ENGL 2120 British Literature
[Right] (0-3) * (or)
ENGL 2130 American Literature
[Right] (0-3) *
[Before](or)
ENGL 2180 Studies in African-American Literature
[Right] (0-3) * (or)
ENGL 2190 Studies in Literature by Women
[After] (and) FORL (through 2002) 3-6* (0-3) *
[Before](or)
[Before]FORL 2001 and (FORL 2200 or FORL 2300)   3-6*
[After] Note: *Courses can be taken as electives in
        Core Area C2

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

A. Methods: 3 Hours

A. Methods: 3 Hours

ENGL 3000 Research and Methodology

B. Literary History: 12 Hours*

Approved Graduate Courses for the Accelerated Bachelor's to Master's Track The courses below show 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 hours of coursework) or four such courses (in the M.A. non-thesis track, which requires 36 hours of coursework). Undergraduate students admitted to the ABM track should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below.

ENGL 4000 Studies in British Lit. I
[Right] or ENGL 6105 British Literature I
ENGL 4002 Studies in British Lit. II
[Right] or ENGL 6115 British Literature II
ENGL 4003 Studies in American Lit. I
[Right] or ENGL 6110 American Literature I
ENGL 4005 Studies in American Lit. II
[Right] or ENGL 6120 American Literature II
[After] 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 the 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 i 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

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Justification and Assessment

Rationale* Language pathway modification: In addition to the strong linguistic and intercultural foundation provided by 2001 courses, the inclusion of two language completion pathways allows students in all BA programs to progress in their degree goals. Because all BA students meeting the prerequisite can enroll in French, German, or Spanish 2002, the first pathway that maintains the current requirement of 2001-2002 offers an option for students who wish to continue in the language beyond 2001. The second pathway with the non-sequential FORL course provides flexibility by allowing students to meet their requirements for the BA outside of the four semester sequence

to meet their requirements for the BA outside of the four-semester sequence.

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

SACSCOC Substantive Change

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

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

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

| SACSCOC Comments | |

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

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

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

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

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

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

UNIVERSITY*of* **West Georgia**

Department of English, Film, Languages, and Performing Arts
Accelerated Bachelors to Masters (ABM), Engl. Education Track

Name _____   Student ID# _____

CORE CURRICULUM	Hrs. Req.	Grade	Hours Earned
A. Essential Skills (9 hours)			
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 1111, 1113, or 1634	3-4		
B. Institutional Priorities (5 hours)			
Written & Oral Communication	3-4		
Institutional Elective	1-2		
C. Fine Arts & Humanities (6 hours)			
Fine Arts	3		
Humanities	3		
D. Natural Sciences, Math, & Tech. (10 hours)			
Science course with a lab	4		
Science course without a lab	3		
Math, Science, & Quant. Tech.	3		
E. Social Sciences (12 hours)			
HIST 1111 or 1112 World Hist.	3		
HIST 2111 or 2112 U.S. History	3		
POLS 1101 American Govt.	3		
Social Science Elective	3		
F. Major Related Courses (18 hours)*			
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		
FORL 2002 or 2200 or 2300	3		
Grade of C or higher is required for Area F courses			
Core courses total	**60**		

MAJOR COURSES*	Hrs. Req.	Grade	Hours Earned
A. ENGL 3000 Research Mthd[1]	3		
B. Literary History (12 hours)[2]			
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		
C. English Education Courses (9 hours)			
ENGL 3400 Pedagogy & Writing	3		
ENGL 4295 YA Literature	3		
ENGL 4300 Studies in Engl. Lang.	3		
D. ENGL 4XXX Elective course	3		
E. ENGL 4384 Senior Seminar[3]	3		
Major courses total	**30**		

PROFESSIONAL EDUCATION*			
A. Pre-TEP (Teacher Education Prog.) (12 hours) [4]			
EDUC 2110 Issues in Education	3		
EDUC 2120 Persp. on Diversity	3		
EDUC 2130 Teaching & Learning	3		
SPED 3715 Inclusive Classroom	3		
B. Post-TEP sequence (22 hours) [5]			
MEDT 3401 Integrating Tech.	3		
CEPD 4101 Educational Psych.	3		
SEED 4271/L Instr, Assess, Mgmt	3		
SEED 4238/L Teaching English[6]	4		
SEED 4286 & 4289: Internship[7]	9		
TEP courses total	**34**		
Grade of C or higher required for major & TEP courses			

[1] Only two 3/4000-level ENGL courses can be taken before ENGL 3000 is completed.

[2] 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.

[3] Prerequisites: all 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher

[4] 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.

[5] *One must already be admitted into the Teacher Education Program (TEP) before enrolling in any of the following courses.*

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

[7] SEED 4286 and 4289 are the only classes that students complete their final semester at UWG.

English, B.A. (Accelerated Bachelors to Masters (ABM) Track)

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester * | Fall |

Desired Effective Year * | 2022 |

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*	Department of English, Film, Language, and Performing Arts

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*	● Program ○ Shared Core

If other, please identify.	

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

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

Program Name
Program Description

Program Name*   English, B.A. (Accelerated Bachelors to Masters (ABM) Track)

Program ID - DO NOT EDIT*   18

Program Code - DO NOT EDIT   18

Program Type*   Bachelor

Degree Type*   Bachelor of Art

Program Description* The Accelerated Bachelor's to Master's Degree Track 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. Exceptional students admitted to the program may 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. 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 Track 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 (ABM) Track. 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. This should occur at the same time that a student applies for the ABM Track.

Once a student has been accepted to the ABM track, the student should follow the prescribed plan of study and take only the courses approved for the ABM track. (Visit the department to obtain a full program sheet.) Students in the ABM will be classified as undergraduates. Once a student has earned the bachelor's degree, the student's classification will be changed to graduate student.

Approved Graduate Courses for the Accelerated Bachelor's to Master's track

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 hours of coursework) or four such courses (in the M.A. non-thesis track, which requires 36 hours of coursework). Undergraduate students admitted to the ABM track 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

Prospective Curriculum*

Requirements

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

General Education Requirements (Core Curriculum) *ENGL 1101 and ENGL 1102 are prerequisites for all courses from ENGL 2110 trhough ENGL 4386 .

Core Area F: 18 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2200, 2300, or an approved 2000-level FORL course.

ENGL 2001 Introduction to Literature
[Right] * (and)
ENGL 2110 World Literature
[Right] (0-3) * (and)
ENGL 2120 British Literature
[Right] (0-3) * (or)
ENGL 2130 American Literature
[Right] (0-3) *
[Before](or)
ENGL 2180 Studies in African-American Literature
[Right] (0-3) * (or)
ENGL 2190 Studies in Literature by Women
[Right] (0-3)*
[After] (and) FORL (through 2002) 3-6*
[Before]or
[Before]FORL 2001 and (FORL 2200 or FORL 2300)   3-6*
[After] Note: * Courses can be taken as electives in
        Core Area C2

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

A. English: 3 Hours

A. English: 3 Hours

ENGL 3000 Research and Methodology

B. Literary History: 12 Hours*

Approved Graduate Courses for the Accelerated Bachelor's to Master's Track The courses below show 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 hours of coursework) or four such courses (in the M.A. non-thesis track, which requires 36 hours of coursework). Undergraduate students admitted to the ABM track should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below.

ENGL 4000 Studies in British Lit. I
[Right] or ENGL 6105 British Literature I
ENGL 4002 Studies in British Lit. II
[Right] ENGL 6115 British Literature II
ENGL 4003 Studies in American Lit. I
[After] or ENGL 6110 American Literature I
ENGL 4005 Studies in American Lit. II
[Right] or ENGL 6120 American Literature 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

PROGRAM CURRICULUM

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

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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

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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

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Justification and Assessment

Rationale* In addition to the strong linguistic and intercultural foundation provided by 2001 courses, the inclusion of two language completion pathways allows students in all BA programs to progress in their degree goals. Because all BA students meeting the prerequisite can enroll in French, German, or Spanish 2002, the first pathway that maintains the current requirement of 2001-2002 offers an option for students who wish to continue in the language beyond 2001. The second pathway with the non-sequential FORL course provides flexibility by allowing students to meet their requirements for the BA outside of the four-semester sequence.

requirements for the BA outside of the four-semester sequence.

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

SACSCOC Substantive Change

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

Check all that apply to this program*

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- ☑ None of these apply

Check all that apply to this program*

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- ☐ 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

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

4.) Curriculum Map Assessment

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

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

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

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

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

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English, B.A. (Secondary Education Track)

2022-2023 Undergraduate Revise Program Request

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

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

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

Desired Effective Semester * Fall

Desired Effective Year * 2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *	Department of English, Film, Language, and Performing Arts

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * ⦿ Program ○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name*	English, B.A. (Secondary Education Track)

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Art

Program Description*	For all 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 all 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).

The English Education track is one of two tracks that the Bachelor's student majoring in English may declare. The coursework in this program provides students with the opportunity to obtain a B.A. in English with a concentration in Secondary Education. At the end of this course of study, students are not only prepared to be knowledgeable practitioners of their content area-English and Language Arts-but may apply for and receive Secondary Education Certification as a result of knowledge gained in the classroom and from 900 hours of in-the-field training. Course objectives and activities relate to the descriptors of the Conceptual Framework in substantive ways.

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. |

Status* ⊙ Active-Visible ◯ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

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

Required Courses: 6 Hours

ENGL 2001 Introduction to Literature
ENGL 2110 World Literature

Choose two courses from the following: 6 Hours

ENGL 2120 British Literature
ENGL 2130 American Literature
ENGL 2180 Studies in African-American Literature
ENGL 2190 Studies in Literature by Women

Foreign Language Requirement: 6 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

[Before]Choose one of the following:
FREN 2001 Intermediate French I
[Right] (and)
FREN 2002 Intermediate French II
[After] (or)

[After] (or)
GRMN 2001 Intermediate German I
[Right] (and)
GRMN 2002 Intermediate German II
[After] (or)
SPAN 2001 Intermediate Spanish I
[Right] (and)
SPAN 2002 Intermediate Spanish II
[Before](or)
[Before]SPAN 2001, FREN 2001 or GRMN 2001   3
[Before](and)
FORL 2200 Survey of National Literatures
[Before](or)
FORL 2300 Topics in National Literatures
[After] 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 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 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

C. English Education Requirements: 9 Hours

ENGL 4295 Studies in Young Adult Literature

ENGL 3400 Pedagogy and Writing

ENGL 4300 Studies in the 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 *

ENGL 4384 Senior Seminar

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

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] **

<div style="text-align: center;">

Total: 124 Hours

</div>

** 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

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Justification and Assessment

Rationale*	This proposal adds a second pathway for students to complete the foreign language sequence. In addition to the strong linguistic and intercultural foundation provided by 2001 courses, the inclusion of two language completion pathways allows students in all BA programs to progress in their degree goals. Because all BA students meeting the prerequisite can enroll in French, German, or Spanish 2002, the first pathway that maintains the current requirement of 2001-2002 offers an option for students who wish to continue in the language beyond 2001. The second pathway with the non-sequential FORL course provides flexibility by allowing students to meet their requirements for the BA outside of the four-semester sequence.

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

SACSCOC Substantive Change

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

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

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

SACSCOC Comments	

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

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

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

2022-2023 Program Map – BA English Secondary Education

YEAR 1							
TERM 1			**TERM 2**			**TERM 3 (Summer)**	
Course	**Credits**		**Course**	**Credits**		**Course**	**Credits**
ENGL 1101 - English Composition I	3		ENGL 1102 - English Composition II	3		EDUC 2120 (pre-TEP)-Exp Sociocult. Persp. on Div. Ed	3
FL 1001 - French, German or Spanish	3		FL 1002 - French, German or Spanish	3		Core E2 - American/Georgia History	3
MATH 1001 or 1111 - Quantitative Skills & Reasoning or College Algebra	3		Core E1 selection- World History	3			
Core D1 Lab - Non-Science Majors	4		Core D1 Second Selection- Non-Science Majors	3			
Core C1 - Fine Arts	3		EDUC 2110 (pre-TEP)- Inv Crit. and Contemp. Issues-Edu	3			
SEMESTER TOTAL	16		SEMESTER TOTAL	15		SEMESTER TOTAL	6
Milestones			**Milestones**			**Milestones**	
· Complete ENGL 1101 C or better · Earn 15 or more credit hours			· Complete ENGL 1102 C or better · Complete Core Area A · Complete Core Area C · Earn 15 or more credit hours				

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

Core Curriculum (A-E) can be viewed here: https://www.westga.edu/student-services/registrar/core-curriculum.php

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

YEAR 2*					
TERM 1		**TERM 2**		**TERM 3 (Summer)**	
Course	**Credits**	**Course**	**Credits**	**Course**	**Credits**
Core B2 Selection- Other Institutional Options	3	ENGL 2120, 2130, 2180 or 2190 - British Lit., American Lit., Studies in African-American Lit., or Studies in Lit. by Women	3	ENGL 2120, 2130, 2180 or 2190 - British Lit., American Lit., Studies in African-American Lit., or Studies in Lit. by Women	3
Core E3 Selection American/Georgia Government - POLS 1101	3	ENGL 2110 (Core F)	3	Core D2 Selection	3
ENGL 2001 (Core F)- Introduction to Literature	3	FORL 2002, 2200 or 2300 (Core F) - Foreign Languages/Literature	3		
FORL 2001 - Foreign Languages/Literature	3	Core E4 Selection	3		
EDUC 2130 (Pre-TEP)- Expl Learning and Teaching	3	SPED 3715 (Pre-TEP)- The Inclusive Classroom: Differentiating Instruction	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	15	SEMESTER TOTAL	6
Milestones		**Milestones**		**Milestones**	
· Complete ENGL 2001 · Complete Core Area B · Earn 15 or more credit hours		· Complete ENGL 2110 · Complete Foreign Language Req. · Complete Core Area E · Complete Pre-TEP & apply to TEP		· Complete Core Area F · Complete Core Area D	

*Students must apply and be admitted to the TEP by the end of the Sophomore year. This means that you must exempt or pass the GACE Program Admission test by the beginning of the second semester of the sophomore year to graduate on time.

YEAR 3					
TERM 1		**TERM 2**		**TERM 3 (Summer)**	
Course	**Credits**	**Course**	**Credits**	**Course**	**Credits**
ENGL 3000 - Research & Methodology	3	ENGL 3400- Pedagogy and Writing	3	ENGL 4XXX - Any 4000 level English class	3
ENGL 4000 - Studies in British Lit I	3	ENGL 4002- Studies in British Lit II	3	CEPD 4101 - Educational Psychology	3
ENGL 4300 - Studies in the English Language	3	ENGL 4003 - Studies in American Literature 1	3		
MEDT 3401 -Integrating Technology into the Curriculum	3	ENGL 4295 - Studies in Young Adult Literature	3		
		SEED 4271 - Instruction, Assessment, and Management in the Secondary Classroom Lab	3		
SEMESTER TOTAL	12	SEMESTER TOTAL	15	SEMESTER TOTAL	6
Milestones		**Milestones**		**Milestones**	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
ENGL 4384 - Senior Seminar	3	SEED 4286/9 - Teaching Internship	9
ENGL 4005 - American Literature II	3		
SEED 4238/L - Instructional Strategies for Secondary English Education/Laboratory	6		
SEMESTER TOTAL	12	SEMESTER TOTAL	9
Milestones		**Milestones**	
· Complete Literary History Requirement			

Theatre, B.A.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Modifications (Check all that apply) *

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*	Department of English, Film, Language, and Performing Arts

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ⦿ Program
◯ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name*	Theatre, B.A.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Art

Program Description*	The Bachelor of Arts in Theatre provides students with opportunities to explore areas within the performing arts without necessarily specializing in any one field of study (e.g. acting or design). As a liberal arts degree, this option is appropriate for students who wish to explore creative processes, develop and hone both creative and critical thinking skillsets, while developing abilities applicable to any number of employment opportunities. The degree is usually identified as appropriate for students who wish to pursue a professional career or graduate studies that may or may not be within the Arts.

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

Prospective Curriculum*

Requirements

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

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

THEA 1100 Theatre Appreciation

THEA 2100 Play Analysis

THEA 2291 Developing A Character

[After] Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.   6

[After] Any one 1000 or 2000 level three-credit course in Art, Music, or Film (may include studio courses and/or GFA 1000) 3 Credit Hours

Courses Specific for the Major: 48 Hours

[Before]Required (36 Hours):

THEA 1000 Theatre Laboratory

THEA 1111 Performance and Production

THEA 1112 Performance and Production

THEA 1291 Voice and Movement I

THEA 2111 Performance and Production

THEA 2112 Performance and Production

THEA 2214 Concepts in Theatre and Film Design

THEA 2290 Stage and Film Craft I

THEA 2310 Stage Makeup

THEA 3111 Performance and Production

THEA 3112 Performance and Production

THEA 3357 Theatre History I

THEA 3394 Directing

THEA 4111 Production and Performance Capstone

THEA 4415 Playwriting II

THEA 4457 Theatre History II

THEA 4485 Special Topics in Theatre

[Right] (or)

THEA 4486 Internship

[After] Select One

THEA 1292 Voice and Movement II

THEA 2215 Introduction to Lighting, Sound and Media Technology

THEA 2224 Drafting and Computer Aided Design

THEA 2292 Contemporary Scene Study

THEA 2315 Rendering Styles

THEA 2325 Costume Technology

THEA 2491 Acting for the Camera

THEA 2550 Stage Management

GFA 1000 Introduction to Film & Television Production

[After] Select 3

THEA 3201 Stage & Film Craft II

THEA 3212 Period Styles in Design

THEA 3214 Scenic Design

THEA 3215 Lighting Design

THEA 3290 Costume Design

THEA 3391 Acting Shakespeare

THEA 3392 Period Scene Study

THEA 3415 Playwriting I: Devised Theatre

THEA 3491 Advanced Acting for the Camera

THEA 4412 The Business of Acting

FILM 3200 Screenwriting

Free electives: 12 Credit Hours

12 credit hours must be in courses numbered 3000 or above outside the major.

Total: 120 Hours

Requirements/Restrictions Specific to this Major and Assessment: In addition to the required course work and expectations, all theatre majors will be required to participate in an exit interview presenting a performance audition and/or portfolio presentation. All theatre majors are required to follow the guidelines in the Theatre Program Policy Handbook as published annually by the Theatre Program.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

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

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

Justification and Assessment

Rationale*	In order to continue to provide a strong foundation in global languages and intercultural awareness, to respond to the diverse needs of students pursuing BAs at UWG, and to facilitate student progress toward their degree goals, we propose offering two pathways for BA students to meet their language requirements.

The first pathway would remain consistent with the current requirement of completing 1001-2002 in French, German, or Spanish.

The second pathway would require students to complete 1001-2001 in French, German, or Spanish in addition to a non-sequential FORL course delivered in English that critically reflects on global languages and cultures.

In addition to the strong linguistic and intercultural foundation provided by 2001 courses, the inclusion of two language completion pathways allows students in all BA programs to progress in their degree goals. Because all BA students meeting the prerequisite can enroll in French, German, or Spanish 2002, the first pathway that maintains the current requirement of 2001-2002 offers an option for students who wish to continue in the language beyond 2001. The second pathway with the non-sequential FORL course provides flexibility by allowing students to meet their requirements for the BA outside of the four-semester sequence.

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

SACSCOC Substantive Change

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

Check all that apply to this program*

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

Check all that apply to this program*

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

SACSCOC Comments   162/625

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

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

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

2020-2021 Program Map - B.A. in Theatre

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
XIDS 2100 and ENGL 1101 Block -American Musical Theatre and English Composition I	6	ENGL 1102 - English Composition II	3
FL1001 or 1002 - Elementary foreign language I or II	3	FL1002 or 2001 - Elementary FL II or Intermediate FL I	3
THEA 2290: Stage & Film Craft I	3	MATH 1001 - Quantitative Skills & Reasoning	3
THEA 1100: Theatre Appreciation	3	THEA 2100 - Play Analysis	3
THEA 1111: Performance & Production	1	THEA 1291: Voice & Movement I	3
THEA 1000: Theatre Laboratory	0	THEA 1112 - Performance and Production	1
SEMESTER TOTAL	16	SEMESTER TOTAL	16

Milestones	**Milestones**
● Complete ENGL 1101; Required to earn C or higher.	● Complete ENGL 1102; Required to earn C or higher. ● Complete Math 1001

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
FL 2001 or 2002* - Intermediate FL I or II	3	FL 2002* or Area B2 course -Intermediate FL I or II	3 or 2
THEA 2291 – Developing a Character	3	Area D2 Course (No lab) - Mathematics, Science, and Quantitative Technology Course	3
HIST 1111 or 1112 - World History	3	HIST 2111 or 2112 - U S History I (to 1865) or U S History II (since 1865)	3
POLS 1101 - American Government	3	THEA 2214- Concepts in Theatre & Film Design	3
Area D Course (no lab)- Science	3	THEA 2310- Stage Makeup	3
THEA 2111 – Performance and Production	1	THEA 2112- Performance and Production	1
SEMESTER TOTAL	16	SEMESTER TOTAL	15-16

Milestones	**Milestones**
• Complete core area B, D and E. • Complete courses in major.	• Complete core area A, D and E. • Complete courses in the major.

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

* Students may complete FREN/GERM/SPAN 2002 OR FORL 2100, 2200, or 2300 to meet the Area F requirement.

Core Curriculum (A-E) can be viewed here: https://www.westga.edu/student-services/registrar/core-curriculum.php

Student Online Resources:

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

YEAR 3					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
Area E4 – Social Science Course	3		THEA 4457- Theatre History II	3	
Area D Course (w/lab)- Natural Sciences, Mathematics, and Technology	4		THEA 3000-4000 elective 1/3	3	
THEA 3111- Performance and Production	1		THEA 3394- Directing	3	
Art, Music or Film (1000 or 2000 level course)	3		AREA B2 Course (if not taken in Year 2 Term 2)	2	
THEA 3357- Theatre History I	3		THEA 3112- Performance and Production	1	
			THEA Elective from 1000-2000 level	3	
SEMESTER TOTAL	14		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Core areas D, E, F completed			• Complete Theatre major courses		

YEAR 4					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
THEA 3000-4000 elective 1/3	3		THEA 4485 or 4486 - Special Topics in Theatre or Internship	3	
THEA 4111 – Production and Performance Capstone or Free Elective - (3000 or 4000) 1/4	3		THEA 4111 – Production and Performance Capstone or Free Elective (3000 or 4000) 3/4	3	
Free Elective - (3000 or 4000) 2/4	3		Free Elective - (3000 or 4000) 4/4	3	
THEA 4415- Playwriting II	3		THEA 3000-4000 elective 3/3	3	
THEA 3000-4000 elective 2/3	3				
SEMESTER TOTAL	15		SEMESTER TOTAL	12	
Milestones			**Milestones**		

Theatre with Concentrations in Acting and Design/Technology, B.F.A.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester * Fall

Desired Effective Year * 2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/Department*	Department of English, Film, Language, and Performing Arts

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ● Program
○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Theatre with Concentrations in Acting and Design/Technology, B.F.A.

Program ID - DO NOT EDIT* 18

Program Code - DO NOT EDIT 18

Program Type*
Bachelor

Degree Type*
Bachelor of Fine Arts

Program Description* The purpose of the Bachelor of Fine Arts in Theatre (Acting) is to prepare the student for the professional life as an actor. Through rigorous training, the BFA in Theatre (Acting) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in the stage and film industries. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values.

Status* ● Active-Visible ○ Inactive-Hidden

Program Location*
Carrollton

Curriculum Information

Prospective Curriculum *

BFA in Theatre with a Concentration in Acting

Acting Concentration: The purpose of the Bachelor of Fine Arts in Theatre (Acting) is to prepare the student for the professional life as an actor. Through rigorous training, the BFA in Theatre (Acting) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in the stage and film industries. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values. Program Learning Outcomes: Students will develop, through improvisation, various acting techniques, and body and voice development, believable, truthful, and committed characters. Students will understand and demonstrate the specific demands of acting styles for major periods and genres of dramatic literature. Students will understand and develop the specific skills needed for collaboration with other actors, the director, stage managers, and designers. Students will demonstrate their ability to learn and perform dialects and heightened language speech in a clear, articulate and expressive manner. Students will develop strong, flexible, and controlled body and vocal instruments that will allow actors to use both instruments effectively in characterizations, and have the ability to project these characterizations in varying performance spaces. Students will develop and administer makeup techniques for a wide range of characters. Students will understand the basic business procedures of the actor's profession.

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

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

THEA 1100 Theatre Appreciation
THEA 2290 Stage and Film Craft I
THEA 2100 Play Analysis
THEA 2291 Developing A Character
THEA 2310 Stage Makeup
THEA 1111 Performance and Production
THEA 1112 Performance and Production
THEA 2111 Performance and Production

Courses Specific to the Major: 54 Hours

THEA 1000 Theatre Laboratory

THEA 1291 Voice and Movement I

THEA 1292 Voice and Movement II

THEA 2112 Performance and Production

THEA 2292 Contemporary Scene Study

[After]

[After] Choose one:

THEA 2380 Special Topics in Performance

THEA 2391 Fundamentals of Ballet

THEA 2393 Beginning Jazz

THEA 2395 Musical Theatre Dance

[After]

THEA 2491 Acting for the Camera

THEA 2900 Sophomore Assessment

[Right] *

THEA 3357 Theatre History I

THEA 3391 Acting Shakespeare

THEA 3392 Period Scene Study

THEA 3394 Directing

THEA 3415 Playwriting I: Devised Theatre

THEA 3491 Advanced Acting for the Camera

THEA 4111 Production and Performance Capstone

THEA 4291 Advanced Voice

THEA 4412 The Business of Acting

THEA 4415 Playwriting II

THEA 4457 Theatre History II

[After]

[After] Choose one:

THEA 4485 Special Topics in Theatre

THEA 4486 Internship

Free Electives: 6 Hours

Total: 120 Hours

Major Requirements The student must participate in a Senior Showcase and an exit interview which includes a performance audition and website presentation. All theatre majors are required to follow the guidelines of the Theatre Program Policy Handbook as published annually by the Theatre Program. *Please note: For THEA 2900: Students will take this course twice once they have completed 30 credit hours of course work with an overall GPA of 2.5, and an average GPA of 3.0 on their major courses. The first semester of this course will be a preparation for their auditions/juries, which will take place in the second semester.

BFA in Theatre with a Concentration in Design/Technology

Design/Technology Concentration: The purpose of the Bachelor of Fine Arts in Theatre (Design & Technology) is to prepare the student for the professional life as a designer in a way that allows the student to understand the connection between the various areas of design and technical theatre, and the link between theatre and film. Through rigorous training, the BFA in Theatre (Design & Technology) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in theatre. Because Georgia has become a major hub for film, the BFA with the Design and Technology concentration will also introduce design students to the film industry by touching on design for that industry. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values. Program Learning Outcomes: Students will develop the ability to understand and articulate basic elements and principles of design theory. Students will develop their understanding of the aesthetic use of color. Students will develop the ability to communicate design ideas and realities to other personnel involved in the production, including directors, other designers, stage managers, and actors. Students will develop the ability to produce and communicate design ideas with freehand drawings. Students will develop a fundamental knowledge of the total design process, including the progression of raw materials through multiple design "shops" and the roles that various craftspeople play in the creation of a finished product. Students will gain knowledge of federal, state, and local health and safety codes, best practices, and industry standards as they relate to theatrical venues and production elements. Students will compose materials appropriate for the preparation and presentation of a professional portfolio of design and technology-related work that demonstrate one's abilities, strengths, processes, and experiences.

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

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

THEA 1100 Theatre Appreciation
THEA 2290 Stage and Film Craft I
THEA 2100 Play Analysis
THEA 2291 Developing A Character
THEA 2310 Stage Makeup
THEA 1111 Performance and Production

THEA 1112 Performance and Production
THEA 2111 Performance and Production

Courses Specific to the Major: 57 Hours

THEA 1000 Theatre Laboratory
THEA 2112 Performance and Production
THEA 2214 Concepts in Theatre and Film Design
THEA 2215 Introduction to Lighting, Sound and Media Technology
THEA 2224 Drafting and Computer Aided Design
THEA 2315 Rendering Styles
THEA 2325 Costume Technology
THEA 2550 Stage Management
THEA 2900 Sophomore Assessment
**[Right] *
THEA 3212 Period Styles in Design
THEA 3201 Stage & Film Craft II
[After]
[After] Choose one:
THEA 3415 Playwriting I: Devised Theatre
THEA 4415 Playwriting II
[After]
THEA 3214 Scenic Design
THEA 3215 Lighting Design
THEA 3290 Costume Design
THEA 3394 Directing
THEA 3111 Performance and Production
THEA 3112 Performance and Production
THEA 3357 Theatre History I
THEA 4111 Production and Performance Capstone
THEA 4301 Solutions in Design and Technology
THEA 4457 Theatre History II
[After]
[After] Choose one:
THEA 4485 Special Topics in Theatre
THEA 4486 Internship

Free Elective: 3 Hours

Total: 120 Hours

Major Requirements The student must participate in a Senior Showcase and an exit interview, which includes a portfolio and website presentation. All theatre majors are required to follow the guidelines of the Theatre Program Policy Handbook as published annually by the Theatre Program. *Please note: For THEA 2900: Students will take this course twice once they have completed 30 credit hours of course work with an overall GPA of 2.5, and an average GPA of 3.0 on their major courses. The first semester of this course will be a preparation for their portfolio reviews, which will take place in the second semester.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Justification and Assessment

Rationale* THEA 4293, though helpful to students, is not necessary for the BFA in Theatre with a concentration in Acting. We want our students to have one more free elective so that they can get a better understanding of the areas outside of Theatre to enhance their acting. This should not affect discipline specific accreditation through the National Association of Schools of Theatre. Lastly, with the loss of faculty, we believe it will be difficult to offer this course without overloads. Since students take two lower-level voice and movement courses in the BFA, we believe the loss of the course will have a minimal affect on the students' education.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. No changes to PLOs

SACSCOC Substantive Change

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

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

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] **icon in the Proposal Toolbox to make your decision.**

Academic Year
Program Map
Bachelor of Fine Arts (BFA) in Theatre
Concentration: Acting (updated 8-27-21)

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
XIDS 2100/ ENGL 1101 Block (Areas C1,A)	6	ENGL 1102 (Area A)	3
FL1001 (Area B1)	3	FL1002 (Area C2)	3
THEA 2290: Stage & Film Craft 1 (Area F)	3	MATH 1001 (Area A)	3
THEA 1100: Theatre Appreciation (Area F)	3	THEA 2100 (Area F)	3
THEA 1111: Performance & Production (Area F)	1	THEA 1291: Voice & Movement I	3
THEA 1000: Theatre Laboratory	0	THEA 1112 (Area F)	1
		THEA 1000	0
SEMESTER TOTAL	16	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher. • FL complete	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area B2 Class	2	HIST 1111 or 1112 (E1)	3
Area D1 + Lab	4	Area D class (no lab)	3
THEA 2291: Dev. a Character (Area F)	3	POLS 1101 (E3)	3
THEA 1292: V & M II	3	THEA 2112 (Area F)	1
THEA 2111 (Area F)	1	THEA 2292: Contemporary Sc. Study	3
HIST 2111/2112 (Area E2)	3	Area E4	3
THEA 2900: Sophomore Assessment	0	THEA 2900: Sophomore Assessment	0
SEMESTER TOTAL	16	SEMESTER TOTAL	15
Milestones		**Milestones**	
• 1st semester of THEA 2900; must pass to continue in BFA.		• Must pass THEA 2900 to continue in the BFA.	

YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
Area D Class (no lab)	3		THEA 2491: Acting for the Camera	3	
THEA 2380: Special Topics or THEA 2391: Ballet or THEA 2393: Jazz or THEA 2395: Musical Theatre Dance	2		THEA 3415: Playwriting I	3	
Free Elective	3		THEA 3394: Directing	3	
THEA 3357: Theatre History I	3		THEA 3391: Acting Shakespeare	3	
THEA 2310: Stage Make Up	3		THEA 2112: P & P	1	
			THEA 4457: Theatre History II	3	
SEMESTER TOTAL	14		SEMESTER TOTAL	16	
Milestones			**Milestones**		
• Core Curriculum complete					

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
THEA 3392: Period Scene Study	3		THEA 4111: Senior Capstone	3	
THEA 4291: Adv. Voice	3		Free Elective	3	
THEA 4415: Playwriting II	3		THEA 4485: Special Topics OR THEA 4486: Internship	3	
THEA 3491: Adv. Acting for the Camera	3		THEA 4412: Business of Acting	3	
Free Elective	3				
SEMESTER TOTAL	15		SEMESTER TOTAL	12	
Milestones			**Milestones**		

BFA in Theatre
Acting

Student Learning Outcome	Strategic Plan Connection	Measure/Method
Students will develop, through improvisation, various acting tec	1, 2, 3	Overal 2.7 GPA in first 30 credit hours of course work; 3.0 GPA in all THEA courses in that first 30 credit hours of course work. Two semesters of THEA 2900 and audition before faculty committee to get into BFA.
Students will understand and demonstrate the specific demands	1, 2, 3	Courses: THEA 2491: Acting for the Camera; THEA 3391: Acting Shakespeare; THEA 3392: Period Scene Study; THEA 3491: Adv. Acting for the Camera; THEA 4291:
Students will understand and develop the specific skills needed f	1, 2, 3	Casting in the season of five productions per year; work in all acting and practicum courses
Students will demonstrate their ability to learn and perform dialects and heightened language speech in a clear, articulate and expressive manner.	1, 2, 3	Courses: THEA 1291: Voice and Movement I; THEA 1292: Voice and Movement II; THEA 4291: Advanced Voice

Students will develop strong, flexible, and controlled body and v	1, 2, 3	Courses: THEA 1291: Voice and Movement I; THEA 1292: Voice and Movement II; THEA 3391: Acting Shakespear;THEA 3392: Period Scene Study; THEA 4291: Advanced Voice; one course in dance (selection of Beginning Jazz, Fundamentals of Ballet, or Musical Theatre Dance)
Students will develop and administer makeup techniques for a w	1, 2, 3	Course: THEA 2390: Stage Makeup; application of stage makeup for roles in UWG Theatre Company productions
Students will understand the basic business procedures of the ac	1, 2, 3, 4	Courses: THEA 4412: The Business of Acting; THEA 4111: Production & Performance Capstone

Success Criterion	AY 18	AY 19	AY 20	Interpretation & Use of Results	Improvement Plan
Successful audition for faculty committee to get into the BFA; Casting in at least one principal role per year					
Successful matriculation from courses listed to the left; casting in at least one classical production in					
Casting in at least one principal role and various supporting roles in UWG Theatre Company season; evaluation to measure diligence and professionalism in the rehearsal and performance processes.					
Successful matriculation from courses listed to the left; casting in roles which demand strong vocal technique in UWG Theatre Company productions.					

Successful matriculation from courses listed to the left; casting in productions in UWG Theatre Company seasons (one prinicpal role per year is required)				
Successful faculty evaluation of various assignments in THEA 2390 as well as makeup applications for roles in UWG Theatre Company productions				

Students must successfully matriculate from courses listed to the left; they must participate in

an audition for an established Theatre professional; they must also present a capstone audition

and website.

FORL - 2100 - Language and Identity

2022-2023 Undergraduate New Course Request

Introduction

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

> **Desired Effective Semester*** `Fall`

> **Desired Effective Year*** `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

> **College - School/Department*** `College of Arts, Culture, and Scientific Inquiry`
>
> `Department of English, Film, Language, and Performing Arts`

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

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

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

Course Information

Course Prefix* FORL   **Course Number*** 2100

Course Title* Language and Identity

Long Course Title

Course Type* Foreign Languages

Catalog Course Description* This course takes a global approach to the relationship between language and identity, examining its nature in a wide variety of historical and contemporary contexts. Students will develop an understanding and appreciation for the way language and identity are intertwined, and how this informs the world in which we live. To explore the twin topics of language and identity, we will study a wide variety of societies around the world, examining specific communities in Africa, Asia, Australia, Europe, and North and South America.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation? *	⚪ Yes ⦿ No	**If yes, indicate maximum number of credit hours counted toward graduation.** *	3

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

Prerequisites	none
Concurrent Prerequisites	none
Corequisites	none
Cross-listing	none
Restrictions	
Is this a General Education course? *	⚪ Yes ⦿ No

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

Status *	⦿ Active-Visible ⚪ Inactive-Hidden

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

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

Justification and Assessment

Rationale*	This course expands our FORL offerings in the new option pathway towards the BA. Current options are focused on literary traditions and this course opens up a broader reflection on language as both an expression of culture and component of cultural identity. The course will be an adaptation a course several ILC faculty have taught under the XIDS 2100 prefix.

Student Learning Outcomes - Please provide these in a numbered list format. *	Students will 1. Identify and evaluate the role of language in individual and group identity formation 2. Identify and evaluate the historical, social, and cultural trends that influence language

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

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

1.) Syllabus

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

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment*	30

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

Fee Justification	

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.

FORL 2100 – Language and Identity – Sample syllabus (can be adapted to fit different modalities, instructor interests, and term lengths)

Primary Texts (posted to CourseDen):

> Joseph, John E. *Language and Identity: National, Ethnic, Religious*
> Janson, Tore. *The History of Languages: An Introduction*
> Additional required materials will be accessible through CourseDen

Course Objectives, Goals, and Expectations:

> This course takes a global approach to the relationship between language and identity, examining its nature in a wide variety of historical and contemporary contexts. Students will develop an understanding and appreciation for the way language and identity are intertwined, and how this informs the world in which we live. To explore the twin topics of language and identity, we will study a wide variety of societies around the world, examining specific communities in Africa, Asia, Australia, Europe, and North and South America. Students will synthesize material from lectures, class discussions, readings, and their own field work, which will inform a case study and a research paper on a culture other than their own.

Course objectives

Upon successfully completing this course, students will be able to:

1. identify and evaluate the role of language in individual and group identity formation

2. identify and evaluate the historical, social, and cultural trends that influence language

Grade Breakdown

Discussion Entries 15%
Reflection Papers (2) 15%
Study Questions 15%
Case-studies 15%
Comprehension Quizzes (3) 15%
Research Paper 15%
Final Examination 10%

Types of Assignments:

Reflection Papers: These typed summaries relate readings, lectures, and discussions to your own experience or that of people you know. This is an opportunity to demonstrate what you are learning, but the format should conform to good practices of expository prose, including: introduction and thesis statement, balance between quoted/cited sources and your own opinion, and a conclusion. Spelling, grammar, and paragraph structure are important elements in effective writing.

Case Study: Find someone at the university or in your surrounding community who can deepen your insight into the language situation of a culture with which you are unfamiliar. Determine what it is you want to learn from this person. Prepare a list of 10 questions you wish to ask your informant and show the questions to the instructor for approval. Tape an interview and transcribe it, adding at the end of the transcript your reaction to it and your assessment of what you learned from it. This is due at the halfway point of class.

Comprehension Quizzes: These test materials taken from lectures, class discussions, and readings, and will be given at regular intervals.

Discussion posts: This is where we come together as a class to learn from each other through an exchange of ideas. Posts give you the chance to develop your "public voice" through a clear presentation of your ideas based on evaluation of course materials or experiences. The most successful posts express your good ideas and how they change or take form through a careful consideration of other ideas (eg course materials, other students' interpretations). They can be the lifeblood of the course, so think of them as a way to convey your interests, excitements, confusions, and developing thought processes. Also, please remember that late submissions will not be graded because your timely contributions to the class are what helps create a vibrant learning environment.

Study questions: These questions guide you through the readings. They allow you to create the foundation for understanding the material. They can also serve as steppingstones for a future project, or for a way of measuring what you understand and what you need to revisit. Finally, they can be a reference point as you develop your ideas for the final paper.

Research Paper: This is a more expansive exploration of a society, past or present, about which you would like to learn more in relation to the topics of the class. Students may choose the same society as that treated in the case study, but are not required to do so. Students must consult at least 12 outside sources—print, video, audio, Web—and turn in a bibliography with sources to the instructor at the half-way point of the semester. The research paper is due at the end of the semester.

Final Examination: Comprehensive, reflective/essay format, tying together main themes of class.

Sample course calendar – for a summer session 3 course

June 1
Begin Introduction post.
Suggestion: begin "Benefits of Bilingualism" module

June 2
"Introduction" post due
"Benefits of bilingualism" module due

June 3
Suggestion: Read Joseph "Introduction" and chap 1 Janson to meet the June 7 deadline for the "Language, Identity, and History" module.

June 4
Reflection paper # 1 due

June 7
All materials in the "Language, Identity and History" Module 2 due QUIZ

June 8
Suggestion: Read Edwards "Identity, the individual and the group"
listen to the lecture
complete Study Questions

June 9
Module 3 due :All materials in the "Group and individual identities" due

June 10
Suggestion: Watch Broditsky's TED Talk
post about the TED Talk
read "Through the Language Glass— Color and Culture"

June 11 All materials in the "Language and Culture" module 4 due

June 14 Suggestion: Read excerpt from "Through the Language Glass" and "Language, Gender, and Identity" QUIZ

June 15
Suggestion: Read article "Why the French Language Need Not Be So Sexist"; complete Study Questions

June 16
All materials in the "Language and Gender" module 5 due Suggestion: Begin working on Reflection paper #2

June 17
All material in the "Language and Politics" module due

June 18
Reflection paper # 2 due
Suggestion: Read Janson chap 9, listen to lecture, complete Study Questions (these study questions are due today!)

June 21
Suggestion: Read chap 10 in Janson and listen to corresponding lecture; complete Study Questions Begin your research proposal (due June 23 by 5 pm) Hint: Turn this in today for earlier feedback and an earlier start on your research paper!

June 22
Suggestion: Read Janson chap 11, listen to lecture, complete study questions (chaps 10-11 study questions for Janson are due today).

June 23
Suggestion: read Janson chap 12, read article "Behemoth, Bully, Thief", listen to lecture, complete Study Questions

QUIZ Research proposal and bibliography due
NOTE: This assignment has a different time it needs to be turn in by: 5pm This will allow me to give you feedback by Thursday, June 24.

June 24
Use this day to work on your paper and to prepare for your final exam.

June 25
final paper
final exam
Have a great summer!

Late work policy: There is a 24 hours "grace period" during which you must contact me to explain why an assignment might be late to avoid the late work penalty. Based on that conversation and the reasons for a possible late submission, I will be happy to work with you to establish an alternative due date. Please note that not all reasons will be reason for an extension but that illness and family emergencies are certainly good cause for reaching out! This flexibility can only happen with a respectful conversation initiated by you within the grace period and does not apply to the Discussion posts. I understand that life happens but am also equally committed to ensuring equitable working and evaluation conditions for all students in the class.

Late work policy: 10% will be lost per day including weekends.

Common language for UWG syllabi available at this link:

https://www.westga.edu/administration/provost/common-language-course-syllabi.php

Mathematics, UTEACH Secondary Education Track, B.S.

2022-2023 Undergraduate Delete Program Request

General Information

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

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

Desired Effective Semester - Please update* `Fall`	**Desired Effective Year - Please update*** `2022`

What would you like to do?* ◉ Deactivate Existing Program
◯ Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department * Department of Computing and Mathematics

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

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

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

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 <u>imported</u> **information below.**

Program Name* Mathematics, UTEACH Secondary Education Track, B.S.

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Location* Carrollton

Program Description* All students enrolled in the B.S. degree in mathematics must complete the following courses:

Status* ● Active-Visible ○ Inactive-Hidden

Requirement

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

Core Curriculum (including MATH 1113 in Core Area A and MATH 1634 Core Area D)

Core Area F: 18 Hours

MATH 1113 Precalculus
MATH 1634 Calculus I
MATH 2009 Sophomore Seminar
MATH 2644 Calculus II
MATH 2654 Calculus III
MATH 2853 Elementary Linear Algebra
CS 1300 Introduction to Computer Science

Major Requirements: 40 Hours

MATH 3003 Transition to Advanced Mathematics
MATH 3243 Advanced Calculus
MATH 4983 Senior Project

UTEACH Secondary Education Track

Major Requirements

MATH 3303 Ordinary Differential Equations
MATH 4043 Number Theory
MATH 4203 Mathematical Probability
MATH 4233 College Geometry
MATH 4413 Abstract Algebra I

MATH 4413 Abstract Algebra I

MATH 4513 Linear Algebra I

[After]

MATH Elective 3 One course at the 4000 level (excluding service courses for elementary education)

Total Major Requirements: 28 Hours

Certification Requirements

UTCH 2001 Inquiry Approaches to Teaching

UTCH 2002 Inquiry Based Lesson Design

UTCH 3001 Knowing and Learning in Mathematics and Science Education

UTCH 3002 Classroom Interactions

UTCH 3003 Project Based Instruction

UTCH 3004 Inclusive Secondary Mathematics and Science Classrooms

MATH 3805 Functions & Modeling

STEM 3815 Perspectives on Science and Mathematics

MATH 3825 Research Methods

UTCH 4000 Apprentice Teaching

Total Certification Requirements: 32 Hours

Total: 120 Hours

Justification and Assessment

Rationale* COE will no longer support UTeach program.

SACSCOC Substantive Change

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

Send questions to rakins@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.

Teach Out Plan* ☑ I have attached the Teach Out Plan

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

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

Administrative Use Only - DO NOT EDIT

Program ID

Mathematics, UTEACH Secondary Education Track, B.S.

Teach out Plan

Students will no longer be admitted into the program beginning Fall 2021. The mathematics program is currently constructing a Bachelor of Science in Mathematics Education track that will be available to incoming students who wish to focus on Mathematics Education (anticipated Fall 2022). Students were notified of the decision to close the Mathematics, UTEACH Secondary Education Track through advising sessions.

There are currently seven students enrolled in the program with more than 60 credit hours, thus requiring a teach-out. Two students have completed the UTEACH courses. The other student requires five courses) that are no longer offered (UTCH 2002, 3001, 3002, 3003, 4000. These courses can be accommodated via class substitutions or independent studies. All of the required mathematics and associated science classes are still available. However, given the large number of required courses no longer being offered as full classes, the student will also be given the option to transition to a different track that suits their interests and will align with the new program being developed. Any students in the program with under 60 hours will be contacted directly and advised regarding their options regarding an education track within mathematics.

There are no additional charges/expenses to students to complete this teach out plan. In addition, there is no adverse impacts to faculty or staff by the deactivation of this program.

Proposal to create new courses

New Chemistry electives placeholder courses:

CHEM 3100, 3201, 3202, 3203

Purpose

We propose to create CHEM 3xxx elective placeholder courses, varying in the prerequisites, but aiming for the common goal: make connections of chemistry to the world events and current issues, increase to give a broader context in chemistry, and increase scientific literacy. The title and description of course will be specified at time of offering. These courses be repeated under a different topic. The courses are open to all majors.

Table 1. Proposed courses and prerequisites

Course number	Course title (the actual title will be determined for each class)	Prerequisite	examples
CHEM 3100	Current topics in chemistry	No prerequisite	General
CHEM 3201	Special Topics in Chemistry 1	CHEM 1211+L or CHEM 1151+L	Green chemistry, chemical hygiene (safety regulations)
CHEM 3202	Special Topics in Chemistry 2 (energy, environment, materials)	CHEM 1212+L	Sustainable materials
CHEM 3203	Special Topics in Chemistry 3 (health, medicine, bioorganic)	CHEM 2411+L or CHEM 2455+L or CHEM 1152+L	Pharmaceuticals, vaccines,

Rationale

Currently all chemistry electives with variable titles are all at 4xxx level, and require prerequisites of Principles of Chemistry I and II sequence (CHEM1211+CHEM1211L, CHEM1212+CHEM1212L) AND Organic Chemistry I and II sequence (CHEM2411+CHEM2411L, CHEM3422+CHEM 3422L) OR Analytical Chemistry (CHEM 3310K). This is because we designed these electives for chemistry majors. The purpose of these electives are to **deepen and advance** the learnings from previous chemistry subdiscipline courses (e.g. *Advanced* Organic Chemistry to be taken after completing Organic Chemistry sequence, and *Advanced* Topics in Analytical Chemistry after completing Analytical Chemistry).

However, over time, we have developed courses that focus on **making connections** between the chemistry and other disciplines, and/or **learning chemistry in a broader context of the real world issues**. There has been interests for such courses from other majors, but the rigorous prerequisites for the existing 4xxx "Advanced" courses have been the barrier to prevent non-chemistry majors to take them. Once we create the proposed 3xxx level elective "placeholder" courses with fewer prerequisites, we will be able to offer chemistry electives to a wider range of students, including other science majors, and non-science majors. These electives will be suitable for BIS or chemistry minors as well (a separate proposal for Minor requirements is concurrently submitted).

CHEM 3100 will be used as a course that is open to all majors, especially non-science majors with no chemistry prerequisites.

CHEM 32xx will require at least one chemistry prerequisites (and associated math prerequisites). This will mostly target science majors. Chemistry majors in non-ACS tracks can use a CHEM 32XX course as one of the two Chemistry Electives requirement (second one must be CHEM 35XX or CHEM 4XXXX, as before). All chemistry majors can count CHEM 32xx for their general upper-level elective courses.

CHEM - 3100 - Current Topics in Chemistry

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Fall

Desired Effective Year* 2022

Routing Information

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

College - School/ Department* College of Arts, Culture, and Scientific Inquiry

Department of Natural Sciences

| Is this a School of Nursing or School of Communication, Film and Media course?* | ○ Yes ● No | | Is this a College of Education course?* | ○ Yes ● No |

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

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

Course Information

| Course Prefix* | CHEM | | Course Number* | 3100 |

| Course Title* | Current Topics in Chemistry |

| Long Course Title | |

| Course Type* | Chemistry |

| Catalog Course Description* | This course is designed to deepen scientific understanding of a selected topic that is relevant to the current world and events, with an emphasis in the chemistry aspects. This course is designed primarily for non-science majors to expand their scientific literacy by examining the subject from the chemistry perspectives. Fundamental chemistry concepts of chemistry will be introduced to understand the matter and energy aspects of the topic.

The topic and course title are selected by the instructor. Students may repeat the same course as long as the topic is different. This course is open to all majors. Chemistry majors and minors to review fundamental chemical concepts and make connections to the real-world context. |

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 |

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. *	9

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

Prerequisites

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

Justification and Assessment

Rationale * Currently all chemistry electives with variable titles are all at 4xxx level, and require prerequisites of Principles of Chemistry I and II sequence (CHEM1211+CHEM1211L, CHEM1212+CHEM1212L) AND Organic Chemistry I and II sequence (CHEM2411+CHEM2411L, CHEM3422+CHEM 3422L) OR Analytical Chemistry (CHEM 3310K). This is because we designed these electives for chemistry majors. The purpose of these electives are to deepen and advance the learnings from previous chemistry subdiscipline courses (e.g. Advanced Organic Chemistry to be taken after completing Organic Chemistry sequence, and Advanced Topics in Analytical Chemistry after completing Analytical Chemistry).

However, over time, we have developed courses that focus on making connections between the chemistry and other disciplines, and/or learning chemistry in a broader context of the real world issues. There has been interests for such courses from other majors, but the rigorous prerequisites for the existing 4xxx "Advanced" courses have been the barrier to prevent non-chemistry majors to take them. Once we create the proposed 3xxx level elective "placeholder" courses with fewer prerequisites, we will be able to offer chemistry electives to a wider range of students, including other science majors, and non-science majors. These electives will be suitable for BIS or chemistry minors as well (a separate proposal for Minor requirements is concurrently submitted).

CHEM 3100 will be used as a course that is open to all majors, especially non-science majors with no chemistry prerequisites.

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

Upon completing this course, students will be able to:

1. Explain the chemical principles that are introduced in the course
2. Recognize the relevance of chemical principles to current topics and/or world events
3. Apply interdisciplinary points of view to interpret the topics
4. Interpret news and articles applying the chemical principles
5. Differentiate facts and myths about the chosen topic using scientific literacy
6. Critique news and articles based on the chemical principles

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus * ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info * ⦿ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   20

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

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

Fee Justification

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CHEM 3100

Current Topics in Chemistry

Format: 3 lecture hours; 3 credit hours

Instructor: TBD

Title: TBD (variable title)

Class schedule and location (or format): TBD (in-person, online, or hybrid)

Prerequisite: none

Description of the course

This is a variable title course designed to deepen scientific understanding of a selected topic that is relevant to the current world and events, with an emphasis in the chemistry aspects. This course is designed primarily for non-science majors to expand their scientific literacy by examining the subject from the chemistry perspectives. Fundamental chemistry concepts of chemistry will be **introduced** to understand the matter and energy aspects of the topic.

The topic and course title are selected by the instructor. Students may repeat the same course as long as the topic is different. This course is open to all majors. Chemistry majors and minors to review fundamental chemical concepts and make connections to the real-world context.

This course is recommended for students who are in the third year or higher in a four-year program.

Student Learning outcomes

Upon completing this course, students will be able to:

(1) Explain the chemical principles that are introduced in the course
(2) Recognize the relevance of chemical principles to current topics and/or world events
(3) Apply interdisciplinary points of view to interpret the topics
(4) Interpret news and articles applying the chemical principles
(5) Differentiate facts and myths about the chosen topic using scientific literacy
(6) Critique news and articles based on the chemical principles

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

CHEM - 3201A - Special Topics in Chemistry A

2022-2023 Undergraduate New Course Request

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

Desired Effective Semester*	Fall

Desired Effective Year*	2022

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

College - School/ Department*	College of Arts, Culture, and Scientific Inquiry
	Department of Natural Sciences

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

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

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

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

Course Information

Course Prefix* `CHEM`

Course Number* 3201A

Course Title* Special Topics in Chemistry A

Long Course Title

Course Type* `Chemistry`

Catalog Course Description* This is a variable title course designed to deepen the scientific understanding of a selected topic that is relevant to the current world and events, applying the chemistry knowledge learned in one semester of general chemistry. In this course, students apply the fundamental chemical principles such as the elements and compounds, the periodic table, chemical bonding, chemical reactions, and energy associated with chemical and physical changes, to understand the topics.
The topic and course title are selected by the instructor. The CHEM 3201 courses can be taken up to 9 credit hours, with any combinations of 3201A, 3201B and 3201C, as long as the topic is different. This course is open to all majors. Chemistry majors and minors to review fundamental chemical concepts and make connections to the real-world context.
This course is recommended for students who are in the third year or higher in a four-year program.

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

208/625

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.** *	9

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

Prerequisites	C or higher in CHEM 1211 and CHEM1211L or C or higher in CHEM 1151 and CHEM1151L

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 2	**Grading** *	Undergraduate Standard Letter

Justification and Assessment

Rationale*	Currently all chemistry electives with variable titles are all at 4xxx level, and require prerequisites of Principles of Chemistry I and II sequence (CHEM1211+CHEM1211L, CHEM1212+CHEM1212L) AND Organic Chemistry I and II sequence (CHEM2411+CHEM2411L, CHEM3422+CHEM 3422L) OR Analytical Chemistry (CHEM 3310K). This is because we designed these electives for chemistry majors. The purpose of these electives are to deepen and advance the learnings from previous chemistry subdiscipline courses (e.g. Advanced Organic Chemistry to be taken after completing Organic Chemistry sequence, and Advanced Topics in Analytical Chemistry after completing Analytical Chemistry).

However, over time, we have developed courses that focus on making connections between the chemistry and other disciplines, and/or learning chemistry in a broader context of the real world issues. There has been interests for such courses from other majors, but the rigorous prerequisites for the existing 4xxx "Advanced" courses have been the barrier to prevent non-chemistry majors to take them. Once we create the proposed 3xxx level elective "placeholder" courses with fewer prerequisites, we will be able to offer chemistry electives to a wider range of students, including other science majors, and non-science majors. These electives will be suitable for BIS or chemistry minors as well (a separate proposal for Minor requirements is concurrently submitted).

CHEM 3100 will be used as a course that is open to all majors, especially non-science majors with no chemistry prerequisites.
CHEM 3201 will require at least one chemistry prerequisites (and associated math prerequisites). This will mostly target science majors. Chemistry majors in non-ACS tracks can use a CHEM 3201 course (A, B, or C) as one of the two Chemistry Electives requirement. Second Chemistry Elective must be CHEM 35XX or CHEM 4XXXX, as before. All chemistry majors can count CHEM 3201 for their general upper-level elective courses. These are variable title courses, and can be repeated up to 9 credit hours with any combination of A, B, and C.

Student Learning Outcomes - Please provide these in a numbered list format. *	Upon completing this course, students will be able to:

1. Recognize the relevance of chemical principles to current topics and/or world events
2. Interpret news and articles applying the chemical principles
3. Apply interdisciplinary points of view to interpret the topics
4. Differentiate facts and myths about the chosen topic using scientific literacy
5. Critique news and articles based on the chemical principles
6. Propose a solution to unsolved problems raised in the course

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* 20

Will this course have special fees or tuition required?* ☐ Yes

☑ No

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

Fee Justification

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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.**

CHEM 3201A

Special Topics in Chemistry A

Format: 3 lecture hours; 3 credit hours

Instructor: TBD

Title: TBD (variable title)

Class schedule and location (or format): TBD (in-person, online, or hybrid)

Prerequisite: C or higher in CHEM 1211 and CHEM1211L or C or higher in CHEM 1151 and CHEM1151L

Description of the course

This is a variable title course designed to deepen the scientific understanding of a selected topic that is relevant to the current world and events, **applying the chemistry knowledge learned in one semester of general chemistry**. In this course, students **apply** the fundamental chemical principles such as the elements and compounds, the periodic table, chemical bonding, chemical reactions, and energy associated with chemical and physical changes, to understand the topics.

The topic and course title are selected by the instructor. The CHEM 3201 courses can be taken up to 9 credit hours, with any combinations of 3201A, 3201B and 3201C, as long as the topic is different. This course is open to all majors. Chemistry majors and minors to review fundamental chemical concepts and make connections to the real-world context.

This course is recommended for students who are in the third year or higher in a four-year program.

Student Learning outcomes

Upon completing this course, students will be able to:

1. Recognize the relevance of chemical principles to current topics and/or world events
2. Interpret news and articles applying the chemical principles
3. Apply interdisciplinary points of view to interpret the topics
4. Differentiate facts and myths about the chosen topic using scientific literacy
5. Critique news and articles based on the chemical principles
6. Propose a solution to unsolved problems raised in the course

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

CHEM - 3201B - Special Topics in Chemistry B

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*	Fall

Desired Effective Year*	2022

Routing Information

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College - School/ Department*	College of Arts, Culture, and Scientific Inquiry
	Department of Natural Sciences

Is this a School of Nursing or School of Communication, Film and Media course?*	⚪ Yes 🔘 No		Is this a College of Education course?*	⚪ Yes 🔘 No

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

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

Course Information

Course Prefix*	CHEM		Course Number*	3201B

Course Title*	Special Topics in Chemistry B

Long Course Title	Special Topics in Chemistry B (Energy, Environment, Materials)

Course Type*	Chemistry

Catalog Course Description*	This is a variable title course designed to deepen the scientific understanding of a selected topic that is relevant to the current world and events, applying the chemistry knowledge learned in two-semester sequence of the Principles of Chemistry. The topic and course title are selected by the instructor. The CHEM 3201 courses can be taken up to 9 credit hours, with any combinations of 3201A, 3201B and 3201C, as long as the topic is different. This course is open to all majors, and chemistry majors and minors to review fundamental chemical concepts and make connections to the real-world context. This course is recommended for students who are in the third year or higher in the four-year program.

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

214/625

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.＊ 9

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

Prerequisites C or higher in CHEM 1212 and CHEM 1212L

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] [2]

Grading＊ Undergraduate Standard Letter

Justification and Assessment

Rationale* Currently all chemistry electives with variable titles are all at 4xxx level, and require prerequisites of Principles of Chemistry I and II sequence (CHEM1211+CHEM1211L, CHEM1212+CHEM1212L) AND Organic Chemistry I and II sequence (CHEM2411+CHEM2411L, CHEM3422+CHEM 3422L) OR Analytical Chemistry (CHEM 3310K). This is because we designed these electives for chemistry majors. The purpose of these electives are to deepen and advance the learnings from previous chemistry subdiscipline courses (e.g. Advanced Organic Chemistry to be taken after completing Organic Chemistry sequence, and Advanced Topics in Analytical Chemistry after completing Analytical Chemistry).

However, over time, we have developed courses that focus on making connections between the chemistry and other disciplines, and/or learning chemistry in a broader context of the real world issues. There has been interests for such courses from other majors, but the rigorous prerequisites for the existing 4xxx "Advanced" courses have been the barrier to prevent non-chemistry majors to take them. Once we create the proposed 3xxx level elective "placeholder" courses with fewer prerequisites, we will be able to offer chemistry electives to a wider range of students, including other science majors, and non-science majors. These electives will be suitable for BIS or chemistry minors as well (a separate proposal for Minor requirements is concurrently submitted).

CHEM 3100 will be used as a course that is open to all majors, especially non-science majors with no chemistry prerequisites.

CHEM 3201 will require at least one chemistry prerequisites (and associated math prerequisites). This will mostly target science majors. Chemistry majors in non-ACS tracks can use a CHEM 3201 course (A, B, or C) as one of the two Chemistry Electives requirement. Second Chemistry Elective must be CHEM 35XX or CHEM 4XXXX, as before. All chemistry majors can count CHEM 3201 for their general upper-level elective courses. These are variable title courses, and can be repeated up to 9 credit hours with any combination of A, B, and C.

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

Upon completing this course, students will be able to:

1. [Recognize the relevance of chemical principles to current topics and/or world events](#)
2. Interpret news and articles applying the chemical principles
3. Apply interdisciplinary points of view to interpret the topics
4. Differentiate facts and myths about the chosen topic using scientific literacy
5. Critique news and articles based on the chemical principles
6. Propose a solution to unsolved problems raised in the course that reflects the comprehension of matter, energy, and chemical principles behind them.

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*   20

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

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

Fee Justification

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.**

CHEM 3201B

Special Topics in Chemistry B

(Energy, Environment, Materials)

Format: 3 lecture hours; 3 credit hours

Instructor: TBD

Title: TBD (variable title)

Class schedule and location (or format): TBD (in-person, online, or hybrid)

Prerequisite: C or higher in CHEM 1212 and CHEM 1212L

Description of the course

This is a variable title course designed to deepen the scientific understanding of a selected topic that is relevant to the current world and events, **applying the chemistry knowledge learned in two-semester sequence of the Principles of Chemistry**.

The topic and course title are selected by the instructor. The CHEM 3201 courses can be taken up to 9 credit hours, with any combinations of 3201A, 3201B and 3201C, as long as the topic is different. This course is open to all majors. Chemistry majors and minors to review fundamental chemical concepts and make connections to the real-world context.

This course is recommended for students who are in the third year or higher in the four-year program.

Student Learning outcomes

Upon completing this course, students will be able to:

1. Recognize the relevance of chemical principles to current topics and/or world events
2. Interpret news and articles applying the chemical principles
3. Apply interdisciplinary points of view to interpret the topics
4. Differentiate facts and myths about the chosen topic using scientific literacy
5. Critique news and articles based on the chemical principles
6. Propose a solution to unsolved problems raised in the course that reflects the comprehension of matter, energy, and chemical principles behind them.

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

CHEM - 3201C - Special Topics in Chemistry C

2022-2023 Undergraduate New Course Request

Introduction

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Desired Effective Semester* Fall

Desired Effective Year* 2022

Routing Information

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

College - School/ Department* College of Arts, Culture, and Scientific Inquiry

Department of Natural Sciences

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

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

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

Course Information

| Course Prefix* | CHEM | | Course Number* | 3201C |

| Course Title* | Special Topics in Chemistry C |

| Long Course Title | Special Topics in Chemistry C (Health, Medicine, Bioorganic) |

| Course Type* | Chemistry |

| Catalog Course Description* | This is a variable title course designed to deepen the scientific understanding of a selected topic that is relevant to the current world and events, applying the chemistry knowledge with the focus on organic chemistry and biological aspects.

The topic and course title are selected by the instructor. Students may repeat the same course as long as the topic is different. This course is open to all majors. Chemistry majors and minors to review fundamental chemical concepts and make connections to the real-world context.

This course is recommended for students who are in the third year or higher in the four-year program. |

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.* 9

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

Prerequisites C or higher in CHEM 2411 and CHEM 2411L, or C or higher in CHEM 2455 and CHEM 2455L, or C or higher in CHEM 1152 and 1152L

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 2

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* Currently all chemistry electives with variable titles are all at 4xxx level, and require prerequisites of Principles of Chemistry I and II sequence (CHEM1211+CHEM1211L, CHEM1212+CHEM1212L) AND Organic Chemistry I and II sequence (CHEM2411+CHEM2411L, CHEM3422+CHEM 3422L) OR Analytical Chemistry (CHEM 3310K). This is because we designed these electives for chemistry majors. The purpose of these electives are to deepen and advance the learnings from previous chemistry subdiscipline courses (e.g. Advanced Organic Chemistry to be taken after completing Organic Chemistry sequence, and Advanced Topics in Analytical Chemistry after completing Analytical Chemistry).

However, over time, we have developed courses that focus on making connections between the chemistry and other disciplines, and/or learning chemistry in a broader context of the real world issues. There has been interests for such courses from other majors, but the rigorous prerequisites for the existing 4xxx "Advanced" courses have been the barrier to prevent non-chemistry majors to take them. Once we create the proposed 3xxx level elective "placeholder" courses with fewer prerequisites, we will be able to offer chemistry electives to a wider range of students, including other science majors, and non-science majors. These electives will be suitable for BIS or chemistry minors as well (a separate proposal for Minor requirements is concurrently submitted).

CHEM 3100 will be used as a course that is open to all majors, especially non-science majors with no chemistry prerequisites.

CHEM 3201 will require at least one chemistry prerequisites (and associated math prerequisites). This will mostly target science majors. Chemistry majors in non-ACS tracks can use a CHEM 3201 course (A, B, or C) as one of the two Chemistry Electives requirement. Second Chemistry Elective must be CHEM 35XX or CHEM 4XXXX, as before. All chemistry majors can count CHEM 3201 for their general upper-level elective courses. These are variable title courses, and can be repeated up to 9 credit hours with any combination of A, B, and C.

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

Upon completing this course, students will be able to:

1. Recognize the relevance of chemical principles to current topics and/or world events
2. Interpret news and articles applying the chemical principles
3. Apply interdisciplinary points of view to interpret the topics
4. Differentiate facts and myths about the chosen topic using scientific literacy
5. Critique news and articles based on the chemical principles
6. Propose a solution to unsolved problems raised in the course that reflects the comprehension of organic and biological chemistry principles.

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* 20

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

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

Fee Justification

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.

CHEM 3201C

Special Topics in Chemistry C

(Health, Medicine, Bioorganic)

Format: 3 lecture hours; 3 credit hours

Instructor: TBD

Title: TBD (variable title)

Class schedule and location (or format): TBD (in-person, online, or hybrid)

Prerequisite: C or higher in CHEM 2411 and CHEM 2411L, or C or higher in CHEM 2455 and CHEM 2455L, or C or higher in CHEM 1152 and 1152L

Description of the course

This is a variable title course designed to deepen the scientific understanding of a selected topic that is relevant to the current world and events, **applying the chemistry knowledge with the focus on organic chemistry and biological aspects.**

The topic and course title are selected by the instructor. The CHEM 3201 courses can be taken up to 9 credit hours, with any combinations of 3201A, 3201B and 3201C, as long as the topic is different. This course is open to all majors. Chemistry majors and minors to review fundamental chemical concepts and make connections to the real-world context.

This course is recommended for students who are in the third year or higher in the four-year program.

Student Learning outcomes

Upon completing this course, students will be able to:

1. Recognize the relevance of chemical principles to current topics and/or world events
2. Interpret news and articles applying the chemical principles
3. Apply interdisciplinary points of view to interpret the topics
4. Differentiate facts and myths about the chosen topic using scientific literacy
5. Critique news and articles based on the chemical principles
6. Propose a solution to unsolved problems raised in the course that reflects the comprehension of organic and biological chemistry principles.

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

Chemistry, Non-ACS Track Options

Proposal for Curriculum Change

Purpose and Rationale

We propose several changes in the course requitements for the Chemistry, Non-ACS track Options: Professional Preparation Option, General Option, and Business Option.

The most significant change is the redesigning the senior capstone course. Other minor changes are in the chemistry electives, the biochemistry options, and the catalog description.

1. Change in the Capstone Course

Currently, the non-ACS tracks students all take CHEM 4910L Tools and Applications in Chemistry Research and Practice. This is a one semester, 3 credit hours, 6 laboratory contact hours course, taken in the last spring semester. This course was launched in 2010 for non-ACS tracks to provide hands-on laboratory trainings to prepare students for careers in chemistry. Unlike the ACS-track, which requires four semester of faculty directed research and three upper-level laboratory courses, the non-ACS tracks did not have any laboratory trainings beyond the Organic Chemistry II Lab (typically taken in Sophomore Year) and Analytical Chemistry (typically taken in Junior Year). Over the years, we have refined the course, and currently the course consists of the following components:

- Modules to learn modern laboratory techniques and instrumentation ("tools") and written report for each module
- A month-long capstone project "applying" the tools they have learned
- Final written and oral presentations
- Career preparation (resume, local business visits, alumni guest speakers)

While the course brought new benefits to our non-ACS-track students, our reflection as well as student comments in the exit survey describe this as a course with too many busy work (written reports), and not enough time to explore their capstone projects.

Therefore, we propose to replace the CHEM 4910L with the following three courses:

- New course, CHEM 4908L "Tools in Chemistry Research" (Fall, 2 credit hours, 4 laboratory contact hours): this will cover the "tools" component of CHEM4910L.

- New course, CHEM 4909L "Chemistry Senior Capstone Project" (Spring, 1 credit hour, 3 contact hours): this will cover the capstone research project component of CHEM 4910L.

- Existing course, CHEM4084 Senior Seminar (Spring, 1 credit hour, 1 contact hour) to cover the career preparation component of CHEM 4910L. This is currently a capstone seminar course only for ACS-track. To integrate non-ACS students some modification of the course description is necessary (concurrent proposal).

These proposed changes are summarized in Table 1.

Table 1. Change in the Senior Capstone Requirement in Non-ACS-Tracks

Old (current)	Differences	New (proposed)
CHEM 4910L (3)	• Replace CHEM 4910L with the following courses: • The "tools" components are covered in CHEM4908L • The "apps" or Capstone Project component will be covered by a semester-long in CHEM 4909L • The career preparation and other capstone aspects will be covered by CHEM4084	CHEM 4908L (2) new CHEM 4909L (1) new CHEM 4084 (1) existing, to be modified

With this proposal, the non-ACS track students have one additional credit hour in the category of the Major requirement (senior seminar). However, there are substantial benefits in offering CHEM 4084 for ALL Chemistry majors. One is that both ACS-track and non-ACS-track students can share the same guest speakers, field trips to local businesses, and other reflection, integration, and culmination activities that are currently provided only to either group but not both. In addition, we will be able to administer the same Exit Exam that is used for annual program assessments.

2. Change in the CHEM electives requirement

We propose that the newly proposed CHEM 32XX electives count for ONE of the two CHEM electives requirement. The other CHEM elective still must be CHEM 35XX or 4XXX.

Table 2. CHEM electives change

Old CHEM elective requirement	Differences in new track	New CHEM elective requirement
•CHEM electives (3000 or above) 6 ** ** Excluding CHEM 3130, 3140, 4083	The old requirement was practically "pick TWO from 35XX or 4xxx." 31xx courses are excluded because they require no chemistry prerequisites. There are currently no 33XX or 34XX courses. New CHEM 32XX electives (proposed concurrently) require at least one CHEM prerequisites, therefore we allow up to ONE in this category.	•CHEM elective (32xx or above) 3 Credit Hours •CHEM elective (35XX or 4XXX*) 3 or 4 Credit Hours *Excluding CHEM4083

3. Biochemistry option change

We propose to allow CHEM 4712 Physical Biochemistry in the place of CHEM 4711 Biochemistry course in the Major Courses. We already formally allow this for ACS-track students. We have been allowing this to non-ACS students by overriding, but we want to make it official.

Table 3. Biochemistry option

Old track	Differences in new track	New track
•CHEM 4711 -Biochemistry 3 Credit Hours		•CHEM 4711 -Biochemistry 3 Credit Hours **(or)** •CHEM 4712 Physical Biochemistry 3 Credit Hours

4. Catalog description change (Professional Preparation Option only)

In the Professional Preparation Option, the catalog description contains a confusing sentence at the end. We would like to remove the last sentence, "Biochemistry is strongly recommended." The curriculum REQUIRES Biochemistry, not just strongly recommend.

Table 4. Professional Preparation Option, catalog description

Old description	Differences in new track	New track
(Medical, Dental, Dental Hygiene, Veterinary) This degree option is frequently the choice of students interested in professional programs because it allows a wide range of elective courses to fulfill the degree requirements. It is designed specifically for those students planning to attend medical, dental, veterinary, physician's assistant, or other professional programs. The general requirements include 2 years of Chemistry and 1 year each of Biology, Physics, and English, 1 semester Psychology/Sociology. Biochemistry is strongly recommended.	Remove "Biochemistry is strongly recommended."	(Medical, Dental, Dental Hygiene, Veterinary) This degree option is frequently the choice of students interested in professional programs because it allows a wide range of elective courses to fulfill the degree requirements. It is designed specifically for those students planning to attend medical, dental, veterinary, physician's assistant, or other professional programs. The general requirements include 2 years of Chemistry and 1 year each of Biology, Physics, and English, 1 semester Psychology/Sociology.

CHEM - 4908L - Tools in Chemical Research

2022-2023 Undergraduate New Course Request

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Desired Effective Semester*	Fall

Desired Effective Year*	2022

Routing Information

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College - School/ Department*	College of Arts, Culture, and Scientific Inquiry
	Department of Natural Sciences

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

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

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

Course Information

Course Prefix*	CHEM	Course Number*	4908L

Course Title*	Tools in Chemical Research

Long Course Title	

Course Type*	Chemistry

Catalog Course Description*	This is a laboratory-based prerequisite course for the Chemistry Senior Capstone Project. In this course, students build practical skills on operating analytical instrumentations such as GC-MS, FT-IR, NMR, UV-Vis, and HPLC, and on laboratory techniques such as sample preparation and column chromatography. Students will build their writing skills to report and discuss experimental data and draw evidence-based conclusions in laboratory reports. At the end of the course, students write a proposal for their senior capstone project.

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

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

Lec Hrs*	0

Lab Hrs*	4

Credit Hrs*	2

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

○ Yes
● No

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

n/a

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

Prerequisites CHEM 3422 and CHEM 3422L

Concurrent Prerequisites CHEM 3310K (concurrent)

Corequisites

Cross-listing

Restrictions This course is to be taken by non-ACS-track students in the senior year, prior to CHEM4909L Chemistry Senior Capstone Project.

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`

Justification and Assessment

Rationale *	Currently, the non-ACS tracks students all take CHEM 4910L Tools and Applications in Chemistry Research and Practice. This is a one semester, 3 credit hours, 6 laboratory contact hours course, taken in the last spring semester. This course was launched in 2010 for non-ACS tracks to provide hands-on laboratory trainings to prepare students for careers in chemistry. Unlike the ACS-track, which requires four semester of faculty directed research and three upper-level laboratory courses, the non-ACS tracks did not have any laboratory trainings beyond the Organic Chemistry II Lab (typically taken in Sophomore Year) and Analytical Chemistry (typically taken in Junior Year). Over the years, we have refined the course, and currently the course consists of the following components: - Modules to learn modern laboratory techniques and instrumentation ("tools") and written report for each module - A month-long capstone project "applying" the tools they have learned - Final written and oral presentations - Career preparation (resume, local business visits, alumni guest speakers) While the course brought new benefits to our non-ACS-track students, our reflection as well as student comments in the exit survey describe this as a course with too many busy work (written reports), and not enough time to explore their capstone projects. Therefore, we propose to replace the CHEM 4910L with the following three courses: • New course, CHEM 4908L "Tools in Chemistry Research" (Fall, 2 credit hours, 4 laboratory contact hours): this will cover the "tools" component of CHEM4910L. • New course, CHEM 4909L "Chemistry Senior Capstone Project" (Spring, 1 credit hour, 3 contact hours): this will cover the capstone research project component of CHEM 4910L. • Existing course, CHEM4084 Senior Seminar (Spring, 1 credit hour, 1 contact hour) to cover the career preparation component of CHEM 4910L. This is currently a capstone seminar course only for ACS-track. To integrate non-ACS students some modification of the course description is necessary (concurrent proposal).
Student Learning Outcomes - Please provide these in a numbered list format. *	Upon completing this course, students will demonstrate and ability to: 1. use modern instrumentation and technique for chemical analysis and separation 2. conduct prescribed experiments accurately 3. analyze data, interpret results, and draw a meaningful conclusion, while observing responsible and ethical scientific conduct 4. effectively communicate in a written report the outcomes of the prescribed experiments 5. follow safety and chemical hygiene rules 6. employ critical thinking and problem-solving skills 7. apply concepts and principles of chemistry from previous courses 8. propose a research project that utilizes the tools learned in this class, supported by modern library search tools

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*	20

Will this course have special fees or tuition required?*	☑ Yes ☐ No	**If yes, what will the fee be?*** $20

Fee Justification	08Currently, CHEM 4910L (3 credit hours) charge $35 lab fee. We are proposing to split it to CHEM 4911L (2 credit hours, this course) and CHEM 4909L (1 credit hour). We propose to split the lab fee to $20 an $15 between these two courses, respectively.

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.**

CHEM 4908L

Tools in Chemical Research

Format: 4 laboratory hours; 2 credit hours

Instructor: TBD

Class schedule and location: TBD

Class format: In-person only

Prerequisite: CHEM 3422, CHEM 3422L, and CHEM 3310K (concurrent)

Description of the course

      This is a laboratory-based prerequisite course for the Chemistry Senior Capstone Project for non-ACS-track chemistry majors. In this course, students build practical skills on operating analytical instrumentations such as GC-MS, FT-IR, NMR, UV-Vis, and HPLC, and on laboratory techniques such as sample preparation and column chromatography. Students will build their writing skills to report and discuss experimental data and draw evidence-based conclusions in laboratory reports. At the end of the course, students write a proposal for their senior capstone project.

Restrictions

This course is to be taken by non-ACS-track students in the senior year, prior to CHEM4909L Chemistry Senior Capstone Project.

Student Learning outcomes

Upon completing this course, students will demonstrate and ability to:

1. use modern instrumentation and technique for chemical analysis and separation
2. conduct prescribed experiments accurately
3. analyze data, interpret results, and draw a meaningful conclusion, while observing responsible and ethical scientific conduct
4. effectively communicate in a written report the outcomes of the prescribed experiments
5. follow safety and chemical hygiene rules
6. employ critical thinking and problem-solving skills
7. apply concepts and principles of chemistry from previous courses
8. propose a research project that utilizes the tools learned in this class, supported by modern library search tools

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

Proposed Course Fee: $20

Currently, CHEM 4910L (3 credit hours) charge $35 lab fee. We are proposing to replace it with CHEM 4908L (2 credit hours, this course) and CHEM 4909L (1 credit hour). We propose to split the lab fee to $20 an $15 between these two courses, respectively.

CHEM - 4909L - Chemistry Senior Capstone Project

2022-2023 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* Fall

Desired Effective Year* 2022

Routing Information

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College - School/ Department*   College of Arts, Culture, and Scientific Inquiry

Department of Natural Sciences

| Is this a School of Nursing or School of Communication, Film and Media course?* | ○ Yes ● No | | Is this a College of Education course?* | ○ Yes ● No |

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

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

Course Information

Course Prefix* CHEM

Course Number* 4909L

Course Title* Chemistry Senior Capstone Project

Long Course Title Chem Senior Capstone Project

Course Type* Chemistry

Catalog Course Description* This capstone course is designed for non-ACS-track chemistry majors to culminate the previous knowledge and skills from all chemistry courses in a semester-long hands-on research project in chemistry. The project will be based on the research proposal created in the prerequisite "Tools in Chemical Research" course, and takes the format of either (i) a faculty-supervised research project or (ii) a project through internship. Students need to enroll in the Senior Seminar course concurrently in which students present the outcomes of the project.

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

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

Lec Hrs* 0

Lab Hrs* 3

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. *	n/a

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

Prerequisites	CHEM 4908L

Concurrent Prerequisites	

Corequisites	CHEM 4084

Cross-listing	

Restrictions	This course is to be taken in a senior year. Students need to enroll in the Senior Seminar course concurrently in which students present the outcomes of the project.

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

Justification and Assessment

Rationale* 1. Change in the Capstone Course

Currently, the non-ACS tracks students all take CHEM 4910L Tools and Applications in Chemistry Research and Practice. This is a one semester, 3 credit hours, 6 laboratory contact hours course, taken in the last spring semester. This course was launched in 2010 for non-ACS tracks to provide hands-on laboratory trainings to prepare students for careers in chemistry. Unlike the ACS-track, which requires four semester of faculty directed research and three upper-level laboratory courses, the non-ACS tracks did not have any laboratory trainings beyond the Organic Chemistry II Lab (typically taken in Sophomore Year) and Analytical Chemistry (typically taken in Junior Year). Over the years, we have refined the course, and currently the course consists of the following components:
- Modules to learn modern laboratory techniques and instrumentation ("tools") and written report for each module
- A month-long capstone project "applying" the tools they have learned
- Final written and oral presentations
- Career preparation (resume, local business visits, alumni guest speakers)

While the course brought new benefits to our non-ACS-track students, our reflection as well as student comments in the exit survey describe this as a course with too many busy work (written reports), and not enough time to explore their capstone projects. Therefore, we propose to replace the CHEM 4910L with the following three courses:
• New course, CHEM 4908L "Tools in Chemistry Research" (Fall, 2 credit hours, 4 laboratory contact hours): this will cover the "tools" component of CHEM4910L.
• New course, CHEM 4909L "Chemistry Senior Capstone Project" (Spring, 1 credit hour, 3 contact hours): this will cover the capstone research project component of CHEM 4910L.
• Existing course, CHEM4084 Senior Seminar (Spring, 1 credit hour, 1 contact hour) to cover the career preparation component of CHEM 4910L. This is currently a capstone seminar course only for ACS-track. To integrate non-ACS students some modification of the course description is necessary (concurrent proposal).

Student Learning Outcomes - Please provide these in a numbered list format. * Upon completing this course, students will demonstrate and ability to:

1. apply concepts and principles of chemistry from previous courses
2. use modern instrumentation and technique for chemical analysis and separation
3. employ critical thinking and problem-solving skills in carrying out and advancing the project
4. propose an experiment that test the hypothesis in the project, with faculty guidance
5. conduct experiments, analyze data, and interpret results, while observing responsible and ethical scientific conduct
6. employ critical thinking and problem-solving skills in carrying out and advancing the project
7. effectively communicate the outcomes of a scientific project in writing and in an oral presentation, especially the ability to transmit complex technical information in a clear and concise manner
8. follow safety and chemical hygiene rules

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* 20

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

If yes, what will the fee be?* $15

Fee Justification Currently, CHEM 4910L (3 credit hours) charge $35 lab fee. We are proposing to replace it with CHEM 4911L (2 credit hours) and CHEM 4912 (1 credit hour, this course). We propose to split the lab fee to $20 an $15 between these two courses, respectively.

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.

CHEM 4909L

Chemistry Senior Capstone Project

Format: 3 laboratory hours or equivalent; 1 credit hour

Instructor: TBD

Class schedule and location: TBD

Class format: In-person only

Prerequisite: CHEM 4908L

Corequisite: CHEM 4084

Description of the course

This capstone course is designed for non-ACS-track chemistry majors to culminate the previous knowledge and skills from all chemistry courses in a semester-long hands-on research project in chemistry. The project will be based on the research proposal created in the prerequisite "Tools in Chemical Research" course, and takes the format of either (i) a faculty-supervised research project or (ii) a project through internship. Students need to enroll in the Senior Seminar course concurrently in which students present the outcomes of the project.

Student Learning outcomes

Upon completing this course, students will demonstrate and ability to:

1. apply concepts and principles of chemistry from previous courses
2. use modern instrumentation and technique for chemical analysis and separation
3. employ critical thinking and problem-solving skills in carrying out and advancing the project
4. propose an experiment that test the hypothesis in the project, with faculty guidance
5. conduct experiments, analyze data, and interpret results, while observing responsible and ethical scientific conduct
6. employ modern library search tools to locate, retrieve, and evaluate scientific information
7. effectively communicate the outcomes of a scientific project in writing and in an oral presentation, especially the ability to transmit complex technical information in a clear and concise manner
8. follow safety and chemical hygiene rules

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

Proposed Course Fee: $15

Currently, CHEM 4910L (3 credit hours) charge $35 lab fee. We are proposing to replace it with CHEM 4908L (2 credit hours) and CHEM 4909L (1 credit hour, this course). We propose to split the lab fee to $20 an $15 between these two courses, respectively.

Chemistry Minor

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

| School/Department* | College of Arts, Culture, and Scientific Inquiry |
| | Department of Natural Sciences |

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ● Program
○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name*	Chemistry Minor
Program ID - DO NOT EDIT*	18
Program Code - DO NOT EDIT	18
Program Type*	Minor
Degree Type*	Minor
Program Description*	Students with majors in other disciplines may complete a Minor in Chemistry.
Status*	⦿ Active-Visible ◯ Inactive-Hidden
Program Location*	Carrollton

Curriculum Information

Prospective Curriculum*

Requirements

To minor in chemistry, students must take:

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[After] CHEM Electives 3000 or above
[Before]Total: 17 hours

9

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale*	Currently, the minor requirements include "hidden" requirements of the freshman chemistry sequence CHEM 1211 + 1211L and CHEM 1212 + 1212L, which are the prerequisites for CHEM 2411 + CHEM 2411L Organic Chemistry I. Therefore, the total required credit hours is actually 23 hours.
	Typical minor requirements in other programs are one or two lower level course(s) plus upper-level electives to total 15 credit hours.
	To clarify the requirement of CHEM 1211+L and CHEM 1212 + L and to match up the required hours to most other minors, we are eliminating CHEM 2411 + L and CHEM 3310K from the requirements.
	We are also widening the CHEM electives range. Currently, we are not allowing CHEM 3130 Modern Forensic Science and CHEM 3140 Drugs and Drug Abuse, because these courses have no chemistry prerequisites. However, these courses fulfill the purpose of learning and making connections of chemistry in broader contexts, therefore we include these applicable for Minors.
	In a separate and concurrent proposal, we are also proposing a series of new CHEM elective placeholders CHEM3100, 3201A, 3201B, and 3201C, with varying CHEM prerequisites. Any of these can fulfill the new Minor requirement.
	Excluded courses are CHEM 4081 Independent Study, CHEM 4083 Faculty Directed Research, and CHEM 4083 Internship in Chemistry.

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

SACSCOC Substantive Change

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

Send questions to rakins@westga.edu.

Check all that apply to this program*	☑ This change affects 25-49% of the program's curriculum content.
	☐ This change affects 25-49% of the program's length/credit hours.
	☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
	☐ This change affects 50% or more of the program's curriculum content.
	☐ This change affects 50% or more of the program's length/credit hours.
	☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

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

SACSCOC Comments	

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

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

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

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

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Proposal for Chemistry Minor Program Modification

Program Map:

Since this is a Minor Program, the 4-year course plan does not apply. Instead, please see below the Purpose and Rationale, and "old vs new" comparisons.

Purpose and Rationale

We propose to modify the Chemistry Minor requirement to make it more accessible to a wider range of students.

Tables 1 and 2 summarizes the changes we propose.

Table 1. Description Change

Old Description	Differences between Old and New	New Description
The chemistry minor will introduce students to Organic Chemistry and Analytical Chemistry. Students will also complete 7 hours of upper-level chemistry elective. Please check the pre-requisites for all chemistry courses. Students should reach out to the program to discuss pre-requisites and when courses will be offered.	Eliminating the Organic Chemistry and Analytical Chemistry from the requirements CHEM 1211+L and 1212L sequence are listed as required courses clearly.	To minor in chemistry, students must take: • CHEM 1211, 3 Credit Hours • CHEM 1211L, 1 credit hour • CHEM 1212, 3 credit hours • CHEM 1212L, 1 credit hour • 9 credit hours of CHEM electives numbered 3000 or above. Excluding: CHEM 4081, CHEM 4083, CHEM 4086

Table 2. Comparison Chart for Minor Requirements (Old vs New)

Old Minor Requirement	Differences in the new Minor Requirement	New Minor Requirement
• CHEM 2411 and CHEM 2411L – 4 • CHEM 3310K – 4 • CHEM Electives – 7 Not explicitly written: • CHEM1211+1211L - 4 • CHEM 1212 + 1212L -4 (prerequisite for CHEM 2411 and CHEM 3310K)	• Showing the "hidden" requirement of CHEM 1211L and CHEM 1212+L • Removing CHEM 3310K from the Minor requirement • Allowing any CHEM 3xxx courses to count as CHEM electives	• CHEM 1211 and CHEM 1211L – 4 • CHEM 1212 and CHEM 1212L – 4 • CHEM 3000 or above - 9 TOTAL – 17 The following courses are not allowed as CHEM electives: CHEM 4081, 4083, 4086)

Currently, the minor requirements include "hidden" requirements of the freshman chemistry sequence CHEM 1211 + 1211L and CHEM 1212 + 1212L, which are the prerequisites for CHEM 2411 + CHEM 2411L Organic Chemistry I. Therefore, the total required credit hours is actually 23 hours.

Typical minor requirements in other programs are one or two lower level course(s) plus upper-level electives to total 15 credit hours.

To clarify the requirement of CHEM 1211+L and CHEM 1212 + L and to match up the required hours to most other minors, we are eliminating CHEM 2411 + L and CHEM 3310K from the requirements.

We are also widening the CHEM electives range. Currently, we are not allowing CHEM 3130 Modern Forensic Science and CHEM 3140 Drugs and Drug Abuse, because these courses have no chemistry prerequisites. However, these courses fulfill the purpose of learning and making connections of chemistry in broader contexts, therefore we include these applicable for Minors.

In a separate and concurrent proposal, we are also proposing a series of new CHEM elective placeholders CHEM3100, 3201, 3201, and 3203, with varying CHEM prerequisites. Any of these can fulfill the new Minor requirement.

Excluded courses are CHEM 4081 Independent Study, CHEM 4083 Faculty Directed Research, and CHEM 4083 Internship in Chemistry.

Examples of potential interests in the new Minor may include:

- Biology majors who are already required to take CHEM1211+L and CHEM1212+L and CHEM24xx+L as their Supporting Courses, if they are interested in medicinal chemistry, drugs, and/or forensic science.
- Geology majors who are already required to take CHEM1211+L as their Supporting Courses, if they are interested in sustainability-focused chemistry electives.
- Science or Mathematics majors on a teaching track to add Chemistry as another qualified field to teach

Chemistry, Non-ACS Track - Business Option, B.S.

2022-2023 Undergraduate Revise Program Request

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

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

Desired Effective Semester * | Fall

Desired Effective Year * | 2022

Routing Information

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| School/Department* | College of Arts, Culture, and Scientific Inquiry |
| | Department of Natural Sciences |

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program
○ Shared Core

If other, please identify.   250/625

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*	Chemistry, Non-ACS Track - Business Option, B.S.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Science

Program Description*

This degree includes a number of fundamental courses in chemistry and allows for students with interests in additional fields to build a broad based curriculum. Combining this degree with a minor or second major prepares students for a laboratory positions and a variety of career opportunities that include: with business - technical sales; with engineering - chemical industry; with biology or geology - environmental studies or industrial hygiene; with political science followed by law school - patent law; with education - middle school or high school teaching.

Upon completion of the following degree tracks the student will have acquired:

• competence in the basic content of organic, inorganic, physical, analytical chemistry, and biochemistry;
• the ability to carry out experimental protocols and analyze and interpret data;
• the ability to communicate effectively in both oral and written presentations;
• proficiency in the use of appropriate computer applications and information technology as applied to chemistry;
• adequate preparation to compete successfully in a science-related career or entering professional school;
• an understanding of the impact of chemistry in a global/societal context.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

| **Curriculum Information** | 251/625 |

Prospective Curriculum*

Bachelor of Science with a major in Chemistry (Non-ACS Tracks)

This degree includes a number of fundamental courses in chemistry and allows for students with interests in additional fields to build a broad based curriculum. Combining this degree with a minor or second major prepares students for a laboratory positions and a variety of career opportunities that include: with business - technical sales; with engineering - chemical industry; with biology or geology - environmental studies or industrial hygiene; with political science followed by law school - patent law; with education - middle school or high school teaching. Upon completion of the following degree tracks the student will have acquired: competence in the basic content of organic, inorganic, physical, analytical chemistry, and biochemistry; the ability to carry out experimental protocols and analyze and interpret data; the ability to communicate effectively in both oral and written presentations; proficiency in the use of appropriate computer applications and information technology as applied to chemistry; adequate preparation to compete successfully in a science-related career or entering professional school; an understanding of the impact of chemistry in a global/societal context.

Requirement

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

Core Curriculum

Core Area A must include:

MATH 1113 Precalculus
[Right] (or)
MATH 1634 Calculus I
[Right] * (*1 hr moved to Area F)

Core Area C:

foreign language is recommended.

Core Area D must include:

MATH 1634 Calculus I
[Right] * (*1 hr moved to Area F) unless completed in Area A
[After] (and)
PHYS 1111 Introductory Physics I
[Right] (and)
PHYS 1111L Introductory Physics I Laboratory
[After] (or)
PHYS 2211 Principles of Physics I
[Right] (and)
PHYS 2211L Principles of Physics I Laboratory
[After] (and)
PHYS 1112 Introductory Physics II
[Right] (and)
PHYS 1112L Introductory Physics II Laboratory
[After] (or)
PHYS 2212 Principles of Physics II
[Right] (and)
PHYS 2212L Principles of Physics II Laboratory

Core Area F: Courses specific to the major: 17-18 Hours

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Before](and)
MATH 2644 Calculus II
[Right] (or)
MATH 1401 Elementary Statistics
[After] (and)
CHEM 2411 Organic Chemistry I
CHEM 2411L Organic Chemistry I Laboratory
[After] MATH credit from Area A and D 2

Requirements for the Major: 28 Hours

Courses from the Major:

CHEM 2130 Sophomore Chemistry Seminar
CHEM 3422 Organic Chemistry II
CHEM 3422L Organic Chemistry II
Laboratory
CHEM 3310K Analytical Chemistry
[Before](and)
CHEM 3510 Survey of Physical Chemistry
[Right] (or)
CHEM 3521 Quantum Chemistry
[Right] (or)
CHEM 3522 Chemical Thermodynamics
[After] (or)
CHEM 3523 Structure, Bonding and
Reactivity
[After] (and)
CHEM 4610 Inorganic Chemistry
[Before](and)
CHEM 4711 Biochemistry
[Before](or)
CHEM 4712 Physical Biochemistry
[Before](and)
[Before]CHEM 4908L Tools in Chemical Research   2
[Before]CHEM 4909L Chemistry Senior Capstone   1
        Project
CHEM 4084 Senior Seminar
[After] CHEM elective 1 (3200 or above) **   3
[Before]CHEM elective 2 (3500 or above) **   3

Minor: 15-18

Minor in Accounting, Business Management, management Information
Systems, Marketing, or Real Estate. See Course Catalog for specific
requirements.

Electives: 15-18 Hours

Total: 120 Hours

General Restrictions: Students are allowed only one D in the courses used to

satisfy the major. A maximum of 4 hours of research is allowed in the degree program. Must complete 6 hours of 3000/4000 level DSW-courses where at

least one is a chemistry course and the other may be a course that is in the major program. ** The following courses are not allowed as Chemistry electives:

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

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

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information,

etc.) in the curriculum schema click on "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* 1. Change in the Capstone Course

Currently, the non-ACS tracks students all take CHEM 4910L Tools and Applications in Chemistry Research and Practice. This is a one semester, 3 credit hours, 6 laboratory contact hours course, taken in the last spring semester. This course was launched in 2010 for non-ACS tracks to provide hands-on laboratory trainings to prepare students for careers in chemistry. Unlike the ACS-track, which requires four semester of faculty directed research and three upper-level laboratory courses, the non-ACS tracks did not have any laboratory trainings beyond the Organic Chemistry II Lab (typically taken in Sophomore Year) and Analytical Chemistry (typically taken in Junior Year). Over the years, we have refined the course, and currently the course consists of the following components:
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While the course brought new benefits to our non-ACS-track students, our reflection as well as student comments in the exit survey describe this as a course with too many busy work (written reports), and not enough time to explore their capstone projects. Therefore, we propose to replace the CHEM 4910L with the following three courses:
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With this proposal, the non-ACS track students have one additional credit hour in the category of the Major requirement (senior seminar). However, there are substantial benefits in offering CHEM 4084 for ALL Chemistry majors. One is that both ACS-track and non-ACS-track students can share the same guest speakers, field trips to local businesses, and other reflection, integration, and culmination activities that are currently provided only to either group but not both. In addition, we will be able to administer the same Exit Exam that is used for annual program assessments.
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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

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

SACSCOC Comments	

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

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

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

N/A

Non-ACS Business - Precalc				
Year 1				
Term 1		**Term 2**		
Course	Credits	Course		Credits
ENGL 1101: English Composition 1	3	ENGL 1102: English Composition 2		3
MATH 1113: Precalculus	4	MATH 1634: Calculus 1		4
CHEM 1211/CHEM 1211L: Principles of Chemistry 1+ Principles of Chemistry 1 Lab	4	CHEM 1212/CHEM 1212L: Principles of Chemistry 2+ Principles of Chemistry 2 Lab		4
Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences	3	Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences		3
XIDS 2002 First Year Seminar Course (Core B2: Other Institutional options)	2			
Semester Total	**16**	**Semester Total**		**14**
Milestones		**Milestones**		
Complete ENGL 1101, MATH 1113, CHEM 1211/1211L C or better		● Complete ENGL 1102, MATH 1634 C or better ● Complete CHEM 1212/1212L B or better		

Year 2				
Term 1		**Term 2**		
Course	Credits	Course		Credits
CHEM 2411/CHEM 2411L: Organic Chemistry 1+ Organic Chemistry 1 Lab	4	CHEM 3422/CHEM 3422L: Organic Chemistry 2+ Organic Chemistry 2 Lab		4
PHYS1111/1111L OR 2211/2211L: Introductory Physics 1/Lab or Principles of Physics 1/Lab	4	PHYS 1112/1112L OR 2212/2212L: Introductory Physics 2/Lab or Principles of Physics 2/Lab		4
CHEM 2130: Sophomore Chemistry Seminar	1	Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences		3
Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences	3	BUSINESS COURSE		3
MATH 1401: Elementary Statistics	3			
Semester Total	**15**	**Semester Total**		**14**
Milestones		**Milestones**		
● Complete CHEM 2411 and PHYS C or better		● Complete Organic Chemistry I and II, Physics I and II C or better		

Year 3				
Term 1			**Term 2**	
Course	Credits		Course	Credits
CHEM 3310K: Analytical Chemistry	4		CHEM 4711: Biochemistry	3
CORE C1 or C2: Fine Arts or Humanities	3		CORE E1 or E2 or E3: World History or American/Georgia History or American Government	3
CORE B1: Written and Oral Communication	3		ELECTIVE	3
BUSINESS COURSE	3		BUSINESS COURSE	3
ELECTIVE 3XXX/4XXX	3		CHEM 3XXX/4XXX Elective	3
Semester Total	**16**		**Semester Total**	**15**
Milestones			**Milestones**	
● Complete CHEM 3310K C or better				

Year 4				
Term 1			**Term 2**	
Course	Credits		Course	Credits
CHEM 3510: Survey of Physical Chemistry	3		CHEM 4909L: Chemistry Senior Capstone Project	1
CHEM 4610: Inorganic Chemistry	3		CHEM 4084: Senior Seminar	1
CHEM 4908L: Tools for Chemistry Research	2		CORE E1 or E2 or E3: World History or American/Georgia History or American Government	3
CORE E1 or E2 or E3: World History or American/Georgia History or American Government	3		CHEM 3XXX/4XXX Elective	3
BUSINESS COURSE	3		ELECTIVE	3
ELECTIVE	2-3		ELECTIVE	3
Semester Total	**16-17**		**Semester Total**	**14**
Milestones			**Milestones**	

Grand Total	120	
3XXX/4XXX Total	42	
BCE core	8	

Chemistry, Non-ACS Track, all options

Program Outline

This is a general Outline for the Non-ACS tracks: Pre-Professional, General, and Business. The Core and the Chemistry major requirements are the same for these tracks. You will need to discuss additional requirements with your faculty advisor.

Core:

Area	Courses	Credit hours
A	MATH 1113, ENGL 1101 & 1102	9
B	One class from B1 list and One class from B2 list	4-5
C	2 Humanities classes from list (C1 & C2)	6
D	MATH 1634 PHYS 2211+L and PHYS 2212+L or PHYS 1111+L and PHYS 1112+L	11
E	4 Social Sciences (E1, E2, E3, E4)	12
F	CHEM 1211+L, CHEM 1212+L, CHEM 2411+L, MATH 2644 or MATH 1401	18
	TOTAL	60

Chemistry major requirements:

Course Name	Couse Number	Credit Hours
Sophomore seminar	2130	1
Organic II (Organic I is in Core F)	3422+L	4
Analytical Chemistry	3310K	4
Physical Chemistry	3510 or 35XX	3
Inorganic Chemistry	4610	3
Biochemistry **or** Physical Biochemistry	4711 or 4712	3
CHEM Elective 1	32XX or higher	3
CHEM Elective 2	35XX or 4XXX (excluding 4083)	3
Senior Capstone	4908L + 4909L (or 4910L)	3
Senior Seminar	4084	1
	Total	28

- Anywhere you see 32XX above, students can choose from 3201, 3202, and 3203.
- Anywhere you see 35XX above, students can choose from 3521, 3522, and 3523 provided they meet the prerequisites with advisor approval/advice.
- You must have at least 20 credit hours of CHEM 3XXX/4XXX taken at UWG.

Additional Requirements: min. 32 credit hours with 12 hours at a 3XXX/4XXX level

- These requirements will vary depending on your track. Discuss the specific requirements with your academic advisor. You must meet the track requirements listed in the Undergraduate Catalog. Some degree tracks require a minor.
- You must have a minimum of 120 credit hours.
- At least 39 of your credit hours must be completed at a 3XXX or 4XXX level.

Assessment method changes (BS Chemistry Non-ACS tracks)

SLO 1: Students will have competency in the basic content of **organic**, **analytical**, **physical** and **inorganic** chemistry

Old Measure/Method	Old Criterion	New Method	New Criterion
(i) Quality of abstract and introduction for a capstone research project paper based on a multi-part rubric.	(i) 75% score ≥4 out of 5 on **Abstract** and **Introduction**.	ACS standardized Exit Exam (60 multiple choice questions) will be used. Questions will be assigned into organic, analytical, physical, and inorganic areas, and analyzed separately.	In each area, the success criterion is that 50% of the students score at least national average (question by question national statistics is available from ACS).
(ii) Confidence level scores in four core lecture courses (Organic, Analytical, Physical, and Inorganic Chemistry), self-reported on an exit survey	(ii) 100% score ≥4 out of 5 on exit survey on students' self-reported confidence level in Organic, Analytical, Physical, and Inorganic Chemistry courses	(no change)	(no change)

Rationale for the change:

The standardized exam and the subfield-specific questions will be the more direct method to assess the students' comprehension of the contents than the capstone research paper.

SLO 2: Students will have the competency to carry out experimental protocols, and analyze, interpret data/results and draw conclusions

Old Measure/Method	Old Criterion	New Method	New Criterion
(i) Quality of the Methods, Discussion, and Style for a capstone research project paper, based on a multi-part rubric	(i) 75% score ≥4 out of 5 on Methods and Discussion.	Instructor(s) of new CHEM 4911L will evaluate the in-lab performance in the last module of the semester, in which multiple techniques and instrumentation are involved. The report for this module will be used to assess their competency to interpret data/results and draw conclusion.	75% score ≥4 out of 5 in the in-lab performance evaluation, and 75% score ≥4 out of 5 in the report.
(ii) Confidence level scores in upper division laboratory courses (Analytical Chemistry, Physical Chemistry Lab, Advanced Synthesis Lab, Instrumental Analysis, Tools and Applications in Chemistry Research and Practice) on an Exit Survey.	(ii) 100% score ≥4 out of 5 on exit survey on students' "overall experience" score in upper division laboratory courses.	(no change)	(no change)

Rationale for the change:

In-lab performance evaluation and will be the more direct measure of the laboratory competency than the capstone research project paper. The report for the final module in CHEM4911L will be the more direct measure of the analysis/interpretation of data/results.

SLO 3: Students will have the competency to design and carry out authentic experimental protocol for scientific investigations in a capstone course.

Old Measure/Method	Old Criterion	New Method	New Criterion
(i) A multi-part rubric to differentiate students' ability to complete literature search, develop a research question, design experimental protocol, gather and analyze data and communicate findings for a capstone research project and paper. This is measured by the overall grade of the capstone project paper, including Abstract, Introduction, Methods, Discussion, Reference citations, Formatting, and Styles.	(i) 75% score ≥4 out of 5 on the overall grade of the capstone project paper.	(i) Grade of the senior capstone project proposal that is written at the end of CHEM4911L (ii) Mid-semester oral presentation of the project progress in CHEM 4912L (iii) The "experimental protocol" portion of the final project presentation in CHEM 4984 will be graded out of 5 and used for this assessment. The grade will be based on the choice of method to answer research questions, the quality of the data, interpretation of the data, and the decisions made to further the research project.	(i) 90% scores 80% or higher in the Proposal and obtain an approval from the CHEM4912L instructor(s) (ii) 90% scores "satisfactory" evaluation (iii) 75% score ≥4 out of 5 on Experimental Protocol
(ii) Confidence level scores in the Senior Capstone Research on an Exit Survey. (Senior Capstone courses are Senior Seminar for ACS-track, and Tools and Applications in Chemistry Research and Practice for Non-ACS-track.)	(ii) 100% score ≥4 out of 5 on exit survey on students' "overall experience" level in Senior Capstone course	(no change)	(no change)

Rationale for the change:

Grade for the project proposal is a direct measure for the design part. The mid-semester oral presentation will have a good reflection of students' competency to carry out the project. The final presentation should present the experimental protocols, interpretations, and logical explanation of the course of the project, and suited as a measurement of the students' ability to carry out investigations.

Chemistry, Non-ACS Track - General Option, B.S.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester * | Fall

Desired Effective Year * | 2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

| School/Department* | College of Arts, Culture, and Scientific Inquiry |
| | Department of Natural Sciences |

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* 🔘 Program
⚪ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name*   Chemistry, Non-ACS Track - General Option, B.S.

Program ID - DO NOT EDIT*   18

Program Code - DO NOT EDIT   18

Program Type*   Bachelor

Degree Type*   Bachelor of Science

Program Description*   This degree includes a number of fundamental courses in chemistry and allows for students with interests in additional
fields to build a broad based curriculum. Combining this degree with a minor or second major prepares students for a
laboratory positions and a variety of career opportunities that include: with business - technical sales; with engineering
- chemical industry; with biology or geology - environmental studies or industrial hygiene; with political science
followed by law school - patent law; with education - middle school or high school teaching.

Status*   ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location*   Carrollton

Curriculum Information

Prospective Curriculum*

Bachelor of Science with a major in Chemistry (Non-ACS Tracks)

This degree includes a number of fundamental courses in chemistry and allows for students with interests in additional fields to build a broad based curriculum. Combining this degree with a minor or second major prepares students for a laboratory positions and a variety of career opportunities that include: with business - technical sales; with engineering - chemical industry; with biology or geology - environmental studies or industrial hygiene; with political science followed by law school - patent law; with education - middle school or high school teaching. Upon completion of the following degree tracks the student will have acquired: competence in the basic content of organic, inorganic, physical, analytical chemistry, and biochemistry; the ability to carry out experimental protocols and analyze and interpret data; the ability to communicate effectively in both oral and written presentations; proficiency in the use of appropriate computer applications and information technology as applied to chemistry; adequate preparation to compete successfully in a science-related career or entering professional school; an understanding of the impact of chemistry in a global/societal context.

Requirement

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

Core Curriculum

Core Area A must include:

MATH 1113 Precalculus
[Right] (or)
MATH 1634 Calculus I
[Right] * (*1 hr moved to Area F)

Core Area C:

foreign language is recommended.

Core Area D must include:

MATH 1634 Calculus I

[Right] * (*1 hr moved to Area F) unless completed in Area A

[After] (and)

PHYS 1111 Introductory Physics I

[Right] (and)

PHYS 1111L Introductory Physics I Laboratory

[After] (or)

PHYS 2211 Principles of Physics I

[Right] (and)

PHYS 2211L Principles of Physics I Laboratory

[After] (and)

PHYS 1112 Introductory Physics II

[Right] (and)

PHYS 1112L Introductory Physics II Laboratory

[After] (or)

PHYS 2212 Principles of Physics II

[Right] (and)

PHYS 2212L Principles of Physics II Laboratory

Core Area F: Courses specific to the major: 17-18 Hours

CHEM 1211 Principles of Chemistry I

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212 Principles of Chemistry II

CHEM 1212L Principles of Chemistry II Lab

[After] (and)

MATH 2644 Calculus II

[Right] (or)

MATH 1401 Elementary Statistics

[After] (and)

CHEM 2411 Organic Chemistry I

CHEM 2411L Organic Chemistry I Laboratory

[After] MATH credit from Area A and D 2

Requirements for the Major: 28 Hours

Courses from the major:

CHEM 2130 Sophomore Chemistry Seminar
CHEM 3422 Organic Chemistry II
CHEM 3422L Organic Chemistry II
Laboratory
CHEM 3310K Analytical Chemistry
[Before](and)
CHEM 3510 Survey of Physical Chemistry
[Right] (or)
CHEM 3521 Quantum Chemistry
[Right] (or)
CHEM 3522 Chemical Thermodynamics
[After] (or)
CHEM 3523 Structure, Bonding and
Reactivity
[After] (and)
CHEM 4610 Inorganic Chemistry
CHEM 4711 Biochemistry
[Right] (or)
CHEM 4712 Physical Biochemistry
[Before](and)
[Before]CHEM 4908L Tools in Chemical Research   2
[Before](and)
[Before]CHEM 4909L Chemistry Senior Capstone   1
        Project
[Before]CHEM elective 1 (3200 or above) **   3
[Before]CHEM elective 2 (3500 or above) 3 **
[Before]** excluding CHEM 4083

Supporting Courses and/or Minor Discipline Courses: 32 Hours

(Refer to Course Catalog) 32 hrs with minimum of 12 hrs 3000 or above

Total: 120 Hours

General Restrictions: Students are allowed only one D in the courses used to satisfy the major. A maximum of 4 hours of research is allowed in the degree program. Must complete 6 hours of 3000/4000 level DSW-courses where at least one is a chemistry course. **The following courses are not allowed as Chemistry electives: CHEM 3130, CHEM 3140, CHEM 4083

PROGRAM CURRICULUM

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	☐ This change affects 50% or more of the program's curriculum content.
	☐ This change affects 50% or more of the program's length/credit hours.
	☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

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

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

Non-ACS General - Precalc

Year 1

Term 1		Term 2	
Course	Credits	Course	Credits
ENGL 1101: English Composition 1	3	ENGL 1102: English Composition 2	3
MATH 1113: Precalculus	4	MATH 1634: Calculus 1	4
CHEM 1211/CHEM 1211L: Principles of Chemistry 1+ Principles of Chemistry 1 Lab	4	CHEM 1212/CHEM 1212L: Principles of Chemistry 2+ Principles of Chemistry 2 Lab	4
Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences	3	Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences	3
XIDS 2002 First Year Seminar Course (Core B2: Other Institutional options)	2		
Semester Total	**16**	**Semester Total**	**14**
Milestones		**Milestones**	
Complete ENGL 1101, MATH 1113, CHEM 1211/1211L C or better		● Complete ENGL 1102, MATH 1634 C or better ● Complete CHEM 1212/1212L B or better	

Year 2

Term 1		Term 2	
Course	Credits	Course	Credits
CHEM 2411/CHEM 2411L: Organic Chemistry 1+ Organic Chemistry 1 Lab	4	CHEM 3422/CHEM 3422L: Organic Chemistry 2+ Organic Chemistry 2 Lab	4
PHYS1111/1111L OR 2211/2211L: Introductory Physics 1/Lab or Principles of Physics 1/Lab	4	PHYS 1112/1112L OR 2212/2212L: Introductory Physics 2/Lab or Principles of Physics 2/Lab	4
CHEM 2130: Sophomore Chemistry Seminar	1	Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences	3
Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences	3	Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences	3
MATH 1401: Elementary Statistics	3		
Semester Total	**15**	**Semester Total**	**14**
Milestones		**Milestones**	
● Complete CHEM 2411 and PHYS C or better		● Complete Organic Chemistry I and II, Physics I and II C or better	

Year 3			
Term 1		Term 2	
Course	Credits	Course	Credits
CHEM 3310K: Analytical Chemistry	4	CHEM 4711: Biochemistry	3
Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences	3	Area B1, Area C or Area E: Written and Oral Communications; Humanities; Fine Arts; Social Sciences	3
ELECTIVE	3	ELECTIVE	3
ELECTIVE	3	ELECTIVE 3XXX/4XXX	3
ELECTIVE 3XXX/4XXX	3	CHEM 3XXX/4XXX Elective	3
Semester Total	**16**	**Semester Total**	**15**
Milestones		**Milestones**	
● Complete CHEM 3310K C or better			

Year 4			
Term 1		Term 2	
Course	Credits	Course	Credits
CHEM 3510: Survey of Physical Chemistry	3	CHEM 4909L: Chemistry Senior Capstone Project	1
CHEM 4610: Inorganic Chemistry	3	CHEM 4084: Senior Seminar	1
CHEM 4908L: Tools for Chemistry Research	2	ELECTIVE	3
CHEM 3XXX/4XXX Elective	3	ELECTIVE	3
ELECTIVE 3XXX/4XXX	3	ELECTIVE 3XXX/4XXX	3
ELECTIVE	2-3	ELECTIVE 3XXX/4XXX	3
Semester Total	**16-17**	**Semester Total**	**14**
Milestones		**Milestones**	

Grand Total	120-121		
3XXX/4XXX Total	42		
BCE core	8		

Chemistry, Non-ACS Track, all options

Program Outline

This is a general Outline for the Non-ACS tracks: Pre-Professional, General, and Business. The Core and the Chemistry major requirements are the same for these tracks. You will need to discuss additional requirements with your faculty advisor.

Core:

Area	Courses	Credit hours
A	MATH 1113, ENGL 1101 & 1102	9
B	One class from B1 list and One class from B2 list	4-5
C	2 Humanities classes from list (C1 & C2)	6
D	MATH 1634 PHYS 2211+L and PHYS 2212+L or PHYS 1111+L and PHYS 1112+L	11
E	4 Social Sciences (E1, E2, E3, E4)	12
F	CHEM 1211+L, CHEM 1212+L, CHEM 2411+L, MATH 2644 or MATH 1401	18
	TOTAL	60

Chemistry major requirements:

Course Name	Couse Number	Credit Hours
Sophomore seminar	2130	1
Organic II (Organic I is in Core F)	3422+L	4
Analytical Chemistry	3310K	4
Physical Chemistry	3510 or 35XX	3
Inorganic Chemistry	4610	3
Biochemistry **or** Physical Biochemistry	4711 or 4712	3
CHEM Elective 1	32XX or higher	3
CHEM Elective 2	35XX or 4XXX (excluding 4083)	3
Senior Capstone	4908L + 4909L (or 4910L)	3
Senior Seminar	4084	1
	Total	28

- Anywhere you see 32XX above, students can choose from 3201, 3202, and 3203.
- Anywhere you see 35XX above, students can choose from 3521, 3522, and 3523 provided they meet the prerequisites with advisor approval/advice.
- You must have at least 20 credit hours of CHEM 3XXX/4XXX taken at UWG.

Additional Requirements: min. 32 credit hours with 12 hours at a 3XXX/4XXX level

- These requirements will vary depending on your track. Discuss the specific requirements with your academic advisor. You must meet the track requirements listed in the Undergraduate Catalog. Some degree tracks require a minor.
- You must have a minimum of 120 credit hours.
- At least 39 of your credit hours must be completed at a 3XXX or 4XXX level.

Chemistry, Non-ACS Track Options

Proposal for Curriculum Change

Purpose and Rationale

We propose several changes in the course requirements for the Chemistry, Non-ACS track Options: Professional Preparation Option, General Option, and Business Option.

The most significant change is the redesigning the senior capstone course. Other minor changes are in the chemistry electives, the biochemistry options, and the catalog description.

1. Change in the Capstone Course

Currently, the non-ACS tracks students all take CHEM 4910L Tools and Applications in Chemistry Research and Practice. This is a one semester, 3 credit hours, 6 laboratory contact hours course, taken in the last spring semester. This course was launched in 2010 for non-ACS tracks to provide hands-on laboratory trainings to prepare students for careers in chemistry. Unlike the ACS-track, which requires four semester of faculty directed research and three upper-level laboratory courses, the non-ACS tracks did not have any laboratory trainings beyond the Organic Chemistry II Lab (typically taken in Sophomore Year) and Analytical Chemistry (typically taken in Junior Year). Over the years, we have refined the course, and currently the course consists of the following components:

- Modules to learn modern laboratory techniques and instrumentation ("tools") and written report for each module
- A month-long capstone project "applying" the tools they have learned
- Final written and oral presentations
- Career preparation (resume, local business visits, alumni guest speakers)

While the course brought new benefits to our non-ACS-track students, our reflection as well as student comments in the exit survey describe this as a course with too many busy work (written reports), and not enough time to explore their capstone projects.

Therefore, we propose to replace the CHEM 4910L with the following three courses:

- New course, CHEM 4908L "Tools in Chemistry Research" (Fall, 2 credit hours, 4 laboratory contact hours): this will cover the "tools" component of CHEM4910L.

- New course, CHEM 4909L "Chemistry Senior Capstone Project" (Spring, 1 credit hour, 3 contact hours): this will cover the capstone research project component of CHEM 4910L.

- Existing course, CHEM4084 Senior Seminar (Spring, 1 credit hour, 1 contact hour) to cover the career preparation component of CHEM 4910L. This is currently a capstone seminar course only for ACS-track. To integrate non-ACS students some modification of the course description is necessary (concurrent proposal).

These proposed changes are summarized in Table 1.

Table 1. Change in the Senior Capstone Requirement in Non-ACS-Tracks

Old (current)	Differences	New (proposed)
CHEM 4910L (3)	• Replace CHEM 4910L with the following courses: • The "tools" components are covered in CHEM4908L • The "apps" or Capstone Project component will be covered by a semester-long in CHEM 4909L • The career preparation and other capstone aspects will be covered by CHEM4084	CHEM 4908L (2) new CHEM 4909L (1) new CHEM 4084 (1) existing, to be modified

With this proposal, the non-ACS track students have one additional credit hour in the category of the Major requirement (senior seminar). However, there are substantial benefits in offering CHEM 4084 for ALL Chemistry majors. One is that both ACS-track and non-ACS-track students can share the same guest speakers, field trips to local businesses, and other reflection, integration, and culmination activities that are currently provided only to either group but not both. In addition, we will be able to administer the same Exit Exam that is used for annual program assessments.

2. Change in the CHEM electives requirement

We propose that the newly proposed CHEM 32XX electives count for ONE of the two CHEM electives requirement. The other CHEM elective still must be CHEM 35XX or 4XXX.

Table 2. CHEM electives change

Old CHEM elective requirement	Differences in new track	New CHEM elective requirement
•CHEM electives (3000 or above) 6 ** ** Excluding CHEM 3130, 3140, 4083	The old requirement was practically "pick TWO from 35XX or 4xxx." 31xx courses are excluded because they require no chemistry prerequisites. There are currently no 33XX or 34XX courses. New CHEM 32XX electives (proposed concurrently) require at least one CHEM prerequisites, therefore we allow up to ONE in this category.	•CHEM elective (32xx or above) 3 Credit Hours •CHEM elective (35XX or 4XXX*) 3 or 4 Credit Hours *Excluding CHEM4083

3. Biochemistry option change

We propose to allow CHEM 4712 Physical Biochemistry in the place of CHEM 4711 Biochemistry course in the Major Courses. We already formally allow this for ACS-track students. We have been allowing this to non-ACS students by overriding, but we want to make it official.

Table 3. Biochemistry option

Old track	Differences in new track	New track
• CHEM 4711 -Biochemistry 3 Credit Hours		• CHEM 4711 -Biochemistry 3 Credit Hours **(or)** • CHEM 4712 Physical Biochemistry 3 Credit Hours

4. Catalog description change (Professional Preparation Option only)

In the Professional Preparation Option, the catalog description contains a confusing sentence at the end. We would like to remove the last sentence, "Biochemistry is strongly recommended." The curriculum REQUIRES Biochemistry, not just strongly recommend.

Table 4. Professional Preparation Option, catalog description

Old description	Differences in new track	New track
(Medical, Dental, Dental Hygiene, Veterinary) This degree option is frequently the choice of students interested in professional programs because it allows a wide range of elective courses to fulfill the degree requirements. It is designed specifically for those students planning to attend medical, dental, veterinary, physician's assistant, or other professional programs. The general requirements include 2 years of Chemistry and 1 year each of Biology, Physics, and English, 1 semester Psychology/Sociology. Biochemistry is strongly recommended.	Remove "Biochemistry is strongly recommended."	(Medical, Dental, Dental Hygiene, Veterinary) This degree option is frequently the choice of students interested in professional programs because it allows a wide range of elective courses to fulfill the degree requirements. It is designed specifically for those students planning to attend medical, dental, veterinary, physician's assistant, or other professional programs. The general requirements include 2 years of Chemistry and 1 year each of Biology, Physics, and English, 1 semester Psychology/Sociology.

Assessment method changes (BS Chemistry Non-ACS tracks)

SLO 1: Students will have competency in the basic content of **organic**, **analytical**, **physical** and **inorganic** chemistry

Old Measure/Method	Old Criterion	New Method	New Criterion
(i) Quality of abstract and introduction for a capstone research project paper based on a multi-part rubric.	(i) 75% score ≥4 out of 5 on **Abstract** and **Introduction**.	ACS standardized Exit Exam (60 multiple choice questions) will be used. Questions will be assigned into organic, analytical, physical, and inorganic areas, and analyzed separately.	In each area, the success criterion is that 50% of the students score at least national average (question by question national statistics is available from ACS).
(ii) Confidence level scores in four core lecture courses (Organic, Analytical, Physical, and Inorganic Chemistry), self-reported on an exit survey	(ii) 100% score ≥4 out of 5 on exit survey on students' self-reported confidence level in Organic, Analytical, Physical, and Inorganic Chemistry courses	(no change)	(no change)

Rationale for the change:

The standardized exam and the subfield-specific questions will be the more direct method to assess the students' comprehension of the contents than the capstone research paper.

SLO 2: Students will have the competency to carry out experimental protocols, and analyze, interpret data/results and draw conclusions

Old Measure/Method	Old Criterion	New Method	New Criterion
(i) Quality of the Methods, Discussion, and Style for a capstone research project paper, based on a multi-part rubric	(i) 75% score ≥4 out of 5 on Methods and Discussion.	Instructor(s) of new CHEM 4908L will evaluate the in-lab performance in the last module of the semester, in which multiple techniques and instrumentation are involved. The report for this module will be used to assess their competency to interpret data/results and draw conclusion.	75% score ≥4 out of 5 in the in-lab performance evaluation, and 75% score ≥4 out of 5 in the report.
(ii) Confidence level scores in upper division laboratory courses (Analytical Chemistry, Physical Chemistry Lab, Advanced Synthesis Lab, Instrumental Analysis, Tools and Applications in Chemistry Research and Practice) on an Exit Survey.	(ii) 100% score ≥4 out of 5 on exit survey on students' "overall experience" score in upper division laboratory courses.	(no change)	(no change)

Rationale for the change:

In-lab performance evaluation and will be the more direct measure of the laboratory competency than the capstone research project paper. The report for the final module in CHEM4908L will be the more direct measure of the analysis/interpretation of data/results.

SLO 3: Students will have the competency to design and carry out authentic experimental protocol for scientific investigations in a capstone course.

Old Measure/Method	Old Criterion	New Method	New Criterion
(i) A multi-part rubric to differentiate students' ability to complete literature search, develop a research question, design experimental protocol, gather and analyze data and communicate findings for a capstone research project and paper. This is measured by the overall grade of the capstone project paper, including Abstract, Introduction, Methods, Discussion, Reference citations, Formatting, and Styles.	(i) 75% score ≥4 out of 5 on the overall grade of the capstone project paper.	(i) Grade of the senior capstone project proposal that is written at the end of CHEM4908L

(ii) Mid-semester oral presentation of the project progress in CHEM 4909L

(iii) The "experimental protocol" portion of the final project presentation in CHEM 4984 will be graded out of 5 and used for this assessment. The grade will be based on the choice of method to answer research questions, the quality of the data, interpretation of the data, and the decisions made to further the research project. | (i) 90% scores 80% or higher in the Proposal and obtain an approval from the CHEM4909L instructor(s)

(ii) 90% scores "satisfactory" evaluation

(iii) 75% score ≥4 out of 5 on Experimental Protocol |
| (ii)   Confidence level scores in the Senior Capstone Research on an Exit Survey. (Senior Capstone courses are Senior Seminar for ACS-track, and Tools and Applications in Chemistry Research and Practice for Non-ACS-track.) | (ii) 100% score ≥4 out of 5 on exit survey on students' "overall experience" level in Senior Capstone course | (no change) | (no change) |

Rationale for the change:

Grade for the project proposal is a direct measure for the design part. The mid-semester oral presentation will have a good reflection of students' competency to carry out the project. The final presentation should present the experimental protocols, interpretations, and logical explanation of the course of the project, and suited as a measurement of the students' ability to carry out investigations.

Chemistry, Non-ACS Track - Professional Preparation Option, B.S.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/Department*	College of Arts, Culture, and Scientific Inquiry
	Department of Natural Sciences

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ● Program
○ Shared Core

If other, please identify.

285/625

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* Chemistry, Non-ACS Track - Professional Preparation Option, B.S.

Program ID - DO NOT EDIT* 18

Program Code - DO NOT EDIT 18

Program Type*
Bachelor

Degree Type*
Bachelor of Science

Program Description* (Medical, Dental, Dental Hygiene, Veterinary)

This degree option is frequently the choice of students interested in professional programs because it allows a wide range of elective courses to fulfill the degree requirements. It is designed specifically for those students planning to attend medical, dental, veterinary, physician's assistant, or other professional programs. The general requirements include 2 years of Chemistry and 1 year each of Biology, Physics, and English, 1 semester Psychology/Sociology.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location*
Carrollton

Curriculum Information

Prospective Curriculum*

Bachelor of Science with a major in Chemistry (Non-ACS Tracks)

This degree includes a number of fundamental courses in chemistry and allows for students with interests in additional fields to build a broad based curriculum. Combining this degree with a minor or second major prepares students for a laboratory positions and a variety of career opportunities that include: with business - technical sales; with engineering - chemical industry; with biology or geology - environmental studies or industrial hygiene; with political science followed by law school - patent law; with education - middle school or high school teaching. Upon completion of the following degree tracks the student will have acquired: competence in the basic content of organic, inorganic, physical, analytical chemistry, and biochemistry; the ability to carry out experimental protocols and analyze and interpret data; the ability to communicate effectively in both oral and written presentations; proficiency in the use of appropriate computer applications and information technology as applied to chemistry; adequate preparation to compete successfully in a science-related career or entering professional school; an understanding of the impact of chemistry in a global/societal context.

Requirement

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

Core Curriculum

Core Area A must include:

MATH 1113 Precalculus
[Right] (or)
MATH 1634 Calculus I
[Right] * (*1 hr moved to Area F)

Core Area C:

foreign language is recommended.

Core Area D must include:

MATH 1634 Calculus I
[After] (and)
[Right] unless completed in Area A
PHYS 1111 Introductory Physics I
[Right] (and)
**PHYS 1111L Introductory Physics I
Laboratory**
[After] (or)
PHYS 2211 Principles of Physics I
[Right] (and)
**PHYS 2211L Principles of Physics I
Laboratory**
[After] (and)
PHYS 1112 Introductory Physics II
[Right] (and)
**PHYS 1112L Introductory Physics II
Laboratory**
[After] (or)
PHYS 2212 Principles of Physics II
[Right] (and)
**PHYS 2212L Principles of Physics II
Laboratory**

Core Area E:

**PSYC 1101 Introduction to General
Psychology**
[Right] (recommended)
[Right] (or)
SOCI 1101 Introductory Sociology
[Right] (recommended)

Core Area F: Courses specific to the major: 17-18 Hours

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Before](and)
MATH 2644 Calculus II
[Right] (or)

MATH 1401 Elementary Statistics

MATH 1401 Elementary Statistics
[After] (and)
CHEM 2411 Organic Chemistry I
CHEM 2411L Organic Chemistry I Laboratory
[After] MATH credit from Area A and D 2

Requirements for the Major: 28 Hours

Courses from the Major:

CHEM 2130 Sophomore Chemistry Seminar
CHEM 3422 Organic Chemistry II
CHEM 3422L Organic Chemistry II
Laboratory
CHEM 3310K Analytical Chemistry
[Before](and)
CHEM 3510 Survey of Physical Chemistry
[Right] (or)
CHEM 3521 Quantum Chemistry
[Right] (or)
CHEM 3522 Chemical Thermodynamics
[Right] (or)
CHEM 3523 Structure, Bonding and
Reactivity
[After] (and)
CHEM 4610 Inorganic Chemistry
[Before](and)
CHEM 4711 Biochemistry
[Before](or)
CHEM 4712 Physical Biochemistry
[Before](and)

[Before]CHEM 4908L Tools in Chemical Research	2
[Before]CHEM 4909L Chemistry Senior Capstone Project	1
CHEM 4084 Senior Seminar	
[After] CHEM elective 1 (3200 or above) **	3
[Before]CHEM elective 2 (3500 or above) **	3

Recommended Minor: 15-18 Hours

(Biology, Psychology, or Spanish) 15-18 total hours with minimum 9-12 hours
at 3000-level or above

Electives: 15-18 Hours

Total: 120 Hours

General Restrictions: Students are allowed only one D in the courses used to satisfy the major. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 3000/4000 level DSW-courses where at least one is a chemistry course. ** The following courses are not allowed as Chemistry electives: .

CHEM 3130 Modern Forensic Science
CHEM 3140 Drugs and Drug Abuse
CHEM 4083 Faculty Directed Research

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* 1. Change in the Capstone Course

Currently, the non-ACS tracks students all take CHEM 4910L Tools and Applications in Chemistry Research and Practice. This is a one semester, 3 credit hours, 6 laboratory contact hours course, taken in the last spring semester. This course was launched in 2010 for non-ACS tracks to provide hands-on laboratory trainings to prepare students for careers in chemistry. Unlike the ACS-track, which requires four semester of faculty directed research and three upper-level laboratory courses, the non-ACS tracks did not have any laboratory trainings beyond the Organic Chemistry II Lab (typically taken in Sophomore Year) and Analytical Chemistry (typically taken in Junior Year). Over the years, we have refined the course, and currently the course consists of the following components:
- Modules to learn modern laboratory techniques and instrumentation ("tools") and written report for each module
- A month-long capstone project "applying" the tools they have learned
- Final written and oral presentations
- Career preparation (resume, local business visits, alumni guest speakers)

While the course brought new benefits to our non-ACS-track students, our reflection as well as student comments in the exit survey describe this as a course with too many busy work (written reports), and not enough time to explore their capstone projects. Therefore, we propose to replace the CHEM 4910L with the following three courses:
• New course, CHEM 4908L "Tools in Chemistry Research" (Fall, 2 credit hours, 4 laboratory contact hours): this will cover the "tools" component of CHEM4910L.
• New course, CHEM 4909L "Chemistry Senior Capstone Project" (Spring, 1 credit hour, 3 contact hours): this will cover the capstone research project component of CHEM 4910L.
• Existing course, CHEM4084 Senior Seminar (Spring, 1 credit hour, 1 contact hour) to cover the career preparation component of CHEM 4910L. This is currently a capstone seminar course only for ACS-track. To integrate non-ACS students some modification of the course description is necessary (concurrent proposal).

With this proposal, the non-ACS track students have one additional credit hour in the category of the Major requirement (senior seminar). However, there are substantial benefits in offering CHEM 4084 for ALL Chemistry majors. One is that both ACS-track and non-ACS-track students can share the same guest speakers, field trips to local businesses, and other reflection, integration, and culmination activities that are currently provided only to either group but not both. In addition, we will be able to administer the same Exit Exam that is used for annual program assessments.

2. Change in the CHEM electives requirement

We propose that the newly proposed CHEM 32XX electives count for ONE of the two CHEM electives requirement. The other CHEM elective still must be CHEM 35XX or 4XXX.

3. Biochemistry option change

We propose to allow CHEM 4712 Physical Biochemistry in the place of CHEM 4711 Biochemistry course in the Major Courses. We already formally allow this for ACS-track students. We have been allowing this to non-ACS students by overriding, but we want to make it official.

4. Catalog description change (Professional Preparation Option only)

In the Professional Preparation Option, the catalog description contains a confusing sentence at the end. We would like to remove the last sentence, "Biochemistry is strongly recommended." The curriculum REQUIRES Biochemistry, not just strongly recommend.

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

SACSCOC Substantive Change

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

Check all that apply to this program*

☑ This change affects 25-49% of the program's curriculum content.

☐ This change affects 25-49% of the program's length/credit hours.

☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

☐ This change affects 50% or more of the program's curriculum content.

☐ This change affects 50% or more of the program's length/credit hours.

☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

Check all that apply to this program*

☐ Significant departure from previously approved programs

☐ New instructional site at which more than 50% of program is offered

☑ Change in credit hours required to complete the program

☐ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

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

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

PROGRAM MAP	
Non-ACS Professional Preparation – Precalc Start	

Year 1

Term 1		Term 2	
Course	**Credits**	**Course**	**Credits**
ENGL 1101: English Composition 1	3	ENGL 1102: English Composition 2	3
MATH 1113: Precalculus	4	MATH 1634: Calculus 1	4
CHEM 1211/CHEM 1211L: Principles of Chemistry 1+ Principles of Chemistry 1 Lab	4	CHEM 1212/CHEM 1212L: Principles of Chemistry 2+ Principles of Chemistry 2 Lab	4
Core E (POLS 1101 or PSYC 1101)	3	BIOL 1107/BIOL 1107L: Principles of Biology 1+ Principles of Biology 1 Lab	4
XIDS 2002 First Year Seminar Course (Core B2: Other Institutional options)	2		
Semester Total	**16**	**Semester Total**	**15**
Milestones		Milestones	
- Overall B or better grades highly desirable to be competitive for medical school		- CHEM 1212 grade of B or better required to move into Organic CHEM 1	

Year 2

Term 1		Term 2	
Course	**Credits**	**Course**	**Credits**
CHEM 2411/CHEM 2411L: Organic Chemistry 1+ Organic Chemistry 1 Lab	4	CHEM 3422/CHEM 3422L: Organic Chemistry 2+ Organic Chemistry 2 Lab	4
BIOL 1108/BIOL 1108L: Principles of Biology 2+ Principles of Biology 2 Lab	4	Core B1	3
CHEM 2130: Sophomore Chemistry Seminar	1	BIOL 3XXX/4XXX Elective	3
Core E (POLS 1101 or PSYC 1101)	3	PSYC or SOCI 3XXX/4XXX Elective	3
MATH 1401: Elementary Statistics	3	General Elective	3
Semester Total	**15**	**Semester Total**	**16**
Milestones		Milestones	
- Overall B or better grades highly desirable to be competitive for medical school - Should complete both BIOL 1108 and PSYC 1101 by this semester		- Overall B or better grades highly desirable to be competitive for medical school - Biology Electives can be taken in any order but need to be taken before attempting the MCAT	

Year 3

Term 1		Term 2	
Course	**Credits**	**Course**	**Credits**

Course	Credits	Course	Credits
CHEM 3310K: Analytical Chemistry	4	CHEM 4711: Biochemistry	3
PHYS 1111/PHYS 1111L: Introductory Physics 1+ Introductory Physics 1 Lab	4	PHYS 1112/PHYS 1112L: Introductory Physics 2+ Introductory Physics 2 Lab	4
BIOL 3XXX/4XXX Elective	3	BIOL 3XXX/4XXX Elective	3
Core C or E	3	Core C or E	3
		Core C or E	3
Semester Total	**14**	**Semester Total**	**16**
Milestones		Milestones	
- Overall B or better grades highly desirable to be competitive for medical school - Biology Electives can be taken in any order but need to be taken before attempting the MCAT		- Take MCAT after this semester - Biology Electives can be taken in any order but need to be taken before attempting the MCAT	

Year 4			
Term 1		Term 2	
Course	Credits	Course	Credits
CHEM 3510: Survey of Physical Chemistry	3	CHEM 4909L: Chemistry Senior Capstone Project	1
CHEM 4610: Inorganic Chemistry	3	CHEM 4084: Senior Seminar	1
CHEM 4908L: Tools in Chemical Research	2	CHEM 3XXX/4XXX Elective	3
CHEM 3XXX/4XXX Elective	3	General 3XXX/4XXX Elective	3
Core C or E	3	General Elective	3
		General Elective	3
Semester Total	**14**	**Semester Total**	**14**
Milestones		Milestones	
- Overall B or better grades highly desirable to be competitive for medical school		- Overall B or better grades highly desirable to be competitive for medical school	

Grand Total	120		
3XXX/4XXX Total	42		
BCE core	8		

Chemistry, Non-ACS Track, all options

Program Outline

This is a general Outline for the Non-ACS tracks: Pre-Professional, General, and Business. The Core and the Chemistry major requirements are the same for these tracks. You will need to discuss additional requirements with your faculty advisor.

Core:

Area	Courses	Credit hours
A	MATH 1113, ENGL 1101 & 1102	9
B	One class from B1 list and One class from B2 list	4-5
C	2 Humanities classes from list (C1 & C2)	6
D	MATH 1634 PHYS 2211+L and PHYS 2212+L or PHYS 1111+L and PHYS 1112+L	11
E	4 Social Sciences (E1, E2, E3, E4)	12
F	CHEM 1211+L, CHEM 1212+L, CHEM 2411+L, MATH 2644 or MATH 1401	18
	TOTAL	60

Chemistry major requirements:

Course Name	Couse Number	Credit Hours
Sophomore seminar	2130	1
Organic II (Organic I is in Core F)	3422+L	4
Analytical Chemistry	3310K	4
Physical Chemistry	3510 or 35XX	3
Inorganic Chemistry	4610	3
Biochemistry **or** Physical Biochemistry	4711 or 4712	3
CHEM Elective 1	32XX or higher	3
CHEM Elective 2	35XX or 4XXX (excluding 4083)	3
Senior Capstone	4908L + 4909L (or 4910L)	3
Senior Seminar	4084	1
	Total	28

- Anywhere you see 32XX above, students can choose from 3201, 3202, and 3203.
- Anywhere you see 35XX above, students can choose from 3521, 3522, and 3523 provided they meet the prerequisites with advisor approval/advice.
- You must have at least 20 credit hours of CHEM 3XXX/4XXX taken at UWG.

Additional Requirements: min. 32 credit hours with 12 hours at a 3XXX/4XXX level

- These requirements will vary depending on your track. Discuss the specific requirements with your academic advisor. You must meet the track requirements listed in the Undergraduate Catalog. Some degree tracks require a minor.
- You must have a minimum of 120 credit hours.
- At least 39 of your credit hours must be completed at a 3XXX or 4XXX level.

Chemistry, Non-ACS Track Options

Proposal for Curriculum Change

Purpose and Rationale

We propose several changes in the course requirements for the Chemistry, Non-ACS track Options: Professional Preparation Option, General Option, and Business Option.

The most significant change is the redesigning the senior capstone course. Other minor changes are in the chemistry electives, the biochemistry options, and the catalog description.

1. Change in the Capstone Course

Currently, the non-ACS tracks students all take CHEM 4910L Tools and Applications in Chemistry Research and Practice. This is a one semester, 3 credit hours, 6 laboratory contact hours course, taken in the last spring semester. This course was launched in 2010 for non-ACS tracks to provide hands-on laboratory trainings to prepare students for careers in chemistry. Unlike the ACS-track, which requires four semester of faculty directed research and three upper-level laboratory courses, the non-ACS tracks did not have any laboratory trainings beyond the Organic Chemistry II Lab (typically taken in Sophomore Year) and Analytical Chemistry (typically taken in Junior Year). Over the years, we have refined the course, and currently the course consists of the following components:

- Modules to learn modern laboratory techniques and instrumentation ("tools") and written report for each module
- A month-long capstone project "applying" the tools they have learned
- Final written and oral presentations
- Career preparation (resume, local business visits, alumni guest speakers)

While the course brought new benefits to our non-ACS-track students, our reflection as well as student comments in the exit survey describe this as a course with too many busy work (written reports), and not enough time to explore their capstone projects.

Therefore, we propose to replace the CHEM 4910L with the following three courses:

- New course, CHEM 4908L "Tools in Chemistry Research" (Fall, 2 credit hours, 4 laboratory contact hours): this will cover the "tools" component of CHEM4910L.

- New course, CHEM 4909L "Chemistry Senior Capstone Project" (Spring, 1 credit hour, 3 contact hours): this will cover the capstone research project component of CHEM 4910L.

- Existing course, CHEM4084 Senior Seminar (Spring, 1 credit hour, 1 contact hour) to cover the career preparation component of CHEM 4910L. This is currently a capstone seminar course only for ACS-track. To integrate non-ACS students some modification of the course description is necessary (concurrent proposal).

These proposed changes are summarized in Table 1.

Table 1. Change in the Senior Capstone Requirement in Non-ACS-Tracks

Old (current)	Differences	New (proposed)
CHEM 4910L (3)	• Replace CHEM 4910L with the following courses: • The "tools" components are covered in CHEM4908L • The "apps" or Capstone Project component will be covered by a semester-long in CHEM 4909L • The career preparation and other capstone aspects will be covered by CHEM4084	CHEM 4908L (2) new CHEM 4909L (1) new CHEM 4084 (1) existing, to be modified

With this proposal, the non-ACS track students have one additional credit hour in the category of the Major requirement (senior seminar). However, there are substantial benefits in offering CHEM 4084 for ALL Chemistry majors. One is that both ACS-track and non-ACS-track students can share the same guest speakers, field trips to local businesses, and other reflection, integration, and culmination activities that are currently provided only to either group but not both. In addition, we will be able to administer the same Exit Exam that is used for annual program assessments.

2. Change in the CHEM electives requirement

We propose that the newly proposed CHEM 32XX electives count for ONE of the two CHEM electives requirement. The other CHEM elective still must be CHEM 35XX or 4XXX.

Table 2. CHEM electives change

Old CHEM elective requirement	Differences in new track	New CHEM elective requirement
•CHEM electives (3000 or above) 6 ** ** Excluding CHEM 3130, 3140, 4083	The old requirement was practically "pick TWO from 35XX or 4xxx." 31xx courses are excluded because they require no chemistry prerequisites. There are currently no 33XX or 34XX courses. New CHEM 32XX electives (proposed concurrently) require at least one CHEM prerequisites, therefore we allow up to ONE in this category.	•CHEM elective (32xx or above) 3 Credit Hours •CHEM elective (35XX or 4XXX*) 3 or 4 Credit Hours *Excluding CHEM4083

3. Biochemistry option change

We propose to allow CHEM 4712 Physical Biochemistry in the place of CHEM 4711 Biochemistry course in the Major Courses. We already formally allow this for ACS-track students. We have been allowing this to non-ACS students by overriding, but we want to make it official.

Table 3. Biochemistry option

Old track	Differences in new track	New track
• CHEM 4711 -Biochemistry 3 Credit Hours		• CHEM 4711 -Biochemistry 3 Credit Hours **(or)** • CHEM 4712 Physical Biochemistry 3 Credit Hours

4. Catalog description change (Professional Preparation Option only)

In the Professional Preparation Option, the catalog description contains a confusing sentence at the end. We would like to remove the last sentence, "Biochemistry is strongly recommended." The curriculum REQUIRES Biochemistry, not just strongly recommend.

Table 4. Professional Preparation Option, catalog description

Old description	Differences in new track	New track
(Medical, Dental, Dental Hygiene, Veterinary) This degree option is frequently the choice of students interested in professional programs because it allows a wide range of elective courses to fulfill the degree requirements. It is designed specifically for those students planning to attend medical, dental, veterinary, physician's assistant, or other professional programs. The general requirements include 2 years of Chemistry and 1 year each of Biology, Physics, and English, 1 semester Psychology/Sociology. Biochemistry is strongly recommended.	Remove "Biochemistry is strongly recommended."	(Medical, Dental, Dental Hygiene, Veterinary) This degree option is frequently the choice of students interested in professional programs because it allows a wide range of elective courses to fulfill the degree requirements. It is designed specifically for those students planning to attend medical, dental, veterinary, physician's assistant, or other professional programs. The general requirements include 2 years of Chemistry and 1 year each of Biology, Physics, and English, 1 semester Psychology/Sociology.

Assessment method changes (BS Chemistry Non-ACS tracks)

SLO 1: Students will have competency in the basic content of **organic**, **analytical**, **physical** and **inorganic** chemistry

Old Measure/Method	Old Criterion	New Method	New Criterion
(i) Quality of abstract and introduction for a capstone research project paper based on a multi-part rubric.	(i) 75% score ≥4 out of 5 on **Abstract** and **Introduction**.	ACS standardized Exit Exam (60 multiple choice questions) will be used. Questions will be assigned into organic, analytical, physical, and inorganic areas, and analyzed separately.	In each area, the success criterion is that 50% of the students score at least national average (question by question national statistics is available from ACS).
(ii) Confidence level scores in four core lecture courses (Organic, Analytical, Physical, and Inorganic Chemistry), self-reported on an exit survey	(ii) 100% score ≥4 out of 5 on exit survey on students' self-reported confidence level in Organic, Analytical, Physical, and Inorganic Chemistry courses	(no change)	(no change)

Rationale for the change:

The standardized exam and the subfield-specific questions will be the more direct method to assess the students' comprehension of the contents than the capstone research paper.

SLO 2: Students will have the competency to carry out experimental protocols, and analyze, interpret data/results and draw conclusions

Old Measure/Method	Old Criterion	New Method	New Criterion
(i) Quality of the Methods, Discussion, and Style for a capstone research project paper, based on a multi-part rubric	(i) 75% score ≥4 out of 5 on Methods and Discussion.	Instructor(s) of new CHEM 4908L will evaluate the in-lab performance in the last module of the semester, in which multiple techniques and instrumentation are involved. The report for this module will be used to assess their competency to interpret data/results and draw conclusion.	75% score ≥4 out of 5 in the in-lab performance evaluation, and 75% score ≥4 out of 5 in the report.
(ii) Confidence level scores in upper division laboratory courses (Analytical Chemistry, Physical Chemistry Lab, Advanced Synthesis Lab, Instrumental Analysis, Tools and Applications in Chemistry Research and Practice) on an Exit Survey.	(ii) 100% score ≥4 out of 5 on exit survey on students' "overall experience" score in upper division laboratory courses.	(no change)	(no change)

Rationale for the change:

In-lab performance evaluation and will be the more direct measure of the laboratory competency than the capstone research project paper. The report for the final module in CHEM4908L will be the more direct measure of the analysis/interpretation of data/results.

SLO 3: Students will have the competency to design and carry out authentic experimental protocol for scientific investigations in a capstone course.

Old Measure/Method	Old Criterion	New Method	New Criterion
(i) A multi-part rubric to differentiate students' ability to complete literature search, develop a research question, design experimental protocol, gather and analyze data and communicate findings for a capstone research project and paper. This is measured by the overall grade of the capstone project paper, including Abstract, Introduction, Methods, Discussion, Reference citations, Formatting, and Styles.	(i) 75% score ≥4 out of 5 on the overall grade of the capstone project paper.	(i) Grade of the senior capstone project proposal that is written at the end of CHEM4908L (ii) Mid-semester oral presentation of the project progress in CHEM 4909L (iii) The "experimental protocol" portion of the final project presentation in CHEM 4984 will be graded out of 5 and used for this assessment. The grade will be based on the choice of method to answer research questions, the quality of the data, interpretation of the data, and the decisions made to further the research project.	(i) 90% scores 80% or higher in the Proposal and obtain an approval from the CHEM4909L instructor(s) (ii) 90% scores "satisfactory" evaluation (iii) 75% score ≥4 out of 5 on Experimental Protocol
(ii) Confidence level scores in the Senior Capstone Research on an Exit Survey. (Senior Capstone courses are Senior Seminar for ACS-track, and Tools and Applications in Chemistry Research and Practice for Non-ACS-track.)	(ii) 100% score ≥4 out of 5 on exit survey on students' "overall experience" level in Senior Capstone course	(no change)	(no change)

Rationale for the change:

Grade for the project proposal is a direct measure for the design part. The mid-semester oral presentation will have a good reflection of students' competency to carry out the project. The final presentation should present the experimental protocols, interpretations, and logical explanation of the course of the project, and suited as a measurement of the students' ability to carry out investigations.

Geography, B.S.

2022-2023 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*	Department of Natural Sciences

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*	⦿ Program ◯ Shared Core

If other, please identify.	

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

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

Program Name
Program Description

Program Name* Geography, B.S.

Program ID - DO NOT EDIT* 18

Program Code - DO NOT EDIT 18

Program Type* [Bachelor]

Degree Type* [Bachelor of Science]

Program Description* Learning Outcomes
Demonstrate an understanding of the geographic dimensions of social and/or physical patterns, relations, processes, and environments

Demonstrate competence in acquiring, evaluating, and analyzing geographic data

Demonstrate in-depth knowledge of a specific geographical question

Demonstrate an ability to analyze data geographically

Demonstrate an ability to construct and present an argument based on evidence

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

Prospective Curriculum *

Requirement

Core: 60 Hours

Core Areas A-E: 42 Hours

Core Curriculum Area A must have MATH 1113 or higher Area D must have Option II

Area F: 18 Hours (*: If not taken in Core Areas A-E)

GEOG 1013 World Geography
[Right] *
GEOG 2083 Introduction to Geographical Analysis
[Right] *
GEOG 2553 Introduction to GIS and Mapping Sciences
[Right] *
MATH 1401 Elementary Statistics
[Right]
[Right] (or)
MATH 1634 Calculus I
[Right] *

MATH credits from Areas A and D 1-2 Hours

1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS 6-8 Hours

Major: 60 Hours

All majors complete both the Geography Core and one of three concentrations: General Geography, Environmental Sustainability, or Geographic Information Science. (Students in the GIS concentration cannot minor in GIS.)

Geography Core: 16 Hours

All majors must complete the following courses, including 3 hours of GEOG 4083.

GEOG 3643 Urban Geography
GEOG 3800 Biogeography
GEOG 4553 Geographic Information System
GEOG 4083 Faculty-Mentored Research
GEOG 4084 Geography Capstone

General Geography Concentration: 44 Hours

Required Courses: 15 Hours

Select any 3000/4000 level GEOG courses.

3000/4000 Level Electives: 8 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 21 Hours

Environmental Sustainability: 44 Hours

Required Courses: 9-15 Hours

GEOG 1112 Weather and Climate
[Right] (if not taken in Area D or F)
GEOG 2202 Environmental Science
[Right] (if not taken in Area D or F)
GEOG 3405 Geographies of Sustainability
GEOG 4700 Global Environmental Change
GEOG 4086 Internship

Required Approved Courses: 9 Hours

3000/4000 level GEOG courses approved by advisor.

3000/4000 Level Electives: 5 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 15-21 Hours

Geographic Information Science: 44 Hours

Required Courses: 8 Hours

GEOG 3563 Remote Sensing and GIS
Integration
GEOG 4554 Computer Cartography

Any Three of the Following: 12 Hours

GEOG 4562 Airphoto Interpretation and Photogrammetry

GEOG 4564 Contemporary Remote Sensing Applications

GEOG 4753 Contemporary GIS Applications

GEOG 4755 GIS Database Design

GEOG 4757 Programming and Customization in GIS

GEOG 4893 Practicum in GIS

3000/4000 Level Electives: 3 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 21 Hours

Major: 60 Hours

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Justification and Assessment

Rationale*   We are proposing to change the modality of several courses within the Geography, B.S., Geographic Information Systems concentration. These changes will make this concentration a majority online degree program.

Full Rationale Attached

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

SACSCOC Substantive Change

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

Check all that apply to this program*

- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☑ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
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Check all that apply to this program*

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- ☐ 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

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

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☑ N/A

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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.

Curriculum Schema (Red modalities are being changed)

If more than 18 hours within the program (F and major) are available online then the program as a whole is over 50% (based on the courses available online in the core).

Area F (18 hours)

1. GEOG 1013 World Geography (Technology Enhanced)
2. GEOG 2083 Introduction to Geographical Analysis (Technology Enhanced)
3. GEOG 2553 Introduction to GIS and Mapping (Hybrid or 100% online)
4. MATH 1401 or 1634

Geography Major (60 hours)

Geography Core (16 hours)

1. GEOG 3643 Urban Geography (Technology Enhanced)
2. GEOG 3800 Biogeography (Technology Enhanced)
3. GEOG 4553 Geographic Information System (100% Online)
4. GEOG 4083 Faculty-Mentored Research (Technology Enhanced)
5. GEOG 4084 Geography Capstone (Technology Enhanced)

Geographic Information Science (44 hours)

Required Courses (8 hours):

1. GEOG 3563 Remote Sensing and GIS Integration (100% Online)
2. GEOG 4554 Computer Cartography (100% Online)

Any three of the following (12 hours):

1. GEOG 4562 Airphoto Interpretation and Photogrammetry (100% Online)
2. GEOG 4564 Contemporary Remote Sensing Applications (offered as needed)
3. GEOG 4753 Contemporary GIS Applications (100% Online)
4. GEOG 4755 GIS Database Design (offered as needed)
5. GEOG 4757 Programming and Customization in GIS (offered as needed)
6. GEOG 4893 Practicum in GIS (100% Online)

24 additional Hours- Electives

Total online offerings in Area F and Major Program:

2553(4?), 4553(4), 3563(4), 4554(4), 4562(4), 4753(4), 4893(4)

Total 24-28 credits offered online.

Program Change Rationale.

The proposed changes only effect the Geographic Information Science Concentration within the Geography, B.S. Degree. No changes to the class offerings or outcomes is being proposed. We are proposing to change modality on four courses within the GIS concentration curriculum, which transitions this program into majority online degree program. The program map, assessment or curriculum for this concentration will not change with this proposal.

The geography program offers a number of courses in Geographic Information Systems (GIS) as part of a B.S. degree program (Bachelor of Science in Geography, Information Science). These courses are vital for that track as well as for other geography students (both majors and minors). In addition, these courses are broadly applicable to other degrees across the university. The geography program also has a graduate level certificate program that teaches 5000 and 6000-level equivalents of the undergraduate GIS course offerings.

By moving the undergraduate courses fully (**GEOG 3563, 4553, 4753**) or partially online (**GEOG 2553**) it will allow the geography faculty to teach the Undergraduate and Graduate courses completely or partially together. With GEOG2553 being the first GIS course students take, instructors would like some pedagogical flexibility in offering this course. The GIS faculty would like to either offer the course 100% online or offer is as a hybrid course. If the course is 100% online then it could be offered combined fully with 5551. However, if it was offered as a hybrid then the lecture periods could be combined with 5551, but the class periods where students are working on projects could be conducted face to face in 2553, while the same work is done online in 5551. All of the other courses can easily transition to 100% fully online to be taught conjointly with the graduate courses.

This change will allow the GIS faculty to cover all of the required GIS courses for both undergraduate programs and the graduate certifications in a steady rotation. In addition, combining the course offerings will equalize teaching workloads across the geography program. Combining the courses within workload will increase the enrollment while allowing the GIS faculty to offer more lower-level core courses. This could potentially increase geography credit hour generation and allow the program to increase higher demand core offerings such as environmental science. Finally, moving the undergraduate courses online will allow more flexibility in student schedules, which will enable more students outside of the geography program to take the courses and help GIS student progress toward graduation. Combining the courses will not change the rigor of the graduate course or the course objectives.

Making these changes will increase the online offerings within the Geography, BS, Geographic Information Science track such that it will now be over 50% online. This change is beneficial to students as it will give them more flexibility in course scheduling. In addition, the GIS courses are inherently computer-based thus are well suited to a 100% online modality.

GEOL - 2523 - Age of Dinosaurs!

2022-2023 Undergraduate New Course Request

Introduction

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

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

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

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

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

Desired Effective Semester*	Spring

Desired Effective Year*	2023

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

College - School/ Department*	Department of Natural Sciences

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

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

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

Course Information

Course Prefix*	GEOL	Course Number*	2523

Course Title*	Age of Dinosaurs!

Long Course Title	

Course Type*	Geology

Catalog Course Description*	A multidisciplinary investigation into the ecology, anatomy, and classification the dinosaurs as well as the environmental, climatic, and geographic conditions on earth during the Mesozoic. The course will include a broad background into the biological and geological principles involved in understanding the origin, evolution, and extinction of the dinosaurs. In addition, the course will discuss techniques for using dinosaurs as a tool in teaching scientific principles.

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	◯ Yes ● No

counting separately toward graduation? *

No

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

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

Prerequisites	none
Concurrent Prerequisites	none
Corequisites	none
Cross-listing	none
Restrictions	None

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

Justification and Assessment

Rationale *   Full Rationale Attached.   318/625

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

1. Explain what a dinosaur is and identify the major lineages of dinosaurs through study of their anatomy and diversity.
2. Understand how scientists use dinosaur fossils to infer ecological, physiological, and behavioral characteristics.
3. Explain basic evolutionary mechanisms that have been important in the diversification of dinosaurs.
4. Evaluate the causes and consequences of mass extinctions.
5. Critique current controversies in dinosaur paleontology, including body temperature, relationships with birds, and reproduction.
6. Describe the Mesozoic world in which dinosaurs lived, including climate, continental arrangement, and other biological inhabitants.
7. Describe several ways in which dinosaur fossils have been interpreted throughout human history.
8. Practice the skills of reading and interpreting scientific literature.

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* 100

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

If yes, what will the fee be?* na

Fee Justification na

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

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

	Age of Dinosaurs!	
	GEOL2523	
100% online		**Calloway 146**
Instructor:		**E-mail**:
Office:		**Office hours**:

Course description

Age of Dinosaurs! A multidisciplinary investigation into the ecology, anatomy, and classification the dinosaurs as well as the environmental, climatic, and geographic conditions on earth during the Mesozoic. The course will include a broad background into the biological and geological principles involved in understanding the origin, evolution, and extinction of the dinosaurs. In addition, the course will discuss techniques for using dinosaurs as a tool in teaching scientific principles.

Learning Objectives

1) Explain what a dinosaur is and identify the major lineages of dinosaurs through study of their anatomy and diversity.
2) Understand how scientists use dinosaur fossils to infer ecological, physiological, and behavioral characteristics.
3) Explain basic evolutionary mechanisms that have been important in the diversification of dinosaurs.
4) Evaluate the causes and consequences of mass extinctions.
5) Critique current controversies in dinosaur paleontology, including body temperature, relationships with birds, and reproduction.
6) Describe the Mesozoic world in which dinosaurs lived, including climate, continental arrangement, and other biological inhabitants.
7) Describe several ways in which dinosaur fossils have been interpreted throughout human history.
8) Practice the skills of reading and interpreting scientific literature.

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

Evaluation

Quizzes	60%
Assignments	20%
Final Exam	20%
Total	100%

Grades will be assigned with a standard grade scale.

Quizzes: each topic during the semester will have an associated short quiz on courseden covering the material within the lecture.

Assignments: there will be three assignments through the semester that will submitted on courseden.

1) Dinosaur tracks
2) Origin of flight
3) Science Communication

Final Exam: A comprehensive final exam that covers any of the topics discussed throughout the semester.

Topic Schedule – This schedule is tentative and may change throughout the semester, if so I will let you know and post changes on courseden.

Lecture	Topic
1	*Introduction*
2	*Geologic Time*
3	*Rocks*
4	*Plate Tectonics*
5	*Paleoenvironments*
6	*Vertebrate Diversity*
7	*Evolution*
8	*Phylogenetics*
9	*Fossils Preservation*
10	*Trace Fossils (Assignment 1)*
11	*Dinosaur Anatomy*
12	*History of Study 1*
13	*Dinosaur Origins*
14	*Dinosaur Relationships*
15	*Theropoda I*
16	*Theropoda II*
17	*Birds and Flight (Assignment 2)*
18	*Sauropods*
19	*Biomechanics and Size*
20	*Thyrephorans*

21	*Metabolism and Body Temperature*
22	*Mesozoic Plants*
23	*Ornithopoda*
24	*Marginacephalia*
25	*History of Study 2*
26	*Dinosaur Reproduction 1*
27	*Dinosaur Reproduction 2*
28	*Pterosaurs*
29	*Marine Reptiles*
30	*Extinction (Assignment 3)*
31	*Mammals*
	FINAL EXAM

Proposal: Adding GEOL2523 Age of Dinosaurs! (3 credits Lecture) as a non-science major course within core D-1.

GEOL4103- Dinosaurs! was designed and originally taught as part of the Middle Grade Education Program along with GEOL4203 Geology of Georgia. Both of these courses covered the fundamentals of science using accessible topics, which could then be utilized by middle grade teachers. When this degree program was redesigned, the course enrollment in GEOL4103 decreased. The current enrollment includes mostly geology majors, some biology majors, and random other students across campus. The topics covered overlap with GEOL4024 (Paleontology), thus geology majors are not being served by the course in its current state and while the enrollment is healthy for an upper level course (2018-2020 average course size 17 students), teaching it yearly isn't justified. Most non-geology students are taking the course merely because they are interested, rather than it counting toward their required core.

I am proposing to add a new course at the 2000 level covering similar topics as GEOL4103, transition it to an online format, and have it count in core D-1 for non-science majors.

Currently the geology program offers four courses within D-1 for non-science majors: Physical geology, Historical geology, Oceanography, and Geology of the National Parks.

Physical (GEOL1121) and Historical (GEOL1122) are offered every semester (largely face to face) and count in area D for both non-science and science majors. These courses are also required for incoming geology majors thus are taught with majors in mind.

Geology of the National Parks (GEOL2553) is exclusively taught in the summer and is fairly rigorous with an enrollment cap of 30 students. This course is often taken by geology majors and education graduate students (Summer Semester 2021: Geology majors 30%, COE Graduate Students 27%, Non-Science area D 43%), thus is only serving a handful of non-science area D students per year.

Oceanography (GEOL2503) is offered every semester and is a massively popular course that is taken by ~1000 to 1300 students per year. This extremely high enrollment creates inequalities in faculty workload within the geology program.

Adding Age of Dinosaurs! Within the core can be justified in several ways:

1) Dinosaurs is offered at many universities as a lower-level science course (GEOL205 University of Tennessee, GEOL3350 University of Georgia, and GEO364 University of Alabama.) In addition, a course similar to the one being proposed is taught at Georgia Southern (GEOL 1430) as part of the area D core. In all of these courses, aspects of science, geology, evolution, and paleontology are taught through the accessible and inherently interesting lens of dinosaur paleontology. This course will cover practical applications for critical thinking and applying the scientific method to difficult problems, thus it will directly cover the desired learning outcomes within core D (Applying scientific methods to natural phenomena and use tools to process data and communicate results further discussed below).

2) Multiple programs have had major decreases in their credit hour generation following the retirement of a professor that teaches large and popular online core classes. The establishment of multiple moderately sized online core offerings within a discipline protect against that potential drop in credit hour production from faculty retirement.

3) As this course is offered, we will steadily increase the number of seats while decreasing the number of potential seats in Oceanography. This will increase the teaching workload equitability across the geology program. In addition, it will give students multiple exciting geology offerings within Core D for non-scientists. As the goal is to normalize workload within the geology program, offering Age of Dinosaurs within the core should have little effect on the credit hour generation of other programs.

4) Students often take GEOL4103 Dinosaurs! in its current form without it counting toward their core or major requirements, this indicates that this course will be of great interest to students. To make the course more accessible with larger potential enrollment, the course will be offered online. If this course is offered initially with a cap of 100 students, it will likely fill (along with a decrease in oceanography seats). However, it could also be offered in person at some stage, if that is requested by the advising center or administration.

5) Similar courses are often attractive as electives for dual enrollment students (e.g. University of Florida, GLY1102 Age of Dinosaurs). In addition, with the class being offered online, it would allow flexibility in scheduling and not interfere with the students' required face to face high school curriculum.

6) The UWG strategic plan lists the 'Big Six' factors that build student engagement and success, the first of which is: "I had at least one professor who made me excited about learning". Dinosaurs' inspire curiosity and wonder across ages and all aspects of society. Using a topic that excites students and is taught with passion is a clear gateway to build a greater understanding of scientific reason and critical thinking.

GEOL 2523 Age of Dinosaurs! 3 Credit hours

Course Description: **Age of Dinosaurs! A multidisciplinary investigation into the ecology, anatomy, and classification the dinosaurs as well as the environmental, climatic, and geographic conditions on earth during the Mesozoic. The course will include a broad background into the biological and geological principles involved in understanding the origin, evolution, and extinction of the dinosaurs. In addition, the course will discuss techniques for using dinosaurs as a tool in teaching scientific principles.**

Instructor: Dr. Bradley Deline. Dr. Deline is a paleontologist and has taught GEOL4103 Dinosaurs! over the last decade.

Area D Learning outcomes

- Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.
  There are multiple topics discussed within dinosaur paleontology that directly address this learning outcome. These include: the methods and controversy around dinosaur evolutionary relationships, the methods and technology used to reconstruct dinosaur anatomy (e.g. feathers, skin color, and soft tissues), dinosaur biomechanics and metabolism, reconstructing the origin of bird flight, and the causes of non-avian dinosaur extinction. All of these topics are currently debated in the scientific literature and thus present opportunities to discuss the methods scientists are using to reconstruct the past.

- Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

  A few assignments in the proposed course will include students acquiring data to come to a conclusion, reading opposing scientific literature to come to a conclusion, as well as discussing the manner in which science is presented to the public. Specifically these assignments will include 1) analyzing and measuring dinosaur tracks to determine dinosaur speed and discussing the ecological implications of their results, 2) reading multiple papers on the origin of flight, weighing the arguments, and discussing conclusions, and 3) reading examples of dinosaur articles designed for the public and discussing the scientific and cultural messages being communicated.

  Learning Objectives

  1) Explain what a dinosaur is and identify the major lineages of dinosaurs through study of their anatomy and diversity.
  2) Understand how scientists use dinosaur fossils to infer ecological, physiological, and behavioral characteristics.
  3) Explain basic evolutionary mechanisms that have been important in the diversification of dinosaurs.
  4) Evaluate the causes and consequences of mass extinctions.
  5) Critique current controversies in dinosaur paleontology, including body temperature, relationships with birds, and reproduction.
  6) Describe the Mesozoic world in which dinosaurs lived, including climate, continental arrangement, and other biological inhabitants.
  7) Describe several ways in which dinosaur fossils have been interpreted throughout human history.
  8) Practice the skills of reading and interpreting scientific literature.

ECED - 4251L - Assessment and Correction Clinical Lab

2022-2023 Undergraduate Revise Course Request

General Information

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

Modifications (Check all that apply) *

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

If other, please identify.

Desired Effective Semester * Fall

Desired Effective Year * 2022

Routing Information

<div align="center">

Routes cannot be changed after a proposal is launched.

</div>

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

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

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

Department/School *
Department of Early Childhood through Secondary Education

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

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

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

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

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

List of Faculty Senate Action and Information Items

Course Information

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

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

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

Course Prefix* ECED

Course Number* 4251L

Course Title* Assessment and Correction Clinical Lab

Long Course Title Assessment and Correction Clinical Lab

Course Type - DO NOT EDIT* Early Childhood/Elementary Education

Catalog Course Description* This course requires the supervised and coordinated diagnosing and correcting of students in K-5 classrooms. The lab experiences shall require demonstration of the content knowledge and pedagogical skills acquired in ECED 4251 - Assessment and Correction in Mathematics Education.

Prequisites Prerequisites: Admission to Teacher Education

Corequisites Corequisites: ECED 4251

Frequency - How many semesters per year will this course be offered? 2

Grading* Undergraduate Standard Letter

Status* ⦿ Active-Visible ○ Inactive-Hidden

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

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

Lec Hrs*	0

Lab Hrs*	0

Credit Hrs*	0

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.***	Not applicable.

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	No changes to SLOs for this course.

Rationale*	In mid-July, the USG Provosts requested that all teacher preparation programs have at least one track/concentration within a degree program that only requires 120 hours and no summer courses to complete. We are moving the lab hours to the course (ECED 4251), but students will have the flexibility in the days/times the lab is offered. We want to keep this as a zero credit hour course to ensure students understand that they have a field experience lab that accompanies ECED 4251.

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

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

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

Syllabus* ☑ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

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* Not applicable

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 18

UNIVERSITY *of*
West Georgia.

OLD VERSION

Main Campus · College of Education · Early Childhood Through Secondary Education

Assess & Correction Clinical L

ECED-4251L

Fall 2021   **Section 02**   <mark>**1 Credits**</mark>   **08/11/2021 to 12/10/2021**   **Modified 08/10/2021**

🖥 Description

This course requires the supervised and coordinated diagnosing and correcting of students in K-5 classrooms. The lab experiences shall require demonstration of the content knowledge and pedagogical skills acquired in ECED 4251 - Assessment and Correction in Mathematics Education.

Requisites

Prerequisites:

Corequisites:
ECED 4251

👤 Contact Information

Dr. Jennifer L Edelman

Email: jedelman@westga.edu
Office: Ed Annex 112
Phone: (678) 839-6184

Mrs. Janet Brown

Email: janetb@westga.edu
Office: Comprehensive Community Clinic
Phone: (678) 839-6145

🕐 Meeting Times

Clinic

September 2nd - November 18
Thursday, 5:00 PM to 7:00 PM, Comprehensive Community Clinic

Math tutoring is from 5:00-5:55 PM

Literacy tutoring is from 6:00-7:00 PM

📕 Materials

There are no required textbooks or other materials for this lab.

Please do not purchase items for use in tutoring without checking with Dr. Edelman and/or Mrs. Brown to see if we already have them. You do not need to spend your own money on resources for your client.

ılıl Outcomes

The student will:

1. Demonstrate content knowledge and pedagogical skills through the planning and implementation of tutoring session for the purpose of developing mathematical knowledge, skills, and abilities; (INTASC 1, 2, 3, 4, 8; NCTM 2.5, 2.7; ACEI 1, 2.3, 3)
2. Demonstrate the use of appropriate formative and summative assessment methods to determine students' understanding and misunderstanding of mathematics;
   2. (INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 4)
3. Demonstrate the use of appropriate technology to support the learning of mathematics;
   2. (INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 3)
4. Reflect on the implementation and success of instructional strategies utilized in the diagnosing and correcting the mathematical error patterns of students in K-5 classrooms. (INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 5)

✔ Evaluation

Criteria

Type	Weight	Topic	Notes
Professionalism and Participation	35%	Course Objectives 1, 2, 3, 4	
Session Plans	25%	Course Objectives 1, 2, 3, 4	
Client File	20%	Course Objectives 1, 2, 3, 4	
Parent Conference/Math Tutoring Summary	20%	Course Objectives 1, 2, 3, 4	

Breakdown

Grade	Range	Notes
A	90-100%	
B	80-89%	
C	70-79%	
F	Below 70%	

≔ Assignments

Always refer to our class CourseDen for additional assignment details and due dates.

Assignments and core requirements: Written assignments are final products that will be graded on both **what** is written (clarity, depth, insight) and **how** it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, you will be expected to demonstrate high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators. Evaluation of written assignments will be accomplished through rubrics, which will be distributed as assignments are given. All assignments must be completed in a typed, single-space format, with Arial font, size 11 and 1-inch margins on all sides unless otherwise indicated.

Assignments are due by 11:59 p.m. on the designated date. Due dates are listed on the course schedule; full instructions for each assignment are posted on CourseDen. Assignments are to be typed and submitted to the appropriate dropbox on CourseDen. Please do not wait until the last minute to upload your assignments; technical/computer issues will not excuse the lateness of the assignment.

Assignments: This is a brief overview of how you will demonstrate your learning in this course and the lab. Each assignment will have further instructions posted in CourseDen and will be discussed in class. The overall goal for these assignments is to provide you with meaningful activity that will help you reflect on and improve student learning and your teaching practices.

Professionalism and Participation (course objectives 1, 2, 3, & 4):

- Clinic Attendance: Students are expected to attend math clinic each week and arrive on time to begin the session with the client. **If an emergency arises, the tutor must adhere to the following policies:**
  - Notify the CCC via phone (678-839-6145).
  - Email the session plan to Dr. Edelman and the CCC Coordinator (janetb@westga.edu) at least one hour before clinic.
  - Provide appropriate documentation to the CCC Coordinator regarding the reason for the absence/tardy.
- Session Preparation: Students are expected to write a weekly session plan based on the assessment data and observed student needs. All materials must be prepared and ready to implement *prior to the start* of the clinic session.
- Client/Tutor Engagement: Students are expected to actively engage the client in appropriate instructional experiences during the one-hour session. No more than 10 minutes each session may be spent on completing the student's homework from school. Your session plans should not include student homework; we can adjust as necessary during the session.
- Client Absences: In the event that a tutor's client is absent, the tutor is expected to either
  - Teach a session for an absent peer (e.g. if another UWG student is absent, you would get their session plan and teach it to their client). OR
  - Complete an alternative assignment from the Math Clinic Choice Board

- Tutors who are assigned a partner are expected to collaborate during planning and equally share responsibility for the implementation of the math session. Tutors will alternate weekly the planning, typing of session plans, gathering materials and implementing the lesson. Concerns about tutor partners should be expressed to your clinic supervisor in a timely manner. A partner survey will be completed at the end of the semester evaluating partner collaboration.

Practice (course objectives 1, 2, 3, & 4):

- Assessment: You will develop a theory about your client's mathematical knowledge using the results from an assessment. You will do two rounds of these assessments, one at the beginning to discover areas of need and the second at the end to uncover student growth. Each tutoring session must include a formative assessment.
  - Session plans: Each week you will prepare a lesson plan for the clinic session based on your client's mathematical errors and misconceptions. These plans will be submitted by 11:59 PM each Wednesday.
  - Client file: At the end of the semester you will be responsible for maintaining the client file in the CCC. A checklist of items that must be included is provided at the end of this document, posted in the clinic, and posted on CourseDen.
  - Parent Conference and Mathematics Tutoring Summary Report: You will plan and implement a conference with the parent/guardian of the case study client.

📅 Schedule

When	Topic	Notes
09/02/2021 5:00 PM - 7:00 PM Comprehensive Community Clinic	Clinic Tutoring Session #1	Introductions, placement assessment, math interest inventory
09/09/2021 5:00 PM - 7:00 PM Comprehensive Community Clinic	Clinic Tutoring Session #2	Remediation Session - See class CourseDen for details
09/16/2021 5:00 PM - 7:00 PM Comprehensive Community Clinic	Clinic Tutoring Session #3	Remediation Session - See class CourseDen for details

When	Topic	Notes
09/23/2021 5:00 PM - 7:00 PM Comprehensive Community Clinic	Clinic Tutoring Session #4	Remediation Session - See class CourseDen for details Short conversation with parents to inform them of semester focus
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- Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- Georgia Department of Public Health (https://dph.georgia.gov/)

UNIVERSITY of West Georgia.

NEW VERSION

Main Campus · College of Education · Early Childhood Through Secondary Education

Assess & Correction Clinical L

ECED-4251L

Fall 2021   Section 02   <mark>0</mark> Credits   08/11/2021 to 12/10/2021   Modified 08/10/2021

🖥 Description

This course requires the supervised and coordinated diagnosing and correcting of students in K-5 classrooms. The lab experiences shall require demonstration of the content knowledge and pedagogical skills acquired in ECED 4251 - Assessment and Correction in Mathematics Education.

Requisites

Prerequisites:

Corequisites:
ECED 4251

👤 Contact Information

Dr. Jennifer L Edelman

Email: jedelman@westga.edu
Office: Ed Annex 112
Phone: (678) 839-6184

Mrs. Janet Brown

Email: janetb@westga.edu
Office: Comprehensive Community Clinic
Phone: (678) 839-6145

🕐 Meeting Times

Clinic

September 2nd - November 18
Thursday, 5:00 PM to 7:00 PM, Comprehensive Community Clinic

Math tutoring is from 5:00-5:55 PM

Literacy tutoring is from 6:00-7:00 PM

📕 Materials

There are no required textbooks or other materials for this lab.

Please do not purchase items for use in tutoring without checking with Dr. Edelman and/or Mrs. Brown to see if we already have them. You do not need to spend your own money on resources for your client.

📊 Outcomes

The student will:

1. Demonstrate content knowledge and pedagogical skills through the planning and implementation of tutoring session for the purpose of developing mathematical knowledge, skills, and abilities; (INTASC 1, 2, 3, 4, 8; NCTM 2.5, 2.7; ACEI 1, 2.3, 3)
2. Demonstrate the use of appropriate formative and summative assessment methods to determine students' understanding and misunderstanding of mathematics;
   2. (INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 4)
3. Demonstrate the use of appropriate technology to support the learning of mathematics;
   2. (INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 3)
4. Reflect on the implementation and success of instructional strategies utilized in the diagnosing and correcting the mathematical error patterns of students in K-5 classrooms. (INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 5)

✔ Evaluation

Criteria

Type	Weight	Topic	Notes
Professionalism and Participation	35%	Course Objectives 1, 2, 3, 4	
Session Plans	25%	Course Objectives 1, 2, 3, 4	
Client File	20%	Course Objectives 1, 2, 3, 4	
Parent Conference/Math Tutoring Summary	20%	Course Objectives 1, 2, 3, 4	

Breakdown

Grade	Range	Notes
A	90-100%	
B	80-89%	
C	70-79%	
F	Below 70%	

☰ Assignments

Always refer to our class CourseDen for additional assignment details and due dates.

Assignments and core requirements: Written assignments are final products that will be graded on both **what** is written (clarity, depth, insight) and **how** it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, you will be expected to demonstrate high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators. Evaluation of written assignments will be accomplished through rubrics, which will be distributed as assignments are given. All assignments must be completed in a typed, single-space format, with Arial font, size 11 and 1-inch margins on all sides unless otherwise indicated.

Assignments are due by 11:59 p.m. on the designated date. Due dates are listed on the course schedule; full instructions for each assignment are posted on CourseDen. Assignments are to be typed and submitted to the appropriate dropbox on CourseDen. Please do not wait until the last minute to upload your assignments; technical/computer issues will not excuse the lateness of the assignment.

Assignments: This is a brief overview of how you will demonstrate your learning in this course and the lab. Each assignment will have further instructions posted in CourseDen and will be discussed in class. The overall goal for these assignments is to provide you with meaningful activity that will help you reflect on and improve student learning and your teaching practices.

Professionalism and Participation (course objectives 1, 2, 3, & 4):

- Clinic Attendance: Students are expected to attend math clinic each week and arrive on time to begin the session with the client. If **an emergency arises, the tutor must adhere to the following policies:**
  - Notify the CCC via phone (678-839-6145).
  - Email the session plan to Dr. Edelman and the CCC Coordinator (janetb@westga.edu) at least one hour before clinic.
  - Provide appropriate documentation to the CCC Coordinator regarding the reason for the absence/tardy.
- Session Preparation: Students are expected to write a weekly session plan based on the assessment data and observed student needs. All materials must be prepared and ready to implement *prior to the start* of the clinic session.
- Client/Tutor Engagement: Students are expected to actively engage the client in appropriate instructional experiences during the one-hour session. No more than 10 minutes each session may be spent on completing the student's homework from school. Your session plans should not include student homework; we can adjust as necessary during the session.
- Client Absences: In the event that a tutor's client is absent, the tutor is expected to either
  - Teach a session for an absent peer (e.g. if another UWG student is absent, you would get their session plan and teach it to their client). OR
  - Complete an alternative assignment from the Math Clinic Choice Board

- Tutors who are assigned a partner are expected to collaborate during planning and equally share responsibility for the implementation of the math session. Tutors will alternate weekly the planning, typing of session plans, gathering materials and implementing the lesson. Concerns about tutor partners should be expressed to your clinic supervisor in a timely manner. A partner survey will be completed at the end of the semester evaluating partner collaboration.

Practice (course objectives 1, 2, 3, & 4):

- Assessment: You will develop a theory about your client's mathematical knowledge using the results from an assessment. You will do two rounds of these assessments, one at the beginning to discover areas of need and the second at the end to uncover student growth. Each tutoring session must include a formative assessment.
  - Session plans: Each week you will prepare a lesson plan for the clinic session based on your client's mathematical errors and misconceptions. These plans will be submitted by 11:59 PM each Wednesday.
  - Client file: At the end of the semester you will be responsible for maintaining the client file in the CCC. A checklist of items that must be included is provided at the end of this document, posted in the clinic, and posted on CourseDen.
  - Parent Conference and Mathematics Tutoring Summary Report: You will plan and implement a conference with the parent/guardian of the case study client.

📅 Schedule

When	Topic	Notes
09/02/2021 5:00 PM - 7:00 PM Comprehensive Community Clinic	Clinic Tutoring Session #1	Introductions, placement assessment, math interest inventory
09/09/2021 5:00 PM - 7:00 PM Comprehensive Community Clinic	Clinic Tutoring Session #2	Remediation Session - See class CourseDen for details
09/16/2021 5:00 PM - 7:00 PM Comprehensive Community Clinic	Clinic Tutoring Session #3	Remediation Session - See class CourseDen for details

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ECED - 4283 - Practicum II

2022-2023 Undergraduate Revise Course Request

General Information

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

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

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

Modifications (Check all that apply) *

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

If other, please identify.

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *	Department of Early Childhood through Secondary Education

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

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

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

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

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

List of Faculty Senate Action and Information Items

Course Information

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

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

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

Course Prefix* ECED

Course Number* 4283

Course Title* Practicum II

Long Course Title

Course Type - DO NOT EDIT* Early Childhood/Elementary Education

Catalog Course Description* Students are placed in a designated early childhood/ elementary site. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

Prequisites Prerequisite: Admission to Teacher Education program and College of Education field experience documentation required

Corequisites

Frequency - How many semesters per year will this course be offered? 2

Grading* Satisfactory/Unsatisfactory - No IP

Status* ⦿ Active-Visible ○ Inactive-Hidden

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

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

Lec Hrs*	0

Lab Hrs*	2

Credit Hrs*	1

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.***	Not applicable

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	No changes to SLOs are requested.

Rationale*	In mid-July, the USG Provosts requested that all teacher preparation programs have at least one track/concentration within a degree program that only requires 120 hours and no summer courses to complete. Reducing the number of hours in this practicum will not negatively impact program quality, but will help us meet the goal of reducing our program of study to 120 hours. We are removing co-requisites to accommodate a change in course sequencing.

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*	100

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*	Not applicable

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

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

Administrative Use Only - DO NOT EDIT

Course ID*	18

UNIVERSITY *of* West Georgia.

OLD VERSION

Main Campus · College of Education · Early Childhood Through Secondary Education

Practicum II

ECED-4283

Fall 2021   Section 01   2 Credits   08/11/2021 to 12/10/2021   Modified 08/11/2021

🖥 Description

Students are placed in a designated early childhood/elementary site. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor. Must be taken concurrently with ECED 4261, ECED 4262, ECED 4263 and READ 3262 or with advisor approval.

Requisites

   Prerequisites:

   Teacher Education Admission TE and Educ.Field Experience Appl FE

   Corequisites:

👤 Contact Information

Cindy E. Saxon

Director of the Office of Field Experiences

Education Center Suite 201

678-839-6083 (office)

770-596-4454 (cell)

csaxon@westga.edu

Please use the official email address above and refrain from using CourseDen email to contact me. Please include your Block number in the email signature. Thanks!

🕐 Meeting Times

Practicum II Orientation will be held **Friday, August 13, 2021**, in the Coliseum, Lecture Hall 2100 at 9:00 AM. Field experience begins Monday, August 16, 2021, and concludes on Wednesday, December 1, 2021.

This is a field-based course and must be attended Mondays and Wednesdays according to the school and district calendar and in alignment with the contract hours of the school and district in which the candidate is placed.

📕 Materials

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on how to purchase your account

(https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf).

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For additional guides, access the UWG Tk20 webpage here (https://www.westga.edu/academics/education/tk20-system.php).

📊 Outcomes

Course Objectives and Learning Outcomes

Students will:

1. Develop observational skills and observe classroom practices and learning environments (Cruikshank, Jenkins, & Metcalf, 2005; INTASC 1, 3; ACEI 1.0; PSC 1);
2. Apply theoretical academic concepts from related courses to actual practices in the classroom (Darling-Hammond, L. & Brandsford, 2005; INTASC 1, 3, 4; ACEI 2.1, 5, 2.6; PCS 1.1, 1.2, 1.3, 1.6);
3. Reflect on initial experiences as a practitioner (Darling-Hammond, L. & Bransford, 2005; INTASC 9; ACEI 5.1; PSC 4.4); and
4. Develop and review effective teaching skills through a variety of instructional designs (Cruikshank, Jenkins, & Metcalf, 2005; INTASC 7; ACEI 3.1, 3.4; PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2).

✔ Evaluation

Teacher Candidates will receive a grade of "Satisfactory" or "Unsatisfactory" for the practicum. Progress may be based upon such documents as class observation logs, reflections, student observations and profiles, model lesson plans, teaching performance in the field, observation forms, field experience attendance/completion, and as applicable, the Candidate Assessment on Performance Standards (CAPS), and the Professional Behaviors and Dispositions Assessment (PBDA).

Note: The field experience is a key component of this course. Failure to successfully complete the field experience will result in an F for the course, regardless of other grades.

Criteria

Breakdown

☰ Assignments

Specifics Available in CourseDen

1) MOU completed in Tk20

2) Upload the following into CourseDen:

- FE Info Form
- School/District Calendar
- School/District Dress Code
- School/District Video Permission and List of Students' with Forms
- Classroom Behavior Management Plan

3) Four Reflections submitted following reflection meetings hosted by the school-based or university supervisors. The due dates for the reflective responses may be found in CourseDen.

4) Teaching Video and self-assessment

All assignment details and due dates will be released in CourseDen. Check CourseDen frequently for announcements and information.

📅 Schedule

✳ Course Policies and Resources

The following policies apply to this course:

Attendance

As stated in the Educator Preparation Handbook, **regular attendance and punctuality are mandatory**. It is important that candidates/interns demonstrate an understanding of the importance of regular and punctual attendance. The candidate/intern is expected to sign in and out at the school as required by the school and his/her program and on the Attendance Log sheet located under Student Resources at www.westga.edu/ofe/. If a Teacher Candidate does not report when expected, this occurrence is deemed an absence. **In cases of illness or emergencies, the candidate/intern must notify the cooperating teacher, the university supervisor, and the school's Office of Attendance as soon as possible.** Irregular attendance and poor punctuality will be addressed immediately by the Cooperating Teacher and University Supervisor.

All absences MUST be made up within the semester that they occur.

All Professional Development days must be approved by the Program Coordinator.

Please work in coordination with your Cooperating Teacher to schedule makeup days and notify your University Supervisor of your plan. Failure to make up missed days can impact your grade in this course. An extended absence is defined as five or more consecutive field days for candidates/interns. Extended absences for candidates/Interns are likely to result in an incomplete or failed semester for field experiences.

University and Assigned School Breaks – For teacher candidates in Blocks I, II, and III, university breaks and the breaks noted on the placement school calendar where the student is assigned are not counted as absences. Block IV candidates follow the placement school calendar only.

School Professional Development Days – For all Blocks, teacher candidates must attend teacher workdays that occur on their assigned field experience days.

The candidate/intern is responsible for obtaining his/her transportation or making his/her own travel arrangements to the assigned field experiences throughout the program.

Required Instructional Resource: TK20 Subscription

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🎯 College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *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.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

🏛 Institutional Policies

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 visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

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

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

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

Online Courses

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

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (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 (https://www.westga.edu/police/campus-carry.php)

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.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- UWG's Guidance on Face Coverings (https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- Georgia Department of Public Health (https://dph.georgia.gov/)

Additional Items

UNIVERSITY *of*
West Georgia.

Main Campus · College of Education · Early Childhood Through Secondary Education

Practicum II

ECED-4283

Fall 2021 **Section 01** 1 **Credit** **08/11/2021 to 12/10/2021** **Modified 08/11/2021**

🖥 Description

Students are placed in a designated early childhood/elementary site. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

Requisites

Prerequisites:
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Corequisites:

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🕐 Meeting Times

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357/625

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You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

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- [Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)](https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- [Georgia Department of Public Health (https://dph.georgia.gov/)](https://dph.georgia.gov/)

Additional Items

ECED - 4286 - Teaching Internship

2022-2023 Undergraduate Revise Course Request

General Information

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

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

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

Modifications (Check all that apply) *

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

If other, please identify.

Desired Effective Semester * Fall

Desired Effective Year * 2022

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *	Department of Early Childhood through Secondary Education

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

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

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

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

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

List of Faculty Senate Action and Information Items

Course Information

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

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

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

Course Prefix*   ECED

Course Number*   4286

Course Title*   Teaching Internship

Long Course Title

Course Type - DO NOT EDIT*   Early Childhood/Elementary Education

Catalog Course Description*   Students will be involved 15 weeks (one semester) in a full-time, supervised and directed classroom setting. Application to field experience required prior to enrollment

Prequisites   Prerequisite: Admission to Teacher Education program and College of Education field experience documentation required

Corequisites   Must be taken concurrently with ECED 4289; a practicum/internship fee will be charged.

Frequency - How many semesters per year will this course be offered?   2

Grading*   Satisfactory/Unsatisfactory - No IP

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

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

Lec Hrs*	0

Lab Hrs*	18

Credit Hrs*	6

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.***	Not applicable

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	No changes to SLOs needed.

Rationale*	In mid-July, the USG Provosts requested that all teacher preparation programs have at least one track/concentration within a degree program that only requires 120 hours and no summer courses to complete. Reducing the number of hours in this internship will not negatively impact program quality, but will help us meet the goal of reducing our program of study to 120 hours.

REQUIRED ATTACHMENTS

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

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

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

Syllabus*	☑ I have attached the syllabus.
	☐ N/A

Resources and Funding

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

Present or Projected Annual Enrollment*	100

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*	Not applicable

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

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

Administrative Use Only - DO NOT EDIT

Course ID*	18

UNIVERSITY *of*
West Georgia.   OLD VERSION

Main Campus · College of Education · Early Childhood Through Secondary Education

Teaching Internship

ECED-4286

Fall 2021   **Section 02**   **9 Credits**   08/11/2021 to 12/10/2021   Modified 08/11/2021

🖥 Description

Students will be involved 15 weeks (one semester) in a full-time, supervised and directed classroom setting. Application to field experience required prior to enrollment Must be taken concurrently with ECED 4289; a practicum/intership fee will be charged.

Requisites

   Prerequisites:
   Teacher Education Admission TE and Educ.Field Experience Appl FE
   Corequisites:

👤 Contact Information

Cindy E. Saxon

Director of the Office of Field Experiences

Education Center Suite 201

678-839-6083 (office)

770-596-4454 (cell)

csaxon@westga.edu

Please use the official email address above and refrain from using CourseDen email to contact me. Please include your Block number in the email signature. Thanks!

🕐 Meeting Times

Field Experience Orientation will be held Tuesday, August 10, 2021. This allows interns to immediately begin Internship. Interns will be in field placements Monday through Friday beginning the first day of classes and concluding on the Reading Day at the end of the semester.

ALL SPECIFIC DATES WILL BE ANNOUNCED/LISTED IN COURSEDEN.

This is a field-based course and must be attended daily according to the school and district calendar and in alignment with the contract hours of the school and district in which the candidate is placed.

📕 Materials

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on [how to purchase your account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf)](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf).

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 (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf)](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu.

The following students **do not** need to purchase a TK20 account:

- If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.
- If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account:

- From the UWG Bookstore, then contact the [UWG Bookstore (https://bookstore.westga.edu/)](https://bookstore.westga.edu/) for more information regarding their refund policy.
- From Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu for more information.

For additional guides, access the UWG Tk20 webpage [here (https://www.westga.edu/academics/education/tk20-system.php)](https://www.westga.edu/academics/education/tk20-system.php).

📊 Outcomes

Course Objectives and Learning Outcomes

Students will:

1. observe the managerial and instructional phases of classes (Cruikshank, Jenkins, & Metcalf, 2011; Denton, 2000; INTASC 1-10; ACEI 1.0, 2.1, 2.2, 2.3, 2.4. 2.5, 2.6, 2.7, 3.1, 3.2, 3.3. 3.4, 3.5, 3.6, 4.0; PSC 5a, b, c, d, 8);
2. assist with simple instructional tasks (e.g., checking the roll, leading exercises, distributing equipment prior to actual teaching) (Cruikshank, Jenkins, & Metcalf, 2011; Denton, 2000; INTASC 9; ACEI 5.1; PSC 1a, b, c, d, 8);
3. assume teaching responsibilities gradually (College of Education, 2010; INTASC 1-10; ACEI 1.0, 2.1, 2.2, 2.3, 2.4. 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, c. d. g, 8);
4. plan for instruction including formulating daily lesson plans, units, and evaluation of student progress (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 1- 8; ACEI 1.0, 2.1, 2.2, 2.3, 2.4. 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0: PSC 1a, b, d, g, 2a, b, c, 4b, c, d);
5. design and implement assessment procedures useful in individualizing instruction (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 6,7,8; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, d, g, 2a, b, c, 4b, c, d);
6. participate in professional activities (e.g., attend faculty meeting, attend PTA, participate in in- service) (College of Education, 2010); INTASC 10; ACEI 5.1,5.2; PSC 3a, b, c, a, b);
7. assume general faculty duties such as lunchroom duty and bus duty (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 10; ACEI 5.1, 5.2; PSC 3a, b, c);
8. identify instructional resources available at the assigned school (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 10; ACEI 5.1, 5.2; PSC 6b. c);
9. evaluate each day for the purpose of affecting change or planning for the next day (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 10; ACEI 5.1, 5.2; PSC 1a, b, c, d, g);
10. practice the Code of Professional Ethics as presented in Expectations, Policies, and Procedures of Internship (College of Education, 2010; INTASC 10; ACEI 5.1; PSC 5c, 7c, 8);
11. develop and implement all forms of lesson plans (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 1- 9; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, d, g, 2a, b, c, 4b, c, d);
12. use various teaching styles (Cruikshank, Jenkins, & Metcalf, 2011; INTASC 1-9; ACEI 1, 2, 3, 4, 5; PSC 1a, b, d, g, 2a, b, c, 4b, c, d);

13. use appropriate discipline techniques when necessary to manage class (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 1,2,3; ACEI 3.1, 3.2, 3.3, 3.4, 3.5; PSC 1a, b, d, g, 2a, b, c, 4b, c, d);
14. motivate students to maximize participation (Cruikshank, Jenkins, & Metcalf, 2011; INTASC 1-9; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, d, g, 2a, b, c, 4b, c, d);
15. measure and evaluate student progress based on objectivities (College of Education, 2010; INTASC 6; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, d, g, 2a, b, c, 4b, c, d); and
16. personalize learning to meet the special needs of each child (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000 INTASC 1-9; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, d, g, 2a, b, c, 4b, c, d).

✔ Evaluation

Teacher Candidates will receive a grade of "Satisfactory" or "Unsatisfactory" for the practicum. Progress may be based upon such documents as class observation logs, reflections, student observations and profiles, model lesson plans, teaching performance in the field, observation forms, field experience attendance/completion, and as applicable, the Candidate Assessment on Performance Standards (CAPS), and the Professional Behaviors and Dispositions Assessment (PBDA).

Note: The field experience is a key component of this course. Failure to successfully complete the field experience will result in an F for the course, regardless of other grades.

Criteria

Breakdown

☲ Assignments

Specifics Available in CourseDen

MOU completed in Tk20

Upload the following into CourseDen:

- MOU
- FE Info Form
- School/District Calendar
- School/District Dress Code
- School/District Video Permission and List of Students' with Forms *only if your supervisor must complete observations virtually or through video*
- Classroom Behavior Management Plan

Four Reflections submitted following reflection meetings hosted by the school-based or university supervisors. The due dates for the reflective responses may be found in CourseDen. **Attendance in Reflection Meetings is MANDATORY.**

All assignment details and due dates will be released in CourseDen. Check CourseDen frequently for announcements and information.

📅 Schedule

Candidates enrolled in Internship are expected to full days n the assigned classrooms for the duration of the semester as indicated by the school and district calendars. Dates have been communicated via email and through the FE Dates document emailed to all candidates in Practicum and Internship. The FE Dates document is posted on the OFE website.

Wednesday, August 11, 2021, through December 3, 2021, **without** Before School Experience/Preplanning.

Wednesday, August 11, 2021, through November 19, 2021, **with** completion of Before School Experience/Preplanning and submission of the BSE Field Log (located on the OFE website under student resources/forms) no later than **August 27, 2021.**

370/625

✳ Course Policies and Resources

The following policies apply to this course:

Attendance

As stated in the Educator Preparation Handbook, **regular attendance and punctuality are mandatory**. It is important that candidates/interns demonstrate an understanding of the importance of regular and punctual attendance. The candidate/intern is expected to sign in and out at the school as required by the school and his/her program and on the Attendance Log sheet located under Student Resources at www.westga.edu/ofe/. If a Teacher Candidate does not report when expected, this occurrence is deemed an absence. **In cases of illness or emergencies, the candidate/intern must notify the cooperating teacher, the university supervisor, and the school's Office of Attendance as soon as possible.** Irregular attendance and poor punctuality will be addressed immediately by the Cooperating Teacher and University Supervisor.

All absences MUST be made up within the semester that they occur.

All Professional Development days must be approved by the Program Coordinator.

Please work in coordination with your Cooperating Teacher to schedule make up days and notify your University Supervisor of your plan. Failure to make up missed days can impact your grade in this course. An extended absence is defined as five or more consecutive field days for candidates/interns. Extended absences for candidates/Interns are likely to result in an incomplete or failed semester for field experiences.

University and Assigned School Breaks – For teacher candidates in Blocks I, II, and III, university breaks and the breaks noted on the placement school calendar where the student is assigned are not counted as absences. Block IV candidates follow the placement school calendar only.

School Professional Development Days – For all Blocks, teacher candidates must attend teacher workdays that occur on their assigned field experience days.

The candidate/intern is responsible for obtaining his/her transportation or making his/her own travel arrangements to the assigned field experiences throughout the program.

Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email [tk20@westga.edu (mailto:tk20@westga.edu)](mailto:tk20@westga.edu) for more information.

◎ College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *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.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic

class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

🏛 Institutional Policies

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 visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

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

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

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

Online Courses

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

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (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 (https://www.westga.edu/police/campus-carry.php)

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.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- UWG's Guidance on Face Coverings (https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- Georgia Department of Public Health (https://dph.georgia.gov/)

▦ Additional Items

UNIVERSITY *of*
West Georgia. NEW VERSION

Main Campus · College of Education · Early Childhood Through Secondary Education

Teaching Internship

ECED-4286

Fall 2021 **Section 02** 6 **Credits** 08/11/2021 to 12/10/2021 Modified 08/11/2021

🖵 Description

Students will be involved 15 weeks (one semester) in a full-time, supervised and directed classroom setting. Application to field experience required prior to enrollment Must be taken concurrently with ECED 4289; a practicum/intership fee will be charged.

Requisites

Prerequisites:

Teacher Education Admission TE and Educ.Field Experience Appl FE

Corequisites:

👤 Contact Information

Cindy E. Saxon

Director of the Office of Field Experiences

Education Center Suite 201

678-839-6083 (office)

770-596-4454 (cell)

csaxon@westga.edu

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🕐 Meeting Times

Field Experience Orientation will be held Tuesday, August 10, 2021. This allows interns to immediately begin Internship. Interns will be in field placements Monday through Friday beginning the first day of classes and concluding on the Reading Day at the end of the semester.

ALL SPECIFIC DATES WILL BE ANNOUNCED/LISTED IN COURSEDEN.

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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 (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf)](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu.

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If you mistakenly purchased a Tk20 account:

- From the UWG Bookstore, then contact the [UWG Bookstore (https://bookstore.westga.edu/)](https://bookstore.westga.edu/) for more information regarding their refund policy.
- From Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu for more information.

For additional guides, access the UWG Tk20 webpage [here (https://www.westga.edu/academics/education/tk20-system.php)](https://www.westga.edu/academics/education/tk20-system.php).

📊 Outcomes

Course Objectives and Learning Outcomes

Students will:

1. observe the managerial and instructional phases of classes (Cruikshank, Jenkins, & Metcalf, 2011; Denton, 2000; INTASC 1-10; ACEI 1.0, 2.1, 2.2, 2.3, 2.4. 2.5, 2.6, 2.7, 3.1, 3.2, 3.3. 3.4, 3.5, 3.6, 4.0; PSC 5a, b, c, d, 8);
2. assist with simple instructional tasks (e.g., checking the roll, leading exercises, distributing equipment prior to actual teaching) (Cruikshank, Jenkins, & Metcalf, 2011; Denton, 2000; INTASC 9; ACEI 5.1; PSC 1a, b, c, d, 8);
3. assume teaching responsibilities gradually (College of Education, 2010; INTASC 1-10; ACEI 1.0, 2.1, 2.2, 2.3, 2.4. 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, c. d. g, 8);
4. plan for instruction including formulating daily lesson plans, units, and evaluation of student progress (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 1- 8; ACEI 1.0, 2.1, 2.2, 2.3, 2.4. 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0: PSC 1a, b, d, g, 2a, b, c, 4b, c, d);
5. design and implement assessment procedures useful in individualizing instruction (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 6,7,8; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, d, g, 2a, b, c, 4b, c, d);
6. participate in professional activities (e.g., attend faculty meeting, attend PTA, participate in in- service) (College of Education, 2010); INTASC 10; ACEI 5.1,5.2; PSC 3a, b, c, a, b);
7. assume general faculty duties such as lunchroom duty and bus duty (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 10; ACEI 5.1, 5.2; PSC 3a, b, c);
8. identify instructional resources available at the assigned school (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 10; ACEI 5.1, 5.2; PSC 6b. c);
9. evaluate each day for the purpose of affecting change or planning for the next day (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 10; ACEI 5.1, 5.2; PSC 1a, b, c, d, g);
10. practice the Code of Professional Ethics as presented in Expectations, Policies, and Procedures of Internship (College of Education, 2010; INTASC 10; ACEI 5.1; PSC 5c, 7c, 8);
11. develop and implement all forms of lesson plans (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 1-9; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, d, g, 2a, b, c, 4b, c, d);
12. use various teaching styles (Cruikshank, Jenkins, & Metcalf, 2011; INTASC 1-9; ACEI 1, 2, 3, 4, 5; PSC 1a, b, d, g, 2a, b, c, 4b, c, d);

13. use appropriate discipline techniques when necessary to manage class (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000; INTASC 1,2,3; ACEI 3.1, 3.2, 3.3, 3.4, 3.5; PSC 1a, b, d, g, 2a, b, c, 4b, c, d);
14. motivate students to maximize participation (Cruikshank, Jenkins, & Metcalf, 2011; INTASC 1-9; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, d, g, 2a, b, c, 4b, c, d);
15. measure and evaluate student progress based on objectivities (College of Education, 2010; INTASC 6; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, d, g, 2a, b, c, 4b, c, d); and
16. personalize learning to meet the special needs of each child (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000 INTASC 1-9; ACEI 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.0; PSC 1a, b, d, g, 2a, b, c, 4b, c, d).

✔ Evaluation

Teacher Candidates will receive a grade of "Satisfactory" or "Unsatisfactory" for the practicum. Progress may be based upon such documents as class observation logs, reflections, student observations and profiles, model lesson plans, teaching performance in the field, observation forms, field experience attendance/completion, and as applicable, the Candidate Assessment on Performance Standards (CAPS), and the Professional Behaviors and Dispositions Assessment (PBDA).

Note: The field experience is a key component of this course. Failure to successfully complete the field experience will result in an F for the course, regardless of other grades.

Criteria

Breakdown

☰ Assignments

Specifics Available in CourseDen

MOU completed in Tk20

Upload the following into CourseDen:

- MOU
- FE Info Form
- School/District Calendar
- School/District Dress Code
- School/District Video Permission and List of Students' with Forms *only if your supervisor must complete observations virtually or through video*
- Classroom Behavior Management Plan

Four Reflections submitted following reflection meetings hosted by the school-based or university supervisors. The due dates for the reflective responses may be found in CourseDen. **Attendance in Reflection Meetings is MANDATORY.**

All assignment details and due dates will be released in CourseDen. Check CourseDen frequently for announcements and information.

📅 Schedule

Candidates enrolled in Internship are expected to full days n the assigned classrooms for the duration of the semester as indicated by the school and district calendars. Dates have been communicated via email and through the FE Dates document emailed to all candidates in Practicum and Internship. The FE Dates document is posted on the OFE website.

Wednesday, August 11, 2021, through December 3, 2021, **without** Before School Experience/Preplanning.

Wednesday, August 11, 2021, through November 19, 2021, **with** completion of Before School Experience/Preplanning and submission of the BSE Field Log (located on the OFE website under student resources/forms) no later than **August 27, 2021**.

✳ Course Policies and Resources

The following policies apply to this course:

Attendance

As stated in the Educator Preparation Handbook, **regular attendance and punctuality are mandatory**. It is important that candidates/interns demonstrate an understanding of the importance of regular and punctual attendance. The candidate/intern is expected to sign in and out at the school as required by the school and his/her program and on the Attendance Log sheet located under Student Resources at www.westga.edu/ofe/. If a Teacher Candidate does not report when expected, this occurrence is deemed an absence. **In cases of illness or emergencies, the candidate/intern must notify the cooperating teacher, the university supervisor, and the school's Office of Attendance as soon as possible.** Irregular attendance and poor punctuality will be addressed immediately by the Cooperating Teacher and University Supervisor.

All absences MUST be made up within the semester that they occur.

All Professional Development days must be approved by the Program Coordinator.

Please work in coordination with your Cooperating Teacher to schedule make up days and notify your University Supervisor of your plan. Failure to make up missed days can impact your grade in this course. An extended absence is defined as five or more consecutive field days for candidates/interns. Extended absences for candidates/Interns are likely to result in an incomplete or failed semester for field experiences.

University and Assigned School Breaks – For teacher candidates in Blocks I, II, and III, university breaks and the breaks noted on the placement school calendar where the student is assigned are not counted as absences. Block IV candidates follow the placement school calendar only.

School Professional Development Days – For all Blocks, teacher candidates must attend teacher workdays that occur on their assigned field experience days.

The candidate/intern is responsible for obtaining his/her transportation or making his/her own travel arrangements to the assigned field experiences throughout the program.

Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

◎ College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *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.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic

class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

🏛 Institutional Policies

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 visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

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

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

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

Online Courses

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

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (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 (https://www.westga.edu/police/campus-carry.php)

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.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- UWG's Guidance on Face Coverings (https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- Georgia Department of Public Health (https://dph.georgia.gov/)

≣ Additional Items

ECED - 4289 - Teaching Internship Seminar

2022-2023 Undergraduate Revise Course Request

General Information

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

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

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

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

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

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

If other, please identify.

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *	Department of Early Childhood through Secondary Education

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

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

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

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

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

List of Faculty Senate Action and Information Items

Course Information

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

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

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

Course Prefix* ECED

Course Number* 4289

Course Title* Teaching Internship Seminar

Long Course Title

Course Type - DO NOT EDIT* Early Childhood/Elementary Education

Catalog Course Description* Designed to engage interns in a critical reflection of issues, topics materials and skills appropriate to their professional development and teaching experience during their internship. Will also serve as a capstone experience for satisfying exit requirements of the program.

Prequisites Prerequisite: Admission to Teacher Education program

Corequisites Must be taken concurrently with ECED 4286 or ECED 4288.

Frequency - How many semesters per year will this course be offered? 2

Grading* Undergraduate Standard Letter

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

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

Lec Hrs*	2

Lab Hrs*	0

Credit Hrs*	2

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.*	Not applicable

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	No changes to SLOs are necessary.

Rationale*	In mid-July, the USG Provosts requested that all teacher preparation programs have at least one track/concentration within a degree program that only requires 120 hours and no summer courses to complete. Reducing the number of hours in this course will not negatively impact program quality, but will help us meet the goal of reducing our program of study to 120 hours.

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

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

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

Syllabus*	☑ I have attached the syllabus.
	☐ N/A

Resources and Funding

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

Present or Projected Annual Enrollment*	100

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*	Not applicable

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

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

Administrative Use Only - DO NOT EDIT

Course ID*	18

UNIVERSITY of West Georgia.

Main Campus · College of Education · Early Childhood Through Secondary Education

Teaching Internship Seminar

ECED-4289

Fall 2021 **Section 01** **3 Credits** **08/11/2021 to 12/10/2021** **Modified 09/28/2021**

🖥 Description

Designed to engage interns in a critical reflection of issues, topics materials and skills appropriate to their professional development and teaching experience during their internship. Will also serve as a capstone experience for satisfying exit requirements of the program. Must be taken concurrently with ECED 4286 or ECED 4288.

Requisites

    Prerequisites:

    Teacher Education Admission TE

    Corequisites:

👤 Contact Information

Instructor: Robin Strain

Office Location: Education Annex 113B

Telephone (department): 678-839-4795

Office Hours: T 11a - 2p and 4:30p - 6p

             W 12:30p - 2p

*Times and days may vary

Online Hours: Online W 5:30p-9:30p

or by appointment

E-mail: rstrain@westga.edu

🕐 Meeting Times

Tuesdays 6p - 8:30 p

Hybrid- see class calendar for face to face and online class dates

Education Center room 4

📕 Materials

Required Text

Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success, Grades K-12 (2nd Edition)

Author: Sharroky Hollie

Publisher: Shell Education

Edition: 2nd

ISBN: 9781425817312

Laptop or Ipad or other device will be needed for some in class activities and assignments. Notebook, pencils, pens

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on how to purchase your account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf).

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 (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu.

The following students **do not** need to purchase a TK20 account:

- If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.
- If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account:

- From the UWG Bookstore, then contact the UWG Bookstore (https://bookstore.westga.edu/) for more information regarding their refund policy.
- From Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu for more information.

For additional guides, access the UWG Tk20 webpage here (https://www.westga.edu/academics/education/tk20-system.php).

📊 Outcomes

The student will:

1) attend meetings related to areas of need (or deficiency) pertinent to the internship experience, as well as to future teaching experiences (CEC 1-7; INTASC 1-10

2) discuss issues related to internship, including topics derived from didactic coursework, topics of group interest and topics introduced by guest speakers/the course instructor. (CEC 1-7; INTASC 1-10)

3) complete a portfolio designed to demonstrate mastery of program content and support job interviewing. (CEC 1-7; INTASC 1-10)

4)promptly and accurately submit assignments related to student internship; and

(Standards: InTASC 9, 10)

5) reflect on the practices implemented as a part of the current and previous field

(Standards: InTASC 1-10)

✔ Evaluation

Criteria

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Breakdown

☰ Assignments

1.Self-Assessment for Areas of Needed Growth 50 pts. -Students will reflect on and assess personal areas for growth and describe how they plan to show growth in the areas during block 4.

2. Resume 75 pts. -Students will create a professional resume. The resume needs to be ONE PAGE. This resume needs to include practicum experiences and teaching-related activities, honors, and highlights, education background, additional skills.

3. Cover Letter 75 pts. -Students will create a professional cover letter for securing a job. The letter needs to be written to a specific school. You are to research the school's website and make connections to why you would be a good fit for their school.

4. Critical Book Workshop and Written Proposal 200 pts.-Students will develop and implement an interactive workshop that provides teachers with culturally and linguistically responsive teaching strategies to support classroom teaching and learning. Students will submit a written proposal outlining the workshop presentation.

5. INTASC Teaching Portfolio 250 pts.- The purpose of the INTASC portfolio is to document professional growth and development as an educator. Students will be responsible for developing an e-portfolio that highlights teaching and learning based on field experiences in the program. The students will use the ten INTASC performance standards to create a final product that demonstrates their knowledge and skills, thus providing a rich and complete picture of what they know and are able to do.

6. Mock Interview Assignment 100 pts.-Students will arrange a time with your building principal, assistant principal, department chair, or a team of those who would normally interview candidates for your teaching position to conduct a mock job interview and follow-up conference with you. Students will write a reflection about the mock interview experience using the provided template. * If you have a professional interview for a teaching position you may use it for this assignment.

7. Professional Learning Worksheet and Professional Learning Plan 50 pts.-A professional learning plan is required by the GaPSC for all teachers who are in new positions and/or in their first three years of teaching. Students will be asked to have this when they begin employment, and elements may come up as part of interviews as students discuss areas that they plan to focus on for continued growth as you improve your skills as a new teacher. The professional learning plan will become the initial set of goals and a pathway of how students intend to accomplish them. Students will create a Professional Learning Plan using data from internship.

8. Parent Conference Scenario Participation and feedback 50 pts. - students will participate in UWG Live and/ or in class parent conference scenarios

9. Attendance and participation 150 pts.-Students are expected to attend classes weekly both in person and online and to participate in weekly discussions and planned activities to include topics from needs assessment and guest speakers.

Total points possible 1000

🗓 Schedule

Course Calendar will be added.

✱ Course Policies and Resources

I am committed to maintaining a safe learning environment for all students.

COURSE EXPECTATIONS

ATTENDANCE

Please make every effort to attend and actively participate in each class meeting (both in-person and online) as the course will be hybrid and not require you to meet in-person for every class meeting. Because life happens, you are allowed **one unexcused absence** which will not result in a deduction from your final grade. Please treat class attendance like your job. If you are going to be absent and/or tardy, please notify the instructor **ahead of time**. If low attendance and/or tardiness becomes a persistent issue, you are required to meet with the instructor to develop a positive plan of action. In addition, please note that documentation is required for unexcused absences, i.e. medical documentation, etc. **Course Den login will be checked to verify attendance for online classes.**

FACE COVERING

See UWG Guidance in the Covid-19 section of the Syllabus

DESKS AND WORKSPACES

Students may sanitize their desks and/or workspace before class.

SPECIAL NOTES

If a student reports they have Covid-19 the student should be directed to the website. This website will be the main point of contact: https://www.westga.edu/coronavirus-info/ (https://www.westga.edu/coronavirus-info/)

Late Work:

A 5-point reduction in grade will be assessed for an assignment that is turned in within 7 days of due date. After the 7 days, no credit will be given unless **prior** arrangements have been made.

Professional Conduct:

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The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

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

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COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- UWG's Guidance on Face Coverings (https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- Georgia Department of Public Health (https://dph.georgia.gov/)

Additional Items

UNIVERSITY of West Georgia.

Main Campus · College of Education · Early Childhood Through Secondary Education

Teaching Internship Seminar

ECED-4289

Fall 2021 **Section 01** 2 Credits **08/11/2021 to 12/10/2021** **Modified 09/28/2021**

⬜ Description

Designed to engage interns in a critical reflection of issues, topics materials and skills appropriate to their professional development and teaching experience during their internship. Will also serve as a capstone experience for satisfying exit requirements of the program. Must be taken concurrently with ECED 4286 or ECED 4288.

Requisites

    Prerequisites:

    Teacher Education Admission TE

    Corequisites:

👤 Contact Information

Instructor: Robin Strain

Office Location: Education Annex 113B

Telephone (department): 678-839-4795

Office Hours: T 11a - 2p and 4:30p - 6p

        W 12:30p - 2p

*Times and days may vary

Online Hours: Online W 5:30p-9:30p

or by appointment

E-mail: rstrain@westga.edu

🕐 Meeting Times

Tuesdays 6p - 7:40 p

Hybrid- see class calendar for face to face and online class dates

Education Center room 4

📕 Materials

Required Text

Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success, Grades K-12 (2nd Edition)

Author: Sharroky Hollie

Publisher: Shell Education

Edition: 2nd

ISBN: 9781425817312

Laptop or Ipad or other device will be needed for some in class activities and assignments. Notebook, pencils, pens

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on [how to purchase your account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf)](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf).

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 (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf)](https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu.

The following students **do not** need to purchase a TK20 account:

- If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.
- If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account:

- From the UWG Bookstore, then contact the [UWG Bookstore (https://bookstore.westga.edu/)](https://bookstore.westga.edu/) for more information regarding their refund policy.
- From Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu for more information.

For additional guides, access the UWG Tk20 webpage [here (https://www.westga.edu/academics/education/tk20-system.php)](https://www.westga.edu/academics/education/tk20-system.php).

📊 Outcomes

The student will:

1) attend meetings related to areas of need (or deficiency) pertinent to the internship experience, as well as to future teaching experiences (CEC 1-7; INTASC 1-10

2) discuss issues related to internship, including topics derived from didactic coursework, topics of group interest and topics introduced by guest speakers/the course instructor. (CEC 1-7; INTASC 1-10)

3) complete a portfolio designed to demonstrate mastery of program content and support job interviewing. (CEC 1-7; INTASC 1-10)

4)promptly and accurately submit assignments related to student internship; and

(Standards: InTASC 9, 10)

5) reflect on the practices implemented as a part of the current and previous field

(Standards: InTASC 1-10)

✔ Evaluation

Criteria

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Breakdown

≔ Assignments

1.Self-Assessment for Areas of Needed Growth 50 pts. -Students will reflect on and assess personal areas for growth and describe how they plan to show growth in the areas during block 4.

2. Resume 75 pts. -Students will create a professional resume. The resume needs to be ONE PAGE. This resume needs to include practicum experiences and teaching-related activities, honors, and highlights, education background, additional skills.

3. Cover Letter 75 pts. -Students will create a professional cover letter for securing a job. The letter needs to be written to a specific school. You are to research the school's website and make connections to why you would be a good fit for their school.

4. Critical Book Workshop and Written Proposal 200 pts.-Students will develop and implement an interactive workshop that provides teachers with culturally and linguistically responsive teaching strategies to support classroom teaching and learning. Students will submit a written proposal outlining the workshop presentation.

5. INTASC Teaching Portfolio 250 pts.- The purpose of the INTASC portfolio is to document professional growth and development as an educator. Students will be responsible for developing an e-portfolio that highlights teaching and learning based on field experiences in the program. The students will use the ten INTASC performance standards to create a final product that demonstrates their knowledge and skills, thus providing a rich and complete picture of what they know and are able to do.

6. Mock Interview Assignment 100 pts.-Students will arrange a time with your building principal, assistant principal, department chair, or a team of those who would normally interview candidates for your teaching position to conduct a mock job interview and follow-up conference with you. Students will write a reflection about the mock interview experience using the provided template. * If you have a professional interview for a teaching position you may use it for this assignment.

7. Professional Learning Worksheet and Professional Learning Plan 50 pts.-A professional learning plan is required by the GaPSC for all teachers who are in new positions and/or in their first three years of teaching. Students will be asked to have this when they begin employment, and elements may come up as part of interviews as students discuss areas that they plan to focus on for continued growth as you improve your skills as a new teacher. The professional learning plan will become the initial set of goals and a pathway of how students intend to accomplish them. Students will create a Professional Learning Plan using data from internship.

8. Parent Conference Scenario Participation and feedback 50 pts. - students will participate in UWG Live and/ or in class parent conference scenarios

9. Attendance and participation 150 pts.-Students are expected to attend classes weekly both in person and online and to participate in weekly discussions and planned activities to include topics from needs assessment and guest speakers.

Total points possible 1000

📅 Schedule

Course Calendar will be added.

✱ Course Policies and Resources

I am committed to maintaining a safe learning environment for all students.

COURSE EXPECTATIONS

ATTENDANCE

Please make every effort to attend and actively participate in each class meeting (both in-person and online) as the course will be hybrid and not require you to meet in-person for every class meeting. Because life happens, you are allowed **one unexcused absence** which will not result in a deduction from your final grade. Please treat class attendance like your job. If you are going to be absent and/or tardy, please notify the instructor **ahead of time**. If low attendance and/or tardiness becomes a persistent issue, you are required to meet with the instructor to develop a positive plan of action. In addition, please note that documentation is required for unexcused absences, i.e. medical documentation, etc. **Course Den login will be checked to verify attendance for online classes.**

FACE COVERING

See UWG Guidance in the Covid-19 section of the Syllabus

DESKS AND WORKSPACES

Students may sanitize their desks and/or workspace before class.

SPECIAL NOTES

If a student reports they have Covid-19 the student should be directed to the website. This website will be the main point of contact: https://www.westga.edu/coronavirus-info/ (https://www.westga.edu/coronavirus-info/)

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- Georgia Department of Public Health (https://dph.georgia.gov/)

☰ Additional Items

ECSE - 4789 - Teaching Internship Seminar

2022-2023 Undergraduate Revise Course Request

General Information

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

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

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

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

If other, please identify.

Desired Effective Semester * | Fall |

Desired Effective Year * | 2022 |

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *
Department of Early Childhood through Secondary Education

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

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

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

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

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

List of Faculty Senate Action and Information Items

Course Information

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

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

> **Course Prefix (cannot be modified. Must add/delete course)**
> **Course Number (cannot be modified. Must add/delete course)**
> **Course Title**
> **Course Type (do not modify)**
> **Catalog Course Description**
> **Prerequisites/Corequisites**
> **Frequency**
> **Grading**
> **Credit Hours**
> **Status (Active means that it will be visible in the catalog and Inactive will be hidden)**

Course Prefix*   ECSE

Course Number*   4789

Course Title*   Teaching Internship Seminar

Long Course Title

Course Type - DO NOT EDIT*   **Early Childhood through Secondary Education**

Catalog Course Description*   Information and issues related to student teaching in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education.

Prequisites   Prerequisite: Admission to Teacher Education (TE)

Corequisites

Frequency - How many semesters per year will this course be offered?

Grading*   **Undergraduate Standard Letter**

Status*   ● Active-Visible   ○ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour

totals" will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs*	2

Lab Hrs*	0

Credit Hrs*	2

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.*	Not applicable

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	No changes to the SLOs are necessary.

Rationale*	To ensure consistency in Seminar credit hours between our traditional and dual certification concentrations in the B.S.Ed. in Elementary Education, we are reducing the credit hours to two in order to match the change to the traditional certification seminar course.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	☑ I have attached the syllabus.
	☐ N/A

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	100

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*	Not applicable.

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ **icon in the Proposal Toolbox to make your decision.**

Administrative Use Only - DO NOT EDIT

Course ID*	18

UNIVERSITY *of*
West Georgia.

Main Campus · College of Education · Early Childhood Through Secondary Education

Teaching Internship Seminar

ECSE-4789

Spring 2021   Section 01   3 Credits   01/09/2021 to 05/11/2021   Modified 01/07/2021

🖵 Description

Information and issues related to student teaching in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education.

Requisites
    Prerequisites:
    Teacher Education Admission TE
    Corequisites:

👤 Contact Information

Instructor: *Dr. Andrea Smith*

Office Location: *Education Annex 110*

Telephone (department): *678-839-6559*

Online Hours: Online M/W 12p-4p and/or b*y appointment*

E-mail: *andreas@westga.edu*

🕐 Meeting Times

Tuesday

6:00pm-8:30pm

Education Center Room 1

📕 Materials

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.

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Optional

Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success, Grades K-12 (2nd Edition)

Author: Sharroky Hollie
Publisher: Shell Education
Edition: 2nd
ISBN: 9781425817312

📊 Outcomes

The student will:
1. attend meetings related to areas of need (or deficiency) pertinent to the internship experience, as well as to future teaching experiences (CEC 1-7; INTASC 1-10)
2. discuss issues related to internship, including topics derived from didactic coursework, topics of group interest and topics introduced by guest speakers/the course instructor. (CEC 1-7; INTASC 1-10)
3. complete a portfolio designed to demonstrate mastery of program content and support job interviewing. (CEC 1-7; INTASC 1-10)

✔ Evaluation

Criteria

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Breakdown

📋 Assignments

Always refer to CourseDen for additional assignment details and due dates.

Assignment 1. *Self Assessment for Areas of Needed Growth* (25 points)
Students will reflect on and assess personal areas for growth and describe how they plan to show growth in the areas during block 4. (Submitted to Course Den, Objectives 1-3)

Assignment 2. *Cover Letter* (25 points)
Students will create a professional cover letter for securing a job. The letter needs to be written to a specific school. You are to research the school's website and make connections to why you would be a good fit for their school.
(Submitted to Course Den, Objectives 1-3)

Assignment 3. *Resume* (25 points)
Students will create a professional resume. The resume needs to be ONE PAGE. This resume needs to include practicum experiences and teaching-related activities, honors, and highlights, education background, additional skills.
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Assignment 4. *Critical Book Workshop* (100 points)
Students will develop and implement an interactive workshop that provides teachers with culturally and linguistically responsive teaching strategies to support classroom teaching and learning.
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Assignment 7. *INTASC Teaching Portfolio* (1000 points-75 points per standard/ 250 points for final e-portfolio)
The purpose of the INTASC portfolio is to document professional growth and development as an educator. Students will be responsible for developing an e-portfolio that highlights teaching and learning based on field experiences in the program. The students will use the ten INTASC performance standards to create a final product that demonstrates their knowledge and skills, thus providing a rich and complete picture of what they know and are able to do.
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Assignment 8. *Mock Peer Interview* (50 points)
Students will work collaboratively with a group of peers to simulate an interview experience and reflection in preparation for teacher interviews with the school administration.
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Assignment 9. *Attendance* (200 points)
Students are expected to attend classes weekly and to participate in weekly discussions and planned activities to include topics from needs assessment and guest speakers.
(Objectives 1-3, Checklist)

Total Points Possible: 1,250 points

📅 Schedule

Week	Begin Date	Topic/Activity/Reading Assignment	Class Format	Assignment & Due Date

1	01/12	PAGE 'Career Launch' (special guest) Course Overview and Syllabus Critical book workshop group overview Sign up for critical book workshop groups-see Course Den Self-Assessment for Areas of Improvement Overview INTASC Portfolio Overview	Face-to-Face at 5:00 pm ET	Self-Assessment for Areas of Improvement (due 01/15)
2*	01/19	What Does RTI Look Like? (virtual) https://www.gotomeet.me/JillDrake/uwg-teaching-seminar-virtual-classroom	Online	Resume/ cover letter **draft** due 01/19 by 5:30 pm-optional
3*	01/26	Principal Interview tips (virtual) https://www.gotomeet.me/JillDrake/uwg-teaching-seminar-virtual-classroom Teach Live Assignment for next week Sign up for Mock Peer Interviews (see Course Den)	Online	**Book:** Introduction/Chapter 1
4	02/02	UWG Live Simulator: Parent/Guardian Conference Scenarios Peer Feedback and Reflection INTASC Portfolio discussion	Face-to-Face	**Book:** Chapter 2
5*	02/09	Mock Peer Interviews (virtual) Sign up for Mock Interview Groups (see CourseDen) Complete mock interviews with group on 02/09; Submit reflections by 02/12 5:30p	Online	Resume/ cover letter **final** Draft due 02/09 by 5:30 pm-required **Book:** Chapter 3 **Mock Interview reflections** due by 02/12 5:30p **INTASC Portfolio** **(complete standard 1)** due 02/14 by 11:59p

6	02/16	TKES Talk *Bring your laptop/technology device	Face-to-Face	**Book:** Chapter 4 **Book Workshop Proposal** due 2/16 by 5:30 pm **INTASC Portfolio** **(complete standard 2)** due 02/21 by 11:59p
7	02/23	**On Your Own:** INTASC Portfolio development	Online	**INTASC Portfolio** **(complete standard 3)** due by 02/28 by 11:59p
8	03/02	Critical Book Workshop (Groups A and B)	Face-to-Face	**Book:** Chapter 5 **INTASC Portfolio** **(complete standard 4)** due by 03/07 by 11:59p
9	03/09	Critical Book Workshops (Groups C and D)	Face-to-Face	**Book:** Chapter 6 **INTASC Portfolio** **(complete standard 5)** due by 03/14 by 11:59p
10	03/16	**(UWG Spring Break)** **Interns will report to placement but the seminar class will not meet**		
11	03/23	Critical Book Workshops (Groups E and F)	Face-to-Face	**Book:** Chapter 7 and 8 **INTASC Portfolio** **(complete standard 6)** due by 03/28 by 11:59p

12	03/30	**On Your Own:** INTASC Portfolio development	Online	INTASC Portfolio **(complete standard 7-8) due by 04/04 by 11:59p**
13	04/06	**On Your Own:** INTASC Portfolio development	Online	INTASC Portfolio **(complete standard 9-10) due by 04/11 by 11:59p**
14*	04/13	**ONLINE CLASS: I Wish I Knew Then… Advice from Beginning Teachers (online)** https://www.gotomeet.me/JillDrake/uwg-teaching-seminar-virtual-classroom Professional Learning Plan (see CourseDen)	Online	Professional Learning Plan **due in Course Den by 4/16 by 11:59 pm 04/20 (online**
15	04/20	INTASC Portfolio Due (Final Exam) in CourseDen by 11.59pm 04/20 (online) **Course Evaluations**	Online	Submit INTASC Portfolio link to e-portfolio-**due in CourseDen by 11:59 pm 04/20 (online)**

*Note: Class will take place in an online meeting room-see link in the schedule above schedule of topics may change. "Teachers are like rubber bands - they have to be flexible"

 **Note: Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

✳ Course Policies and Resources

I am committed to maintaining a safe learning environment for all students. Should campus operations change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements and resume online using CourseDen.

COURSE EXPECTATIONS

ATTENDANCE

Please make every effort to attend and actively participate in each class meeting (both in-person and online) as the course will be hybrid and not require you to meet in-person for every class meeting. Because life happens, you are allowed one unexcused absence which will not result in a deduction from your final grade. Please treat class attendance like your job. If you are going to be absent and/or tardy, please notify the instructor ahead of time. If low attendance and/or tardiness becomes a persistent issue, you are required to meet with the instructor to develop a positive plan of action. In addition, please note that documentation is required for unexcused absences, i.e. medical documentation, etc.

If you begin exhibiting symptoms of COVID-19, please call a medical professional and/ or the Student Health Center at 678-839-6452 to schedule an in-person or telemedicine appointment.

FACE COVERING

All students must wear face coverings while on campus, except while eating, alone in an enclosed space, or outdoors practicing social distancing. NO students will be permitted in class without a face covering. If you have a medical reason that prevents you from wearing a face covering due to a health condition deemed high-risk for COVID-19 by the Centers for Disease Control and Prevention (CDC), you should submit a request for an accommodation through the Student Disability Services Office (SDS) by completing the online application. Students will need to provide documentation that verifies their health condition or disability and supports the need for accommodations.

SOCIAL DISTANCING

Students should practice social distancing inside and outside the classroom please follow signage and pay attention to the seating arrangements. Do not remove stickers or tape from seats and/or tables, this is there to provide guidance on the appropriate classroom capacity based on the recommended 6 feet of social distancing between individuals. Please be conscious of your personal space and respectful of others. Also be cognizant of how you enter and exit the room; always try to maintain at least 6 feet of distance between yourself and others.

DESKS AND WORK SPACES

Students will need to sanitize their desks and/or work space before class with the University provided sanitizing spray and paper towels their desks.

SPECIAL NOTES

It's important to note that based on the unpredictability of the COVID-19 virus things can change at any time so please be patient and understanding as we move through the semester. Please keep the instructor informed of concerns you may have about class, completing coursework/assignments timely and/or health concerns related to COVID.

If you become sick or are required to quarantine during the semester, you should notify the instructor and provide documentation to support, i.e. medical documentation, etc. In addition, you should work with the instructor to develop a plan to complete the necessary course content, activities, and assessments to complete the course learning outcomes.

Late Work:

A 5-point reduction in grade will be assessed for an assignment that is turned in within 7 days of due date. After the 7 days, no credit will be given.

Professional Conduct:

Points will be deducted for unprofessional behaviors during class. Please use electronic devices for class use **ONLY**. It is distracting when students are using cell phones, texting, surfing the net, working on assignments for another class, talking to a neighbor, and being inattentive. I ask that you treat the instructor/speaker as you want your students to treat you.

Students may communicate questions and/or concerns through my @westga.edu email. I ask that you identify yourself by your name and the corresponding class and section number, i.e. Andrea Smith, ECED 4789, 01.

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

I will answer emails within 48 hours (except weekends and holidays) and we expect a response from students to our emails within 48 hours (except weekends and holidays) I will make every attempt to return major assignments within 7-14 days, but the amount of feedback required may extend that time. **It is your responsibility to check emails daily**.

◎ College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *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.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Admission to Teacher Education

Admission to the teacher education program is a prerequisite to enrollment in professional education courses for all teacher education programs. Admission to the program is based on meeting specific qualifications. Application instructions will be provided to students by their academic advisor once qualifications have been met.

Educator Certification Requirements

Candidates are eligible for the Georgia educator certificate only upon successful completion of the appropriate teacher education program and passing scores on the appropriate assessments for certification as required for certification by the Georgia Professional Standards Commission.

Physical Education Requirement

The College of Education requires three hours of physical education for all undergraduate programs offered in the college. The student must satisfy this requirement by taking the 2-hour Health and Wellness course (PWLA 1600) and one 1-hour activity course. Military veterans with two or more years of active duty will not have to take the activity course.

🏛 Institutional Policies

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.

411/625

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 (https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online (https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing

activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (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 (https://www.westga.edu/police/campus-carry.php)

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.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the Student FAQ webpage (https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php).

▤ Additional Items

UNIVERSITY of West Georgia.

NEW VERSION

Main Campus · College of Education · Early Childhood Through Secondary Education

Teaching Internship Seminar

ECSE-4789

Spring 2021   Section 01   2 Credits   01/09/2021 to 05/11/2021   Modified 01/07/2021

🖥 Description

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Requisites
    Prerequisites:
    Teacher Education Admission TE
    Corequisites:

👤 Contact Information

Instructor: *Dr. Andrea Smith*

Office Location: *Education Annex 110*

Telephone (department): *678-839-6559*

Online Hours: Online M/W 12p-4p and/or b*y appointment*

E-mail: *andreas@westga.edu*

🕐 Meeting Times

Tuesday

6:00pm-7:40 **pm**

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414/625

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Author: Sharroky Hollie
Publisher: Shell Education
Edition: 2nd
ISBN: 9781425817312

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of group interest and topics introduced by guest speakers/the course instructor. (CEC 1-7;
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(Submitted to Course Den, Objectives 1-3)

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Assignment 9. *Attendance* (200 points)
Students are expected to attend classes weekly and to participate in weekly discussions and planned activities to include topics from needs assessment and guest speakers.
(Objectives 1-3, Checklist)

Total Points Possible: 1,250 points

📅 Schedule

Week	Begin Date	Topic/Activity/Reading Assignment	Class Format	Assignment & Due Date

1	01/12	PAGE 'Career Launch' (special guest) Course Overview and Syllabus Critical book workshop group overview Sign up for critical book workshop groups-see Course Den Self-Assessment for Areas of Improvement Overview INTASC Portfolio Overview	Face-to-Face at 5:00 pm ET	Self-Assessment for Areas of Improvement (due 01/15)
2*	01/19	What Does RTI Look Like? (virtual) https://www.gotomeet.me/JillDrake/uwg-teaching-seminar-virtual-classroom	Online	Resume/ cover letter **draft** due 01/19 by 5:30 pm-optional
3*	01/26	Principal Interview tips (virtual) https://www.gotomeet.me/JillDrake/uwg-teaching-seminar-virtual-classroom Teach Live Assignment for next week Sign up for Mock Peer Interviews (see Course Den)	Online	**Book:** Introduction/Chapter 1
4	02/02	UWG Live Simulator: Parent/Guardian Conference Scenarios Peer Feedback and Reflection INTASC Portfolio discussion	Face-to-Face	**Book:** Chapter 2
5*	02/09	Mock Peer Interviews (virtual) Sign up for Mock Interview Groups (see CourseDen) Complete mock interviews with group on 02/09; Submit reflections by 02/12 5:30p	Online	Resume/ cover letter **final** Draft due 02/09 by 5:30 pm-required **Book:** Chapter 3 **Mock Interview reflections** due by 02/12 5:30p **INTASC Portfolio** **(complete standard 1)** due 02/14 by 11:59p

6	02/16	TKES Talk *Bring your laptop/technology device	Face-to-Face	**Book:** Chapter 4 **Book Workshop Proposal** due 2/16 by 5:30 pm **INTASC Portfolio** **(complete standard 2)** due 02/21 by 11:59p
7	02/23	**On Your Own:** INTASC Portfolio development	Online	**INTASC Portfolio** **(complete standard 3)** due by 02/28 by 11:59p
8	03/02	Critical Book Workshop (Groups A and B)	Face-to-Face	**Book:** Chapter 5 **INTASC Portfolio** **(complete standard 4)** due by 03/07 by 11:59p
9	03/09	Critical Book Workshops (Groups C and D)	Face-to-Face	**Book:** Chapter 6 **INTASC Portfolio** **(complete standard 5)** due by 03/14 by 11:59p
10	03/16	**(UWG Spring Break)** Interns will report to placement but the seminar class will not meet		
11	03/23	Critical Book Workshops (Groups E and F)	Face-to-Face	**Book:** Chapter 7 and 8 **INTASC Portfolio** **(complete standard 6)** due by 03/28 by 11:59p

12	03/30	On Your Own: INTASC Portfolio development	Online	INTASC Portfolio (complete standard 7-8) due by 04/04 by 11:59p
13	04/06	On Your Own: INTASC Portfolio development	Online	INTASC Portfolio (complete standard 9-10) due by 04/11 by 11:59p
14*	04/13	ONLINE CLASS: I Wish I Knew Then… Advice from Beginning Teachers (online) https://www.gotomeet.me/JillDrake/uwg-teaching-seminar-virtual-classroom Professional Learning Plan (see CourseDen)	Online	Professional Learning Plan due in Course Den by 4/16 by 11:59 pm 04/20 (online
15	04/20	INTASC Portfolio Due (Final Exam) in CourseDen by 11.59pm 04/20 (online) Course Evaluations	Online	Submit INTASC Portfolio link to e-portfolio-due in CourseDen by 11:59 pm 04/20 (online)

*Note: Class will take place in an online meeting room-see link in the schedule above schedule of topics may change. "Teachers are like rubber bands - they have to be flexible"

 **Note: Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

✳ Course Policies and Resources

I am committed to maintaining a safe learning environment for all students. Should campus operations change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements and resume online using CourseDen.

COURSE EXPECTATIONS

ATTENDANCE

Please make every effort to attend and actively participate in each class meeting (both in-person and online) as the course will be hybrid and not require you to meet in-person for every class meeting. Because life happens, you are allowed one unexcused absence which will not result in a deduction from your final grade. Please treat class attendance like your job. If you are going to be absent and/or tardy, please notify the instructor ahead of time. If low attendance and/or tardiness becomes a persistent issue, you are required to meet with the instructor to develop a positive plan of action. In addition, please note that documentation is required for unexcused absences, i.e. medical documentation, etc.

If you begin exhibiting symptoms of COVID-19, please call a medical professional and/ or the Student Health Center at 678-839-6452 to schedule an in-person or telemedicine appointment.

FACE COVERING

All students must wear face coverings while on campus, except while eating, alone in an enclosed space, or outdoors practicing social distancing. NO students will be permitted in class without a face covering. If you have a medical reason that prevents you from wearing a face covering due to a health condition deemed high-risk for COVID-19 by the Centers for Disease Control and Prevention (CDC), you should submit a request for an accommodation through the Student Disability Services Office (SDS) by completing the online application. Students will need to provide documentation that verifies their health condition or disability and supports the need for accommodations.

SOCIAL DISTANCING

Students should practice social distancing inside and outside the classroom please follow signage and pay attention to the seating arrangements. Do not remove stickers or tape from seats and/or tables, this is there to provide guidance on the appropriate classroom capacity based on the recommended 6 feet of social distancing between individuals. Please be conscious of your personal space and respectful of others. Also be cognizant of how you enter and exit the room; always try to maintain at least 6 feet of distance between yourself and others.

DESKS AND WORK SPACES

Students will need to sanitize their desks and/or work space before class with the University provided sanitizing spray and paper towels their desks.

SPECIAL NOTES

It's important to note that based on the unpredictability of the COVID-19 virus things can change at any time so please be patient and understanding as we move through the semester. Please keep the instructor informed of concerns you may have about class, completing coursework/assignments timely and/or health concerns related to COVID.

If you become sick or are required to quarantine during the semester, you should notify the instructor and provide documentation to support, i.e. medical documentation, etc. In addition, you should work with the instructor to develop a plan to complete the necessary course content, activities, and assessments to complete the course learning outcomes.

Late Work:

A 5-point reduction in grade will be assessed for an assignment that is turned in within 7 days of due date. After the 7 days, no credit will be given.

Professional Conduct:

Points will be deducted for unprofessional behaviors during class. Please use electronic devices for class use **ONLY**. It is distracting when students are using cell phones, texting, surfing the net, working on assignments for another class, talking to a neighbor, and being inattentive. I ask that you treat the instructor/speaker as you want your students to treat you.

Students may communicate questions and/or concerns through my @westga.edu email. I ask that you identify yourself by your name and the corresponding class and section number, i.e. Andrea Smith, ECED 4789, 01.

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

I will answer emails within 48 hours (except weekends and holidays) and we expect a response from students to our emails within 48 hours (except weekends and holidays) I will make every attempt to return major assignments within 7-14 days, but the amount of feedback required may extend that time. **It is your responsibility to check emails daily**.

◎ College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *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.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Admission to Teacher Education

Admission to the teacher education program is a prerequisite to enrollment in professional education courses for all teacher education programs. Admission to the program is based on meeting specific qualifications. Application instructions will be provided to students by their academic advisor once qualifications have been met.

Educator Certification Requirements

Candidates are eligible for the Georgia educator certificate only upon successful completion of the appropriate teacher education program and passing scores on the appropriate assessments for certification as required for certification by the Georgia Professional Standards Commission.

Physical Education Requirement

The College of Education requires three hours of physical education for all undergraduate programs offered in the college. The student must satisfy this requirement by taking the 2-hour Health and Wellness course (PWLA 1600) and one 1-hour activity course. Military veterans with two or more years of active duty will not have to take the activity course.

🏛 Institutional Policies

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 (https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online (https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing

activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (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 (https://www.westga.edu/police/campus-carry.php)

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.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the Student FAQ webpage (https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php).

≡ Additional Items

Elementary Education, B.S.Ed.

2022-2023 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking ⓘ **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply) *

- ☐ Program Name
- ☐ Track/Concentration
- ☐ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Early Childhood through Secondary Education

Is this a School of Nursing or School of Communication, Film and Media course?* ⚪ Yes ⚫ No

Is this a College of Education Program? ⚫ Yes ⚪ No
*

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ⚫ Yes ⚪ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ⚫ Program
⚪ Shared Core

If other, please identify.

IMPORT curriculum data from the Catalog by clicking ⬇ **icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.**

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

> **Program Name**
> **Program Description**

Program Name*	Elementary Education, B.S.Ed.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Science in Education

Program Description*

The undergraduate program in Elementary Education prepares teacher education candidates to teach children in pre-kindergarten school settings through fifth grade. There are two certification concentrations available to those completing the B.S.Ed. degree in Elementary Education: Elementary Education or Elementary Education/Special Education-General Curriculum. Admission to the Teacher Education program is required for enrollment in the block sequence of professional courses. A full year of field experiences in public schools occurs throughout the professional education courses.

Learning Outcomes:

1.0 Development, Learning, and Motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation (ACEI 1)

2.1 Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situation, materials, and ideas.

2.2 Science: Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science.

2.3 Mathematics: Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage in problem-solving, reasoning and proof, communication, connections, and representation.

2.4 Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The Arts: Candidates know, understand, and use as appropriate to their own understanding and skills-the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health Education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical Education: Candidates know, understand, and use as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem-solving, performance skills: Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, and problem-solving

3.4 Active engagement in learning: Candidates use their knowledge and understanding

of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom (ACEI 3).

4.0 Assessment for instruction: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student (ACEI 4).

5.1 Professional growth, reflection, and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

5.4 Collaboration with colleagues and the community: Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being (ACEI 5).

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location* Carrollton   Newnan

Curriculum Information

Prospective Curriculum*

Requirements

Core Requirements

Core Curriculum

Core Area A (Essential Skills): 9 Hours (a)

MATH 1111 College Algebra
[After] is recommended (b)

Core Area B (Institutional Priorities): 5 Hours

COMM 1110 Public Speaking
[Right] is recommended (a)

Core Area C (Humanities/Arts): 6 Hours

ENGL 2110 World Literature
ENGL 2120 British Literature
[Right] (or)
ENGL 2130 American Literature
[Right] is recommended

Core Area D (Science, Math, Technology): 10 Hours

Science (lab) 4

BIOL 1010 Fundamentals of Biology
[Right] is recommended
BIOL 1010L Fundamentals of Biology
Laboratory
[After] Science 3
[Right] is recommended

GEOL 1121 Introductory Geosciences I: Physical Geology
[After] Math, Science, & Quantitative Technology 3
[Right] is recommended

Core Area E (Social Sciences): 12 Hours

GEOG 1013 World Geography
[Right] is recommended

Core Area F (Program Related Courses): 18 Hours (a)

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts
EDUC 2130 Exploring Learning and Teaching
ISCI 2001 Life and Earth Science
ISCI 2002 Physical Science
MATH 2008 Foundations of Numbers and Operations
MEDT 2501 Multiple Literacies for Educators

Physical Education Requirement: 3 Hours

PWLA 1600 Personal Wellness
[After] PWLA (activity course) 1

Courses Required for the Degree (a,c)

TRADITIONAL CONCENTRATION

Professional Education: 60 Hours

Block I: 18 Hours

CEPD 4101 Educational Psychology

ECED 3282 Practicum I

[Right] (e)

MATH 3803 Algebra for P-8 Teachers I

READ 3251 Children's Literature

ECED 3214 Exploratory Activities in Music and the Fine Arts

SPED 3713 Introduction to Special Education and Mild Disabilities

ECED 4261 Teaching Content and Process: Social Studies Education

Block II: 17 Hours

MATH 3703 Geometry for P-8 Teachers

ECED 4263 Teaching Content and Process: Mathematics Education

ECED 4283 Practicum II

[Right] (e)

READ 3262 Teaching Content and Process: Reading Education

PHED 4650 Health and Physical Activity in Elementary Education

ECED 3271 Integrating Curriculum, Instruction, and Classroom Management for Pre K-5 Classrooms

MEDT 3402 Integrating Technology into the Classroom

Block III: 17 Hours

ECED 4251 Assessment and Correction Mathematics Education

ECED 4251L Assessment and Correction Clinical Lab

ECED 4284 Practicum III

[Right] (e)

EDRS 4042 Introduction to Classroom Assessment

READ 3263 Teaching Content and Process: Integrated Literacy Education and Process Writing

READ 4251 Assessment and Correction Reading Education

ECED 4262 Teaching Content and Process: Science Education

Block IV: 8 Hours

ECED 4286 Teaching Internship
[Right] (e)
ECED 4289 Teaching Internship Seminar

DUAL CERTIFICATION CONCENTRATION

Professional Education: 66 Hours

Block I: 18 Hours

CEPD 4101 Educational Psychology
SPED 3713 Introduction to Special Education and Mild Disabilities
MATH 3803 Algebra for P-8 Teachers I
READ 3251 Children's Literature
ECED 3214 Exploratory Activities in Music and the Fine Arts
ECED 3282 Practicum I
ECED 4261 Teaching Content and Process: Social Studies Education

Block II: 18 Hours

MATH 3703 Geometry for P-8 Teachers
ECSE 4763 Teaching Content and Process: Math Dual Certificate
ECSE 4764 Teaching Content and Process: Literacy Dual Certificate
ECSE 4784 Practicum II
EDRS 4042 Introduction to Classroom Assessment
SPED 3714 Behavior and Classroom Management
SPED 4710 Ethics, Policies, and Procedures in Special Education

Summer: 5 Hours

SPED 3702 Educational Evaluation of Children with Disabilities
MEDT 3402 Integrating Technology into the Classroom

Block III: 17 Hours

READ 3263 Teaching Content and Process: Integrated Literacy Education and Process Writing
SPED 4713 Collaboration in School Settings
ECED 4251 Assessment and Correction Mathematics Education
ECED 4251L Assessment and Correction Clinical Lab
ECSE 4785 Practicum III
READ 4251 Assessment and Correction Reading Education
ECSE 4762 Teaching Content and Process: Science Dual Certificate

Block IV: 8 Hours

ECSE 4786 Teaching Internship
[Right] (e)
ECSE 4789 Teaching Internship Seminar

Total: 129 Hours

Notes: a. A grade of C or better is required in courses in these sections. See catalog for English and Math requirements. b. Recommend MATH 1111 to prepare for the GACE Program Admission (formerly Basic Skills) assessment. c. Admission to Teacher Education is required before enrolling in block courses. d. MEDT 3401 may be substituted for MEDT 3402. e. Practicum or Internship application must be submitted by posted deadline. Note: To ensure proper background in required content area, students are strongly advised to complete the following courses or their equivalent:

COMM 1110 Public Speaking
[After] (and)
ENGL 2110 World Literature

ENGL 2120 British Literature
[Right] (or)

ENGL 2130 American Literature
[After] (and)
BIOL 1010 Fundamentals of Biology
BIOL 1010L Fundamentals of Biology
Laboratory
GEOG 1013 World Geography
GEOL 1121 Introductory Geosciences I:
Physical Geology

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.
> Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* In mid-July, the USG Provosts mandated that all teacher preparation programs have at least one track/concentration within a degree program that only requires 120 hours (not including Physical Education requirement credits) and no summer courses to complete. We have reduced our Traditional concentration to 120 hours (plus 3 hours in Physical Education requirement credits), while our dual certification (elementary/special ed) remains at 126 hours (plus 3 hours in Physical Education requirement credits). Specifically, EDUC 2110 is being removed from Area F and replaced with the new course MEDT 2501 Multiple Literacies for Educators. In our Traditional concentration, we are removing SPED 3715 from Block I and replacing it with SPED 3713 to allow for a shared Block I for both concentrations; reducing the credit hours from 2 to 1 for ECED 4283 Practicum II; reducing the credit hours from 1 to 0 for ECED 4251L Assessment and Correction Math Ed Lab; reducing the credit hours from 9 to 6 for ECED Teaching Internship; and reducing the credit hours from 3 to 2 for ECED 4289 Teaching Internship Seminar. While not reducing total program credit hours to 120 in our Dual concentration, we have changed the sequence of courses and reduced the credit hours from 3 to 2 in ECSE Teaching Internship Seminar to ensure consistency in internship/seminar hours between the two concentrations.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. No changes to PLOs were made.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to rakins@westga.edu.

Check all that apply to this program*

- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☑ Change in credit hours required to complete the program
- ☐ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required 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.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template]() and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template]() and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.

☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ **icon in the Proposal Toolbox to make your decision.**

Academic Year Program Map BSEd Elementary Education Concentration: Elementary Education

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ENGL 1101: English Composition I	3	ENGL 1102: English Composition II	3
MATH 1001 or MATH 1111: Quantitative Skills & Reasoning or College Algebra	3	Area D1: Non-lab Science	3
Area F: MEDT 2501	3	Area E: Social Sciences	3
Area D1: Science + Lab	4	Area F: EDUC course	3
XIDS 2002: What do you know about…	2	Area F: EDUC course	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
- Complete ENGL 1101 C or better - Complete Area A2 Math & Area F with C or better - Complete Lab Science - Earn 15 or more credit hours		- Complete ENGL 1102 and Area F course with C or better - Complete Non-lab Science - Earn 15 or more credit hours - Take GACE Program Admission Assessment (if not exempted) after end of this term	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area D2: CS 1030- Introduction to Computer Concepts	3	Area C2: ENGL 2110, 2120 or 2130 - World Literature, British Literature or American Literature	3
Area F: ISCI Course	3	Area E: Social Sciences	3
Area F: MATH 2008: Found of Numbers & Operations	3	Area F: ISCI Course	3
Area E: GEOG 1013: World Geography	3	Area E: Social Sciences	3
Area C1: Fine Arts	3	Area B1: Written & Oral Communication	3
Area G: PWLA 1600: Personal Wellness	2	Area G: PWLA activity course	1
SEMESTER TOTAL	17	SEMESTER TOTAL	16
Milestones		**Milestones**	
- Complete Area F Courses with C or better - Earn 15 or more credit hours 2.7 or better GPA for on-time Teacher Education Admission after this semester		- Complete Core - Complete B1 Course C or better - Complete Area F Courses with C or better - Earn 15 or more credit hours	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3				

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
CEPD 4101: Educational Psychology	3		MATH 3703: Geometry for Teachers	3
SPED 3713: Intro to SPED & Mild Dis	3		PHED 4650: Health & Phys Act in Elem School	2
ECED 3282 Practicum I	1		ECED 3271: Classroom Management	3
ECED 4261: Tchng C&P: Social Studies	3		ECED 4263: Tchng C&P: Math Ed	3
MATH 3803: Algebra for Teachers	3		ECED 4283: Practicum II	1
ECED 3214: Explor Act in Music & Fine Arts	2		READ 3262: Tchng C&P: Reading Education	3
READ 3251: Children's Literature	3		MEDT 3402: Integ Tech into the Clsrm	2
SEMESTER TOTAL	18		SEMESTER TOTAL	17

Milestones	Milestones
• Complete Block I Courses with a C or better • Maintain 2.7 or better GPA • Successfully complete practicum course	• Complete Block II courses C or better • Maintain 2.7 or better GPA • Successfully complete practicum course

YEAR 4				

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
ECED 4251: Assess & Corr: Math Ed	3		ECED 4286: Teaching Internship	6
ECED 4251L: Asse & Corr Clinical Lab-MATH	0		ECED 4289: Teaching Internship Seminar	2
ECED 4284: Practicum III	2			
ECED 4262: Tchng C&P: Science Ed	3			
READ 4251: Assess & Corr: Rdg Ed	3			
READ 3263: Tchng C&P: Rdg Ed	3			
EDRS 4042: Intro to Class Assess	3			
SEMESTER TOTAL	17		SEMESTER TOTAL	8

Milestones	Milestones
• Complete Block III courses C or better • Maintain 2.7 or better GPA • Successfully complete practicum course	• Complete Block IV courses C or better • Successfully complete internship course

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.

Academic Year Program Map BSEd Elementary Education Concentration: Elementary/Special Education

Academic Year
Program Map
BSEd Elementary Education
Concentration: Elementary/Special Education

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ENGL 1101: English Composition I	3	ENGL 1102: English Composition II	3
MATH 1001 or MATH 1111: Quantitative Skills & Reasoning or College Algebra	3	Area D1: Non-lab Science	3
Area F: MEDT 2501	3	Area E: Social Sciences	3
Area D1: Science + Lab	4	Area F: EDUC course	3
XIDS 2002: What do you know about…	2	Area F: EDUC course	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete ENGL 1101 C or better • Complete Area A2 Math & Area F with C or better • Complete Lab Science • Earn 15 or more credit hours		• Complete ENGL 1102 and Area F course with C or better • Complete Non-lab Science • Earn 15 or more credit hours • Take GACE Program Admission Assessment (if not exempted) after end of this term	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area D2: CS 1030- Introduction to Computer Concepts	3	Area C2: ENGL 2110, 2120 or 2130 - World Literature, British Literature or American Literature	3
Area F: ISCI Course	3	Area E: Social Sciences	3
Area F: MATH 2008: Found of Numbers & Operations	3	Area F: ISCI Course	3
Area E: GEOG 1013: World Geography	3	Area E: Social Sciences	3
Area C1: Fine Arts	3	Area B1: Written & Oral Communication	3
Area G: PWLA 1600: Personal Wellness	2	Area G: PWLA activity course	1
SEMESTER TOTAL	17	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete Area F Courses with C or better • Earn 15 or more credit hours • 2.7 or better GPA for on-time Teacher Education Admission after this semester		• Complete Core • Complete B1 Course C or better • Complete Area F Courses with C or better • Earn 15 or more credit hours	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3

TERM 1

Course	Credits
CEPD 4101: Educational Psychology	3
SPED 3713: Intro to SPED & Mild Dis	3
ECED 3282 Practicum I	1
ECED 4261: Tchng C&P: Social Studies	3
MATH 3803: Algebra for Teachers	3
ECED 3214: Explor Act in Music & Fine Arts	2
READ 3251: Children's Literature	3
SEMESTER TOTAL	18

Milestones

- Complete Block I Courses with a C or better
- Maintain 2.7 or better GPA
- Successfully complete practicum course

TERM 2

Course	Credits
MATH 3703: Geometry for Teachers	3
EDRS 4042: Intro to Class Assess	3
SPED 3714: Behavior & Class Management	3
ECSE 4763: Tchng C&P: Math Ed	3
ECSE 4784: Practicum II	1
ECSE 4764: Teaching C&P: Literacy Dual Cert	3
SPED 4710: Ethics, Policies, and Procedures in Special Education	2
SEMESTER TOTAL	18

Milestones

- Complete Block II courses C or better
- Maintain 2.7 or better GPA
- Successfully complete practicum course

YEAR 3

Summer

Course	Credits
SPED 3702: Educational Evaluation of Children with Disabilities	3
MEDT 3402: Integ. Tech into the Clsrm	2
SEMESTER TOTAL	5

Milestones

- Complete courses C or better
- Maintain 2.7 or better GPA

YEAR 4

TERM 1

Course	Credits
ECED 4251: Assess & Corr: Math Ed	3
ECED 4251L: Asse & Corr Clinical Lab-MATH	0
ECSE 4785: Practicum III	2
ECSE 4762: Tchng C&P: Science Ed	3
READ 4251: Assess & Corr: Rdg Ed	3
READ 3263: Tchng C&P: Rdg Ed	3
SPED 4713: Collab in School Settings	3
SEMESTER TOTAL	17

Milestones

- Complete Block III courses C or better
- Maintain 2.7 or better GPA
- Successfully complete practicum course

TERM 2

Course	Credits
ECSE 4786: Teaching Internship	6
ECSE 4789 Teaching Internship Seminar	2
SEMESTER TOTAL	8

Milestones

- Complete Block IV courses C or better
- Successfully complete internship course

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.

MEDT - 2501 - Multiple Literacies for Ed

2022-2023 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

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Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall

Desired Effective Year*	2022

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department*	Department of Educational Technology and Foundations

Is this a School of Nursing or School of Communication, Film and Media course?*	◯ Yes ◉ No	Is this a College of Education course?*	◉ Yes ◯ No

Is this an Honors College course?*	☐ Yes ☑ No

Is the addition/change related to core, honors, or XIDS courses?*	☐ Yes ☑ No

Course Information

Course Prefix*	MEDT	Course Number*	2501

Course Title*	Multiple Literacies for Ed

Long Course Title	Multiple Literacies for Educators

Course Type*	Media and Instructional Technology

Catalog Course Description*	This course provides an overview of the information, media, and digital literacies that are essential to student success and civic engagement. It is designed to enable potential educators to begin to develop proficiency in computer and other technology applications and skills with an emphasis on the ethical and legal use of information. Candidates will engage with synchronous and asynchronous distance learning methods. A field component totaling 10 hours is required.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation? *

○ Yes
◉ No

If yes, indicate maximum number of credit hours counted toward graduation. *   n/a

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? *   ○ Yes ◉ No

If yes, which area(s) (check all that apply):
☐ Area A
☐ Area B
☐ Area C
☐ Area D
☐ Area E

Status *   ◉ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply) *
☐ Carrollton or Newnan Campus: Face-to-Face
☐ Entirely Online
☑ Hybrid
☐ Fully Online

Frequency - How many semesters per year will this course be offered?   3

Grading *   Undergraduate Standard Letter

Justification and Assessment

Rationale *   This course will replace EDUC 2110 in AREA F. This course will support future educators' understanding of digital literacy, technology literacy, and media literacy

Student Learning Outcomes - Please provide these in a numbered list format. *	Students will: 1. Demonstrate how to use technology as a tool to research, organize, evaluate, and communicate information. (ISTE 2.5a, GaPSC 3i) 2. Demonstrate how to access, analyze, and evaluate media in a variety of forms. (ISTE 2.3b, GaPSC 3i, 3iii) 3. Demonstrate the ethical and legal use of information and technology in the communication of new messages and the creation of new knowledge. (ISTE 2.3d, GaPSC 5ii) 4. Engage with synchronous and asynchronous distance learning methods.

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*	120

Will this course have special fees or tuition required?*	☑ Yes ☐ No		**If yes, what will the fee be?***	$30 flat fee

Fee Justification	The fee will cover the simulations lab cost. The use of the simulations lab will allow these future education majors to have high-impact field experiences in a controlled environment.

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon

in the Proposal Toolbox to make your decision.

MEDT 2501 Multiple Literacies for Educators

2021 Section College Template 08/01/2021 to 12/31/2021 Modified 08/06/2021

☐ Description

This course provides an overview of the information, media, and digital literacies that are essential to student success and civic engagement. It is designed to enable potential educators to begin to develop proficiency in computer and other technology applications and skills with an emphasis on the ethical and legal use of information. Candidates will engage with synchronous and asynchronous distance learning methods. A field component totaling 10 hours is required.

☐ Contact Information

Mr. Brian Lane

- o *Telephone*: 678-839-3112

- o *E-mail*: blane@westga.edu

- o Office Location: Innovations Lab within the Education Center

- o Office Hours: by appointment

- o Can also meet online through the Optional Chat Room in CourseDen

- o Can video chat through Google Meet or Zoom

☐ Meeting Times

Hybrid- Technology is used to deliver 50% or less of class sessions. Students will meet face to face one day per week.

☐Materials

Required Text(s):
No texts required for purchase. All instructional resources are provided in digital format in CourseDen.
Fees:

The course has additional fees for Educator Simulator.

Resources:
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000
De Abreu, B. S. (2019). *Teaching media literacy* (2nd ed.). American Library Association.
Information Literacy Standards for Teacher Education. (2011).
https://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/ilstandards_te.pdf

International Literacy Association. (2018). *Standards for the preparation of literacy professionals 2017*. Author.

International Society for Technology in Education (ISTE) Standards for Educators.
https://www.iste.org/standards/iste-standards-for-teachers

☐Outcomes

Students will:

1. Demonstrate how to use technology as a tool to research, organize, evaluate, and communicate information. (ISTE 2.5a, GaPSC 3i;
2. Demonstrate how to access, analyze, and evaluate media in a variety of forms. (ISTE 2.3b, GaPSC 3i, 3iii)
3. Demonstrate the ethical and legal use of information and technology in the communication of new messages and the creation of new knowledge. (ISTE 2.3d, GaPSC 5ii;)
4. Engage with synchronous and asynchronous distance learning methods.

☐Evaluation

Grading Policy: Total Points 1000

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

☐Assignments

Introduction on Flipgrid

Complete CourseDen Orientation

Complete LibraryDen

Google overview

Digital Citizenship Discussion Board

Professional communication guidelines

Assistive Technology

Media literacy activities - analyzing and evaluation of media messages

Technology Explorations

Final Reflection

☐Schedule

☐Course Policies and Resources

Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

☐College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *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.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical

framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

☐ Institutional Policies

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 visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online (https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (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 (https://www.westga.edu/police/campus-carry.php)

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.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities

For the most recent information on coronavirus disease (COVID-19) visit:

- UWG's Guidance on Face Coverings (https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- Georgia Department of Public Health (https://dph.georgia.gov/)

☐Additional Items

Special Education, B.S.Ed.

2022-2023 Undergraduate Revise Program Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply) *
- ☐ Program Name
- ☑ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☑ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Literacy and Special Education

Is this a School of Nursing or School of Communication, Film and Media course?*   ○ Yes ◉ No

Is this a College of Education Program? ◉ Yes ○ No *

Is the addition/change related to core, honors, or XIDS courses*   ☐ Yes ☑ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*   ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ◉ Program
○ Shared Core

If other, please identify. N/A

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*	Special Education, B.S.Ed.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Science in Education

Program Description*	The B.S.Ed. with a major in Special Education program prepares candidates to teach students with disabilities in preschool through grade twelve school settings and preschool environments. The program allows teacher candidates to choose between two concentrations. One concentration leads to adapted curriculum special education certification while the other leads to general curriculum special education certification. The adapted curriculum concentration focuses on students with moderate and severe disabilities who take the alternate assessment. The general curriculum concentration focuses on students with mild to moderate disabilities who take the standard curriculum assessment. While some special education content courses apply to both concentrations, others are specific to the concentration.
	Graduates sometimes choose other jobs in related social service areas or pursue teacher certification in additional specialty areas at the graduate/post-baccalaureate level. The learning outcomes for the students who receive the Bachelor of Science in Special Education are taken from the Special Education Initial Content Standards and the Initial Knowledge and Skills Sets of the Council for Exceptional Children.

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Online

Curriculum Information

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, and E: 42 Hours

Core Curriculum

Area A

See footnote a below.

MATH 1001 Quantitative Skills and Reasoning
[Right] recommended

Area B

See footnote a below.

COMM 1110 Public Speaking
[Right] is recommended

Area C

See footnote a below.

XIDS 2100 Arts and Ideas: Special Topics
[Right] is recommended

Area D

See footnote a below.

BIOL 1010 Fundamentals of Biology
[Right] recommended
CS 1030 Introduction to Computer Concepts
[Right] recommended

Area E

GEOG 1013 World Geography
[Right] recommended

Core Area F: Major Specific Courses: 18 Hours

See footnote b below.

ISCI 2001 Life and Earth Science
ISCI 2002 Physical Science
MATH 2008 Foundations of Numbers and Operations
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

Physical Education Requirement: 3 Hours

PWLA 1600 Personal Wellness
[After] PWLA (activity course) 1

Courses Required for the Degree: 60 Hours

[Before] Special Education Courses b,c
SPED 3750 Diverse Experiences Practicum
SPED 4709 Special Education Policies and Procedures
SPED 4713 Collaboration in School Settings
SPED 3751 Practicum I
[Right] d
SPED 3752 Practicum II
[Right] d
SPED 4786 Internship in Special Education
[Right] d
SPED 4789 Internship Seminar
[Before] READ Courses b,c
READ 3262 Teaching Content and Process:

READ 3202 Teaching Content and Process: Reading Education

READ 3251 Children's Literature

READ 4253 The Reading Writing Connection

READ 4251 Assessment and Correction Reading Education

[Before]Other Education Courses b,c

MEDT 3401 Integrating Technology into the Curriculum

CEPD 4101 Educational Psychology

[Before]Adapted Curriculum Concentration b,c	**15**

SPED 3700 Introduction to Special Education and Severe Disabilities

SPED 3704 Assessment of Students with Severe Disabilities

SPED 3703 Behavior Modification

SPED 3760 Curriculum and Methods I: Students with Severe Disabilities

SPED 4760 Curriculum and Methods II: Students with Severe Disabilities

[Before]General Curriculum Concentration b,c	**15**

SPED 3713 Introduction to Special Education and Mild Disabilities

SPED 3702 Educational Evaluation of Children with Disabilities

SPED 3714 Behavior and Classroom Management

SPED 3761 Mild Disabilities: Methods for Instruction

SPED 4761 Mild Disabilities: Advanced Methods of Instruction

Total: 120 Hours

Program Notes: a. See catalog and advisor in major area b. Requires a grade of C or better in each course c. Courses require admission to Teacher Education d. Field Experience/Internship applications must be submitted by posted deadlines. Special Education courses in each block must be taken during the block shown in order to progress through the blocks.

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a **<u>video</u>** demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.
> Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* Georgia, like most states, currently faces a critical special education teacher shortage as school systems struggle to meet the ever-increasing needs of students with disabilities. School systems are searching for quality university programs with flexible instructional modalities to implement a "paraprofessional to certification pipeline" and "grow their own" in-house professionals to alleviate the special education personnel shortfall. In order to meet the current school district needs and stay relevant and competitive, the LSE Department proposes to reactivate BS Ed Special Education - General Concentration track and convert both the Adapted Concentration and General Concentration tracks to 100% online delivery. This proposed change provides flexibility to provide potential students course content through 100% online classes and job-embedded practicums/internships (i.e., SPED 3751 Practicum I, SPED 3752 Practicum II, and SPED 4786 Internship). The proposal increases opportunities for special education teacher candidates to seek paid paraprofessional positions with school systems and complete the online program coursework and "on the job" internships. This proposal would potentially provide the special education program with opportunities to recruit from a non-traditional student population, potentially increasing enrollment in the BS Ed. Special Education Program.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. N/A

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to rakins@westga.edu.

Check all that apply to this program*

- ☐ 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 N/A

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.

☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

LAUNCH proposal by clicking [icon] 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] icon in the Proposal Toolbox to make your decision.

Special Education - BSED
[13100100_7005_BSED_OC_A]

Cycles included in this report:
Jun 1, 2020 to May 31, 2021

Program Name: Special Education - BSED [13100100_7005_BSED_OC_A]

Reporting Cycle: Jun 1, 2020 to May 31, 2021

Program Student Learning Outcome SLO1
(learner development and individual learning differences): Candidates use knowledge of how exceptionalities may interact with development and learning to provide meaningful and challenging learning experiences

Measure/Method Direct

- **Strategy Instruction Project** is completed during Methods II course and designed to demonstrate knowledge to support students with exceptionalities through strategy instruction to meet expected achievement based on the student's IEP and/or a functional assessment of their needs. This assignment was validated among program faculty and will be scored on a 4 point rubric. Data are submitted in TK20 by the instructor and then aggregated and distributed by the TK20 administrator for program faculty to review.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

- **Strategy Instruction Project (Combined Mean Score)**
    - B.S.Ed. students in the special education program will demonstrate their ability to use knowledge of exceptionalities to provide meaningful learning experiences by scoring a mean of 3.0 or above (proficient) in (a) focus learner, (b) target behavior, and (c) teaching strategy rubric criterion criteria on the strategy instruction project in Methods II Course. This goal aligns with student learning outcomes in CEC Initial Standard 1.

Results

Strategy Instruction Project - Overall Combined Mean Score	
SIP Area	**Mean Score**
Focus Learner	3.89
Target Behavior	3.78
Teaching Strategy	3.44
Overall Combined Mean	**3.70**

Result Status

Met

Interpretation & Analysis of Results

- **Strategy Instruction Project - Combined Mean Score**
    - Students met and exceeded the success criterion of 3.0 on each of the three identified sections of the Strategy Instruction Project with the focus learner mean score of 3.89, the target behavior mean score of 3.78, and teaching strategy mean score of 3.44, resulting in an average on all three components of 3.70. These baseline results on the new direct measure will allow the department to establish new goals to improve the teaching strategy mean score to at least 3.5 while maintaining or improving the higher scores in the focus learner and target behavior areas.

Methods II SIP Rubric Criteria Spring 2021 (AY 2020)	Mean Score
Focus Learner	3.89
Target Behavior	3.78

Teaching Strategy	3.44
COMBINED Mean	**3.70**

Measure/Method Indirect

- **End-of-Program Survey CEC Standard 1 Questions**
  - B.S.Ed. students will complete the end-of-program survey to self-assess their perceived level of preparedness on CEC Standard 1 Learner Development and Individual Learning Differences. The survey ranges from 1 (not well prepared) to 4 (very well prepared). Method (Indirect Measure): B.S.Ed. students take the survey on Qualtrics the month before they graduate. The data are reviewed and dispersed to program faculty by the Assessment Lead each Fall.

Type of Measurement

Indirect (Information gathered through means other than looking at actual samples of student work. These include surveys, exit interviews, focus groups, etc.)

Success Criterion

- **End of Program Survey Combined Mean Score CEC Standard 1**
  - On the end-of-program survey, B.S.Ed. students in special education will assess their preparedness to use their knowledge of how exceptionalities may interact with development and learning to provide meaningful and challenging learning experiences resulting in a mean score of at least 3.5 on questions specific to CEC Standard 1 - Learner Development & Individual Learning Differences.

Results

End of Program Survey CEC Standard 1 Learner Development and Individual Differences	Overall Mean Score
	3. 66

Result Status

Met

Interpretation & Analysis of Results

- **End of Program Survey Combined Mean Score CEC Standard 1 - Learner Development and Individual Differences:**
  - The 3.66 combined mean score on the end-of-program survey questions relating to CEC Standard 1 - Learner Development & Individual Learning Differences indicates that students exceeded the set target of 3.5. Most students ranked themselves at a level four, showing they felt prepared to use knowledge of how exceptionalities may interact with development and learning to provide meaningful and challenging learning experiences. One student ranked themselves lower than a four, but the overall mean exceeded the set target. Although this score is higher than the mean target, the goal is to continue improving until all students are comfortable scoring a four on questions specific to CEC Standard 1. There is no baseline data to compare this data to because Covid-19 prevented data collection the previous year.

Program Student Learning Outcome SLO2

(learning environments): Candidates create safe, inclusive and culturally responsive learning environments for individuals with exceptionalities

Measure/Method Direct

- **CAPS Assessment - Section 7 (Positive Learning Environment)**
  - The CAPS Assessment is completed during the student's final practicum placement (SPED 4789). The CAPS were developed by the Georgia Professional Standards

Commission, and are scored on a rubric ranging from 1 (ineffective) to 4 (exemplary). The rubrics are scored by the cooperating teacher and the university supervisor. Method: Candidates are evaluated by the cooperating teacher and the university supervisor on the CAPS assessment during field placements. Data are submitted in TK20 by the evaluators and then aggregated and distributed by the TK20 administrator for program faculty to review each fall. Scores reported are an average of the CAPS scored by the cooperating teacher and university supervisor.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

- **CAPS Section 7 Combined US and CT Mean Score**
  - B.S.Ed. students in the special education program will demonstrate their ability to create safe, inclusive, and culturally responsive learning environments by scoring a mean of 3.5 out of 4 on Section 7 (positive learning environment) of the CAPS assessment by the next academic year. This goal aligns with student learning outcomes in CEC Initial Standard 2.

Results

CAPS Section 7 Combined US and CT Mean Scores - Positive Learning Environment	Mean Score
University Supervisor	3.08
Cooperating Teachers	3.77
Overall Combined US/CT Mean Score	**3.425**

Result Status

Not Met

Interpretation & Analysis of Results

- **CAPS Section 7 Positive Environment**
  - BS Ed students in the special education program fell slightly under the target goal mean score of 3.5 by .75, and scores dipped .41 below the previous year's score as evidenced in the chart below:

CAPS 7 Mean Combined UT/CT CAPS AY 19 v 20	U.S./CT 2019 -20	U.S/CT. 2020 - 21
Section 7 Positive Learning Environment	3.835	3.425

  - On further review, the AY 2020 scores reveal a discrepancy exists between the CT mean score of 3.77 and the US mean score of 3.08, resulting in a mean of 3.425. The variance in results could be a difference in the level of understanding of the evaluation tool. These results will direct the department to provide additional guidance for CTs and the US concerning the evaluation tool. The CT mean scores remain fairly consistent from the previous year, but the US mean score dropped almost a whole point. This could be the US taking a more critical look at students in this area but scores should be shared with the US to determine if any further insight can be gained.

CAPS 7 - Positive Learning Environment AY 19 v 20	2019 -20	2020-21
University Supervisor (US)	4.00	3.08
Cooperating Teacher (CT)	3.67	3.77

Measure/Method Indirect

- **End of Program Survey CEC Standard 2 Questions**
  - B.S.Ed. students will complete the end-of-program survey to self-assess their perceived level of preparedness to create a safe, inclusive, and culturally responsive learning

environment by completing questions relating directly to CEC Standard 2 - Learning Environment. The survey ranges from 1 (not well prepared) to 4 (very well prepared). Method (Indirect Measure): B.S.Ed. students take the survey on Qualtrics the month before they graduate. The data are reviewed and dispersed to program faculty by the Assessment Lead each Fall.

Type of Measurement

Indirect (Information gathered through means other than looking at actual samples of student work. These include surveys, exit interviews, focus groups, etc.)

Success Criterion

- **End of Program Survey Combined Mean Score CEC Standard 2**
  - On the end-of-program survey, B.S.Ed. students in the special education program will assess their preparedness to create safe, inclusive, and culturally responsive learning environments for individuals with exceptionalities with a mean score of 3.5 on questions specific to CEC Standard 2 -Learning Environment.

Results

End of Program Survey CEC Standard 2 Learning Environment	Overall Mean Score
	3. 83

Result Status

Met

Interpretation & Analysis of Results

- **End of Program Survey Combined Mean Score CEC Standard 2**
  - The 3.83 combined mean score on the end-of-program survey questions relating to CEC Standard 2 - Positive Learning Environment indicates that students exceeded the set target of 3.5. Most students ranked themselves at a level four, showing they felt prepared to provide a safe, inclusive, and culturally responsive environment. One student ranked themselves lower than a four, but the overall mean exceeded the set target. Although this score is higher than the mean target, the goal is to continue improving until all students are comfortable scoring a four on questions specific to CEC Standard 2. There is no baseline data to compare this data to because Covid-19 prevented data collection the previous year.

Program Student Learning Outcome SLO3

(curricular content knowledge): Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities

Measure/Method Direct

- **Georgia Assessment for the Certification of Educators (GACE).**
  - The GACE is designed to have students demonstrate their understanding of the curricular and content knowledge needed to perform as an educator in the state of Georgia. This assessment was validated by the Georgia Professional Standards Commission (GAPSC) and will be scored on the percent pass rate (250 or more points).

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

- **GACE Pass Rate**
  - 100% of B.S.Ed. students in the special education program will demonstrate their ability to use knowledge of general and specialized curricula to individualize learning

for individuals with exceptionalities by scoring 250 (passing score) or higher on the GACE assessment by the next academic year. This goal aligns with student learning outcomes in CEC Initial Standard 3.

Results

GACE Mean Scaled Score AY 19 vs. AY 20	Pass Rate	Test 1	Test 2	Combined Test 1 & 2
UWG 2019-20	100%	276.07	271.27	273.67
State 2019-20	100%	272.98	272.81	272.89
UWG 2020-21	100%	270.77	273.19	271.98
State 2020-21	99.5%	271.93	272.87	272.40

Result Status

Met

Interpretation & Analysis of Results

- **GACE**
    - BS Ed students in the special education program met the goal of a 100% passage rate and surpassed the 250 scaled score mean by 21.98 points. The combined scaled score of Test I and Test II of 271.98 is slightly lower than the state average and the program's prior year average. Students in the program outperformed the state average and the program's previous year average on Test II. However, on Test I, students fell slightly below the state average and almost six points below the program's prior year scaled score average. Although Test I scores dropped, the content on Test I applies primarily to Development and Characteristics of Learners, Assessment, and Foundations and Professional Responsibilities. In contrast, Test II content focuses on Planning the Learning Environment and Instruction, and thus Test Ii is more applicable to CEC Standard 3.
    - Additionally, the chart below provides GACE data in subcategories specific to CEC Standard 3 (curriculum and instruction) that faculty may want to analyze more closely.

BS. Ed. Special Education GACE AY 19 v AY 20	UWG Avg. 2019	UWG Avg. 2020	State Avg. 2020
2 **Planning Learning Environment & Social Interactions**	72.69	73.21	74.6
2A -Understands/Applies Knowledge Curriculum Development and Planning	73.55	71.95	74.71
2B Understands/Applies Knowledge Managing Learning Environment	71.54	74.59	74.38
3 **Instruction** - Understands and applies knowledge of effective /appropriate teaching strategies and techniques	72.32	74.93	75.1

Measure/Method Indirect

- **End of Program Survey CEC Standard 3 Questions**
    - B.S.Ed. students will complete the end-of-program survey to self-assess their perceived level of preparedness on CEC Standard 3 - Curricular Content Knowledge. The survey ranges from 1 (not well prepared) to 4 (very well prepared). Method (Indirect Measure): B.S.Ed. students take the survey on Qualtrics the month before they graduate. The data are reviewed and dispersed to program faculty by the Assessment Lead each Fall.

Type of Measurement

Indirect (Information gathered through means other than looking at actual samples of student work.

These include surveys, exit interviews, focus groups, etc.)

Success Criterion

- **End of Program Survey Combined Mean Score CEC Standard 3**
    - On the end-of-program survey, B.S.Ed. students in special education will assess their preparedness to use their knowledge of general and specialized curricula to individualize learning resulting in a mean score of at least 3.5 on questions specific to CEC Standard 3 -Curricular Content Knowledge.

Results

End of Program Survey CEC Standard 3 Curricular Content Knowledge	Overall Mean Score
	3. 66

Result Status

Met

Interpretation & Analysis of Results

- **End of Program Survey Combined Mean Score CEC Standard 3**
    - The 3.66 combined mean score on the end-of-program survey questions relating to CEC Standard 3 - Curricular Content Knowledge indicates that students exceeded the set target of 3.5. Most students ranked themselves at a level four, showing they felt prepared to use their knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. One student ranked themselves lower than a four, but the overall mean exceeded the set target. Although this score is higher than the mean target, the goal is to continue improving until all students are comfortable scoring a four on questions specific to CEC Standard 3. There is no baseline data to compare this data to because Covid-19 prevented data collection the previous year.

Program Student Learning Outcome SLO4

(assessment): Candidates use multiple methods of assessment and data sources in making educational decisions

Measure/Method Direct

- **Direct Measure**: **CAPS Assessment - Section 6 (Assessment Uses)**
    - The CAPS is completed during the student's final practicum placement (SPED 4789). The CAPS were developed by the Georgia Professional Standards Commission, and are scored on a rubric ranging from 1 (ineffective) to 4 (exemplary). The rubrics are scored by the cooperating teacher and the university supervisor. Method: Candidates are evaluated by the cooperating teacher and the university supervisor on the CAPS assessment during field placements. Data are submitted in TK20 by the evaluators and then aggregated and distributed by the TK20 administrator for program faculty to review each fall. Scores reported are on the CAPS combined mean score of the cooperating teacher and university supervisor. CAPS Section 6 - Assessment Uses are used for the student learning outcome measure and relate directly to Initial CEC Standard 4.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

- **CAPS Section 6 Combined Mean Score**

- B.S.Ed. students in the special education program will demonstrate their understanding of assessment by scoring a combined US and CT mean score of 3.5 out of 4 on (assessment) Section 6 of the CAPS assessment by the next academic year. This goal aligns with student learning outcomes in CEC Initial Standard 4.

Results

CAPS Section 6 Combined US and CT Mean Score - Assessment Uses	Mean Score
University Supervisor	3.00
Cooperating Teachers	3.38
Overall Combined US/CT Mean Score	**3.19**

Result Status

Not Met

Interpretation & Analysis of Results

- **CAPS Section 6 Assessment Strategies and Uses**
    - BS Ed students in the special education program saw a slight improvement in scores in the areas of assessment uses on the CAPS when compared to the previous year and illustrated on the chart below.

CAPS 6 Mean Combined UT/CT CAPS AY 19 v 20	U.S./CT 2019	U.S/CT. 2020
Section 6 Assessment Uses	3.055	3.19

- Still, students did not meet the target mean score of 3.5 overall. This result indicates that the measures implemented the previous year are trending upward, but additional efforts may be needed to meet the goal. Although scores varied slightly between the US and CT, both entities scored students lower in these areas compared to other areas evaluated on the CAPS. Comparing this data with different measurements, such as the item analysis on the comprehensive exam, will help faculty better understand areas specific to assessment that need addressing. The CAPS results will inform faculty, including adjuncts, of the need to include and increase opportunities for students to practice using assessment methods and interpreting the results of the assessment data. Assessment will continue to be an area of focus on the Continuous Improvement Plan.

Measure/Method Indirect

- **End of Program Survey CEC Standard 4 Questions**
    - B.S.Ed. students will complete the end-of-program survey to self-assess their perceived level of preparedness on CEC Standard 4 - Assessment. The survey ranges from 1 (not well prepared) to 4 (very well prepared). Method (Indirect Measure): B.S.Ed. students take the survey on Qualtrics the month before they graduate. The data are reviewed and dispersed to program faculty by the Assessment Lead each Fall.

Type of Measurement

Indirect (Information gathered through means other than looking at actual samples of student work. These include surveys, exit interviews, focus groups, etc.)

Success Criterion

- **End of Program Survey Combined Mean Score CEC Standard 4**
    - On the end-of-program survey, B.S.Ed. students in special education will assess their preparedness to use multiple methods of assessment and data sources in making educational decisions as reflected by a 3.5 mean score on questions related directly to CEC Standard 4 - Assessment.

Results

- :
    - =

End of Program Survey CEC Standard 4 Assessment	Overall Mean Score
	3. 66

Result Status

Met

Interpretation & Analysis of Results

- **End of Program Survey Combined Mean Score CEC Standard 4**
    - The 3.66 combined mean score on the end-of-program survey questions relating to CEC Standard 4 - Assessment indicates that students exceeded the set target of 3.5. Most students ranked themselves at a level four, showing they felt prepared to use multiple methods of assessment and data sources in making educational decisions. One student ranked themselves lower than a four, but the overall mean exceeded the set target. Although this score is higher than the mean target, the goal is to continue improving until all students are comfortable scoring a four on questions specific to CEC Standard 4. It should be noted that the students' score themselves higher in their preparedness in Assessment than scores on the direct measures reveal. There is no baseline data to compare this data to because Covid-19 prevented data collection the previous year.

Program Student Learning Outcome SLO5
(instructional planning and strategies): Candidates select, adapt and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities

Measure/Method Direct

- **CAPS Section 3 Combined Mean Score**
    - CAPS Assessment is completed during the student's final practicum placement SPED 4789). The CAPS were developed by the Georgia Professional Standards Commission and are scored on a rubric ranging from 1 (ineffective) to 4 (exemplary). The rubrics are scored by the cooperating teacher and the university supervisor. Method: Candidates are evaluated by the cooperating teacher and the university supervisor on the CAPS assessment during field placements. Data are submitted in TK20 by the evaluators and then aggregated and distributed by the TK20 administrator for program faculty to review each fall. Scores reported are an average of the CAPS scored by the cooperating teacher and university supervisor.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

- **CAPS Section 3 Combined US and CT Mean Score**
    - BS Ed. students in the special education program will demonstrate their ability to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities by scoring a combined US and CT mean score of 3.25 out of 4 on Section 3 (instructional strategies) of the CAPS assessment by next academic year. This goal aligns with student learning outcomes in CEC Initial Standard 5.

Results

CAPS Section 3 Combined US and CT Mean Score - Instructional Strategies	Mean Score
University Supervisor	3.00

Cooperating Teachers	3.69
Overall Combined US/CT Mean Score	**3.345**

Result Status

Met

Interpretation & Analysis of Results CAPS Section 3 Combined US and CT Mean Score

- **CAPS Section 3 Combined US and CT Mean Score**
  - BS Ed students in the special education program met and exceeded the 3.25 target with a mean score of 3.345. The chart below illustrates an increase from the previous year's score, indicating the measures implemented have had a positive effect and should be continued.

CAPS 3 Mean Combined UT/CT CAPS AY 19 v 20	U.S./CT 2019	U.S/CT. 2020
Section 3 - Instructional Strategies	3.11	3.345

  - ○ This area on the individual CT and US mean scores reflect a .69 discrepancy between the US and CT scores. University Supervisor scores remained consistent from the previous year, while cooperating teachers' mean scores showed an increase of .47. Once again, more training for US and CTs could provide scores that align more. However, one must consider that the CT is with the student five days per week and the US is only with the student to conduct two to three short observations. This mere fact can make a difference in what is taken into consideration for these scores. The US is assessing a snapshot whereas the CT may think more "totality" of all time spent with the practicum student. Providing clarification of expectations to both parties may aid in their understanding.

CAPS 3 - Instructional Strategies AY 19 v 20	AY 2019	AY 2020
University Supervisor (US)	3.00	3.00
Cooperating Teacher (CT)	3.22	3.69

Measure/Method Indirect

- **End of Program Survey CEC Standard 5 Questions**
  - B.S.Ed. students will complete the end-of-program survey to self-assess their perceived level of preparedness on CEC Standard 5. The survey ranges from 1 (not well prepared) to 4 (very well prepared). Method (Indirect Measure): B.S.Ed. students take the survey on Qualtrics the month before they graduate. The data are reviewed and dispersed to program faculty by the Assessment Lead each Fall.

Type of Measurement

Indirect (Information gathered through means other than looking at actual samples of student work. These include surveys, exit interviews, focus groups, etc.)

Success Criterion

- **End of Program Survey Combined Mean Score CEC Standard 5**
  - On the end-of-program survey, B.S.Ed. students in special education will assess their preparedness to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning individually with exceptionalities as reflected by a 3.5 mean score on questions related directly to CEC Standard 5 - Instructional Planning and Strategies.

Results

End of Program Survey CEC Standard 5 Instructional Planning and Strategies	Overall Mean Score
	3. 33

Result Status

Not Met

Interpretation & Analysis of Results

End of Program Survey Combined Mean Score CEC Standard 5
- The 3.33 combined mean score on the end-of-program survey questions relating to CEC Standard 5 - Instructional Planning and Strategies indicates that students fell slightly below the target of 3.5. Some students ranked themselves at a level four, showing they felt prepared to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning individually with exceptionalities. Other respondents indicated they were less prepared in this area. Although this score is higher than the mean target, the goal is to continue improving until all students are comfortable scoring a four on questions specific to CEC Standard 5. The indirect measure should be compared to the direct measures to determine if this is an actual area of weakness or possibly the questions on the end-of-program survey need revision for more clarity. There is no baseline data to compare this data to because Covid-19 prevented data collection the previous year.

Program Student Learning Outcome SLO6

(professional learning and ethical practice): Candidates use foundational knowledge of the field and professional/ethical standards to inform special education practice and engage in lifelong learning

Measure/Method Direct

- **CAPS Assessment - Section 1 (Professional Knowledge)**
    - CAPS is completed during the student's final practicum placement (SPED4789). The CAPS were developed by the Georgia Professional Standards Commission, and are scored on a rubric ranging from 1 (ineffective) to 4 (exemplary). The rubrics are scored by the cooperating teacher and the university supervisor. Candidates are evaluated by the cooperating teacher and the university supervisor on the CAPS assessment during field placements. Data are submitted in TK20 by the evaluators and then aggregated and distributed by the TK20 administrator for program faculty to review each fall.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

- **CAPS Section 1 Combined US and CT Mean Score**
    - BS Ed. students in the special education program will demonstrate their ability to use foundational knowledge of the field and professional/ethical standards to inform special education practice by scoring a mean score of 3.2 out of 4 on Section 1 (professional knowledge) of the CAPS assessment by the next academic year. This goal aligns with student learning outcomes in CEC Initial Standard 6.

Results

CAPS Section 1 Combined US and CT Mean Score - Professional Knowledge	Mean Score
University Supervisor	3.00
Cooperating Teachers	3.62
Overall Combined US/CT Mean Score	**3.31**

Result Status

Met

Interpretation & Analysis of Results

- **CAPS Section 1 Combined US and CT Mean Score**

- BS Ed students in the special education program met and exceeded the 3.25 target with a mean combine US/CT score of 3.31. The chart below illustrates an increase from the previous year's score, indicating the measures implemented have had a positive effect and should be continued.

CAPS 1 Mean Combined UT/CT CAPS AY 19 v 20	U.S./CT AY 2019	U.S/CT. AY 2020
Section 1 Professional Knowledge	3.11	3.31

- This area on the individual CT and US mean scores reflect a .62 discrepancy between the US and CT scores. University Supervisor scores remained consistent from the previous year, while cooperating teachers' mean scores showed an increase of .40. Once again, more training for US and CTs could provide scores that align more. However, one must consider that the CT is with the student five days per week and the US is only with the student to conduct two to three short observations. This mere fact can make a difference in what is taken into consideration for these scores. The US is assessing a snapshot whereas the CT may think more "totality" of all time spent with the practicum student. Providing clarification of expectations to both parties may aid in their understanding.

CAPS 1 - Professional Knowledge AY 19 v 20	AY 2019	AY 2020
University Supervisor (US)	3.00	3.00
Cooperating Teacher (CT)	3.22	3.62

Measure/Method Indirect

- **End of Program Survey CEC Standard 6 Questions**
    - B.S.Ed. students will complete the end-of-program survey to self-assess their perceived level of preparedness on CEC Standard 6. The survey ranges from 1 (not well prepared) to 4 (very well prepared). Method (Indirect Measure): B.S.Ed. students take the survey on Qualtrics the month before they graduate. The data are reviewed and dispersed to program faculty by the Assessment Lead each Fall.

Type of Measurement

Indirect (Information gathered through means other than looking at actual samples of student work. These include surveys, exit interviews, focus groups, etc.)

Success Criterion

- **End of Program Survey Combined Mean Score CEC Standard 6**
    - On the end-of-program survey, B.S.Ed. students in special education will assess their preparedness to use foundational knowledge of the field and professional/ethical standards to inform special education practice and engage in lifelong learning as reflected by a 3.5 mean score on questions related directly to CEC Standard 6 - Professional Learning and Ethical Practice.

Results

- :
    -

End of Program Survey CEC Standard 6 Professional Learning and Ethical Practice	Overall Mean Score
	3. 33

Result Status

Not Met

Interpretation & Analysis of Results

- **End of Program Survey Combined Mean Score CEC Standard 6**
    - The 3.33 combined mean score on the end-of-program survey questions relating to CEC Standard 6 - Professional Learning and Ethical Practice indicates that students fell slightly below the target of 3.5. Some students ranked themselves at a level four,

showing they felt prepared to use foundational knowledge of the field and professional /ethical standards to inform special education practice and engage in lifelong learning. Other respondents indicated they were less prepared in this area. Although this score is higher than the mean target, the goal is to continue improving until all students are comfortable scoring a four on questions specific to CEC Standard 6. The indirect measure should be compared to the direct measures to determine if this is an actual area of weakness or possibly the questions on the end-of-program survey need revision for more clarity. There is no baseline data to compare this data to because Covid-19 prevented data collection the previous year.

Program Student Learning Outcome SLO7

(collaboration): Candidates collaborate with families, other educators, related services providers, individuals with exceptionalities, and personnel from community agencies

Measure/Method Direct

- **CAPS Assessment - Section 10 (Communication)**
    - CAPS is completed during the student's final practicum placement (SPED 4789). The CAPS were developed by the Georgia Professional Standards Commission, and are scored on a rubric ranging from 1 (ineffective) to 4 (exemplary). The rubrics are scored by the cooperating teacher and the university supervisor. Method: Candidates are evaluated by the cooperating teacher and the university supervisor on the CAPS assessment during field placements. Data are submitted in TK20 by the evaluators and then aggregated and distributed by the TK20 administrator for program faculty to review each fall. Scores reported are an average of the CAPS scored by the cooperating teacher and university supervisor.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

- **CAPS Section 10 Combined US and CT Mean Score**
    - BS Ed. students in the special education program will demonstrate their ability to collaborate with families, professionals, and individuals with exceptionalities by scoring a mean of 3.25 out of 4 on Section 10 (communication) of the CAPS assessment by next academic year. This goal aligns with student learning outcomes in CEC Initial Standard 7.

Results

CAPS Section 10 Combine US and CT Mean Score - Communication	Mean Score
University Supervisor	3.85
Cooperating Teachers	3.62
Overall Combined US/CT Mean Score	**3.73**

Result Status

Met

Interpretation & Analysis of Results

- **CAPS Section 10 Combined US and CT Mean Score**
    - BS Ed students in the special education program met and exceeded the 3.25 target with a mean combine US/CT score of 3.735. The chart below illustrates an increase from the previous year's score, indicating the measures implemented have had a positive effect and should be continued.

CAPS 10 Mean Combined UT/CT CAPS AY 19 v 20	U.S./CT AY 2019	U.S/CT. AY 2020

| 10 Communication | 3.275 | 3.735 |

- ○ This area on the individual CT and US mean scores reflect a smaller .23 discrepancy between the US and CT scores. University Supervisor scores and cooperating teachers' mean scores showed an increase of .63 and .29 respectively.

CAPS 10 - Communication AY 19 v 20	AY 2019	AY. 2020
University Supervisor (US)	3.85	3.85
Cooperating Teacher (CT)	3.33	3.62

Measure/Method Indirect

- **End of Program Survey CEC Standard 7 Questions**
  - B.S.Ed. students will complete the end-of-program survey to self-assess their perceived level of preparedness on CEC Standard 7. The survey ranges from 1 (not well prepared) to 4 (very well prepared). Method (Indirect Measure): B.S.Ed. students take the survey on Qualtrics the month before they graduate. The data are reviewed and dispersed to program faculty by the Assessment Lead each Fall.

Type of Measurement

Indirect (Information gathered through means other than looking at actual samples of student work. These include surveys, exit interviews, focus groups, etc.)

Success Criterion

- **End of Program Survey Combined Mean Score CEC Standard 7**
  - On the end-of-program survey, B.S.Ed. students in special education will assess their preparedness to collaborate with families, other educators, related service providers, individuals with exceptionalities, and community agencies as reflected by a 3.5 mean score on questions related directly to CEC Standard 7 - Collaboration.

Results

-
  - =

End of Program Survey CEC Standard 7 Collaboration	Overall Mean Score
	3. 66

Result Status

Met

Interpretation & Analysis of Results

- **End of Program Survey Combined Mean Score CEC Standard 7**
  - The 3.66 combined mean score on the end-of-program survey questions relating to CEC Standard 7 - Collaboration indicates that students exceeded the set target of 3.5. Most students ranked themselves at a level four, showing they felt prepared to collaborate with families, other educators, related service providers, individuals with exceptionalities, and community agencies. One student ranked themselves lower than a four, but the overall mean exceeded the set target. Although this score is higher than the mean target, the goal is to continue improving until all students are comfortable scoring a four on questions specific to CEC Standard 7. There is no baseline data to compare this data to because Covid-19 prevented data collection the previous year.

Program Student Learning Outcome SLO8
Special educators demonstrate appropriate professional dispositions

Measure/Method Direct

CAPS Assessment - Section 9 (Professionalism)

- CAPS Assessment is completed during the student's final practicum placement (SPED 4789). The CAPS were developed by the Georgia Professional Standards Commission, and are scored on a rubric ranging from 1 (ineffective) to 4 (exemplary). The rubrics are scored by the cooperating teacher and the university supervisor. Method: Candidates are evaluated by the cooperating teacher and the university supervisor on the CAPS assessment during field placements. Data are submitted in TK20 by the evaluators and then aggregated and distributed by the TK20 administrator for program faculty to review each fall. Scores reported are an average of the CAPS scored by the cooperating teacher and university supervisor.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

- **CAPS Section 9 Combined US and CT Mean Score**
  - BS Ed. students in the special education program will demonstrate appropriate professional dispositions by scoring a mean of 3.25 out of 4 on Section 9 (professionalism) of the CAPS assessment by the next academic year. This goal aligns with student learning outcomes in CEC Initial Standard 8.

Results

CAPS Section 9 Combined US and CT Mean Score Professionalism	Mean Score
University Supervisor	3.00
Cooperating Teachers	3.69
Overall Combined US/CT Mean Score	**3.345**

Result Status

Met

Interpretation & Analysis of Results

- **CAPS Section 9 Combined US and CT Mean Score**
  - BS Ed students in the special education program met and exceeded the 3.25 target with a mean combine US/CT score of 3.45. The chart below illustrates an increase from the previous year's score, indicating the measures implemented have had a positive effect and should be continued.

CAPS 9 Mean Combined UT/CT CAPS AY 19 v 20	U.S./CT AY 2019	U.S/CT. AY 2020
9 Professionalism	3.29	3.345

  - This area on the individual CT and US mean scores reflect a .69 discrepancy between the US and CT scores. University Supervisor scores dropped slightly from the previous year by .25, while cooperating teachers' mean scores showed an increase of .36. Once again, more training for US and CTs could provide scores that align more. However, one must consider that the CT is with the student five days per week and the US is only with the student to conduct two to three short observations. This mere fact can make a difference in what is taken into consideration for these scores. The US is assessing a snapshot whereas the CT may think more "totality" of all time spent with the practicum student. Providing clarification of expectations to both parties may aid in their understanding.

CAPS 9 - Professionalism AY 19 v 20	AY 2019	AY 2020
University Supervisor (US)	3.25	3.00
Cooperating Teacher (CT)	3.33	3.69

Measure/Method Indirect - End of Program Survey CEC Standard 8 Questions

Indirect Measure: B.S.Ed. students will complete the end-of-program survey to self-assess their perceived level of preparedness on CEC Standard 8. The survey ranges from 1 (not well prepared) to 4 (very well prepared). Method (Indirect Measure): B.S.Ed. students take the survey on Qualtrics the month before they graduate. The data are reviewed and dispersed to program faculty by the Assessment Lead each Fall.

Type of Measurement

Indirect (Information gathered through means other than looking at actual samples of student work. These include surveys, exit interviews, focus groups, etc.)

Success Criterion

- **End of Program Survey Combined Mean Score CEC Standard 8**
  - On the end-of-program survey, B.S.Ed. students in special education will assess their preparedness to demonstrate appropriate professional dispositions as reflected by a 3.5 mean score on questions related directly to CEC Standard 8 - Professional Dispositions.

Results

End of Program Survey CEC Standard 8 Professional Dispositions	Overall Mean Score
	3. 59

Result Status

Met

Interpretation & Analysis of Results

- **End of Program Survey Combined Mean Score CEC Standard 8**
  - The 3.59 combined mean score of all CEC sections to calculate the mean for CEC Standard 8 - Professional Dispositions indicates that students exceeded the set target of 3.5. Most students ranked themselves at a level four throughout the survey, showing they felt prepared to demonstrate appropriate professional dispositions. One student consistently ranked themselves lower than a four throughout the survey, but the overall mean exceeded the set target. Although this score is higher than the mean target, the goal is to continue improving until all students are comfortable scoring a four on survey questions resulting in a higher score for CEC Standard 8. There is no baseline data to compare this data to because Covid-19 prevented data collection the previous year.

Impact of Prior Improvement Plan(s)

- **AY 2020 Improvement Plan**

B.S.Ed. students in the Special Education program will increase scores on Section 6 (assessment uses) of the Georgia Intern Keys from the current average of 3.05 to an average of 3.25 by Fall 2021.

- **Made progress, but did not achieve the goal:**
- BS Ed. students missed meeting the goal's target of 3.25 by .06 points, reaching a score of 3.19 on area six. The Program Coordinator completed an item analysis to determine areas that need addressing to continue the trajectory of improvement in the areas of assessment. The Program Coordinator will share the results of the item analysis with the department. Specific assignments that provide students opportunities to interpret assessment results (specifically data presented in graph formats) will be implemented in SPED 3760, SPED 4713, and SPED 4760 to increase opportunities to share, practice, and learn assessment strategies in classes beyond the assessment course.
- CIA will contact the faculty teaching the aforementioned courses during the third week of the Spring 2022 semester to ensure the courses have been updated with the new assignments.

B.S.Ed. students in the Special Education program will increase scores on Section 9 (Legal and Ethical Conduct) of the PBDA Dispositions rubric from the current average of 2.16 to an average of 2.45 by Fall 2021.

- **Made progress but did not achieve the goal:**
- BS Ed students increased their score on Section 9 Disposition (Legal and Ethical Conduct) by .26 with a score of 2.42 but fell short of reaching the set goal of 2.45 by .03 points. Continued efforts to share information regarding CEC and PSC standards will be incorporated into all program coursework and course syllabi. The faculty teaching SPED 3760 4710, and 4713 will include specific questions relating to CEC and PSC legal and ethical conduct in the syllabus overview quizzes.
- The Program Coordinator will contact faculty in the aforementioned courses during the third week of the Spring 2022 semester and seek results of the specific questions related to the syllabus overview.

Files:

_AY 2020 B.S.Ed. Closing the Loop DATA.docx

PROGRESS for Goals_Special Education, B.S.Ed. 2020-2021.docx

SPED SACSCOC B.S.Ed. (AY19) 11_4_2020.xlsx - B.S.Ed. Special Ed

Status of Prior Improvement Plan

Ongoing

Improvement Plan for Next Year

- **AY 2021 Improvement Plan**

SMART Goal #1 for 2021-2022	The area of **Assessment** for BS Ed. students needs continued growth and improvement. By Fall 2022, students in the BS. Ed. Special Education Program will increase the **Comprehensive Exam** average scores in "**Assessment"** from 77.18% correct answers to 80% correct answers, which should improve scores on other "Assessment" data points.
Data used to inform the new continuing goal:	- Comprehensive Exam- Area: "Assessment" Questions: Average 77.18% correct - GACE- Area: "Assessment" Questions: Average 66.73% correct - CAPS Intern Keys - Area: "Assessment Strategies": Mean Score 3.31 on 4 point scale - CAPS Intern Keys - Area: "Assessment Strategies": Overall Mean Score 3.31 on 4 point scale with the following overall average scores from the UT and CT - University Supervisor: 3.08 Mean Score - Cooperating Teacher: 3.54 Mean Score - CAPS Intern Keys - "Assessment Uses": Mean Score 3.19 on 4 point scale with the following overall average scores from the UT and CT - University Supervisor: 3.00 Mean Score - Cooperating Teacher: 3.38 Mean Score - SPED 4760 Key Assessment - Focus Student Project- Area: "Data Collection" and "Data Analysis" - Mean Score 3.56 - End of Program Survey - Area: "Assessment Preparation": Mean Score 3.66 on 4 point scale - Post Graduation Completer Survey- Area: Assessment Preparation: Mean Score of 4.5 on 5 point scale
	SPED 3760 is moving to an online platform in Spring 2022. This course will emphasize and utilize explicit examples on assessment use and interpretation on the Key Assessment - Focus Student Project in SPED 3760. These efforts should show an improved

Strategy or strategies program will use to achieve the goal:	score on the "Data Collection" and "Data Analysis" criteria for the Key Assessment. Both areas currently indicate a mean score of 3.56. • The Program Coordinator will share the BS Ed. data results through a faculty meeting by the second week of the Spring 2022 semester, and faculty will develop and share information/videos for instructors of SPED 3704 and SPED 4760 to emphasize the need for instructors of these courses to provide authentic opportunities for students to use and interpret assessment data. • The Program Coordinator will work with the US to develop a screencast to share with CT's targeting assessment as an opportunity for growth and understanding of the evaluation rubric to establish more consistent scoring across both entities.
Identify the strategic imperative to which each of your goals aligns: [Goal 1] • **Student Success** • **Academic Success** • **Successful Partnerships** • **Operational Success**	• **Student Success** • **Academic Success** • **Successful Partnerships** • **Operational Success**
SMART Goal #2 for 2021-2022	The area of **Foundations of Professional Responsibilities** for BS Ed. students warrants continued growth and improvement. By Fall 2022, BS Ed. students will increase overall average scores on the **GACE** from 71.99% to 75%, which should increase scores on other data points relating to this area.

Data used to inform the new continuing goal:	• GACE- Area: "Foundations of Professional Responsibilities" Questions: Average 71.99% correct overall. Subcategories of this area scored as follows:
	    • Understands and applies knowledge of educational rights for SWD: Average 70.99% correct
	    • Understands and applies knowledge of professional foundations of special education: Average 72.85% correct
	• Comprehensive Exam- Area: "Professional Learning and Ethical Practice" Questions: Average 84.62% correct
	• CAPS Intern Keys - Area: "Professional Knowledge": Overall Mean Score 3.31 on 4 point scale with the following overall average scores from the US and CT
	    • University Supervisor: 3.00 Mean Score
	    • Cooperating Teacher: 3.62 Mean Score
	• CAPS Intern Keys - "Professionalism": Mean Score 3.19 on 4 point scale with the following overall average scores from the US and CT
	    • University Supervisor: 3.00 Mean Score
	    • Cooperating Teacher: 3.34 Mean Score
	• PBDA Dispositions - Area: "Legal Ethical Conduct" overall CT/UT combined mean score of 2.42 on a 3 point scale
	    • University Supervisor: 2.15 mean score
	    • Cooperating Teacher: 2.69 mean score
	• End of Program Survey - Area: "Professional Learning and Ethical Practice Preparation": Mean Score 3.33 on 4 point scale

	• Post Graduation Completer Survey- Area: Professional Learning and Ethical Practice Preparation: Mean Score of 5 on 5 point scale

Strategy or strategies program will use to achieve the goal:	• The Program Coordinator will share the Foundation of Professional Responsibilities data results and in conjunction with the special education department faculty create videos for instructors of SPED 3700, 3750, SPED 4709, and SPED 4713 to supplement the course with discussions/assignments/strategies/guest lecturers to specifically address the Foundations of Professional Responsibilities.
	• The Program Coordinator will work with the US to develop a screencast to share with CTs targeting professional and ethical responsibilities as an opportunity for growth and understanding of the evaluation rubric to establish more consistent scoring across both entities.
	• Faculty will develop and implement with the Fall 2022 cohort a disposition survey for all students in the BS Ed. Adaptive Special Education program to compare self-score and instructor score. Faculty in the following courses will hold disposition conferences each semester for students identified as needing growth or if a significant discrepancy between student/instructor scores is noted.
	   • SPED 3750 (Junior Block 1 - Fall)
	   • SPED 3760 (Junior Block 2 -Spring)
	   • SPED 4760 (Senior Block 1 - Fall)
	   • SPED 4789 (Senior Block 2 - Spring)
	• By the third week of Fall 2022, the CIA will contact the faculty members teaching the aforementioned courses to ensure the disposition survey is included in the course.

Identify the strategic imperative to which each of your goal aligns: [Goal 2]
  • **Student Success**
  • **Academic Success**
  • **Successful Partnerships**
  • **Operational Success**
	• **Student Success**
	• **Academic Success**
	• **Successful Partnerships**
	• **Operational Success**

Files:

AY 2021 SMART Goals_Special Education, B.S.Ed. 2021-2022 (FinalizedShared).docx

End of report

Academic Year

2022 -23

Program Map
BS Ed. Special Education
Concentration - Adapted

YEAR 1			

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area A1: ENGL 1101- English Composition I	3	Area A1: ENGL 1102- English Composition II	3
Area A2: MATH 1001- Quantitative Skills & Reasoning	3	Area D1: Non-lab Science course	3
Area D1: Science + Lab	4	Area E: Social Science course	3
Area F: EDUC course	3	Area F: EDUC course	3
Area B2: XIDS 2002	2	Area F: EDUC course	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

Milestones	Milestones
• Complete ENGL 1101 with C or higher • Complete Area A2 Math with C or higher • Complete Lab Science • Earn 15 or more credit hours • Complete Area F course with C or higher	• Complete ENGL 1102 with C or higher • Complete Area F courses with C or higher • Complete Non-lab Science • Earn 15 or more credit hours • Take GACE Program Admission Assessment (if not exempted) at end of this term

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area D2:CS 1030 - Intro to Computer Concepts	3	Area C2- Humanities	3
Area F: MATH 2008 -Foundation of Numbers & Operations	3	Area B1: Institutional Options Course	3
Area E: GEOG 1013- World Geography	3	Area F: ISCI Course	3
Area F: ISCI Course	3	Area E-Social Sciences	3
Area C1-Fine arts	3	Area E-Social Sciences	3

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.

Area G: PWLA 1600	2
SEMESTER TOTAL	17
Milestones	

- Earn 15 or more credit hours
- Complete Area F course with C or higher
- 2.7 or bee er GPA for on-8me Teacher Educa8on Admission af t er this semester

Area G: PWLA activity course	1
SEMESTER TOTAL	16
Milestones	

- Complete Core and Earn 15 or more credit hours
- Complete B1 and Area F with C or higher
- Complete admission process for Teacher Educa8on during this semester

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Core Curriculum (A-E) can be viewed here: https://www.westga.edu/student-services/registrar/core-curriculum.php
Student Online Resources:

🕐   www.westga.edu/advising (Learn about: The name of your assigned advisor, program maps for all programs at UWG,
tutorials on how to register and your wolf watch evaluation).
🕐   www.westga.edu/scoop (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
🕐   www.westga.edu/esc (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
🕐   www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
🕐   www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

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YEAR 3

TERM 1

Course	Credits
Block I: SPED 3700-Intro to Special Education & Severe Disabilities	3
Block I: SPED 3750- Diverse Experiences	3
Block I: SPED 4709-Special Education Policies & Procedures	3
Block I: CEPD 4101- Educational Psychology	3
Block I: READ 3251 - Children's Literature	3
SEMESTER TOTAL	15

Milestones

- Complete Block I courses C or higher
- Maintain 2.7 or higher GPA

TERM 2

Course	Credits
Block II: SPED 3703 - Behavior Modification	3
Block II: SPED 3760 - Curriculum & Methods I: Students with Severe Disabilities	3
Block II: SPED 3751 - Practicum I	3
Block II: MEDT 3401-Integrating Technology in Curriculum	3
Block II: READ 3262-Teaching Content and Process - Reading Education	3
SEMESTER TOTAL	15

Milestones

- Complete Block II courses C or higher
- Maintain 2.7 or higher GPA
- Successfully complete practicum course

YEAR 4

TERM 1

Course	Credits
Block III: SPED 3704 -Assessment of Students with Severe Disabilities	3
Block III: SPED 4760-Curriculum Methods II: Students with Severe Disabilities	3
Block III: SPED 3752-Practicum II	3
Block III: SPED 4713 - Collaboration in School Settings	3
Block III: READ 4253-The Reading Writing Connection	3
SEMESTER TOTAL	15

Milestones

TERM 2

Course	Credits
Block IV: SPED 4786 - Internship in Special Education	9
Block IV: SPED 4789 - Internship Seminar	3
Block IV: READ 4251- Assessment & Correction Reading Education	3
SEMESTER TOTAL	15

Milestones

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• Complete Block III courses C or higher • Maintain 2.7 or higher GPA • Successfully complete practicum course

• Complete Block IV courses C or higher • Maintain 2.7 or higher GPA • Successfully complete internship course

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Academic Year

2022 -23

Program Map
BS Ed. Special Education
Concentration - General

YEAR 1			

TERM 1

Course	Credits
Area A1: ENGL 1101- English Composition I	3
Area A2: MATH 1001- Quantitative Skills & Reasoning	3
Area D1: Science + Lab	4
Area F: EDUC course	3
Area B2: XIDS 2002	2
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1101 with C or higher
- Complete Area A2 Math with C or higher
- Complete Lab Science
- Earn 15 or more credit hours
- Complete Area F course with C or higher

TERM 2

Course	Credits
Area A1: ENGL 1102- English Composition II	3
Area D1: Non-lab Science course	3
Area E: Social Science course	3
Area F: EDUC course	3
Area F: EDUC course	3
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1102 with C or higher.
- Complete Area F courses with C or higher
- Complete Non-lab Science
- Earn 15 or more credit hours
- Take GACE Program Admission Assessment (if not exempted) at end of this term

YEAR 2			

TERM 1

Course	Credits
Area D2:CS 1030 - Intro to Computer Concepts	3
Area F: MATH 2008 -Foundation of Numbers & Operations	3
Area E: GEOG 1013- World Geography	3
Area F: ISCI Course	3
Area C1-Fine arts	3

TERM 2

Course	Credits
Area C2- Humanities	3
Area B1: Institutional Options Course	3
Area F: ISCI Course	3
Area E-Social Sciences	3
Area E-Social Sciences	3

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Area G: PWLA 1600	2
SEMESTER TOTAL	17

Milestones	

- Earn 15 or more credit hours
- Complete Area F course with C or higher
- 2.7 or better GPA for on-time Teacher Education Admission after this semester

Area G: PWLA activity course	1
SEMESTER TOTAL	16

Milestones	

- Complete Core and Earn 15 or more credit hours
- Complete B1 and Area F with C or higher
- Complete admission process for Teacher Education during this semester

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements

Core Curriculum (A-E) can be viewed here: https://www.westga.edu/student-services/registrar/core-curriculum.php

Student Online Resources:

⍰   www.westga.edu/advising (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).

⍰   www.westga.edu/scoop (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).

⍰   www.westga.edu/esc (Learn about: Requesting a transcript, financial aid information, requestng an enrollment verifica8on, completing a FERPA form).

⍰   www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing https).

⍰   www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

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YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Block I: SPED 3713-Intro to Special Education & Mild Disabilities	3	Block II: SPED 3714 - Behavior and Classroom Management	3
Block I: SPED 3750- Diverse Experiences	3	Block II: SPED 3761 -Mild Disabilities Methods for Instruction	3
Block I: SPED 4709-Special Education Policies & Procedures	3	Block II: SPED 3751 - Practicum I	3
Block I: CEPD 4101- Educational Psychology	3	Block II: MEDT 3401-Integrating Technology in Curriculum	3
Block I: READ 3251 - Children's Literature	3	Block II: READ 3262-Teaching Content and Process - Reading Education	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete Block I courses C or higher • Maintain 2.7 or higher GPA		• Complete Block II courses C or higher • Maintain 2.7 or higher GPA • Successfully complete practicum course	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Block III: SPED 3702 - Educational Evaluation of Children with Disabilities	3	Block IV: SPED 4786 - Internship in Special Education	9
Block III: SPED 4761-Mild Disabilities Advanced Methods of Instruction	3	Block IV: SPED 4789 - Internship Seminar	3
Block III: SPED 3752-Practicum II	3	Block IV: READ 4251- Assessment & Correction Reading Education	3
Block III: SPED 4713 - Collaboration in School Settings	3		
Block III: READ 4253-The Reading Writing Connection	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	15
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.

• Complete Block III courses C or higher • Maintain 2.7 or higher GPA • Successfully complete practicum course	• Complete Block IV courses C or higher • Maintain 2.7 or higher GPA • Successfully complete internship course

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.

UNIVERSITY OF WEST GEORGIA
Bachelor of Science in Education
Special Education: General Curriculum (Mild Disabilities) and Adapted Curriculum
Plan of Study

Name: _____   **Student #:** 917 _____

CORE CURRICULUM	HRS	GR	TRF/SUB
A. Essential Skills *1	**9**		
1. ENGL 1101 *2	3		
2. ENGL 1102 *2	3		
3. MATH 1111 recommended *2	3		
B. Institutional Priorities *1	**5**		
1. COMM 1110 recommended	3		
2. Institutional Elective	2		
C. Humanities/Arts *1	**6**		
1. XIDS 2100 recommended	3		
2. Humanities Elective	3		
D. Science, Math, Technology *1	**10**		
1. Lab Science	4		
2. BIOL 1010 recommended	3		
3. CS 1030 recommended	3		
E. Social Sciences *1	**12**		
1. HIST 1111 or 1112	3		
2. HIST 2111 or 2112	3		
3. POLS 1101	3		
4. GEOG 1013 recommended	3		
F. Major Specific Courses *2	**18**		
1. ISCI 2001 Life/Earth Science	3		
2. ISCI 2002 Physical Science	3		
3. MATH 2008 Foundations of Numbers & Operations	3		
4. EDUC 2110 Investigating Critical & Contemporary Issues in Ed	3		
5. EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3		
6. EDUC 2130 Exploring Teaching & Learning	3		
G. Physical Education	**3**		
1. PWLA 1600	2		
2. PWLA Activity Course	1		
Total Core Curriculum (Areas A-F)	**60**		
Physical Education	**3**		
Total (Areas A-G)	**63**		

Program Notes:

1. See catalog and advisor in major area
2. Requires a grade of C or better in each course
3. Admission to Teacher Education is required before enrolling in Block Courses
4. Practicum or Internship applications must be submitted by posted deadlines
5. Special Education courses in each block must be taken during the block shown in order to progress through the blocks.

College of Education
University of West Georgia
Effective Fall 2017

Revised 12/2017

Name: _____ Student ID: _____

PROFESSSIONAL General Curriculum	HRS	GR	TRF/ SUB	PROFESSIONAL Adapted Curriculum	HRS	GR	TRF/ SUB
Professional Education *2 *3 *5				**Professional Education *2 *3 *5**			
Block I	**18**			**Block I**	**18**		
SPED 4709 Special Ed. Policies & Procedures	3			SPED 4709 Special Ed. Policies & Procedures	3		
SPED 3750 Practicum: Diverse Experiences	3			SPED 3750 Practicum: Diverse Experiences	3		
READ 3251 Children's Literature	3			READ 3251 Children's Literature	3		
READ 4253 Reading Writing Conn.	3			READ 4253 Reading Writing Conn.	3		
CEPD 4101 Educational Psychology	3			CEPD 4101 Educational Psychology	3		
SPED 3713 Intro to Special Education and Mild Disabilities	3			SPED 3700 Intro to Special Education and Severe Disabilities	3		
Block II	**15**			**Block II**	**15**		
SPED 3751 Practicum I *4	3			SPED 3751 Practicum I *4	3		
READ 3262 Teach C&P: Reading Ed	3			READ 3262 Teach C&P: Reading Ed	3		
SPED 3702 Eval. Of Child w/Dis	3			SPED 3704 Assess Students w/Severe Dis.	3		
SPED 3714 Behavior. & Class Management	3			SPED 3703 Behavior Management	3		
SPED 3761 Mild Disab.: Methods for Instruction	3			SPED 3760 Curriculum. & Methods: Adapted Curriculum. I	3		
Block III	**15**			**Block III**	**15**		
SPED 3752 Practicum II *4	3			SPED 3752 Practicum II *4	3		
READ 4251 Assess/Correct of Read	3			READ 4251 Assess/Correct of Read	3		
MEDT 3401 Integrating Technology in Class	3			MEDT 3401 Integrating Technology in Class	3		
SPED 4761 Mild Disabilities: Methods Science & Math	3			SPED 4760 Curriculum & Methods Adapted Curriculum II.	3		
SPED 4713 Collab. in School Settings	3			SPED 4713 Collab. in School Settings	3		
Block IV	**12**			**Block IV**	**12**		
SPED 4786 Teaching Internship *4	9			SPED 4786 Teaching Internship *4	9		
SPED 4789 Internship Seminar	3			SPED 4789 Internship Seminar	3		
Total Professional Education	**60**			**Total Professional Education**	**60**		
Total (Areas A-G)	**63**			**Total (Areas A-G)**	**63**		
TOTAL PROGRAM	**123**			**TOTAL PROGRAM**	**123**		
☐ **I plan to pursue the Special Education GENERAL Curriculum.**				☐ **I plan to pursue the Special Education ADAPTED Curriculum.**			

Candidate signature: _____ Date: _____

Advisor signature: _____ Date: _____

SPECIAL EDUCATION ADAPTED CURRICULUM B.S.ED CURRICULUM MAPPING

DEPARTMENT:	Learning and Teaching				
PROGRAM:	**BSEd Special Education**	**COURSES**	**PL-SLO 1** Candidates use knowledge of how exceptionalities may interact with development and learning to provide meaningful and challenging learning experiences.	**PL-SLO 2** Candidates create safe, inclusive and culturally responsive learning environments for individuals with exceptionalities.	**PL-SLO 3** Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
		1 SPED 3700	Introduced	Introduced	Introduced
		2 SPED 4709			
		3 SPED 3704			
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate		4 SPED 3703			

familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	5	SPED 3751	Reinforced	Introduced	Introduced
	6	SPED 3760	Reinforced		Reinforced
	7	SPED 3750	Reinforced	Reinforced	
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8	SPED 4713			
	9	SPED 3752	Reinforced	Reinforced	Reinforced
	10	SPED 4760			Reinforced
	11	SPED 4786	Mastered, A	Mastered, A	Mastered, A
	12	SPED 4789	Mastered, A	Mastered, A	Mastered, A
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13				
	14				
	15				
	16				
	17				
	18				
	19				
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20				
	21				
	22				

TEMPLATE

PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8
Candidates use multiple methods of assessment and data sources in making educational decisions.	Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Candidates use foundational knowledge of the field and professional/ethical standards to inform special education practice and engage in lifelong learning.	Candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agenices.	Special Educators demonstrate appropriate professinal dispositions.
Introduced			Introduced	Introduced
Introduced		Introduced and Reinforced		Introduced
Introduced and Reinforced				
Introduced				

	Introduced	Reinforced	Reinforced	Reinforced
	Reinforced			Reinforced
	Reinforced			Introduced and Reinforced
		Reinforced	Reinforced	Reinforced
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
Reinforced	Reinforced			Reinforced
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A

SPECIAL EDUCATION GENERAL CURRICULUM B.S.ED CURRICULUM MAPPING

DEPARTMENT:	Learning and Teaching				
PROGRAM:	BSEd Special Education	COURSES	**PL-SLO 1** Candidates use knowledge of how exceptionalities may interact with development and learning to provide meaningful and challenging learning experiences.	**PL-SLO 2** Candidates create safe, inclusive and culturally responsive learning environments for individuals with exceptionalities.	**PL-SLO 3** Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
		1 SPED 3713	Introduced	Introduced	Introduced
		2 SPED 4709			
		3 SPED 3702			
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate		4 SPED 3714			

familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	5	SPED 3751	Reinforced	Introduced	Introduced
	6	SPED 3761	Reinforced		Reinforced
	7	SPED 3750	Reinforced	Reinforced	
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8	SPED 4713			
	9	SPED 3752	Reinforced	Reinforced	Reinforced
	10	SPED 4761			Reinforced
	11	SPED 4786	Mastered, A	Mastered, A	Mastered, A
	12	SPED 4789	Mastered, A	Mastered, A	Mastered, A
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13				
	14				
	15				
	16				
	17				
	18				
	19				
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20				
	21				
	22				

TEMPLATE

PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8
Candidates use multiple methods of assessment and data sources in making educational decisions.	Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Candidates use foundational knowledge of the field and professional/ethical standards to inform special education practice and engage in lifelong learning.	Candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agenices.	Special Educators demonstrate appropriate professinal dispositions.
Introduced			Introduced	Introduced
Introduced		Introduced and Reinforced		Introduced
Introduced and Reinforced				
Introduced				

	Introduced	Reinforced	Reinforced	Reinforced
	Reinforced			Reinforced
	Reinforced			Introduced and Reinforced
		Reinforced	Reinforced	Reinforced
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
Reinforced	Reinforced			Reinforced
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A

SPED - 3750 - Diverse Experiences Practicum

2022-2023 Undergraduate Revise Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit 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.

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. NA

Desired Effective Semester *   Fall

Desired Effective Year *   2022

Routing Information

<p align="center">Routes cannot be changed after a proposal is launched.</p>

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

Department/School *

    Department of Literacy and Special Education

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? *
○ Yes
◉ No

Is this a College of Education course? *
◉ Yes
○ No

Is this a Department of Mass Communications course? *
○ Yes
◉ No

Is the addition/change related to core, honors, or XIDS courses? *
☐ Yes
☑ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below *
◉ Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

IMPORT curriculum data from the Catalog by clicking ↘ **icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.**

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

> **Course Prefix (cannot be modified. Must add/delete course)**
> **Course Number (cannot be modified. Must add/delete course)**
> **Course Title**
> **Course Type (do not modify)**
> **Catalog Course Description**
> **Prerequisites/Corequisites**
> **Frequency**
> **Grading**
> **Credit Hours**
> **Status (Active means that it will be visible in the catalog and Inactive will be hidden)**

Course Prefix*
SPED

Course Number* 3750

Course Title* Diverse Experiences Practicum

Long Course Title

Course Type - DO NOT EDIT*
Special Education

Catalog Course Description* This course provides students the opportunity to discuss the intersections between special education services and diverse educational settings. Students are required to engage in virtual observations (i.e., video field trips) in various school and related service settings (i.e., public, private, charter, urban, suburban, and rural). In addition, students receive the opportunity to dialogue with experienced professionals and reflect on their observational experiences with peers.

Prequisites Prerequisite: Admission to Teacher Education

Corequisites NA

Frequency - How many semesters per year will this course be offered?
1

Grading*
Undergraduate Standard Letter

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs*	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	NA

Restrictions	NA

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.***	NA

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	NA

Rationale* The purpose of this request is twofold. The current course description does not accurately reflect how students participate in completing observations and exploring diverse school settings. The present course description depicts observations in brick and mortar buildings. However, SPED 3750 students experience diverse school and related service settings through virtual field trips and platforms. BS. Ed students in special education complete their traditional observations and practicums in other required special education courses. The grading structure for SPED 3750 needs reverting to a letter grade format. This course is one of the first courses a cohort takes in their central content area. The P/F structure does not provide rigorous accountability for students at the BS Ed. level. Assigning a letter grade to SPED 3750 will set expectations for the special education adaptive program early in the cohort progression that reflects the structure of the remaining courses for program completion. We do not project this change negatively impacting student progression.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ☑ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ **icon in the Proposal Toolbox to make your decision.**

Administrative Use Only - DO NOT EDIT

Course ID ＊   18

UNIVERSITY *of* West Georgia.

Main Campus · College of Education · Literacy and Special Education

Diverse Experiences Practicum

SPED-3750

Fall 2021   Section 02   3 Credits   08/11/2021 to 12/10/2021   Modified 08/12/2021

🖥 Description

This course provides students the opportunity to discuss the intersections between special education services and diverse educational settings. Students are required to engage in virtual observations (i.e., video field trips) in various school and related service settings (i.e., public, private, charter, urban, suburban, and rural). In addition, students receive the opportunity to dialogue with experienced professionals and reflect on their observational experiences with peers.

Requisites

Prerequisites:
Teacher Education Admission TE
Corequisites:

👤 Contact Information

Dr. Morris Council III

Email: mcouncil@westga.edu
Office: Education Annex 244
Phone: (678) 839–6121
Website: https://www.westga.edu/academics/education/profile.php?emp_id=91559 (https://www.westga.edu/academics/education/profile.php?emp_id=91559)

Office Hours

Face-to-face
Tuesday – 11:00 a.m to 1:00 p.m.
Friday – 9:00 a.m to 11:00 a.m.

Virtual (By appointment)
Monday – 9:00 a.m. – 12:00 p.m.
Wednesday – 9:00 a.m. – 12:00 p.m.

🕐 Meeting Times

Hybrid

Friday, 11:00 AM to 1:30 PM, Education Center 0226

📕 Materials

Required Instructional Resource: TK20 Subscription

Tk20 Subscription. <u>YOU WILL NOT SUBMIT ANY ASSIGNMENTS IN TK20 FOR THIS CLASS</u>. TK20 subscriptions are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For

assistance, email tk20@westga.edu.

No required text

All materials will be provided through CourseDen.

📊 Outcomes

Students will:

1. Demonstrate appropriate professional, ethical, and interpersonal behaviors while dialoguing with professionals (College of Education Field Experience Handbook; Council for Exceptional Children, 2015; deBettencourt & Howard, 2007; Friend & Cook, 2007) (CEC* & INTASC** 6);
2. Demonstrate awareness of and appropriate responses to issues and needs arising from cultural diversity, varying family needs, and specific handicapping conditions (Cohen, Gayle, Meyer, 2005; Hamayan, Marler, Sanchez-Lopez, & Damico, 2016) (INTASC CEC & INTASC 1-7);
3. Demonstrate awareness of implications of cultural and linguistic diversity (including issues for English Language Learners) in relationship to communication, assistive technology, and educational programs for learners with disabilities (Cartledge, Gardner, & Ford, 2009; Gottlieb & Ernst-Slavit, 2014; Kuder, 2013) (Standards: *CEC & **INTASC 1, 6, 7)
4. Demonstrate through reflection and conversation with peers methods for creating culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social intersactions (Cartledge, Gardner, & Ford, 2009; Gottlieb & Ernst-Slavit, 2014; Kuder, 2013) (Standard: *CEC & INTASC 2)

*CEC refers to the initial preparation standards of the Council for Exceptional Children available from: https://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf

**INTASC refers to the standards of the Interstate New Teacher Assessment and Support Consortium available from: www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

✔ Evaluation

Criteria

Procedures to prepare for class sessions with a guest lecturer:

Carefully review weekly material and virtual observation, make notes and think about the experience and the connections between special education services and diverse educational settings. Be sure to supplement and extend your knowledge of the topic by consulting additional

Compose three questions. For each class session, prepare **three (3)** relevant, insightful, and interesting discussion questions (based on the virtual observation and materials) that you would like to ask the guestlecturer during practicum. Your questions should demonstrate you have carefully (and thoroughly) thought about the assigned experience. **Create thought-provoking and insightful questions designed to generate interesting discussion from the lectures unique perspective**. Don't ask questions to which you can find the answer on your own (e.g., Where is your school located).

Post your questions on the CourseDen **Discussion** board (by **Tuesday, 9:00 am**) in order to obtain feedback from your peer.

Provide specific and constructive feedback to the peers in your group on the Discussion Board by **9:00 am on Wednesday**. The purpose of the feedback is to help your peers improve their questions. For example, don't just say, "I like your second question better than your first." Tell peers how their questions can be The following are examples of how to do this.

Suggest other possible directions or nuances that might generate more interesting

Describe how to extend or develop the question so that it goes beyond the obvious and deeper into the heart of the

Suggest other related resources or

Clear up any misunderstandings/ inaccuracies the question-writer may

Suggest ways to rephrase the question for clarity (or politeness).

Based on peer feedback, **revise your questions** and post your final questions in the CourseDen **Dropbox** by **noon on Thursday**. Please list your questions in order of preference.

Check your UWG email. By Friday morning, you will receive the final list of questions in the sequence theywill be Please print that list each week and bring it to class. The guest faculty will also receive a copy of your questions. NOTE: We may find it more useful to have a discussion with the guest faculty that takes usaway from your questions. If there is time, be prepared to ask one follow-up question.

All students are expected to be in class (or logged into our Zoom link) promptly by **11:00am**. This will provide us with time for questions, announcements, and getting settled before we begin the At**11:15am** we will begin the interaction with the guest speaker. Students will take turns asking their questions.

*Late submissions during any phase of question development will result in a reduction of **2 points** from your overall score on weekly final questions.*

Reflection Papers: This assignment is a 2-3 page opinion paper based on your experiences with guest lecturers and assigned readings. This paper should demonstrate a comprehensive understanding of all previously covered content, extending beyond assigned material. Potential topics to guide your reflection include:

- What services and supports are in place to help and support students who are at risk for school difficulties?
- How is the learning environment responsive to the diverse needs of the students?
- What did I learn from our guest lecturers?
- How does this topic relate to my pre-service experience?

(Objectives 1-3, instructor evaluation)

Community Project: In order to fully understand diverse schools, for-profit and non-for-profit organizations, with a small group (3 students per group), you will conduct a community analysis project in which you learn more about the neighborhood, resources, and lives of students with disabilities and their families, including the settings they attend to receive special education services. Your research will culminate in an interactive presentation during Weeks 15. (Objectives 1 - 4, rubric).

Note. If you produce weak questions on more than one class session, you will be required to write reactions to theassigned readings/video along with your questions. Your reactions would include providing a summary/synthesis of the virtual observation. This paper should be no less than 5 pages.

Alternate Assignments if Absent

If you miss a day with a guest, you will be expected to prepare questions as if you were going to be in class and provide feedback to your peers as if you were going to be in class. In addition, you will be expected to synthesizeand reflect on the virtual reality materials. This paper should be a minimum of 3 pages.

☰ Assignments

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:	Due Date
Questions and Feedback	Objectives 1-6	60%	Rubric	Dropbox	See class outline
Thank you notes	Objectives 1,2,6	5%	Rubric	Dropbox	Sign-up sheet
Reflection Papers	Objectives 1-6	20%	Rubric	Dropbox	See class outline
Community Presentation	Objectives 1-6	15%	Rubric	Dropbox	Nov 19th
Total		100%			

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

📅 Schedule

1 Aug 11 – 13	**Course Overview & Intro**	
2 Aug 16 – 20	**Online** **What is Urban Education**	**Discussion Post #1**
3 Aug 23– 27	**Virtual Observation** **Stonewall Tell Elementary School** **College Park, GA 30349** **Guest Lecturer – Mr. Gerard Latimore**	
4 Aug 30 – Sep 3	**Virtual Observation** **Deaf Education and Hearing Science Program** **San Antonio, TX 78229** **Guest Lecturer – Dr. Blane Trautwein**	**Post questions to discussion board** **Thank you letter**

5 Sep 6 – 10	Virtual Observation **Whitesburg Elementary School** Carrollton, GA 30116 Guest Lecturer – Ms. Lindsey Long	Post questions to discussion board Thank you letter
6 Sep 13– 17	Virtual Observation **Thrive Autism Consulting** Rockmart, GA 30153 Guest Lecturer – Ms. Kimberly Waldrop	Post questions to discussion board Thank you letter
7 Sep 20 – 24	Virtual Observation **Fit Learning Atlanta** Atlanta, 30306 Guest Lecturer – Dr. Mary Sawyer	Post questions to discussion board Thank you letter
8 Sep 27 – Oct **1** **Online**		Reflection Paper
9 Oct 4– **8** **FALL Break**		

10 Oct 11 – 15	Virtual Observation **Dekalb County** **Atlanta, Ga 30345** Guest Lecturer – Amy Pilcher	Post questions to discussion board Thank you letter
11 Oct 18 – 22	Virtual Observation **Douglas County** Douglasville, GA 30133 Guest Lecturer – Ms. Jeanette Dutcher	Post questions to discussion board Thank you letter
12 Oct 25 – 29	Virtual Observation **Georgia Network for Educational and Therapeutic Support (GNETS)** Guest Lecturer – Dr. Zachary Johnson	Post questions to discussion board Thank you letter
13 Nov 1 – Nov 5	Virtual Observation **Westside Atlanta Charter School** Atlanta, GA 30318 Guest Lecturer – Ms. Emily Brown	Post questions to discussion board Thank you letter Work on Community Project

14 Nov 8 – 12	Virtual Observation **Emory Autism Center** Decatur, GA 30033 Guest Lecturer – Ms. Kelsey Bohlke	Post questions to discussion board Thank you letter
15 Nov 15 – 19	**Presentations**	Reflection Paper

✳ Course Policies and Resources

◎ College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for *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.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

🏛 Institutional Policies

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 visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online (https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university

grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (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 (https://www.westga.edu/police/campus-carry.php)

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.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia's top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- UWG's Guidance on Face Coverings (https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance-on-the-use-of-face-coverings.php)
- Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- Georgia Department of Public Health (https://dph.georgia.gov/)

▤ Additional Items

Mass Communications, B.S.

2022-2023 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking 🛈 **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

Modifications (Check all that apply) *
- ☐ Program Name
- ☑ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☐ Program Curriculum
- ☐ Other

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	School of Communication, Film and Media

Is this a School of Nursing or School of Communication, Film and Media course?* ⦿ Yes ◯ No

Is this a College of Education Program?* ◯ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ⦿ Yes ◯ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ⦿ Program ◯ Shared Core

If other, please identify.

IMPORT curriculum data from the Catalog by clicking 🔽 **icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.**

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name*	Mass Communications, B.S.

Program ID - DO NOT EDIT*	18

Program Code - DO NOT EDIT	18

Program Type*	Bachelor

Degree Type*	Bachelor of Science

Program Description* Through sequenced study in Journalism, Digital Media & Entertainment, Film & Video Production, and Public Relations, students are educated and trained across media industries to meet the demands of a complex, technological media landscape and multicultural society. Across areas of concentration, students master an understanding of the paramount economic, legal/policy, ethical, social, and effects issues facing mass media within the context of freedom of speech, freedom of press, media competition, and media convergence.

The curriculum offers a balance of theoretical and conceptual courses that challenge students to think critically, creatively, and collaboratively, and professional skills courses that give students an opportunity to apply their knowledge in cutting-edge experiential learning labs - bluestone-Public Relations Firm, WUTV, The West Georgian, and The WOLF Internet Radio. Located approximately 45 miles west of Atlanta, the department also gives students the opportunity to regularly network and intern with mass media and public relations professionals in a top-10 media market. Students graduate with portfolios that showcase their scholarship and skills, and give them a competitive edge in the industry.

Journalism engages students in courses that build knowledge and skills in writing, reporting, and producing socially responsible and responsive news in today's multimedia landscape. Students learn to exercise news judgment, honor the tenets of journalism, and create news for and with audiences across traditional and emerging digital media platforms. Students gain hands-on experience early on and throughout their tenure with WUTV, The West Georgian and The WOLF Internet Radio.

Digital Media & Entertainment engages students in courses that build knowledge and skills in traditional and emerging digital media. Students explore historical, theoretical, and structural concepts of programming, management, and production of informational and entertainment content to serve today's multicultural society. Students learn the art and science of successful storytelling, and create and produce original content for multiple digital media platforms in areas such as audio production, broadcasting, esports, live-streaming, music recording, podcasting, radio, social media, television, video, and other forms of digital entertainment and information. Students gain hands-on experience in classes throughout the curriculum, while also having the option of developing skills in student-operated media/experiential learning labs, such as WOLF Radio and WUTV.

Film & Video Production engages students in courses that build knowledge and skills in writing, analysis, production, and editing for film and video outlets. Students learn the art of cinematic storytelling, image design, and sound editing along with advanced post-production techniques and strategies within the broader field of film and video production. Students gain hands-on experience early on and throughout their tenure with workshops, seminars, and collaborative projects that lead to the distribution of their work via various traditional and digital outlets, e.g., competitions, film festivals, online platforms, screenings, social media, etc.

Public Relations engages students in courses that build knowledge and skills in today's multicultural domestic and global public relations industry. Students learn the importance of and processes behind building and maintaining mutually beneficial relationships between organizations and target publics through effective interactive communication. Students also gain hands-on experience in media relations, community relations, and employee relations through bluestone-Public Relations Firm and experiential and service learning projects for private, nonprofit, corporate, and public sector clients.

Learning Outcomes
ACEJMC requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive

instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;

demonstrate an understanding of the history and role of professionals and institutions in shaping communications;

demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;

demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;

understand concepts and apply theories in the use and presentation of images and information;

demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

think critically, creatively and independently;

conduct research and evaluate information by methods appropriate to the communications professions in which they work;

write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

apply basic numerical and statistical concepts;

apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Status * ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location * Carrollton

Curriculum Information

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, & E: 42 Hours

Core Curriculum

Core Area F: 18 Hours

COMM 1154 Introduction to Mass Communications

COMM 1110 Public Speaking

COMM 2254 Media Ethics

[After] Foreign Language - 1000 or 2000 level 6

[After] Humanities or Social Sciences Elective 3
          Note that a course may satisfy prerequisite
          for a minor course if not required for minor.

Courses Specific for the Major: 42-45 Hours

Required Courses: 24 Hours

Journalism Concentration

COMM 3301 Fundamentals of Newswriting

[Before](and)

COMM 3303 Layout and Design

[Right] (or)

COMM 4403 Photojournalism

[After]   (and)

COMM 3352 Fundamentals of Television Production

[Before](and)

COMM 3302 Public Affairs Reporting

[Right] (or)

COMM 4402 Feature Writing

[After] (and)

COMM 4421N Practicum-The West Georgian

[Right] (or)

COMM 4421T Practicum - WUTV

[After] (and)

COMM 4450 Broadcast News Writing and Reporting

COMM 4454 Media Law

COMM 4484 Mass Communications Research Methods

Digital Media & Entertainment Concentration

COMM 3305 Short-Form Screenwriting & Analysis

COMM 3350 Digital Media Industries

[Before](and)

COMM 3351 Radio & Audio Production

[Right] (or)

COMM 3352 Fundamentals of Television Production

[After] (and)

COMM 3355 Media Programming and Management

[Before](and)

COMM 4421R Practicum - The WOLF Internet Radio

[Right] (or)

COMM 4421T Practicum - WUTV

[After] (and)

COMM 4454 Media Law

COMM 4484 Mass Communications Research Methods

One (1) of the following:

COMM 3354 Digital Social Media and Society

COMM 3357 Diversity and Mass Media

COMM 4455 Critical Issues in Mass Communications

Film & Video Production Concentration

COMM 3305 Short-Form Screenwriting &

COMM 3305 Short-Form Screenwriting & Analysis

COMM 3353 Fundamentals of Film & Video Production

COMM 3356 Film and Culture

[After] (and)

COMM 4425 Documentary Production Practices

[After] (or)

COMM 4426 Fiction Film Production

[After] (or)

COMM 4452 Advanced Film and Video Production

[After] (and)

COMM 4454 Media Law

COMM 4484 Mass Communications Research Methods

Two (2) of the following:

COMM 4405 Sound Design

COMM 4406 Digital Cinematography & Image Design

COMM 4407 Film & Video Post-Production

Public Relations Concentration

COMM 3301 Fundamentals of Newswriting

COMM 3313 Public Relations Principles

COMM 4413 Public Relations Cases

COMM 4414 Public Relations Management

COMM 4444 Public Relations Campaigns

COMM 4451 Public Relations Writing

COMM 4454 Media Law

COMM 4484 Mass Communications Research Methods

Electives: 18-21 Hours

Twelve (12) credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours. Remaining electives should be selected from the list below. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be

approved by the department chair. Complete 18 credit hours if minor = 18 credit hours Complete 21 credit hours if minor = 15 credit hours

ABED 3100 Business Communication

ART 3400 Graphic Design Survey for Non-Majors

ABED 4118 Web Page Design

ENGL 3200 Intermediate Creative Writing

ENGL 3405 Professional and Technical Writing

ENGL 4109 Film as Literature

FILM 3200 Screenwriting

FORL 4485 Topics in National Film Traditions

FREN 3212 Topics in Francophone Cinema

GEOG 3713 Meteorology

HIST 4464 American Sports History

MGNT 3600 Management

MGNT 3602 Business Law

MGNT 3627 Managing Cultural Differences

MGNT 4630 Dispute Resolution in Contemporary Organizations

MKTG 3801 Art of Selling and Personal Dynamics

MKTG 3803 Principles of Marketing

MKTG 3809 Advertising Practices

MKTG 3810 Social Media and Online Marketing

MKTG 4805 Sales Management

MKTG 4861 Services Marketing

MKTG 4864 Consumer Behavior

MKTG 4866 International Marketing

PHED 3640 History of Sport

PHED 3641 Psychology of Sport

PHIL 3160 Philosophy in Literature and Film

POLS 3102 Gender and Politics

POLS 3103 Media and Politics

POLS 4202 Interorganizational Behavior

POLS 4215 Management of Non-Profit Organizations

PSYC 3200 Introduction to Organizational Development

PSYC 3590 Sports Psychology

PSYC 3600 Psychology of Communication

PSYC 3730 Social Psychology

PSYC 4003 Statistics for the Social Sciences

PSYC 4090 Groups and Group Process

PSYC 4140 Psychology of Gender

PSYC 4190 Advanced Organizational Development

PSYC 4500 Explorations into Creativity

SOCI 3100 Sociology of Humor

SOCI 3273 Managing Cultural Differences

SOCI 3603 Sociology of Gender

SOCI 3733 Social Psychology: The Sociological Tradition

SOCI 3943 American Class System

SOCI 4203 Women in American Society

SOCI 4323 Sociology of Race

SOCI 4373 Visual Sociology

SOCI 4623 Art, Media, Cultural Politics

SOCI 4693 Sports, Crime, and Society

SOCI 4700 Sociology of Emotions

SOCI 4916 Gender and Work

SPMG 3661 Sociology of Sport

SPMG 3665 Communication in Sport

SPMG 4665 Sport Marketing and Promotion

Minor: 15-18 Hours

Total: 120 Hours

Major Requirements

Minimum grade of C for ENGL 1101, ENGL 1102, COMM 1110, COMM 1154, and COMM 2254. Must complete a major declaration form. A maximum of 3 credit hours of COMM 4421 (Practicum) may count toward major requirements though you may complete additional credit hours. A maximum of 3 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours. Must complete senior exit survey. Must complete requirements for a minor field.

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a **video** demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* Name change of concentration to "Digital Media & Entertainment" from "Digital Media & Telecommunication" is more representative of the current discipline and industry, while also highlighting the wide range of entertainment and information content that our students learn to program, manage, and produce. We also propose changing the name of the program from "Convergence Journalism" to simply "Journalism" to reflect present terminology in the discipline. The term, "convergence journalism" is somewhat outdated.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to [rakins@westga.edu](#).

Check all that apply to this program*

☐ This change affects 25-49% of the program's curriculum content.

☐ This change affects 25-49% of the program's length/credit hours.

☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

☐ This change affects 50% or more of the program's curriculum content.

☐ This change affects 50% or more of the program's length/credit hours.

☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

☑ None of these apply

Check all that apply to this program*

☐ Significant departure from previously approved programs

☐ New instructional site at which more than 50% of program is offered

☐ Change in credit hours required to complete the program

☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map* ☑ I have attached the Program Map/Sheet.

☑ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ **icon in the Proposal Toolbox to make your decision.**

Program Map
Bachelor of Science in Mass Communications
Digital Media & Entertainment

FALL 1	CREDITS	AREA
ENGL 1101 – English Comp I	3	A-1
Area C-1	3	C-1
Area B-2	2	B-2
Area D-1 + Lab	4	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	

Milestone:
- Complete ENGL 1101 – English Composition I; Required to earn C or higher.

Spring 1	CREDITS	AREA
ENGL 1102 – English Comp II	3	A-1
MATH 1401 –Elementary Statistics OR MATH 1001 – Quantitative Skills & Reasoning OR Math 1111 – College Algebra	3	A-2
Area D-1	3	D-1
Area E-2	3	E-2
COMM 1110 – Public Speaking	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete ENGL 1102 – English Composition II; Required to earn C or higher.
- Complete COMM 1110 – Public Speaking; Required to earn C or higher.
- Complete 30 credit hours by end of term, including credit hours earned previous terms.

FALL 2	CREDITS	AREA
Any Option EXCEPT COMM 1110 – Public Speaking	3	B-1
Any Option EXCEPT COMM 1154 – Intro to Mass Comm	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154 Intro to Mass Comm	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete first foreign language requirement.
- Complete COMM 1154 – Introduction to Mass Communications; Required to earn C or higher.

SPRING 2	CREDITS	AREA
POLS 1101 – American Government	3	E-3
Area E-4	3	E-4
Foreign Language 1000-2000	3	F
COMM 2254 – Media Ethics	3	F
Humanities or Social Sciences	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete second foreign language requirement.
- Complete COMM 2254 – Media Ethics; Required to earn C or higher.
- Complete 60 credit hours by end of term, including credit hours earned previous terms.

FALL 3	CREDITS
COMM 3350 – Digital Media Industries	3
COMM 3351 – Radio & Audio Production OR COMM 3352 – Fundamentals of TV Production	3
Electives: *Must select COMM 3000-4000 level courses or courses from approved list.	6
Minor Course	3
SEMESTER TOTAL	15

Milestones:
- Complete COMM 3350 – Digital Media Industries.
- Complete COMM 3351 – Radio & Audio Production OR COMM 3352 – Fundamentals of Television Production.

SPRING 3	CREDITS
COMM 3305 – Short-Form Screenwriting & Analysis	3
COMM 3355 – Media Programming & Management OR Course Elective	3
COMM 3354 – Digital Social Media & Society OR COMM 3357 – Diversity & Mass Media OR COMM 4455 – Critical Issues in Mass Communications	3
Elective Course(s): *Must select COMM 3000-4000 level course OR course from approved list.	3-6$^\alpha$
Minor Course	3
SEMESTER TOTAL	15

Milestones:
- $^\alpha$ If unable to enroll in COMM 3355 – Media Programming and Management in Year 3, take 6 elective course credits instead of 3 credits in Year 3, Term 2.
- Complete COMM 3305 – Short-Form Screenwriting & Analysis.
- Complete 90 credit hours by end of term, including credit hours earned previous terms.

FALL 4	CREDITS
COMM 4484 – Mass Comm Research Methods	3
COMM 4421R – Practicum: The WOLF Internet Radio OR COMM 4421T – Practicum: WUTV	3
COMM 3355 – Media Programming and Management OR Elective Course(s), *Must select COMM 3000-4000 level courses OR courses from approved list.	3-6‡
Minor Course	3
SEMESTER TOTAL	15

Milestones:
- ‡ If COMM 3355 – Media Programming and Management not completed in Year 3, complete course in Year 4, Term1 with one Elective Course. If COMM 3355 completed in Year 3, complete 6 credits of elective courses.
- Complete COMM 4421R – Practicum: The WOLF Internet Radio OR COMM 4421T – Practicum: WUTV.

SPRING 4	CREDITS
COMM 4454 – Media Law	3
Elective Course(s) *Must select COMM 3000-4000 level course(s) from approved list; Complete 6 credit hours if minor requires 15 credit hours; complete 3 credit hours if minor requires 18 credit hours.	3-6
Minor Courses, Complete 6 credit hours if minor requires 15 credit hours, complete 9 credit hours if minor requires 18 credit hours.	6-9
SEMESTER TOTAL	15

Milestones:
- Complete a maximum of 12 credit hours of COMM 3000-4000 level courses to apply toward 18-21 credit hours of major electives.
- Complete 120 credit hours by end of term, including credit hours earned previous terms.

* For Mass Communications majors, 12 credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours. Remaining electives should be selected from the Approved Electives list. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. The department chair must approve all alternative courses.

School of Communication, Film, and Media

Program Map
Bachelor of Science in Mass Communications
Journalism

FALL 1	CREDITS	AREA
ENGL 1101 – English Comp I	3	A-1
Area C-1	3	C-1
Area B-2	2	B-2
Area D-1 + Lab	4	D-1
Area E-1	3	E-1
SEMESTER TOTAL	15	

Milestone:
- Complete ENGL 1101 – English Composition I; Required to earn C or higher.

Spring 1	CREDITS	AREA
ENGL 1102 – English Comp II	3	A-1
MATH 1401 –Elementary Statistics OR MATH 1001 – Quantitative Skills & Reasoning OR Math 1111 – College Algebra	3	A-2
Area D-1	3	D-1
Area E-2	3	E-2
COMM 1110 – Public Speaking	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete ENGL 1102 – English Composition II; Required to earn C or higher.
- Complete COMM 1110 – Public Speaking; Required to earn C or higher.
- Complete 30 credit hours by end of term, including credit hours earned previous terms.

FALL 2	CREDITS	AREA
Any Option EXCEPT COMM 1110 – Public Speaking	3	B-1
Any Option EXCEPT COMM 1154 – Intro to Mass Comm	3	C-2
Area D-2	3	D-2
Foreign Language 1000-2000	3	F
COMM 1154 Intro to Mass Comm	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete first foreign language requirement.
- Complete COMM 1154 – Introduction to Mass Communications; Required to earn C or higher.

SPRING 2	CREDITS	AREA
POLS 1101 – American Government	3	E-3
Area E-4	3	E-4
Foreign Language 1000-2000	3	F
COMM 2254 – Media Ethics	3	F
Humanities or Social Sciences	3	F
SEMESTER TOTAL	15	

Milestones:
- Complete second foreign language requirement.
- Complete COMM 2254 – Media Ethics; Required to earn C or higher.
- Complete 60 credit hours by end of term, including credit hours earned previous terms.

FALL 3	CREDITS
COMM 3301 – Fundamentals of Newswriting	3
COMM 3303 – Layout & Design OR COMM 4403 – Photojournalism	3
Electives: *Must select COMM 3000-4000 level courses or courses from approved list.	6
Minor Course	3
SEMESTER TOTAL	15

Milestones:
- Complete COMM 3301 – Fundamentals of Newswriting.

SPRING 3	CREDITS
COMM 3352 – Fundamentals of TV Prod	3
COMM 3302 – Public Affairs Reporting OR COMM 4402 – Feature Writing	3
COMM 4484 – Mass Comm Research Methods	3
Elective Course(s): *Must select COMM 3000-4000 level course or course from approved list.	3
Minor Course	3
SEMESTER TOTAL	15

Milestones:
- Complete COMM 3352 – Fundamentals of Television Production.
- Complete 90 credit hours by end of term, including credit hours earned previous terms.

FALL 4	CREDITS
COMM 4450 – Broadcast News Writing & Reporting	3
COMM 4454 – Media Law	3
Elective Course(s), *Must select COMM 3000-4000 level courses or courses from approved list.	6
Minor Course	3
SEMESTER TOTAL	15

Milestones:
- Complete COMM 4450 – Broadcast News Writing & Reporting.

SPRING 4	CREDITS
COMM 4421N – Practicum: *The West Georgian* OR COMM 4421T – Practicum: WUTV	3
Elective Course(s) *Must select COMM 3000-4000 level course(s) OR course(s) from approved list; Complete 6 credit hours if minor requires 15 credit hours; complete 3 credit hours if minor requires 18 credit hours.	3-6
Minor Courses, Complete 6 credit hours if minor requires 15 credit hours, complete 9 credit hours if minor requires 18 credit hours.	6-9
SEMESTER TOTAL	15

Milestones:
- Complete COMM 4421N – Practicum: *The West Georgian* OR COMM 4421T – Practicum: WUTV.
- Complete a maximum of 12 credit hours of COMM 3000-4000 level courses to apply toward 18-21 credit hours of major electives.
- Complete 120 credit hours by end of term, including credit hours earned previous terms.

* For Mass Communications majors, 12 credit hours of COMM 3000-4000 level courses are required to apply toward 18-21 credit hours of major electives. No additional COMM courses may be applied as electives to the degree beyond the maximum of 12 credit hours. Remaining electives should be selected from the Approved Elective list. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. The department chair must approve all alternative courses.

COMM - 4456 - Digital Content Creation

2022-2023 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester* Summer

Desired Effective Year* 2022

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/Department* School of Communication, Film and Media

| Is this a School of Nursing or School of Communication, Film and Media course?* | ● Yes ○ No | Is this a College of Education course?* | ○ Yes ● No |

| Is this an Honors College course?* | ☐ Yes ☑ No |

| Is the addition/change related to core, honors, or XIDS courses?* | ☐ Yes ☑ No |

Course Information

| Course Prefix* | COMM | Course Number* | 4456 |

| Course Title* | Digital Content Creation |

| Long Course Title | |

| Course Type* | Mass Communications |

| Catalog Course Description* | With an emphasis on storytelling, this course uses a variety of the Adobe Creative Suite programs as a means of understanding how to create content that will stand out in the existing digital marketplace. In addition, fundamental theoretical principles specific to various "modes" of content (images, audio, video) are covered in depth. |

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* | 1 |

| 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 | N/A |

532/625

	*		graduation.*

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites	ENGL 1102 Minimum Grade: C and COMM 1154 Minimum Grade: C
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? 2

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* COMM 4456 (Digital Content Creation) will serve as an important elective for students in the School of Communication, Film and Media given that its subject matter cuts across all program concentrations. Furthermore, given the continued relevance of content creation, this course could potentially function as one of the required courses in the school's Digital Media concentration.

Student Learning Outcomes - Please provide these in a numbered list format. *	1. Advanced understanding of the building blocks of storytelling and itsimportance for effective, high-impact content creation 2. Awareness of content creation across a variety of contexts (e.g. advertising,journalism, narrative-based audio/video, etc.) 3. Digital media literacy that not only encompasses basic working knowledge ofAdobe CC software, but includes an awareness of lighting, composition,capturing images/audio/video, and other tools of the trade for contentcreators in the 21st Century. 4. Critical thinking skills necessary to distinguish between effective andineffective digital content, in order to become a more informed consumerand creator of content.

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 - 40

Will this course have special fees or tuition required?*	☐ Yes ☑ No		If yes, what will the fee be?*	N/A

Fee Justification	

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ **icon in the Proposal Toolbox to make your decision.**

University of West Georgia

Main Campus · Other · Mass Communications

Digital Content Creation

COMM-4485

Fall 2020   Section 01   3 Credits   08/12/2020 to 12/05/2020   Modified 08/13/2020

🖵 Description

Variable topic courses offered on a limited or pilot basis to explore or extend study of select, contemporary mass media and public relations issues.

Requisites

Prerequisites:

Corequisites:

👤 Contact Information

Professor: Dr. Kyle Lorenzano

Email: klorenza@westga.edu
Office: Humanities 149
Phone: 678-839-4933

Office Hours

PHYSICAL OFFICE HOURS: By appointment only (**virtual office hours strongly encouraged**)

VIRTUAL OFFICE HOURS (GOOGLE HANGOUT[1]): Mon/Wed, Noon – 2:00 p.m., Tue/Thu, 10:00 – 11:00 a.m., 1:00 – 3:00 p.m.

[1] To start a Google Hangouts conversation, sign in to your UWG Gmail account, visit hangouts.google.com, click 'New Conversation' near the top of the page, enter my UWG email (klorenza@westga.edu), and send an invitation to start the call. I will be available to talk via Google Hangouts during the virtual office hours dates/times listed above.

🕐 Meeting Times

Technology-Enhanced

Tuesday, Thursday, 3:30 PM to 4:45 PM, Anthropology Building, G-15

A Note on Dual Modality and in-person Class Format

Given the ongoing COVID-19 situation, the university and USG system as a whole has adopted "dual modality delivery" for all in-person classes this semester. This "dual modality" format will necessarily look different depending on the needs of each class, but for courses that meet twice a week like ours does, *all* face-to-face class meetings this semester are capped at no more than 50% of our roster at a given time.

So, what does this mean specifically for our class? See below.

- **Most lecture material this semester will be delivered online via video lectures that I'll post each Monday this semester, unless otherwise specified in our course schedule**. These video lectures will typically be posted on Monday mornings, but will

be available at least 24 hours before the start of our Tuesday class period.

- Note: You should watch these video lectures *before* attending class that given week, in addition to assigned readings from the textbook as shown in the course schedule.

- **Unless specified otherwise, students will be assigned to attend either our Tuesday OR Thursday class period this semester – STUDENTS SHOULD NOT ATTEND BOTH CLASS PERIODS OR ANY OTHER CLASS PERIOD OTHER THAN THE ONE THEY HAVE BEEN ASSIGNED.** As your instructor, I will be informing everyone which class period (Tue or Thu) they are assigned to attend before the start of the semester via CourseDen announcement, email, YouTube video, or some other means. If for some reason you are unsure of which class period to attend by the start of Week 2 (August 18th), please contact your instructor via email ASAP.

- **Because lecture content will mostly be delivered via video lectures on CourseDen, class periods will be dedicated to more experiential/activity/discussion-based learning, in addition to taking in-class exams.**

- **As with all other in-person classes on campus this semester, we will follow all University System of Georgia guidelines on COVID-19 during our own in-person classes, including but not limited to:**
  - **Mandatory face coverings**
  - **Proper social distancing and staying 6+ feet apart whenever possible**
  - **Ensuring all class periods are operating at no more than 50% capacity**

📕 Materials

Multimedia Storytelling for Digital Communicators in a Multiplatform World

Author: Seth Gitner
Publisher: Routledge
Edition: 1st Edition

Adobe CC and Other Technology Needs

As part of this class, students will be required to use Adobe Photoshop, Audition, and Premiere at various points this semester. However, students are *not* required to purchase photo/video cameras, microphones, or other media equipment for this course – in most cases, recording via smart phone or through the UWG Mass Comm Equipment Pool[1] will suffice. In the event students are interested in advice on purchasing equipment, please contact your instructor.

Students have access to a computer lab on campus, located in the Anthropology building, with all of the Adobe CC software we'll be using already downloaded on the computers in that lab[2]. Adobe CC is also provided free of charge to students through their UWG credentials (consult this link for more information: https://www.westga.edu/its/client-services/adobe-creative-cloud.php).

Lastly, although it is not required, I would recommend investing in a pair of over-ear headphones by the time we get to audio/video editing this semester (for example: https://amzn.to/2trJvFk). As a general rule, using earbuds to edit and mix audio can sometimes result in a disparity in what you hear while working within your digital workstation (i.e. Audition or Premiere) vs. what you ultimately export for others to hear via MP3, Soundcloud, YouTube, etc.

[1] More details on where and how to rent this equipment will be provided at the appropriate time.

[2] Again, more details on open lab hours will be provided at the appropriate time.

📊 Outcomes

By the end of this course, students will have demonstrated competency in the following areas:

1. Advanced understanding of the building blocks of storytelling and its importance for effective, high-impact content creation

2. Awareness of content creation across a variety of contexts (e.g. advertising, journalism, narrative-based audio/video, etc.)
3. Digital media literacy that not only encompasses basic working knowledge of Adobe CC software, but includes an awareness of lighting, composition, capturing images/audio/video, and other tools of the trade for content creators in the 21st Century.
4. Critical thinking skills necessary to distinguish between effective and ineffective digital content, in order to become a more informed consumer and creator of content.

✔ Evaluation

Criteria

EVALUATION (out of 1000 points total)

- Participation/Attendance (100 points)
- Exams (300 points)
- Static Advertisement
  - Photoshop Tutorials (25 points)
  - Rough Draft (25 points)
  - Final Draft (150 points)
- Podcast Episode
  - Audition Tutorials (25 points)
  - Rough Draft (25 points)
  - Final Draft (150 points)
- Video Story
  - Premiere Tutorials (25 points)
  - Rough Draft (25 points)
  - Final Draft (150 points)

Breakdown

Grading scale

A   90 – 100%

B   80 – 89%

C   70 – 79%

D   69 – 60%

F   59% or below

☰ Assignments

Participation/Attendance (10%)

Students are expected to be attentive and active participants on the days they attend class. Therefore, participation/attendance during class will count towards your final grade. Attendance to class *alone* is not sufficient to receive these points for each class period. Therefore, the instructor reserves the right to deduct some or all of these points in the event students are inattentive, unprepared for class, more than 15 minutes late, or are otherwise not active member of class.

Because I do understand that life happens, students will be granted one excused absence for the semester that they can use for *any* reason. I will also grant excused absences in the case of university athletics commitments, illness, death in the family, or other emergency/extenuating circumstances, but only if I am informed in advance[1] and provided with documented proof of the extenuating circumstances in question.

[1] Or as close to advance as is possible in the case of a legitimate emergency.

Exams (30%)

This semester, two exams will be administered to assess your knowledge of the key course principles, concepts, and techniques. Each exam is non-cumulative, worth 150 points each, and will be made up of multiple choice, true/false, matching, and/or short answer questions. Exams will cover assigned readings from the textbook and any material covered during lectures. Study guides will be provided at least one week prior to an exam date.

Please note that exams cannot be made up outside of the previous criteria for an excused absence. Any unexcused absence on an exam day will result in a zero on the exam.

Static Advertisement (20%)

Following the introduction of our storytelling and visual storytelling principles, students will be asked to create a static, still image advertisement using Chapter 9 of the Gitner text as support. The advertisement will be based on an original, fictional product or service that students will develop. Students will be expected to use Photoshop to create these advertisements.

As part of the overall project, students will be expected to complete Photoshop tutorials (25 points), a rough draft of the project (25 points) that is graded for completion, and a final draft of the advertisement (150 points) that is graded more critically. More details on the assignment and grading rubrics will be provided closer to the assignment due dates listed in our course schedule.

Podcast Episode (20%)

Podcasting is quickly turning into a dominant medium in the world of content creation, for hobbyists and professionals alike. Following our discussion of audio storytelling in theory and in practice, students will be asked to produce a 10 - 15-minute standalone podcast episode. We will talk more about the wide range of podcast formats and genres, but more or less students will have creative freedom to produce an episode based around their personal and/or professional interests.

As part of the overall project, students will be expected to complete Adobe Audition tutorials (25 points), a rough draft of the episode (25 points) that is graded for completion, and a final draft of the episode (150 points) that is graded more critically. More details on the assignment and grading rubrics will be provided closer to the assignment due dates.

Video Story (20%)

Following the introduction of visual storytelling building blocks and video editing, students will be asked to create a 3 – 5-minute video story using Adobe Premiere. Students can choose to produce a fiction or non-fiction/journalistic video story. For those choosing a fictional premise for their videos, Chapter 2 in the Gitner text and our fundamentals of storytelling will be especially crucial. For those choosing the non-fiction/journalistic option, Chapter 8 in the Gitner text will be particularly useful.

As part of the overall project, students will be expected to complete Premiere tutorials (25 points), a rough draft of the video story (30 points) that will be graded for completion, and a final draft of the video story (150 points) that will be graded more critically. More details on the assignment and grading rubrics will be provided closer to the assignment due dates.

📅 Schedule

When	Topic	Notes
Aug. 13	Syllabus (NO CLASS)	- in lieu of class, watch Syllabus/Introduction video
Aug. 18	Visual Storytelling	- Read Ch. 1 - watch 'visual storytelling' video lecture
Aug. 20	Visual Storytelling cont.	- Read Ch. 1 - watch 'visual storytelling' video lecture
Aug. 25	Story Structure/PS Demo	- Read Ch. 2 - watch 'story structure' video lecture
Aug. 27	Story Structure/PS Demo cont.	- Read Ch. 2 - watch 'story structure' video lecture

When	Topic	Notes
Sept. 1	Visual Storyteller's Toolbox	- Read Ch. 3 - watch 'visual storyteller's toolbox' lecture
Sept. 3	Visual Storyteller's Toolbox cont.	**- PS Tutorials due to CourseDen by 11:59 p.m.** - Read Ch. 3 - watch 'visual storyteller's toolbox' lecture
Sept. 8	EXAM 1 (IN CLASS)	**EXAM 1 (IN CLASS)**
Sept. 10	EXAM 1 (IN CLASS)	**EXAM 1 (IN CLASS)**
Sept. 15	Static Ad Workshop	
Sept. 17	Static Ad Workshop	**- Static Ad Draft due to CourseDen by 11:59 p.m.**
Sept. 22	Strategic Communications Content	- Read Ch. 9 - watch 'strategic comm. content' video lecture
Sept. 24	Strat Comm Content cont.	- Read Ch. 9 - watch 'strategic comm. content' video lecture
Sept. 29	Audition Demo	**- Static Ad Final Draft due to CourseDen by 11:59 p.m.**
Oct. 1	Audition Demo	
Oct. 6	Audio Storytelling Theory	- watch 'audio storytelling theory' video lecture
Oct. 8	Audio Storytelling Theory cont.	**- Audition Tutorials due to CourseDen by 11:59 p.m.** - watch 'audio storytelling theory' video lecture
Oct. 13	Audio Storytelling in Practice / Podcast Episode Workshop	- watch 'audio storytelling in practice' video lecture
Oct. 15	Audio Storytelling in Practice cont. / Podcast Episode Workshop	- watch 'audio storytelling in practice' video lecture
Oct. 20	Building Blocks of Visual Storytelling	- watch 'building blocks...' video lecture - Read Ch. 5
Oct. 22	Building Blocks cont.	**- Podcast Episode Rough Draft due to CourseDen by 11:59 p.m.** - watch 'building blocks...' video lecture - Read Ch. 5
Oct. 27	Non-Fiction Video Content	- Read Ch. 8 - watch 'non-fiction video content' video lecture
Oct. 29	Non-Fiction Video cont.	**- Podcast Episode Final Draft due to CourseDenby 11:59 p.m.** - Read Ch. 8 - watch 'non-fiction video content' video lecture
Nov. 3	EXAM 2 (IN-CLASS)	**EXAM 2 (IN-CLASS)**
Nov. 5	EXAM 2 (IN-CLASS)	**EXAM 2 (IN-CLASS)**
Nov. 10	Premiere Demo	
Nov. 12	Premiere Demo	
Nov. 17	Video Story Workshop	**- Premiere Tutorials due to CourseDen by 11:59 p.m.**
Nov. 19	Video Story Workshop cont.	

When	Topic	Notes
Nov. 24	INDEPENDENT WORKDAY (NO CLASS)	**- Video Story Rough Draft due to CourseDen by 11:55 p.m.**
Dec. 1	FINAL VIDEO STORY DUE TO COURSEDEN BY 11:55 P.M.	**FINAL VIDEO STORY DUE DEC. 1 TO COURSEDEN BY 11:55 P.M.**

✳ Course Policies and Resources

Late Work

Any assignment submitted late will receive a 10% late deduction per day late. Under this late deduction system, by default, any assignments submitted more than 10 days late will receive an automatic zero. Outside of documented emergencies like a serious illness, death in the family, etc., I will adhere to the policy outlined here. If you have special circumstances, please contact me as soon as you are able to.

Academic Misconduct

As per university and department policy, all forms of plagiarism, cheating, and academic misconduct are not tolerated. Depending on the severity of the violation, instances of academic misconduct may be dealt with at a departmental and/or university level. At minimum, the first violation of academic honesty/integrity in this class will result in an automatic zero on the assignment(s) in question and a full letter grade deduction at the end of the semester. Additional violations beyond this first case will result in additional penalties depending on the severity of the violation, up to and including automatic failure in the course. For more information about grounds for academic misconduct violations and academic integrity, please consult the Student Handbook and Code of Conduct.

Submission of Assignments/Grades

All assignments or exams must be completed and submitted on the day they are due according to the course schedule and assignment description. Please note that I will try to give you feedback as quickly as possible, but I too can get busy as the semester progresses.

All grades will be posted via CourseDen. I am legally prohibited from discussing specific assignment grades or students' final overall grades in any course, so specific grade inquires must be addressed one-on-one during in-person or virtual office hours.

◎ College/School Policies

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the Department is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. The Department has adopted as its Mass Communications degree program learning outcomes ACEJMC's 12 professional values and competencies, known as 6 X 6 MASS COMM SUCCESS, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the UWG Undergraduate Catalog (https://catalog.westga.edu/preview_program.php?catoid=11&poid=1991) or ACEJMC - Standard 2. Curriculum and Instruction (http://www.acejmc.org/policies-process/nine-standards/).

6 X 6 MASS COMM SUCCESS

[6 X 6 MASS COMM SUCCESS (https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG)](https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG) **(click to view image)**	1. Freedom of Speech & Press 2. History 3. Diversity 4. Global Impact 5. Theory 6. Ethics 7. Think Critically & Creatively 8. Research & Evaluate 9. Write Effectively 10. Self-Evaluate 11. Apply Numbers & Statistics 12. Apply Technology

Film & Video Production Degree Program Learning Outcomes

<u>Overview</u>: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

🏛 Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The [Center for Academic Success (http://www.westga.edu/cas/)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center (https://www.westga.edu/writing/)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online

(https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook (https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (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 (https://www.westga.edu/police/campus-carry.php)

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.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the Student FAQ webpage (https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php).

☰ Additional Items

Embedded Certificate in Real Estate Appraisal

2022-2023 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.

Desired Effective Semester*	Fall

Desired Effective Year*	2022

Program Type*
- ◯ Degree Program
- ◉ Embedded Certificate
- ◯ Stand-Alone Certificate
- ◯ Endorsement
- ◯ Minor

If embedded, please list the parent program.	Bachelor of Business Administration

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Marketing and Real Estate

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education Program?* ○ Yes ◉ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Program Information

Program Type* Certificate

Program Name* Embedded Certificate in Real Estate Appraisal

Degree Type* Bachelor of Business Administration

Program Description*	A. Eligibility: • A "Certificate in Real Estate Appraisal" can be completed by either a business or a non-business major. • Students are eligible when they have completed 45 hours of classes with at least a 2.0 GPA and have taken the appropriate prerequisites. • Students can formally apply to enroll in the certificate program in the Department of Marketing and Real Estate. B. Course Requirements: RELE 3705/MKTG 3805 - Principles of Real Estate. RELE 4706 - Residential Appraisal. RELE 4707 - Income Property Appraisal And one of the following: RELE 3730 - Real Estate Finance. RELE 4705 - Real Estate Investment. C. Certification: The Registrar will be notified by the Marketing Department Chair after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Marketing and Real Estate Department.

Program Location* [Carrollton]

Status* ● Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?* ☐ Face-to-Face ☐ Online Only ☑ Hybrid

Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entitites. 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 coursesgoing 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

 Embedded Certificate in Real Estate Appraisal

MKTG 3805 Real Estate Principles
RELE 3705 Real Estate Principles
RELE 4707 Income Property Appraisal
RELE 4706 Residential Appraisal

Elective Courses (Select one)

 Embedded Certificate in Real Estate Appraisal

RELE 3730 Real Estate Finance
RELE 4705 Real Estate Investment

Justification and Assessment

Rationale*
- Many students are interested in pursuing a career in Real Estate Appraisal.
- A "Certificate in Real Estate Appraisal" will provide students with a solid foundation in Real Estate Appraisal and make them more attractive to potential employers.
- The credit hours completed for this certificate will also count towards the requirements for the state licensing exam.
- The program will utilize a combination of courses which are already offered in the Marketing and Real Estate Department.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

Learning Objectives for Real Estate Appraisal Certificate:

1. Students will demonstrate knowledge about the concepts and principles common to the Real Estate field.
2. Students will demonstrate knowledge about the practices and techniques of Real Estate Appraisal.
3. Students will demonstrate knowledge about Real Estate finance and investment.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to rakins@westga.edu.

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking **in the top right corner.**

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting](#) template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map](#) template and attach to this proposal.

| **USGBOR One Step Proposal*** | ☐ I have attached the USGBOR One Step Proposal. |
| | ☑ N/A (minor, embedded certificate) |

| **Program Map*** | ☑ I have attached the Program Map. |

| **Assessment Plan*** | ☐ I have attached the Assessment Plan. |
| | ☑ Assessment Plan is not required (embedded certificate, minor is a part of an existing major) |

| **Curriculum and Assessment Map*** | ☑ I have attached the Curriculum and Assessment Map. |

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.**

INSTRUCTIONS				CURRICULUM MAPPING TEMPLATE		
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	**DEPARTMENT:**	Department of Marketing			**PL-SLO 1**	**PL-SLO 2**	**PL-SLO 3**
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	**PROGRAM:**	**Embedded Certificate in Real Estate Appraisal**	**COURSES**	**Students will demonstrate knowledge about the concepts and principles common to the Real Estate field.**	**Students will demonstrate knowledge about the practices and techniques of Real Estate Appraisal**	**Students will demonstrate knowledge about Real Estate finance and investment.**

		COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3
	1	RELE 3705/MKTG 3805	I, R and M (A)	I	I
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	2	RELE 4706	R	R and M	R
	3	RELE 4707	R	R and M (A)	R
	4	RELE 3730 or RELE 4705	R		R and M (A)
	5				
	6				
	7				
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8				
	9				
	10				
	11				
	12				
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13				
	14				
	15				
	16				
	17				
	18				
	19				
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20				
	21				
	22				

Instructions (left column):

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

Academic Year – 2022-2023
Program Map
Embedded Certificate in Real Estate Brokerage

YEAR 1				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
SEMESTER TOTAL			SEMESTER TOTAL	
Milestones			**Milestones**	
• Complete ENGL 1101; Required to earn C or higher.			• Complete ENGL 1102; Required to earn C or higher.	

YEAR 2				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
SEMESTER TOTAL			SEMESTER TOTAL	
Milestones			**Milestones**	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
			MKTG 3805/RELE 3705 – Principles of Real Estate	3	
SEMESTER TOTAL			SEMESTER TOTAL	3	
Milestones			**Milestones**		

YEAR 4					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
RELE 4706 – Residential Appraisal	3		RELE 4706 – Residential Appraisal	3	
OR			OR		
RELE 4707 – Income Property Appraisal			RELE 4707 – Income Property Appraisal		
OR			OR		
RELE 3730 - Real Estate Finance	3		RELE 3730 - Real Estate Finance	3	
OR			OR		
RELE 4705 – Real Estate Investment	3		RELE 4705 – Real Estate Investment	3	
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.

Embedded Certificate in Real Estate Brokerage

2022-2023 Undergraduate New Program Request

General Information

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Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall

Desired Effective Year*	2022

Program Type*
- ○ Degree Program
- ● Embedded Certificate
- ○ Stand-Alone Certificate
- ○ Endorsement
- ○ Minor

If embedded, please list the parent program. Bachelor of Business Administration

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Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#)**.**

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Marketing and Real Estate

Is this a School of Nursing or School of Communication, Film and Media course?* ○ Yes ◉ No

Is this a College of Education Program? ○ Yes ◉ No *

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Program Information

Program Type*	Certificate

Program Name*	Embedded Certificate in Real Estate Brokerage

Degree Type*	Bachelor of Business Administration

Program Description*

A. Eligibility:
• A "Certificate in Real Estate Brokerage" can be completed by either a business or a non-business major.
• Students are eligible when they have completed 45 hours of classes with at least a 2.0 GPA and have taken the appropriate prerequisites.
• Students can formally apply to enroll in the certificate program in the Department of Marketing and Real Estate.

B. Course Requirements:
RELE 3705/MKTG 3805 - Principles of Real Estate.
RELE 3701 – Real Estate Marketing or MKTG 3801 – Art of Selling and Personal Dynamics.

And two of the following:
RELE 3730 — Real Estate Finance.
RELE 4706 — Residential Appraisal.
RELE 4705 — Real Estate Investment.

C. Certification:
The Registrar will be notified by the Marketing Department Chair after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Marketing and Real Estate Department.

Program Location* [Carrollton]

Status* ⦿ Active-Visible ◯ Inactive-Hidden

How will the proposed program be delivered?* ☐ Face-to-Face ☐ Online Only ☑ Hybrid

Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entitites. 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 coursesgoing 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 (6 credit Hours)

Embedded Certificate in Real Estate Brokerage

MKTG 3801 Art of Selling and Personal Dynamics
RELE 3701 Real Estate Marketing
MKTG 3805 Real Estate Principles
RELE 3705 Real Estate Principles

Elective Courses (6 credit hours)

Embedded Certificate in Real Estate Brokerage

RELE 4706 Residential Appraisal
RELE 3730 Real Estate Finance
RELE 4705 Real Estate Investment

Justification and Assessment

Rationale*
- Many students are interested in pursuing a career in Real Estate Brokerage.
- A "Certificate in Real Estate Brokerage" will provide students with a solid foundation in Real Estate Brokerage and make them more attractive to potential employers.
- The credit hours completed for this certificate will also count towards the requirements for the state licensing exam.
- The program will utilize a combination of courses which are already offered in the Marketing and Real Estate Department.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

Learning Objectives:

1. Students will demonstrate knowledge about the concepts and principles common to the Real Estate field.
2. Students will demonstrate knowledge about sales techniques, negotiation strategies and be able to make a good sales presentation.
3. Students will demonstrate knowledge about the quantitative aspects of Real Estate Brokerage.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to rakins@westga.edu.   558/625

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 documentsI by navigating to the Proposal Toolbox and clicking 🔲 **in the top right corner.**

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting](#) template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map](#) template and attach to this proposal.

| USGBOR One Step Proposal* | ☐ I have attached the USGBOR One Step Proposal. |
| | ☑ N/A (minor, embedded certificate) |

| Program Map* | ☑ I have attached the Program Map. |

| Assessment Plan* | ☐ I have attached the Assessment Plan. |
| | ☑ Assessment Plan is not required (embedded certificate, minor is a part of an existing major) |

existing major)

Curriculum and Assessment Map * ☑ I have attached the Curriculum and Assessment Map.

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.**

Academic Year – 2022-2023
Program Map
Embedded Certificate in Real Estate Brokerage

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher.	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
			MKTG 3801 – Art of Selling and Personal Dynamics **OR** RELE 3701 – Real Estate Marketing	3
			MKTG 3805/RELE 3705 – Principles of Real Estate	3
SEMESTER TOTAL			SEMESTER TOTAL	6
Milestones			**Milestones**	

YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
RELE 4706 – Residential Appraisal	3		RELE 4706 – Residential Appraisal	3
OR			OR	
RELE 3730 - Real Estate Finance	3		RELE 3730 - Real Estate Finance	3
OR			OR	
RELE 4705 – Real Estate Investment	3		RELE 4705 – Real Estate Investment	3
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.

INSTRUCTIONS						PL-SLO 1	PL-SLO 2	PL-SLO 3
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Department of Marketing				Students will demonstrate knowledge about the concepts and principles common to the Real Estate field.	Students will demonstrate knowledge about sales techniques, negotiation strategies and be able to make a good sales presentation.	Students will demonstrate knowledge about the quantitative aspects of Real Estate Brokerage.
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	Embedded Certificate in Real Estate Brokerage		COURSES				
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)				1	RELE 3705/MKTG 3805	M (A)	I	I
		INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		2	RELE 3701/MKTG 3801	I	R and M (A)	
				3	RELE 3730 or RELE 4706 or RELE 4705	R		R and M (A)
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)				4	RELE 3730 or RELE 4706 or RELE 4705	R		R and M (A)
				5				
				6				
		REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		7				
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.				8				
				9				
				10				
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.				11				
				12				
		MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13				
				14				
				15				
				16				
				17				
				18				
				19				
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.		**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		20				
				21				
				22				

University of West Georgia
Office of Institutional Effectiveness and Assessment

DATA - 1501 - Introduction to Data Science

2022-2023 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

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Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs** for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall

Desired Effective Year*	2022

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: **UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department*	Department of General Education

Is this a School of Nursing or School of Communication, Film and Media course?*	○ Yes ● No	Is this a College of Education course?*	○ Yes ● No

Is this an Honors College course?*	☐ Yes
	☑ No

Is the addition/change related to core, honors, or XIDS courses?*	☑ Yes
	☐ No

Course Information

Course Prefix*	DATA	Course Number*	1501

Course Title*	Introduction to Data Science

Long Course Title	Introduction to Data Science

Course Type*	Data Science

Catalog Course Description*	This course is intended to provide an introduction into the field of Data Science. Students will develop skills in appropriate technology and basic statistical methods by completing hands-on projects focused on real-world data and addresses the social consequences of data analysis and application.

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	3

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites	Exit or exemption from Learning Support Mathematics

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? `2`

Grading* `Undergraduate Standard Letter`

Justification and Assessment

Rationale* The university and the system are developing a Statistics Pathway for students in majors that could benefit from Statistics/Data Science instead of a traditional College Algebra sequence. This would be the Area D course for those students who take MATH 1401 in Area A2.

Student Learning Outcomes - Please provide these in a numbered list format. *	1. Explain the importance of and be able to formulate a data analysis problem statement that is clear, concise, and measurable.

1. Explain the importance of and be able to formulate a data analysis problem statement that is clear, concise, and measurable.
2. Identify and appropriately acknowledge sources of data.
3. Be able to apply basic data cleaning techniques to prepare data for analysis.
4. Be able to identify the categorical and/or numerical data types in a given data set.
5. Apply appropriate descriptive and inferential methods to summarize data and identify associations and relationships.
6. Use appropriate tools and technology to collect, process, transform, summarize, and visualize data.
7. Be able to draw accurate and useful conclusions from a data analysis.
8. Effectively communicate methods and findings in a variety of modes.
9. Differentiate between ethical and unethical uses of data science.
10. Identify goals and methods of testing hypotheses
11. (Area D) Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.
12. (Area D) Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

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* 50

Will this course ☐

| Will this course have special fees or tuition required?* | ☐ Yes ☑ No | If yes, what will the fee be?* | 0 |

Fee Justification

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.**

Data 1501-Introduction to Data Science
Credit Hours: 3
Prerequisites: Exit or exemption from Learning Support Mathematics

Course Description: This course is intended to provide an introduction into the field of Data Science. Students will develop skills in appropriate technology and basic statistical methods by completing hands-on projects focused on real-world data and addresses the social consequences of data analysis and application.

Learning Outcomes

1. Explain the importance of and be able to formulate a data analysis problem statement that is clear, concise, and measurable.
2. Identify and appropriately acknowledge sources of data.
3. Apply basic data cleaning techniques to prepare data for analysis.
4. Identify the categorical and/or numerical data types in a given data set.
5. Apply appropriate descriptive and inferential methods to summarize data and identify associations and relationships.
6. Use appropriate tools and technology to collect, process, transform, summarize, and visualize data.
7. Draw accurate and useful conclusions from a data analysis.
8. Effectively communicate methods and findings in a variety of modes.
9. Differentiate between ethical and unethical uses of data science.
10. Identify goals and methods of testing hypotheses

In addition, since this is an Area D core curriculum course, students will 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.

The Core Area D Learning Objectives will be assessed using the final project.

Projects (in no particular order):

A Data Cleaning Project

> **The Data Set:** Students will use a real-world data set that lend themselves well to "cleaning activities". For example: addresses written in different formats, variables coded in manners that require research, variables with missing data values, variables that could use analysis of outliers/errors, data values that could use analysis of their validity/relevance, etc.

In this project students will learn:
- Sources of data, data collection, and types of data (LO2, LO4)
- Sampling from a population
- Data errors and appropriateness/Cleaning Data (LO3)
- The role of data in decision making at various levels of society (LO7)
- Expressions, names, tables
- Joins, Arrays, Functions
- Using Computational Tools and Statistical Techniques for basic data manipulation (LO6)
- Accuracy, Misrepresentation (LO9)
- Anomaly Detection

A Data Visualization Project

The Data Set: Students will use a real-world data set that lend themselves well to "data visualization" and students will be asked to create some data charts/graphs/etc to help visualize the data.

In this project students will learn:
- Empirical, Categorical, and Numerical Distributions
- Data Visualization (LO6)
- Communication of Data Science findings and what it means (LO8)
- Converting data into actionable information and the role of data in decision making at various levels of society. (LO7)

A Machine Learning/Classifier Project

The Data Sets: Students will use a real-world data set that lend themselves well to performing various statistical analyses and calculations.

In this project students will learn:
- Functions (LO5)
- Distributions (LO5)
- Experiments
- The role of data in decision making at various levels of society (LO8)
- Converting data into actionable information (LO8)

An Exploratory Data Analysis Project

Library of Data Sets: A library of data sets will be collected (approximately 10 sets). Topics of these data sets will range from medical, sports, business, entertainment, and more. These data sets will be what students will have the option of selecting from when engaging in the course project. For the "lecture project", data sets from previous "lecture projects" will be used, but activities from the library of data sets may be used sparingly.

In this project students will learn:

- To write a problem statement (LO1)
- Correlation (LO5)
- Regression/Least Squares (LO5)
- Chance
- Confidence Intervals (LO10)
- A/B Testing (LO10)
- Hypothesis Testing (LO10)

Assessment Breakdown

- Conceptual/Terminology Exams: 25%
- Lecture Project Benchmarks: 25%
- In-class Quizzes: 5%
- Midterm Course Project Check: 15%
- Course Project: 30%

Assessment Descriptions

Conceptual/Terminology Exams: During each of the Lecture Projects, students will be exposed to concepts and terminology relevant to that aspect of a data analysis/science project. For each of the lecture projects, there will be an accompanying exam that assesses the students' knowledge/competency with said concepts and terminology.

Lecture Project Benchmarks: The purpose of the lecture projects is to supply students with the concepts, inspiration, and technical tools for engaging in their Course Project. For each lecture project, there will be an accompanying assignment in which the student is to illustrate the use of some of the tools and concepts used in relation to their Course Project.

In-class Quizzes: These exist as a catch all category to allow opportunities for the instructor to engage in formative assessment as needed.

Midterm Course Project Check: This assignment should contain at bare minimum a couple examples of students attempts at leveraging the skills and tools learned so far on their chosen data set and rough drafts of the projects data analysis questions and proposed deliverables.

Course Project: The final Course Project should include at minimum:

- Refined versions of the data analysis/data science questions
- Refined versions of the proposed deliverable and their relevance to the data analysis/data science questions
- Moderate to significant use of the data cleaning tools encountered/illustrated in the course.
- Significant use of either the data visualization tools or the classifier/machine learning tools encountered/illustrated in the course.
- Moderate to significant use of the exploratory data analysis tools encountered/illustrated in the course.
- Discussion, analysis, commentary on project's success at supplying the proposed deliverables.
- Discussion and analysis of project's limitations, weaknesses, and future questions/avenues for additional work and research.

General Course Strategy and Implementation

The Data Cleaning, Data Visualization, Classifier, and Exploratory projects, which are being referred to as "Lecture Projects", will account for a vast majority of the in-class time. The implementation of these Lecture Projects will occur through a combination of lecture and small group activities. The purpose of these projects will be to provide the student with a variety of conceptual and technical skills to be leveraged in the process of their Course Project. In some instances, templates will be provided to allow students the ability to perform a particular technical task without having all of the technical skills to perform the task (e.g. templates constructed in excel, python, or R to be used to construct a particular type of data visualization)

Students will choose a data set from the Library of Data Sets for which they must complete a semester long Course Project. Benchmarks throughout the semester are scheduled to assess the student's ability in individual components of the Course Project and to help them stay on task and iterate on their work.

When possible and/or appropriate work with and/or encourage students to leverage their work in the course for future scholarly and/or professional opportunities.

XIDS - 2300 - Pirates of the Caribbean

Area E4: XIDS New Course Topic

Introduction

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*	Fall

Desired Effective Year*	2022

Contact Information

Primary Contact Name*	Colleen Vasconcellos

Email*	cvasconc@westga.edu

College*	University College

Course Information

Course Prefix*	XIDS

Course Number*	2300

Proposed Course Pirates of the Caribbean

Proposed Course Title *	Pirates of the Caribbean

The Social Sciences template requires the synthesis of at least two disciplines with the social sciences. Check the disciplines that your course includes: *	☑ Anthropology ☑ Economics ☑ Geography ☑ History ☑ Political Science ☑ Psychology ☑ Sociology ☑ Other

Your proposal will need to address the following issues:

Describe, holistically, the theme of the course. *	In this class, we will take on those representations as we explore the myths and histories of the outliers who ruled the seas and nearly brought down empires during piracy's Golden Age. While historians place this between 1650 and 1720, we will expand our discussion to include later enterprises and more modern endeavors. We will also consider the term piracy itself, and how the word evolved and changed over time. Lastly, this course will have a large film component, because you can't discuss popular culture without immersing yourself in it.
Describe the contribution of each of the disciplines. *	This course will provide a detailed, analytical, and interdisciplinary approach to the history of the Golden Age of Piracy. This is a topic that allows for many interdisciplinary lenses, especially political (pirates vs. European empires and colonial ventures), historical, and economic perspectives through discussions of the economics of piracy and piracy's impact on colonial and metropolitan market systems. There is a popular culture element to it as well, where we will discuss Hollywood's version (hence the title of the course) and also a literary element (Treasure Island of course). There will be some sociological discussion and anthropological as well to discuss ideas of inclusivity, exclusivity, and intersectionality, as well as added complexities regarding race and gender. This could apply also to the Gender & Sexuality Minor and the Africana Studies minor as we'd talk about race, sexuality, and homosexuality among pirates, feminism and anti-feminism, and so on. There's really a little for everyone here. I think it would appeal to a variety of majors, and I know it would fill because pirates.
How does the text bring these perspectives together so that a true interdisciplinary focus is achieved? *	Rather than assign one text, I plan to arrange the course into 7 units with specific readings assigned to each unit. This enables a true interdisciplinary focus because you can take readings from a variety of different disciplines for each unit. For example, in a unit that focuses on the daily lives of pirates, articles will focus on economics, history, sociology, and political science. Add a podcast and a film clip and you have a well-rounded unit that enables students to consider the daily lives of pirates from a variety of different disciplinary foci.
Discuss how students are required to integrate various disciplines' concepts and perspectives. How will assignments and text motivate students to learn? *	Each of the assignments in this course will focus on the interdisciplinarity of the topic itself. Assignments that ask students to put themselves within the content of the course. A semester-long captain's log adds a creative writing element, where they engage with course materials and content in a journal that imagined the captaining of their own crew. Students will design their own flags, write their own Codes of Conduct, imagine an urban legend, etc. Class discussions also focus on these themes more topically, as we discuss readings, films, stereotypes, myths, and popular culture surrounding these individuals.

What, specifically, are the attainable and measurable learning outcomes for each student?	At the end of this course, students will be expected to: 　Identify the political, social, cultural, and economic dimensions of Atlantic piracy 　Contextualize the aspects of class, gender, race, and sexuality in relation to Atlantic piracy 　Summarize a variety of texts, films, and cultural artifacts that provide insight into the impact and role of pirates. 　Demonstrate the ability to effectively communicate historical interpretations and arguments both orally and in writing
Describe any other requirements or conditions for the course.*	There are no other requirements or conditions for the course.
Describe potential grading criteria (exams, papers, performances, works of art, etc.) Please list in numbered bullets.*	one small biographical sketch of the pirate of their choice due at the end of the semester captain's log creative writing assignment: 2-3 entries per unit of 100 words each for a total of 21 entries class discussion and participation unit assignments involving flag design, crafting a code of conduct, writing an urban legend, analyzing material culture objects and archeological finds, etc.
Potential Primary Reference(s) (text, current literature, etc.) Please list in a numbered bullets.*	Excerpts from: Marcus Rediker, Villains of All Nations Treasure Island Films: Pirates of the Caribbean, Captain Blood, Black Sails, Treasure Island Leeson's The Invisible Hook Duncombe's Pirate Women Also specific journal articles, podcasts, videos, and music
Outline of Syllabus unless clearly provided in the attached syllabus. Please list in a numbered bullets, if applicable.	Unit 1: Under the Black Flag--intro to piracy. Students design their own flag Unit 2: Piracy and Empire--floating communities vs. European nations. Students write their own Code of Conduct Unit 3: A Pirate's Life for Me--daily life. Students write their own Urban Legend Unit 4: Intersectionality--race, gender, sexuality. Unit Assignment connected to final biographical sketch to get them organized, beginning research, formulating topic and research question Unit 5: The End of an Era--the end of the Golden Age, privateering, etc. Unit assignment would be to "choose their own ending" and discuss how their story ends through retirement, trial, mutiny, etc Unit 6: Piracy's Footprints--the archaeology of piracy. Unit activity would be to interpret a piece of material culture, treasure, or excavated ephemera Unit 7: Fact v. Fiction--popular culture, literature, Hollywood. How the scourge of the seas become our heroes. Unit activity would be to discuss your favorite fictional pirate. Captain's Log due last day of class, 5pg final paper/pirate bio due during finals week.

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.

XIDS 2300: Pirates of the Caribbean

Dr. Colleen A. Vasconcellos Office: TLC 3208 Phone: 678-839-6032 (email preferred) Email: cvasconc@westga.edu	Office Hours: ❖ TBD

"I am a free prince, and I have as much authority to make war on the whole world, as he who has a hundred sail of ships at sea and an army of 100,000 men in the field."

~Black Sam Bellamy

"Had you fought like a man, you need not have been hang'd like a dog."

~Anne Bonny to Jack Rackham

Course Objectives

Mention pirates, and you immediately think of Jack Sparrow, the Jolly Roger, and lots and lots of rum. Or, maybe you think of Starz' highly romanticized *Black Sails*? This semester, we will take on those representations as we explore the myths and histories of the outliers who ruled the seas and nearly brought down empires during piracy's Golden Age. While historians place this between 1650 and 1720, we will expand our discussion to include later enterprises and more modern endeavors. We will also consider the term piracy itself, and how the word evolved and changed over time. Lastly, this course will have a large film component, because you can't discuss popular culture without immersing yourself in it.

Learning Outcomes

At the end of this course, students will be expected to:

- Identify the political, social, cultural, and economic dimensions of Atlantic piracy
- Contextualize the aspects of class, gender, race, and sexuality in relation to Atlantic piracy
- Summarize a variety of texts, films, and cultural artifacts that provide insight into the impact and role of pirates.
- Demonstrate the ability to effectively communicate historical interpretations and arguments both orally and in writing

Course Readings: This course a no cost course and all readings are provided in CourseDen.

Special Note

Students, please carefully review the following information at this link. This link 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.

Accessibility: Please submit any SAR documentation to me and I will make every effort to accommodate your needs as outlined in your paperwork.

ATTENDANCE VERIFICATION

Please note that students who do not actively participate in the class within the first two weeks will be withdrawn by the course at the deadline set by the university. In this class, we will have two mandatory attendance checkpoints during the first week of class: complete the introduction assignment and make your first post in the Unit 1 Discussion by the deadline outlined in the Syllabus in order to stay enrolled in the class.

Students who do not fulfill these requirements, which can be found in the Start Here: Syllabus and Start Items Module, will be dropped for non-participation. If you are unable to complete these assignments in the allotted time-frame and have documentation to that effect, you should contact me as soon as possible to avoid being dropped after the deadline. Please note UWG's policy on attendance verification as outlined in Section 204 of the UWG Faculty Handbook: "In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to login to the online course-delivery system by a specific date, or to take other specified steps at the beginning of the session." If you are dropped and do not have sufficient documentation as to why you were unable to complete the attendance assignments as outlined here, that decision is final and you will not be reinstated in the course.

COMPUTER ACCESS
It is highly recommended that you have regular (daily) computer access with broadband Internet access. All course requirements remain the same whether your computer access is public or private (home).

TECHNICAL SKILL REQUIREMENTS
You should be comfortable with using both WORD and PDF documents, have a working knowledge of CourseDen, and feel comfortable navigating the internet and using email for communication.

UWG|Online HelpDesk (M-F 8-5pm) Phone: 678-839-6248
Email: online@westga.edu
24/7 HelpDesk https://D2LHelp.view.usg.edu

COURSE EVALUATION AND GRADE DISTRIBUTION

The course will be evaluated on a 10-pt scale: A=90-100; B=80-89; C=70-79; D=60-69; F=59-0.

Emphasis will be on clarity of ideas, reading, writing, analytical and critical thinking skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades.

Grade calculations are as follows:

- ❖ Pirate Biography 10%
- ❖ Captain's Log 25%
- ❖ Unit Specific Activities 30%
- ❖ Class Participation 35%

Pirate Biography

Choose one pirate and write a 5pg biographical sketch of their life. Please see CourseDen for essay specific guidelines. Combined, these essays are 20% of your grade. Late and/or emailed papers will not be accepted without a documented excuse.

Captain's Log

You have acquired a ship, a rag tag crew of individuals, and a map of the Atlantic World. Over the course of the semester, you will record your crew's successes, failures, and exploits in your Captain's Log, drawing upon the materials and themes of this course for your inspiration. **This is a semester-long assignment, and you'll be expected to record at least three entries per unit of at least 100 words each, totaling 21 entries.** Please see CourseDen for additional details. This project is 20% of your grade and it will be due the last day of class. **Your Unit Specific Activities can be counted as one entry per unit.** Late and/or emailed journals will not be accepted without a documented excuse.

Unit Specific Activities

Each Unit, you will have **one unit specific activity that will connect to that particular unit's themes.** These will be activities that ask you to create something, such as your own pirate flag or a trial transcript, and they can be counted as an entry in your Captain's Log. Please see CourseDen for additional details. These activities are a combined 25% of your grade. Late and/or emailed journals will not be accepted without a documented excuse.

Class Participation

There are **7 unit discussions** based on that unit's course material, with each discussion receiving a separate grade that will be applied towards your class participation grade. Grades received for your **mandatory introduction** will also be counted towards your class participation grade. Each Online Unit Discussion will be graded on a 25 point scale. Late posts will not be counted towards your unit discussion grades. Class participation is 40% of your grade. See the Course Overview Module for more information on Class Participation Guidelines and Grading.

SUBMITTING ASSIGNMENTS TO COURSEDEN

ASSIGNMENT FORMAT: All submitted assignments must be submitted in MS word format. Papers should be double-spaced and be written in size 12 Times New Roman font, black text, with 1" margins. Parenthetical references of (pg) or (Author, pg) are required for all paraphrased or directly quoted information. The usage of any source outside of CourseDen is prohibited, and assignments containing information taken from outside sources will be graded accordingly. Essays that do not contain in text citations will also be graded accordingly.

SUBMITTING ASSIGNMENTS LATE OR OUTSIDE COURSEDEN: Late assignments submitted after the scheduled deadline or outside of the Assignments Dropbox will not be accepted unless you have a properly documented excuse. **Late assignments submitted without proper documentation will receive a 0. Please note that this rule is written in stone.**

THE RETURN OF GRADED WORK: Assignments and discussions will be graded within the week.

IN THE EVENT OF TECHNICAL DIFFICULTIES

It is **your responsibility** to see that your assignments have posted to CourseDen properly. Please check to make sure that your assignment was uploaded correctly and appears in the appropriate Assignment Dropbox. **It is your responsibility to confirm that your assignments have been submitted properly to the Assignment Dropbox.**

In the event that you are having computer/wifi difficulties, please find an alternative source. **Please do not wait until the last minute to submit assignments.** You are submitting items over the Internet, and sometimes the Internet Gods get angry and withhold access. There are many things that can go wrong in the path between your computer and CourseDen. **Technical problems related to computer connections, equipment, or submitting an incomplete or incorrect assignment cannot be used as an excuse for failure to complete assignments or to participate online.**

Please be aware of alternate Internet connections and computers available through college computer labs, college Learning Resource Centers (libraries), the public library, and any friends, relatives, or neighbors and access them if my personal computer equipment is not working. **It is your responsibility to locate the computer hardware, software and Internet connections necessary to stay connected and current with your course work online.**

A NOTE ABOUT ACADEMIC HONESTY

I will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class and my policy is one of zero tolerance. All assignments and discussion posts submitted in class must be written in your own words. This includes paraphrasing, which is not necessarily taking a passage word for word, but certainly does not give credit to ideas and/or information.   **All assignments will be monitored by Turnitin**.

Plagiarism is a serious offense and it can lead to your expulsion and/or suspension from the University. Every UWG student agrees upon their admission to the university to uphold the UWG Honor Code, which states: "[a]s a West Georgia 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 processes due me

as a university community member." UWG students further agree that they will "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."

In short, don't do it or you'll have to walk the plank. **Plagiarizers will automatically fail this course**. I will also recommend that UWG administration take action. **You will be removed from the program.**

You can find a link to the UWG Honor Code in the Course Overview Module, as well as links to pages on what constitutes plagiarism and how to avoid it in the Content Module. Also, the mandatory plagiarism quiz will help you with this as well. Furthermore, assignment and discussion guidelines will give instructions on citation formats, but feel free to contact me with questions on how or what to cite. A good rule of thumb is "when in doubt, cite."

Tentative Course Outline

Mandatory Attendance and Participation Deadline
Please note that your Introduction, Student Contract Quiz, and Plagiarism Quiz are **due by 11:59 PM EST, Friday, August 21.** Failure to complete these assignments by this deadline will result in your removal from the course for non-participation.

August 12-28—Unit 1: Under the Black Flag
Your Unit 1 Discussion and Unit Specific Activity are due by 11:59 PM, Friday, August 28

Unit 1 Activity: Create your own Pirate Flag!

August 31-September 11—Unit 2: Piracy and Empire
Your Unit 2 Discussion and Unit Specific Activity are due by 11:59 PM, Friday, September 11

Unit 2 Activity: Write your own Pirate Code of Conduct

September 14-25—Unit 3: A Pirate's Life for Me
Your Unit 3 Discussion and Unit Specific Activity are due by 11:59 PM, Friday, September 25

Unit 3 Activity: Write your own Urban Legend

September 28-October 9—Unit 4: Intersectionality
Your Unit 4 Discussion and Unit Specific Activity are due by 11:59 PM, Friday, October 9
Your Pirate Bio is also due by 11:59PM, Friday, October 9

Unit 4 Activity: There is none this unit so you can work on your paper instead.

October 12-23—Unit 5: The End of an Era
Your Unit 5 Discussion and Unit Specific Activity are due by 11:59 PM, Friday, October 23

Unit 5 Activity: Choose your own ending

October 26-November 6—Unit 6: Piracy's Footprints
Your Unit 6 Discussion and Unit Specific Activity are due by 11:59 PM, Friday, November 6

Unit 6 Activity: Treasure Hunt

November 9-20—Unit 7: Fact vs. Fiction
Your Unit 7 Discussion and Unit Specific Activity are due by 11:59 PM, Friday, November 20

Unit 7 Activity: Fictional Pirates

Other Important Deadlines:
❖ Your Captain's Log is due Wednesday, November 25
❖ Your Definitions Paper is due Wednesday, December 2
❖ Grades are Due to the Registrar no later than 12PM on Monday, December 7

Addendum II

Teacher Education, M.A.T., Concentrations in Special Education: Adapted Curriculum, General Curriculum

2022-2023 Graduate Revise Program Request

Introduction

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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.   NA

Desired Effective Semester*   Fall

Desired Effective Year*   2022

Routing Information

Routes cannot be changed after a proposal is launched.

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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.

School/ Department *

> Department of Literacy and Special Education

Is this a School of Nursing or School of Communication, Film and Media course? *   ○ Yes ◉ No

Is this a College of Education Program? *   ◉ Yes ○ No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. *   ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program *   ◉ Program
○ Shared Core

IMPORT curriculum data from the Catalog by clicking icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Teacher Education, M.A.T., Concentrations in Special Education: Adapted Curriculum, General Curriculum

Program ID - DO NOT EDIT* 19

Program Code - DO NOT EDIT 19

Program Type* Master's

Degree Type* Master of Arts in Teaching

Program Description* The General Curriculum track prepares M.A.T. teacher candidates to teach students with mild disabilities who receive instruction using the general education curriculum and who participate in general statewide assessments. Specific categories of mild disabilities include learning disabilities, emotional and behavioral disorders, other health impairments, and mild intellectual disability. Teacher candidates are also prepared to teach students in special education preschool settings (ages 3-5 years).

The Adapted Curriculum track prepares M.A.T. teacher candidates to teach students who have moderate or severe disabilities who may participate in an alternative assessment. Specific categories of moderate to severe disabilities may include autism, moderate or severe intellectual disabilities, or multiple disabilities. Teacher candidates are also prepared to teach students in special education preschool settings (ages 3-5 years).

Status* ⦿ Active-Visible ○ Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

Degree Requirements

The Master of Arts in Teaching, with a concentration in Special Education, is a 33-hour degree for students who hold a Bachelor's degree in a field outside of Education. This degree results in a Georgia initial teaching certification in Special Education. Students may choose between two certification tracks: general curriculum and adapted curriculum. Many students who pursue this degree are career changers who want to add a Georgia teaching certificate to an existing degree in an undergraduate content field. Students must complete the Georgia Educator Ethics - Program Entry Assessment and must pass or be exempt from the GACE Program Admission Assessment to be admitted to this program. An undergraduate GPA of 2.7 is required for admission.

Professional Education Foundation: 9 Hours

SPED 6706 Special Education in the Regular Classroom

SPED 6709 Regulations and Requirements in Special Education

MEDT 6401 Instructional Technology

Internship: 6 Hours

SPED 6792 Practicum I: Special Education

SPED 6793 Practicum II: Special Education

Select One Special Education Area Below:

Option 1: Special Education Content Courses General Curriculum: 18 Hours

SPED 6715 Educational Characteristics of Learners: Mild Disabilities

SPED 6766 Basic Curriculum and Methods: General Curriculum

SPED 6761 Classroom Behavior Management

SPED 6767 Advanced Curriculum and

Methods: General Curriculum

SPED 7721 Assessment in Special Education

SPED 7722 Collaboration in Special Education

Option 2: Special Education Content Courses Adapted Curriculum: 18 Hours

SPED 6701 Characteristics and Needs of Students with Severe Disabilities

SPED 6776 Curriculum & Instructional Strategies for Students with Severe Disabilities

SPED 6777 Curriculum & Instructional Strategies for Students with Severe Disabilities: Secondary Programs and Transition

SPED 7720 Assessment of Students with Severe Disabilities

SPED 6751 Behavioral Strategies for Students with Severe Disabilities

SPED 7722 Collaboration in Special Education

Comprehensive Exam

SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education

Total Professional Education Courses: 33 Hours

A concentration required for initial certification is not met within this program. For graduation, students must complete a set of classes for one of the required concentrations in Mathematics, Science, Social Sciences, Language Arts, or Reading.

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

> **First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.**
> **Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.**

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* We are removing SPED 7732 Collaboration and Inclusion in Programs for Students with Severe Disabilities from the Adapted Curriculum concentration and replacing it with SPED 7722 Collaboration in Special Education. Students in the MAT Special Education Program Adaptive and General Track Concentrations can both take SPED 7722 Collaboration in Special Education and meet the learning objectives and standards required for collaboration. Allowing both tracks to take SPED 7722 alleviates any issues of a course not meeting enrollment numbers to justify the course..

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	NA

SACSCOC Substantive Change

Please review the **Policy Summary and Decision Matrix**
Send questions to **rakins@westga.edu**

Check all that apply to this program*	☐ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☐ Change in credit hours required to complete the program
	☑ None of these apply

SACSCOC Comments	NA

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking 🗋 in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as <u>one</u> document.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

Program Map*	☑ I have attached the Program Map/Sheet.
	☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✅ **icon in the Proposal Toolbox to make your decision.**

Program Sheet: Master of Arts in Teaching – Special Education (2/2017)

Name   **Student ID**

Courses	Credits	Transfer/ Substitute	Semester Planned	Semester Taken	Grade
Professional Education Foundation	**9**				
SPED 6706 Special Education in the Regular Classroom	3				
SPED 6709 Ethics, Rules, & Regulations in Special Educ.	3				
MEDT 6401 Instructional Technology	3				
Internship	**6**				
SPED 6792 Practicum I: Special Education	3	■			
SPED 6793 Practicum II: Special Education	3	■			
SELECT ONE SPECIAL EDUCATION AREA BELOW:					
OPTION 1: Special Education Content Courses General Curriculum	**18**				
SPED 6715 Characteristics (General Curriculum)	3				
SPED 6766 Basic Curriculum & Methods (General Curric.)	3				
SPED 6761 Classroom Behavior Management	3				
SPED 6767 Advanced Curriculum & Methods (Gen Curric)	3				
SPED 7722 Collaboration in Special Education	3				
SPED 7721 Assessment in Special Education	3				
OPTION 2: Special Education Content Courses Adapted Curriculum	**18**				
SPED 6701 Characteristics and Needs of Students with Severe Disabilities	3				
SPED 6776 Curriculum & Instructional Strategies for Students with Severe Disabilities	3				
SPED 6777 Curriculum & Instructional Strategies for Students with Severe Disabilities: Secondary Programs and Transition	3				
SPED 7720 Assessment of Students with Severe Disabilities	3				
SPED 7722 Collaboration in Special Education	3				
SPED 6751 Behavioral Strategies for Students with Severe Disabilities	3				
Comprehensive Exam					
SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education	0	■			
Total Professional Education Courses	**33**				
Courses recommended by advisor if needed for required Concentration*					

*A concentration required for initial certification is not met within this program. For graduation, students must complete a set of classes for one of the required concentrations in Mathematics, Science, Social Sciences, Language Arts, or Reading.

I have been advised regarding the programmatic and certification requirements of my course of study and understand them; I have been given the opportunity to ask questions; and I acknowledge this and agree to conditions of the program by signing this program sheet.

Student Signature _____ **Date** _____

Advisor Signature _____ **Date** _____

Special Education-General Curriculum MAT Concentrations
(Student must select one concentration)

LANGUAGE ARTS

Required course	UWG or transfer (If transfer, list institution)	Grade
Basic composition course		
American literature		
British (or World) literature		
Young Adult Literature		
Any English course		

SOCIAL STUDIES

Required Course	UWG or transfer (If transfer, list institution)	Grade
World history		
U.S. history		
Non-western history (or world geography)		
HIST4474		
Any history, political science, or economics course		

MATH (If student has taken calculus, algebra and geometry are not required and the remaining math courses can be any math course.)

Required Course	UWG or transfer (If transfer, list institution)	Grade
Algebra		
Geometry		
Any math course		
Any math course		
Any math course		

SCIENCE (Must have science courses from at least 3 different areas choosing from Biology, Chemistry, Physics, and Earth Science)

Required Course	UWG or transfer (If transfer, list institution)	Grade

READING

Required Course	UWG or transfer (If transfer, list institution)	Grade
READ7271		
READ7263		
READ7201		
READ7261		
READ7262		

Combined Master of Professional Accounting, MPAcc and Master of Business Administration, M.B.A.

2022-2023 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking 🛈 **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM

Modifications (Check all that apply)*	☐ Program Name
	☐ Track/Concentration
	☐ Catalog Description
	☐ Degree Name
	☐ Program Learning Outcomes
	☑ Program Curriculum
	☑ Other

If other, please identify.	This proposal is restructuring the elective courses to make it easier for the student to understand the program requirements and to simplify advising. We are removing two 5000 level cross listed elective courses and replacing them with one 6000 level elective course. This proposal is also cleaning up some of the wording such as removing the word "program" because the combined path it not a separate program.

Desired Effective Semester*	Spring		**Desired Effective Year***	2022

Routing Information

<div style="text-align:center">

Routes cannot be changed after a proposal is launched.

</div>

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *   `Department of Management`

Is this a School of Nursing or School of Communication, Film and Media course? *   ◯ Yes   ⦿ No

Is this a College of Education Program? *   ◯ Yes   ⦿ No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. *   ⦿ Yes   ◯ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program *   ⦿ Program
◯ Shared Core

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Name* Combined Master of Professional Accounting, MPAcc and Master of Business Administration, M.B.A.

Program ID - DO NOT EDIT* 19

Program Code - DO NOT EDIT 19

Program Type* Master's

Degree Type* Master of Business Administration   Master of Professional Accounting

Program Description*

The University of West Georgia now offers a path for students to earn their MPAcc and MBA degrees concurrently. This option develops the proficiencies students need to succeed in today's competitive job market. Graduates qualify to take the Certified Public Accountant (CPA) examination in the state of Georgia and earn sufficient graduate-level accounting hours to teach as a full-time lecturer or part-time adjunct faculty at the University level. The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). The undergraduate accounting and MPAcc programs also carry the distinction of AACSB supplemental accounting accreditation.

Learning Outcomes
MPAcc Learning Outcomes

Communicate at a professional level in oral presentations and in writing.

Identify how globalization affects organizations and their environment.

Recognize the importance of ethical decision making.

Understand the major forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.

MBA Learning Outcomes

Communicate at a professional level in oral presentations and in writing.

Work effectively with others and lead in organizational situations.

Identify how globalization affects organizations and their environment.

Recognize the importance of ethical decision making.

Integrate analytical and problem solving skills with concepts and theories from all functional areas of business.

Admission Requirements
Applicants to the combined MPAcc-MBA must be admitted into both the MPAcc and MBA programs. Applicants should review the "Admissions" tab on the following web pages for program-specific requirements and tasks that must be completed prior to admission:

MPAcc program   https://www.westga.edu/academics/business/program_page.php?program_id=77

MBA program   https://www.westga.edu/academics/business/program_page.php?program_id=59

Course Requirements
The combined MPAcc/MBA degrees require successful completion of 45 graduate course hours. Students without an undergraduate accounting degree must complete 15 additional upper-division undergraduate accounting hours. Students without an undergraduate business degree must also fulfill a five business course core requirement, which may be taken in a face-to-face classroom setting or as self-study modules.

*Select either ECON 2105 or ECON 2106

Status * ( ) Active-Visible ( ) Inactive-Hidden

Program Location * Carrollton

Curriculum Information

Prospective Curriculum*

Business Core Courses

ACCT 2101   Principles of Accounting I ACCT 2102   Principles of Accounting II ECON 2105* Principles of Macroeconomics ECON 2106* Principles of Microeconomics ECON 3402 Statistics for Business I FINC 3511   Corporate Finance

Basic Accounting Courses

ACCT 3212 Financial Reporting I ACCT 3213 Financial Reporting II ACCT 3232 Managerial Accounting ACCT 3251 Income Tax Accounting for Individuals ACCT 4241 Accounting Information Systems

Required MPAcc Courses

ACCT 6216 Seminar in Financial Reporting

ACCT 6233 Seminar in Cost Accounting

ACCT 6242 Strategic Information Systems

ACCT 6253 Seminar in Tax Accounting

ACCT 6263 Seminar in Auditing

ACCT 6264 Nonprofit Accounting and Auditing

ECON 6461 International Finance

FINC 6532 Finance

Required MBA Courses

ECON 6450 Managerial Economics

MGNT 6670 Organizational Theory and Behavior

MGNT 6681 Strategic, Ethical, and Global Management

MKTG 6815 Marketing Strategy

MPAcc/MBA Electives

(select three)

ABED 6100 Strategic Business

ABED 6100 Strategic Business Communication

ACCT 6265 Accounting for Sustainability

ACCT 6285 Special Problems in Accounting

CISM 6331 Strategic Management of Information Technology

ECON 6430 Business Forecasting

ECON 6485 Special Topics in Economics

FINC 6542 Investment Analysis and Portfolio Management

MKTG 5805 Sales Management

MKTG 6820 International Business Strategy

MKTG 6881 Independent Study in Marketing

MGNT 6675 Work Practicum

MGNT 6685 Special Problems in Business

[After] (Note: Any of the above elective courses can count as an elective course in the Combined MPAcc/MBA path as either the MPAcc or MBA elective.)

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all combined MPAcc-MBA students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog). All requirements must be completed within six (6) years from the date of matriculation as a graduate student. Any combined MPAcc-MBA student earning a grade of "F" or "WF" during the course of his or her program of study will be subject to dismissal from the program.

PROGRAM CURRICULUM

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This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

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> scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia
> General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box
> will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* We are removing two 5000 level cross-listed elective courses and adding one 6000 level graduate elective course. The restructuring of the elective courses into one bucket will simplify the advising process and will make the program requirements easier to understand.

| If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. | |

SACSCOC Substantive Change

Please review the **Policy Summary and Decision Matrix**
Send questions to **rakins@westga.edu**

Check all that apply to this program*	☐ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☐ Change in credit hours required to complete the program
	☑ None of these apply

| **SACSCOC Comments** | |

REQUIRED ATTACHMENTS

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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.

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All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the Academic Assessment Plan/Reporting template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the Curriculum and Assessment Map template and attach to this proposal.

| **Program Map*** | ☑ I have attached the Program Map/Sheet. |
| | ☐ N/A - I am not making changes to the program curriculum. |

Assessment Plan * ☑ I have attached the Assessment Plan.

☐ N/A

LAUNCH proposal by clicking ▶ **in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.**

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✔ **icon in the Proposal Toolbox to make your decision.**

MBA Learning Goal Assessment Timeline (Academic Years 2020-2021 & 2021-2022)

Assessments should be done each academic year the course is taught in Newnan

MBA - Learning Goal/Objective	Fall	Spring	Summer
LG1 Communicate at a professional level in oral presentations and in writing.			
LO1.1 Students will be able to create effective written business documents.	MGNT 6681 Exit Exam 2020		MGNT 6681 Exit Exam 2020
LO1.2 Students will be able to prepare and deliver effective business presentations.	MKTG 6815 Oral Presentation 2021		MKTG 6815 Oral Presentation 2021
LG2 Work effectively with others and lead in organizational situations.			
LO2.1 Students will demonstrate effective group collaboration behavior in accomplishment of tasks.		MGNT 6670 Peer Evaluation 2022	MGNT 6670 Peer Evaluation 2021
LO2.2 Students will be able to evaluate effective leadership behavior.		MGNT 6670 Embedded Test Questions 2022	MGNT 6670 Embedded Test Questions 2021
LG3 Identify how globalization affects organizations and their environment.			
LO3.1 Students will be able to identify trends in the global marketplace.		ECON 6450 Embedded Test Questions 2021	ECON 6450 Embedded Test Questions 2020
LO3.2 Students will assess the role that the global business environment plays in business decisions.	ACCT 6232 Case Study 2020	ACCT 6232 Case Study 2021	
LG4 Recognize the importance of ethical decision making.			
LO4.1 Students will be able to identify ethical theories and concepts and their importance.	MKTG 6815 Embedded Test Questions 2021		MKTG 6815 Embedded Test Questions 2021
LO4.2 Students will evaluate managerial decisions using an ethical framework.	MKTG 6815 Essay Questions 2021		MKTG 6815 Essay Questions 2021
LG5 Integrate analytical and problem solving skills with concepts and theories from all functional areas of business.			
LO5.1 Students will be able to apply decision-making processes to define the problem, identify and collect needed information, and analyze the information to reach appropriate decisions.	MGNT 6681 Exit Exam 2020 FINC 6532 Embedded Test Questions 2021	FINC 6532 Embedded Test Questions 2022	MGNT 6681 Exit Exam 2020
LO5.2 Students will be able to analyze and reach an appropriate decision when presented with multi-functional issues.	MGNT 6681 Exit Exam 2020		MGNT 6681 Exit Exam 2020

STUDENT INFORMATION	COURSE INFORMATION		
Name:	**Preparatory Classes/Modules**	*Term*	*Grade*
	ACCT 2101 Principles of Accounting I		
ID#	**ACCT 2102** Principles of Accounting II		
	ECON 2105 OR ECON 2106 Macro OR Micro Economics		
E-mail:	**ECON 3402** Business Statistics		
	FINC 3511 Corporate Finance		
Phone:	**Basic Accounting Courses**	*Term*	*Grade*
	ACCT 3212 Intermediate Accounting I		
ACADEMIC INFORMATION	**ACCT 3213** Intermediate Accounting II		
Undergraduate Major:	**ACCT 3232** Managerial Accounting		
	ACCT 3251 Individual Income Tax		
Undergraduate Institution:	**ACCT 4241** Accounting Information Systems		
	ACCT 4261 Auditing		
Overall GPA:	**MPAcc Courses** *(Required)*	*Term*	*Grade*
	ACCT 6216 Financial Reporting		
	ACCT 6233 Cost Management		
Accounting GPA:	**ACCT 6242** Strategic Information Systems		
GMAT Score/Waiver:	**ACCT 6253** Tax Accounting		
	ACCT 6263 Assurance Service		
TOEFL (if applicable):	**ACCT 6264** Non-Profit Accounting		
	ECON 6461 International Finance		
DATES	**FINC 6532** Financial Management		
Admitted:	**SELECT TWO OF THE FOLLOWING:**	*Term*	*Grade*
First Enrolled:	**ABED 6100** Strategic Business Communication		
Graduated:	**ACCT 6265** Accounting for Sustainability		
Substitutions/Comments:	**ACCT 6285** Special Problems in Accounting		
	CISM 6331 Strategic Management of IT		
	ECON 6430 Business Forecasting		
	ECON 6485 Special Topics in Economics		
	FINC 6542 Investment Analysis and Portfolio Management		
	MKTG 5805 Sales Management		
	MKTG 6820 International Business Strategy		
	MKTG 6881 Independent Study in Marketing		
	MGNT 6675 Work Practicum		
	MGNT 6685 Special Problems in Management		

MPAcc Director: Date:

Addendum III

Course Attributes for High Impact Practices (HIPs)
Undergraduate Research Attributes
October 2021

HIPs Attributes Process

The University System of Georgia has requested that all institutions develop criteria and a process for assigning attributes for High Impact Practices (HIPs) in Banner. Information on the USG criteria and definitions for all eleven HIPs can be found HERE.

The LEAP West Committee is charged by the Provost with guiding the successful design and implementation of High Impact Practices (HIPs) at the University of West Georgia. Campus work to develop and expand HIPs and other experiential learning opportunities for students is known at UWG as LEAP West! In 2015, the Faculty Senate endorsed a resolution to support The University of West Georgia's inclusion in Georgia's petition to become a LEAP State. The petition was formally approved by the University System of Georgia and the Association of American Colleges and Universities (AAC&U) in 2016. The University of West Georgia is a member of the LEAP State Georgia Consortium, which is affiliated with the University System of Georgia's initiatives to expand student access to HIPs. Additional information about AAC&U's LEAP initiatives can be found HERE.

In Fall 2021, the LEAP West Committee submitted a proposal to the Academic Programs Committee of the Faculty Senate that outlined the campus process for assigning attributes to courses in Banner. The proposal was approved by the Faculty Senate in September 2021. The proposal outlines two stages in the HIPs implementation process:

1)   The LEAP West Committee will develop in consultation with faculty representatives from each of the academic colleges and schools criteria for assigning HIPs attributes in Banner to courses. These criteria will be submitted to the Academic Programs Committee for review, revision, and approval before being sent forward to the Faculty Senate for final approval.

2)   Once criteria have been approved, the LEAP West Committee will communicate and coordinate with faculty and academic programs on submitting course materials (typically, a syllabus) for the assignment of HIPs attributes. Courses will then be submitted to the Undergraduate Programs Committee for approval. Once final approval by the Faculty Senate has been received, the LEAP West Committee will coordinate with the Office of the Registrar to have attributes assigned.

How Course Attributes Benefit Students, Faculty, and Academic Programs

Undergraduate Research (UR) is an important High Impact Practice that the USG has identified for inclusion in Banner. The University of West Georgia aspires for every student to have the opportunity to engage in undergraduate research. The UR course designation would allow students to identify courses in the schedule of classes in Banweb that include an undergraduate research component. The attributes would also enable faculty to list courses that have received an UR or other HIPs designation as an evidentiary source in their teaching portfolios.

1

Once attributes are assigned to courses, academic units could also establishprogram or degree requirements aligned to Undergraduate Research or other HIPs that meet their specific educational goals. Assigning attributes to courses in Banner does not capture all HIPs occurring on campus, since some student involvement in HIPs takes place in co-curricular or extra-curricular settings. How UWG captures these experiences will be addressed in the nextstages of this work.

Undergraduate Research Definition:
The [Council on Undergraduate Research](#) has defined undergraduate research as "an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline."[1] The University of West Georgia defines undergraduate research as an inquiry, investigation, or creative endeavor by an undergraduate student that enhances the student's knowledge or advances the student's creative abilities and contributes in a meaningful way to the student's chosen discipline.

Identifying Undergraduate Research
The University System of Georgia has established codes in Banner for institutions to assign to courses that meet the institution's criteria for Undergraduate Research and has provided guidelines for institutions in designating a course as a High-Impact Practice (See Appendix C).

Acknowledging that the kind of research that a student does in a 2000-level course might be very different from the kind of research a student does in a 4000-level course, we would have different codes indicating different levels and complexity of research process and outcomes (UR1, UR2, UR3, UR4).

Initially, faculty/programs would need to submit their courses to receive the designation of an UR1, UR2, UR3 or UR4 course. Once a course has been approved for that designation, it would be listed in the schedule of courses with that designation in a similar way that CACSI designates Discipline Specific Writing courses.

Process for Having a Course Designated as a UR Level course:
The campus LEAP West Faculty Committee will periodically throughout the year issue invitations for faculty to submit courses to receive the UR designation. As part of this process, faculty would submit an electronic application form (see appendix B) along with the course syllabus to the faculty committee. The committee would then evaluate the syllabus according to a matrix (see appendix C), recommend changes to the syllabus to fully meet the criteria, and recommend a UR level designation. All courses submitted and the committee's recommendations would be sent to the Undergraduate Programs Committee of the Faculty Senate for approval. Once a course has been approved, the Office of the Registrar would assign the attribute.

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[1] Hensel, N. ed. *Characteristics of Excellence in Undergraduate Research*, CUR Publications, 2012, p. 2.

Possible Learning Outcomes for Courses to be designated as Undergraduate Research courses:

To receive the UR attribute for any level, a course must include at least one learning outcome that defines how UR is incorporated into the course. This can be an approved course learning outcome or a learning outcome that the instructor specifically designs to meet the UR objective. Below are *examples* of learning outcomes for each UR level:

UR1: The second learning objective for the XIDS 2002 course lends itself to undergraduate research preparation. "Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem." This would mean that all students who take this course could receive an undergraduate research designation in being prepared through the course to undertake an extended project.

UR2: Students will demonstrate an understanding of the application of a research method to a real-world issue or problem.

UR3: Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature surrounding a research topic.

UR4: Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

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Appendix A
Course Approval for Undergraduate Research/Creative Project Designation

Name of person responsible for this submission:

Program (e.g. Chemistry):

Program Director:

Department:

Department Chair:

Course Number (e.g. ENGL 1101):

Course Title:

Brief Course Description:

Learning Outcomes for the Course:

Will multiple sections of this course be taught in any given semester: Yes   No

Is approval being sought for all sections or specific sections?

For the following categories, please select the activity that most closely aligns with what will be expected in this course:

Investment of Time: Fewer than 30 hours   31-50 hours   51-100 hours 101 or more hours (Investment of time refers to the amount of time the student is expected to put into the research component of this course. This is not limited to in-class time, but includes time the student might spend outside of class doing research and writing).

Dissemination of resulting project: shared with a small group
                                       Shared in class
                                       Publicly shared (outside of class, e.g. conference presentation)
                                       Publicly shared (publication)

Is student reflection upon the project, methods, process, or results required? Yes   No

Faculty Feedback: None
                       General and Limited
                       Specific to course project but not iterative

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Specific to course project and iterative
Extensive, specific, and iterative

The student is required to engage in a literature review or with the work of other scholars in the field: Not at all
limitedly
moderately
extensively

The student will provide written evidence of understanding of disciplinary method:
Not at all
Limitedly
Moderately
Extensively

The student will provide explanation of clear real-world application of research:
Not at all
Limitedly
Moderately
Extensively

Does the course include any of the following Learning Outcomes:

UR1: Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem.

UR2: Students will demonstrate and understanding of the real-world application of a research method.

UR3: Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature surrounding a research topic.

UR4: Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

Appendix B
Undergraduate Research Designation Matrix

	Investment of Time	Dissemination of resulting project	Required student reflection	Faculty feed-back	Learning Outcome
Designation					
UR-1	Fewer than 30	Shared with small group	Yes	some	Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem.
UR-2	31-50	Shared in class	Yes	Specific to course project	Students will demonstrate an understanding of the real-world application of a research method.
UR-3	51-100	Publicly Shared	Yes	Specific to course project and iterative	Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature surrounding a research topic.
UR-4	101 or more	Publicly Shared	Yes	Extensive, specific and iterative	Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

Appendix C
University System of Georgia
Undergraduate Research Criteria and Coding Guidelines
Identifying Undergraduate Research Courses as a High Impact Practice for Inclusion in Banner

What is a High Impact Practice?
The American Association of Colleges & Universities has established a set of High Impact Practices that encourage postsecondary institutions to adopt and scale. High Impact Practices are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

Guidelines for Qualifying an Undergraduate Research Course as a High Impact Practice
The University System of Georgia (USG) institutions should consider the following guidelines as they engage in a review process to identify whether an Undergraduate Research course should be categorized as a High Impact Practice in the Banner Student Information System. The guidelines were developed in consultation with USG institution representatives involved in the implementation of Undergraduate Research courses. These guidelines expand upon those articulated by the American Association of Colleges & Universities to provide just-in-time answers for USG institution faculty:

Characteristics of Undergraduate Research Courses as a High Impact Practice

- Key concepts and questions in the course are connected to students' early and active involvement in systematic investigation and research.
- Students are involved in actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Feedback is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

Identifying Undergraduate Research Courses for Inclusion in Banner
Institutions have the sole authority to establish a process and criteria for the review of Undergraduate Research courses to determine if they qualify as a High Impact Practice. The USG does not make the determination but provides these guidelines to promote system-wide consistency. The institutional process for qualifying courses as High Impact Practices may include a review committee of faculty and teaching staff at the college or academic department level. Institutions should consider developing a process for faculty to submit courses for review. Review committees can determine the nature of the application process to approve

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course artifacts that should be included in the review process. Artifacts might include a course syllabus and lesson plan. With the assistance of the Guidelines for Qualifying for an Undergraduate Research course as a High Impact Practice, each institution will develop its own criteria qualifying a course. The final decision for approving an Undergraduate Research Course as a High Impact Practice rests at the institution-level.

The institution may qualify non-course, non-credit based experiences as High Impact Practices. Campuses have the discretion to identify these experiences in Banner as a non-credit based course option in a manner that is consistent with institutional practice. If non-course, non-credit based experiences are entered into Banner, they must use the High Impact Practice codes included in this document.

Banner Code Categories

The Banner Codes for qualified Undergraduate Research Courses will include the following categories

Primary Codes: Must have one primary code

Code	Description
ZURP	Undergraduate Research course meets institution's criteria as a High Impact Practice for Undergraduate Research

Contact Hour Codes: Include code indicating number of hours student is engaged in Undergraduate Research, if applicable

Code	Description
ZUR1	Research or creative project requires 30 or less contact hours
ZUR2	Research or creative project requires 31-50 contact hours
ZUR3	Research or creative project requires 51-100 contact hours
ZUR4	Research or creative project requires 101 or more contact hours

Required Course Codes: For each course section that meets the following institution criteria

	Description
ZHIR	Course meets a High Impact Practice requirement established by institution.

The following scenarios must be met in order to successfully pass the data validations in Banner.

- Each course section must have one primary code.

- Each course section must have one contact hour code, where applicable. If not applicable, leave blank.

- Each course section must include a code to indicate it is a required course by the institution, if applicable. If not, leave blank.

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- Each course section must use all required course codes if the course meets the criteria associated with the code.

- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Undergraduate Research experience courses.

Primary Code
Undergraduate Research course meets institution's criteria as a High Impact Practice for Undergraduate Research

Contact Hour Code
Number of hours student is engaged in Undergraduate Research activities as defined by the institution.

Required Course Code
Course section meets a High Impact Practice requirement established by institution.

Courses that meet an institutional requirement that graduates complete a minimum number of courses or non-course-based experiences designated as a High Impact Practice. The requirement, to include the type and number of student experiences, is determined by the institution.

The USG may add additional codes, as necessary.

Addendum IV

Course Material Collaboration

In national student survey data of 11,800+ students

- **21%** Reported not obtaining some of their course materials for class

- **59%** Of those reported that skipping the materials impacted their class performance

- **41%** Of those who skipped materials considered dropping out of school this year

CURRENT EFFORTS

■ D1A ■ No Cost ■ Low Cost ■ Remaining

- 2%
- 44%
- 48%
- 6%
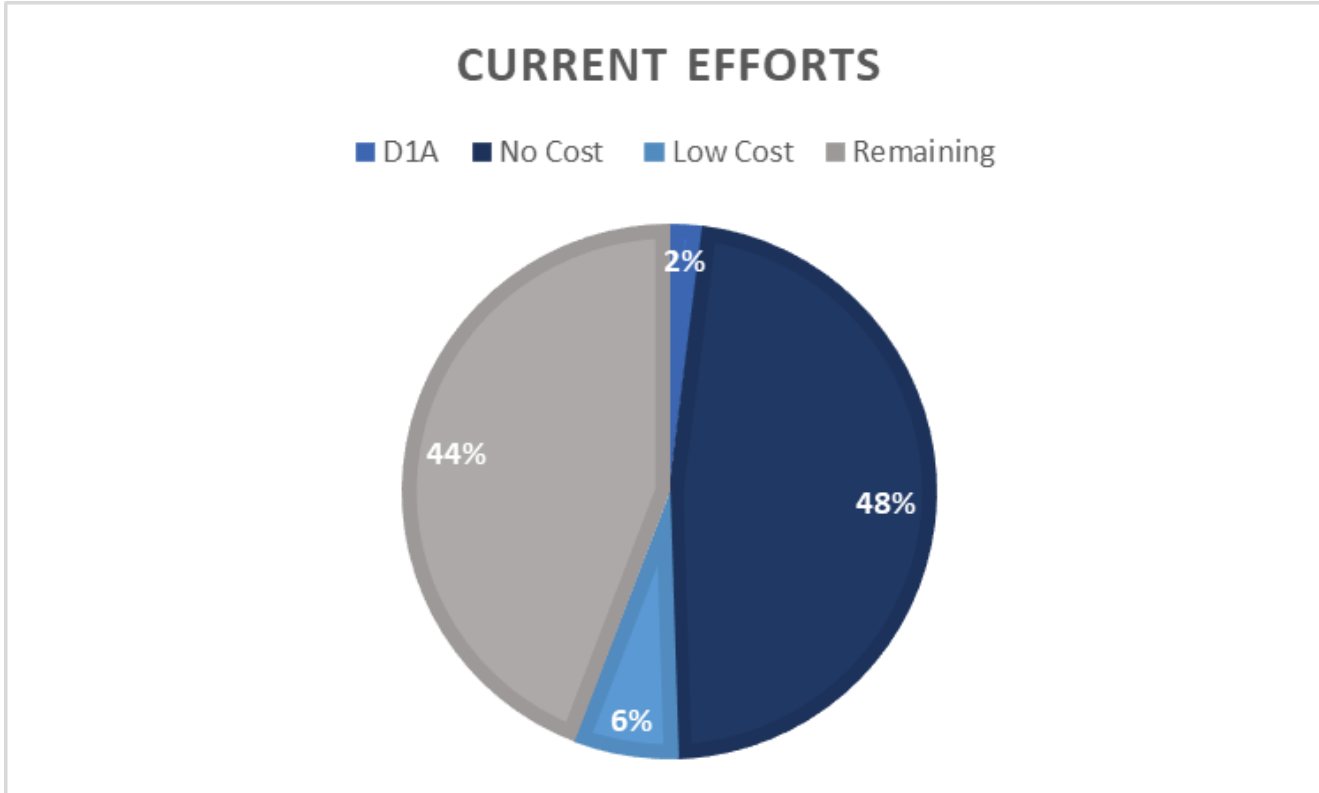
Currently **56%** of courses participate in an affordability initiative. **44%** of our courses are an open opportunity to increase savings and access to course content!

Every course is different and there is no single solution that will address course material equity for all students.

By leveraging **all** options we can significantly impact student access to the material they need to succeed!
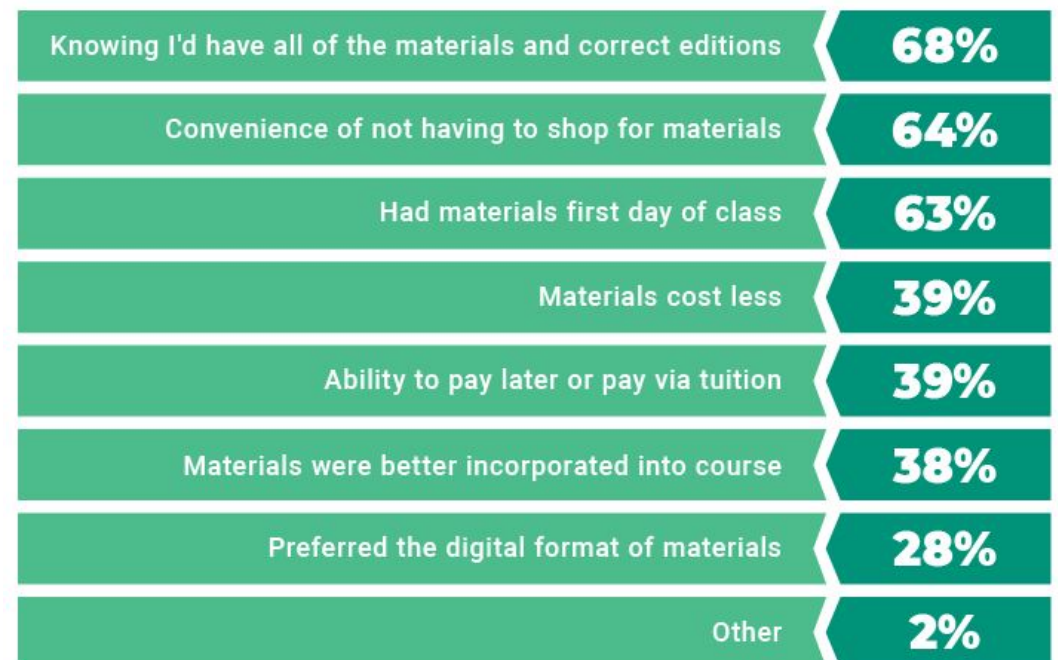
** These numbers exclude UWG eCore sections. UWG eCore is 100% OER

No Cost - Open Educational Resources (OER) – FREE

- Current grant funded OER usage at UWG saves students **$755,463** annually
- Faculty can receive up to $30,000 in grant funding to convert to Low Cost or No Cost materials
- Your subject Librarian can help you! Contact civory@westga.edu to get started

Day One Access (D1A)

- Saved students **$482,076** in the first year
- Lowest cost guaranteed
- Materials in CourseDen on the first day of class
- Direct billing to BanWeb account
- Most materials have a low cost **print** upgrade available
- **Access** is actually the top three reasons students like it!
    - Lower cost ranks 4th!
    - DayOne@westga.edu
    - https://bookstore.westga.edu/d1a.asp

Knowing I'd have all of the materials and correct editions	68%
Convenience of not having to shop for materials	64%
Had materials first day of class	63%
Materials cost less	39%
Ability to pay later or pay via tuition	39%
Materials were better incorporated into course	38%
Preferred the digital format of materials	28%
Other	2%

Low Cost

- Total cost of **all** materials for a class under $40
- Sent to Registrar from Bookstore adoption information each month
- Listed under "Attributes" in BanWeb

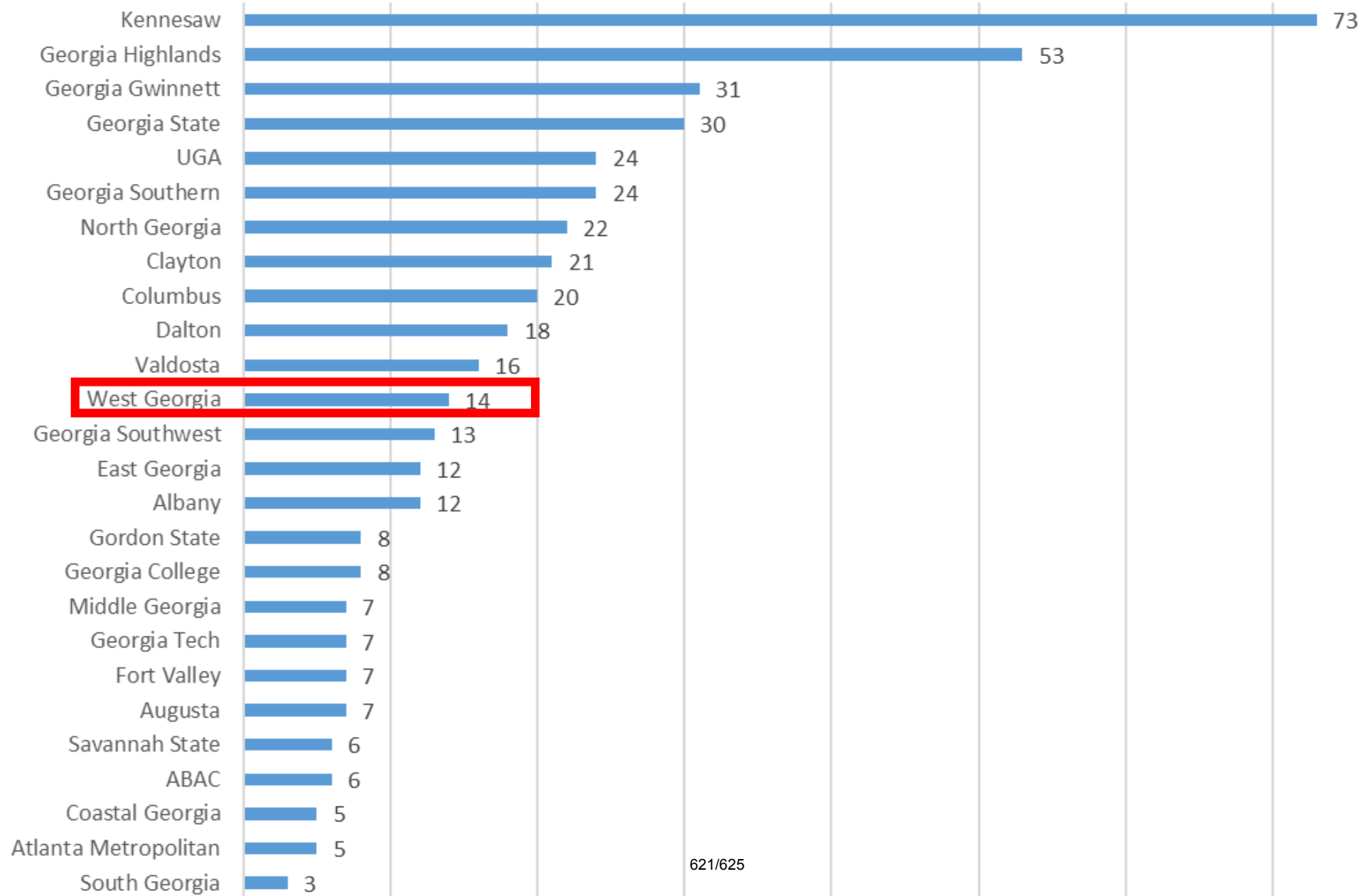| Meeting Times	Campus	Status	Attribute	Linked Sections	⚙
S M T W T F S 02:00 PM - 03:15 PM Typ	Carr...	15 of 15 seats... 10 of 10 waitli...	Lowcost $40 or undr req txbks Creative Project 30 or less hr		Add
					Records: 1

Affordable Learning Georgia

https://www.affordablelearninggeorgia.org/

Data Range: 2016 - 2021

ALG Grants by Institution

Institution	Grants
Kennesaw	73
Georgia Highlands	53
Georgia Gwinnett	31
Georgia State	30
UGA	24
Georgia Southern	24
North Georgia	22
Clayton	21
Columbus	20
Dalton	18
Valdosta	16
West Georgia	14
Georgia Southwest	13
East Georgia	12
Albany	12
Gordon State	8
Georgia College	8
Middle Georgia	7
Georgia Tech	7
Fort Valley	7
Augusta	7
Savannah State	6
ABAC	6
Coastal Georgia	5
Atlanta Metropolitan	5
South Georgia	3

UWG Grant Recipient Programs and Funding Amounts

Program	Amount
Educational Psychology	10,730
Educational Research	10,000
Mathematics	30,000
Political Science	10,000
Economics	7,000
Chemistry	5,000
Chemistry	4,800
Chemistry	20,800
Chemistry	10,800
Anthropology	10,000
Spanish	15,800
French	4,000
Psychology	26,800
Psychology	10,800
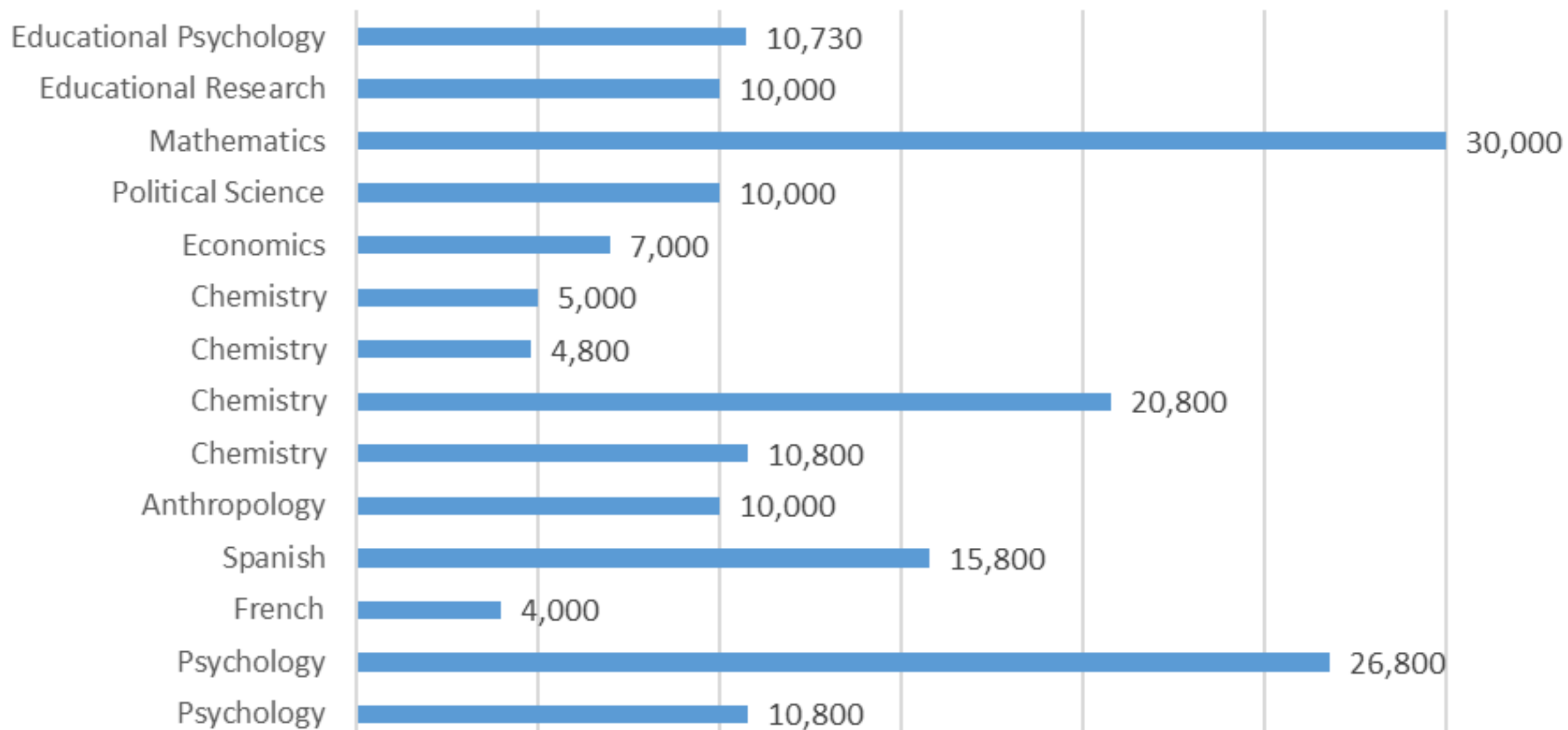
Percent Grants and Funding by College
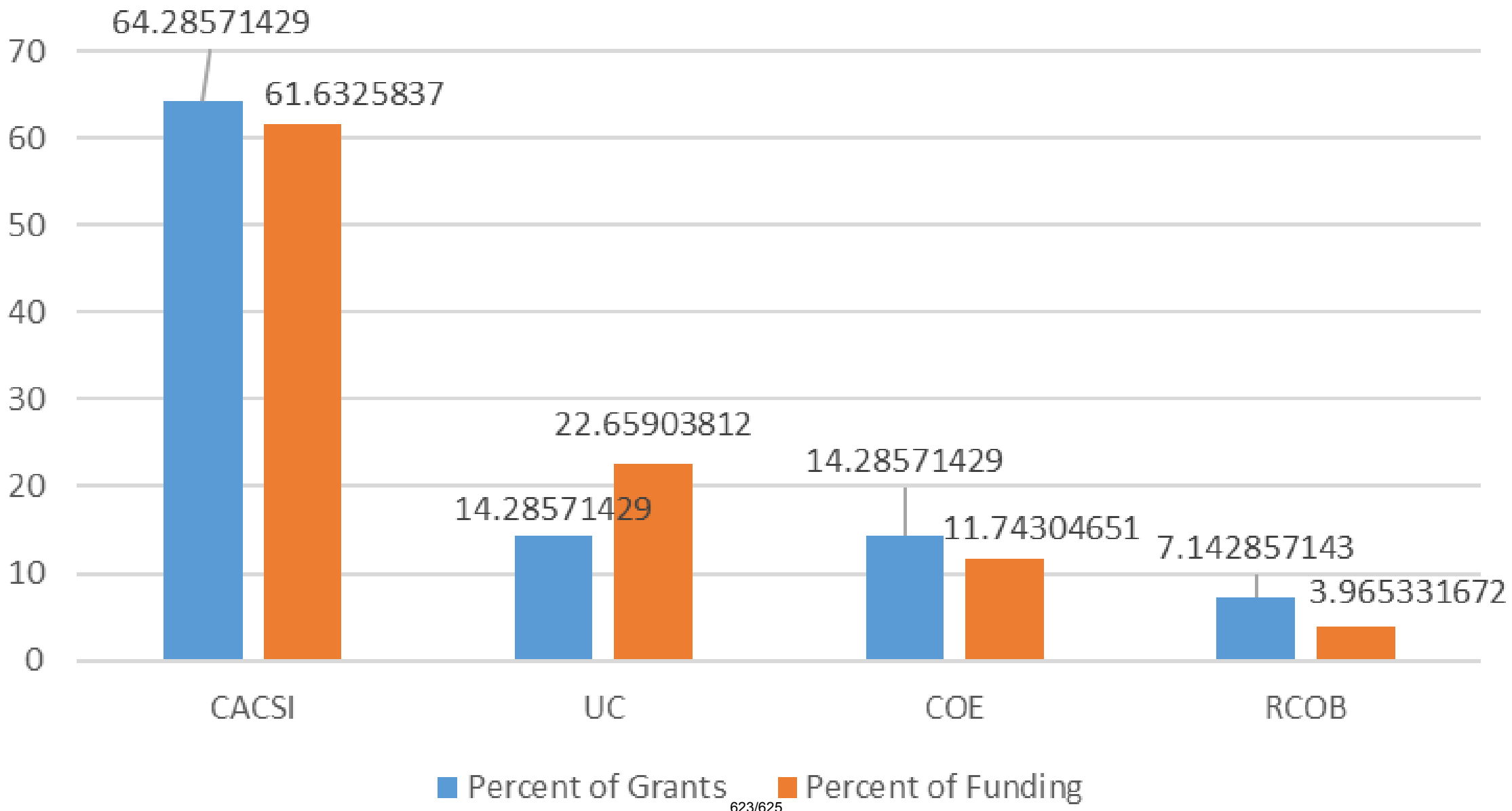
Addendum V

The Chair of the Faculty Senate is now accepting nominations for the position of Executive Secretary of the Faculty Senate and of the General Faculty. The Executive Secretary should be a full-time member of the General Faculty. This is a three year term, and the current Executive Secretary will serve as a mentor during your first year of service.

The Secretary of the General Faculty shall serve as the *ex officio* Executive Secretary of the Senate. Their duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate web site, and serve as a member of the Executive Committee of the Senate.

To support the effective carrying out of their duties, in due recognition of the time commitment of such service, the Executive Secretary shall receive reassigned time of one-course per year or the equivalent. In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Secretary's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release.

Please contact Chair Williams (dkwillia@westga.edu) and Executive Secretary Vasconcellos (cvasconc@westga.edu) with questions and/or nominations.