

Memorandum

To: General Faculty
Date: April 17, 2019
Regarding: Faculty Senate Agenda for April 19, 2019 in Nursing 106

1. Call to Order
2. Roll Call
3. Approval of Minutes from March 29, 2019 ([Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

Action Items ([Addendum II](#)):

A) College of Arts and Humanities

1) Department of English

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

Request: Modify

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

Request: Modify

c) [ENGL 2001: Introduction to Literature](#)

Request: Add

B) College of Science and Mathematics

1) Department of Mathematics

a) [MATH 2063: Introductory Statistics](#)

Request: Delete

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

Request: Add

c) [Mathematics, Accelerated Masters Track, B.S.](#)

Request: Modify

2) Department of Biology

a) [Biology, Professional Preparation Track, B.S.](#)

Request: Modify

b) [BIOL 1015L: The Unseen World of Microorganisms Lab](#)

Request: Delete

- c) [BIOL 4266: Molecular Ecology](#)

Request: Modify

- d) [BIOL 4425: Fire Ecology](#)

Request: Add

- e) [BIOL 4427: Conservation Biology](#)

Request: Add

- f) [BIOL 4441: Animal Behavior](#)

Request: Modify

- g) [BIOL 4445: Marine Biology](#)

Request: Modify

3) Department of Computer Science

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

Request: Modify

4) Department of Chemistry

- a) [Chemistry, Non-ACS Track – Business Option, B.S.](#)

Request: Modify

- b) [Chemistry, Non-ACS Track – General Option, B.S.](#)

Request: Modify

- c) [Chemistry, Non-ACS Track – Professional Preparation Option, B.S.](#)

Request: Modify

- d) [Chemistry, Non-ACS Track – Secondary Education Option, B.S.](#)

Request: Modify

- e) [Chemistry, Pre-Professional Track, B.S.](#)

Request: Modify

- f) [Chemistry Minor](#)

Request: Modify

5) Department of Geosciences

- a) [Atmospheric Science Certificate](#)

Request: Add

- b) [Geology, Earth Science Secondary Education Concentration, B.S.](#)

Request: Modify

- c) [Geology, Environmental Geology Concentration, B.S.](#)

Request: Modify

- d) [Geology, Professional Geology Concentration, B.S.](#)

Request: Modify

- e) [Geography, B.S.](#)

Request: Modify

C) College of Social Sciences

1) Department of Criminology

- a) [Prisoner Reentry and Community Corrections, Certificate](#)

Request: Add

- b) [CRIM 4260: Prisoner Reentry and Community Corrections](#)

Request: Add

- c) [CRIM 4265: Crime and Social Inequality](#)

Request: Add

- d) [Criminology, B.S.](#)

Request: Modify

D) Richards College of Business

1) Department of Economics

- a) [ECON 4415: Health Economics](#)

Request: Add

E) Honors College

- 1) [HONR 4385: Special Topics](#)

Request: Add

Committee II: Graduate Programs Committee (Colleen Vasconcellos, Chair)

Action Items ([Addendum III](#)):

A) College of Education

1) Department of Early Childhood through Secondary Education

- a) [Elementary Education, Ed.S.](#)

Request: Modify

- b) [Elementary Education, M.Ed.](#)

Request: Modify

2) Department of Educational Technology and Foundations

- a) [Media, Ed.S., Concentrations in Instructional Technology, School Library Media](#)

Request: Modify

- b) [Media, Ed.S., Concentrations in Instructional Technology, School Library Media](#)

Request: Modify

- c) [Media, M.Ed., Concentrations in Instructional Technology, School Library Media](#)

Request: Modify

3) Department of Leadership, Research, and School Improvement

- a) [SPED 6706: Special Education in the Regular Classroom](#)

Request: Modify

- b) [School Improvement, Ed.D.](#)

Request: Modify

B) Tanner Health System School of Nursing

- 1) [NURS 8001: Advanced Physiology and Pathophysiology](#)

Request: Add

- 2) [NURS 8002: Advanced Pharmacology](#)

Request: Add

- 3) [NURS 8003: Advanced Health Assessment](#)

Request: Add

- 4) [NURS 8004: Advanced Practice Nursing: Primary Care I, Adults/Gerontology](#)

Request: Add

- 5) [NURS 8005: Advanced Practice Nursing: Primary Care I, Adults/Gerontology
Practicum](#)

Request: Add

- 6) [NURS 8006: Advanced Practice Nursing: Primary Care II, Chronically III
Adults/Gerontology](#)

Request: Add

- 7) [NURS 8007: Advanced Practice Nursing: Primary Care II, Chronically III
Adults/Gerontology Practicum](#)

Request: Add

- 8) [NURS 8008: Advanced Practice Nursing: Primary Care Pediatrics](#)
Request: Add
- 9) [NURS 8009: Advanced Practice Nursing: Primary Care Pediatrics Practicum](#)
Request: Add
- 10) [NURS 8010: Advanced Practice Nursing: Primary Care Family Health](#)
Request: Add
- 11) [NURS 8011: Advanced Practice Nursing: Primary Care Family Health Practicum](#)
Request: Add
- 12) [NURS 8012: Advanced Practice Nursing: Family Practice Synthesis Practicum](#)
Request: Add
- 13) [NURS 8013: Professional Transitions: Doctor of Nursing Practice Role](#)
Request: Add
- 14) [NURS 8014: Science and Theory for Evidence-Based Practice](#)
Request: Add
- 15) [NURS 8015: Research Methods for Evidence-Based Practice](#)
Request: Add
- 16) [NURS 8016: Analytical Methods for Evidence-Based Practice](#)
Request: Add
- 17) [NURS 8017: Interprofessional Collaboration for Population Health](#)
Request: Add
- 18) [NURS 8018: Healthcare Informatics](#)
Request: Add
- 19) [NURS 8019: Organizational & Systems Leadership for Quality Improvement](#)
Request: Add
- 20) [NURS 8020: Healthcare Finance](#)
Request: Add
- 21) [NURS 8021: Healthcare Policy for Advocacy](#)
Request: Add
- 22) [NURS 8022: DNP Specialty Practicum I](#)
Request: Add

23) [NURS 8023: DNP Specialty Practicum II](#)

Request: Add

24) [NURS 8024: DNP Specialty Practicum III](#)

Request: Add

25) [NURS 8025: DNP Specialty Practicum IV](#)

Request: Add

26) [NURS 8026: DNP Specialty Practicum V](#)

Request: Add

Information Item:

A) Ben Geyer will serve as Chair of the Graduate Programs Committee during AY19-20

Committee III: Academic Policies (Nancy Pencoe, Chair)

Information Item:

A) Agnieszka Chwialkowska will serve as Chair of APC during AY 2019-20

Committee IV: Faculty Development (Basu Dutt, Chair)

Action Item:

A) UWG *Faculty Handbook*, 103

1) Evaluating Teaching, 103.06 ([Addendum IV](#))

Request: Modify

Committee V: Institutional Planning (Felix Tweraser, Chair)

Information Item:

A) Felix Tweraser will serve as Chair of the Institutional Planning Committee during AY 19-20

Committee VI: Student Affairs (Dawn Neely, Chair)

Information Item:

A) Dawn Neely will serve as Chair during AY 2019-20

Committee VII: Facilities and Information Technology (John Hansen, Chair)

A) Parking Code Revisions ([Addendum V](#))

Request: Modify

Committee IX: Budget Committee (Henry Zot, Chair)

Information Item:

A) Dr. Shelly Elman will serve as Chair of Budget during AY 2019-2020

Committee X: Rules Committee (Susana Velez-Castrillon, Chair)

Action Items (Addenda VI-IX):

A) *UWG Faculty Handbook*, 103

- 1) 103.0201 Promotion and Tenure Evaluation, Departmental Evaluation ([Addendum VI](#))

Request: Modify

- 2) 103.0402 Time Limits for Tenure ([Addendum VII](#))

Request: Modify

B) *UWG Policies and Procedures*, Article IV, Section 2, Items F and J

- 1) The Executive Committee of the Faculty Senate, Section 2, Item F ([Addendum VIII](#))

Request: Add

- 2) Standing Committee, Membership and Purpose

- a) Graduate Programs Committee, Article IV, Section 2, Item J.2 ([Addendum IX](#))

Request: Modify

Information Item:

- A) Anja Remshagen will serve as Chair of Rules during AY 2019-20

Committee XII: Teaching Learning and Assessment (John Morris, Chair)

Information Item:

- A) Sally Richter will serve as Chair of TLA during AY 2019-20

5. Old Business

6. New Business

- A) XIDS 2002: New Course Descriptions and Standard Syllabus Format ([Addendum X](#))

7. Announcements

- A) Senate Liaison Reports

8. Adjournment

Addendum I

Faculty Senate Minutes

Draft

March 29, 2019

1. Call to Order

Chair Butler called the meeting to order at 3:04.

2. Roll Call

Present:

Barbour, Bohannon, Branyon, Chwialkowska, Cormican (Kilpatrick, sub.), Dutt, Hollingsworth, Edelman, Faucette, Fleming, Geyer, Hansen, Hipchen (sub. Casper), Hoang, Hollingsworth, Hong (Bazon, sub.), Johnson (Grant, sub.), Khodkar, McKendry-Smith, Merrem, Miller, Moon, Morris, Neely, Nickell, Ogletree (Ponder, sub.), Pashia, Perryman, Pidhainy, Remshagen, Richter, Robinson, Rutledge (sub. Beznosov), Scremin, Stanfield (Cook, sub.), Sterling, Tweraser, Vasconcellos, Wadlington (sub. Steed), Zamostny, and Zot

Absent:

Berteau, Dahms, Elman, Green, Lee, Pencoe, Reber, Rees, and Snipes

3. Approval of Minutes from February 22, 2019

Minutes unanimously approved by voice vote.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

Action Items:

A) College of Social Sciences

1) Department of Anthropology

a) [Anthropology, B.S.](#)

Request: Modify

Item approved unanimously

b) [ANTH 4122: Bioarchaeology](#)

Request: Add

Item approved unanimously

c) [ANTH 4885: Special Topics](#)

Request: Modify

Item approved unanimously

B) College of Arts and Humanities

1) Department of Foreign Languages and Literatures

a) [FORL 4501: Foundations of Language Development](#)

Request: Modify

Item approved unanimously

C) Tanner Health System School of Nursing

1) [Nursing, Pre-Licensure Track, Carrollton, BSN](#)

Request: Modify

Item approved unanimously

2) [Nursing, Pre-Licensure Track, Newnan, BSN](#)

Request: Modify

Item approved unanimously

3) [Nursing, RN to BSN Track, BSN](#)

Request: Modify

Item approved unanimously

Information Items:

A) Richards College of Business

1) Department of Economics

a) [Bachelor of Science in Economics, Secondary Education](#)

Request: Terminate

B) Ihor Pidhainy will serve as chair of UPC during AY 2019-2020.

C) Anne Merrem will serve as chair of CHIP during AY 2019-2020.

Committee III: Graduate Programs Committee (Colleen Vasconcellos, Chair)

Action Items:

A) College of Education

1) Department of Educational Technology and Foundations

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

Request: Modify

Item approved unanimously

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

Request: Modify

Item approved unanimously

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

Request: Modify

Item approved unanimously

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

Request: Modify

Item approved unanimously

- e) [Media, M.Ed., Concentrations in Instructional Technology, School Library Media](#)

Request: Modify

Item approved unanimously

- f) [Media, M.Ed., Concentrations in Instructional Technology, School Library Media](#)

Request: Modify

Item approved unanimously

- g) [MEDT 7479: Digital Game-Based Learning](#)

Request: Add

Item approved unanimously

- h) [MEDT 7480: Global Learning with Technology](#)

Request: Add

Item approved unanimously

- i) [MEDT 8461: Diffusion of Innovations](#)

Request: Modify

Item approved unanimously

- j) [MEDT 8462: Leading and Managing Instructional Technology Programs](#)

Request: Modify

Item approved unanimously

- k) [MEDT 8463: Issues in Instructional Technology](#)

Request: Modify

Item approved unanimously

- l) [MEDT 8465: Human Performance Improvement](#)

Request: Add

Item approved unanimously

- m) [MEDT 8466: Comprehensive Exam for Ed.S. Media IT](#)

Request: Add

Item approved unanimously

B) College of Social Sciences

1) Department of Political Science

- a) [Graduate Certificate in Nonprofit Management and Community Development](#)

Request: Modify

Item approved unanimously

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

Information Item:

- A) Basu Dutt will serve as chair during AY 2019-2020

Committee VII: Facilities and Technology Committee (John Hansen, Chair)

Information Item:

- A) John Hansen will serve as chair during AY 2019-2020

Committee VIII: Intercollegiate Athletics and University Advancement (Lisa Robinson, Chair)

Information Item:

- A) Anthony Fleming will serve as chair during AY 2019-2020

XI: Diversity and Internationalization Committee (Angela Pashia, Chair)

Information Items:

- A) Update on progress of campus implementation of recommendations listed in the March 2018 Faculty Senate Resolution on Diversifying the Faculty.

Committee chair Angela Pashia reviewed the recommendations that Senate passed last year regarding diversifying the faculty and updated the Senate on progress that has been made. Implicit bias training has been set up and is available. Senators agreed last year to participate in this training and are encouraged to do so. In addition, Christina Brogdon in HR is working on revising materials to assist faculty when doing searches. The senate voted to recommend better tracking of candidates when doing searches: eventually we will move to an online system, and the goal is to make the system as simple as possible to use. HR is also working to gather data that will help with tracking faculty through promotion and tenure and analyzing that process's relationship to faculty diversity.

- B) Angela Pashia will serve as chair during AY 2019-2020

5. Old Business

- A) Student Evaluations

John Morris, chair of the Teaching, Learning, and Assessment Committee, offered an update on his committee's work. The discussion of moving student evaluations of teaching online will be taken up again in the fall. The committee will also begin a pilot program on this topic in the fall.

6. New Business

- A) Nomination of Executive Officers

Angela Insenga was nominated for the position of Chair-elect, and Colleen Vasconcellos was nominated for the position of Executive Secretary of the Faculty Senate and General Faculty.

7. Announcements

- A) Senate Liaison Reports

- B) Department name change

*Robert Kilpatrick, chair of Foreign Languages and Literatures, announced that the department will be changing its name to **International Languages and Cultures** and explained the rationale behind the decision.*

- C) Renaming contest for the OneUWG fund

Due to confusion with the OneUSG initiative, the OneUWG committee has decided to hold a contest to change the fund's name. The fund is intended to help faculty and staff who are facing financial difficulties due to unforeseen circumstances. UWG employees are encouraged to

submit suggestions for a new name for the fund. Suggestions may be submitted through the OneUWG webpage, available through the Ombuds Office website. The deadline for submissions is April 19. Finalists will be chosen by the committee and voted on at the Spring General Faculty Meeting and Best of the West.

D) Update on Search for President

Dr. Crafton offered an update on the likely process for the upcoming presidential search. The campus will form a committee, which will be charged by the chancellor. Senators were encouraged to think of suggestions for committee membership. The committee will be given the option of making the search open or confidential.

8. Adjournment

Chair Butler adjourned the meeting at 3:45 p.m.

Respectfully submitted,

Dr. Julia Farmer

Past Chair of Faculty Senate

Professor of Spanish

Department of Foreign Languages and Literatures

Addendum II

English, B.A.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program*

- ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* English, B.A.

Program ID* 1849

Program Code

Program Type*

Bachelor

Degree Type*

Bachelor of Art

College - School/Department*

Department of English and Philosophy

Program Description*

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Program
Learning
Outcomes**

**Modification
Comments**

Rationale* After two years of research, review, and piloting new courses, the English department has decided to require an introduction to Literature course in Area F in order to emphasize the foundational collegiate skills fundamental to English studies at the 2000 level for both tracks. This course represents a move away from a survey model based on content knowledge and coverage of literary periods. This change will help both majors and core students gain more transferable skills that they can apply in a wide range of future courses and professional settings. For English Area F we will require our new proposed course, ENGL 2001: Introduction to Literature, in addition to continuing to require ENGL 2110: World Literature and FORL through 2002. Students will choose the remaining courses in Area F they take from a selection of ENGL 2120, 2130, 2180, or 2190.

**Desired Effective
Semester*** **Spring**

**Desired Effective
Year*** **2020**

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

**Is this a School
of Nursing
Program?*** ☐ Yes ☒ No

**Is this a College
of Education
Program?*** ☐ Yes ☒ No

**Program
Location*** **Carrollton**

**Prospective
Curriculum***

Requirements

Note: see attached program sheets and at-a-glance charts detailing the requirements for both the English and English Education tracks.

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

Core Curriculum * ENGL 1101 and ENGL 1102 are prerequisites for all courses from ENGL 3000 through ENGL 4386.

Core Area F: 18 Hours

ENGL 2001 Introduction to Literature

[Right] (3)

[Right] *

[Right] (and)

ENGL 2110 World Literature

[Right] (3)

[Right] *

[Right] (and)

ENGL 2120 British Literature

[Right] (0-3)

[Right] *

[Right] (or)

ENGL 2130 American Literature

[Right] (0-3)

[Right] *

[Right] (or)

ENGL 2180 Studies in African-American Literature

[Right] (0-3)

[Right] *

[Right] (or)

ENGL 2190 Studies in Literature by Women

[Right] (0-3)

[Right] *

[After] (and)

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

Note:

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

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

A. English: 3 Hours

ENGL 3000 Research and Methodology

B. Literary History: 12 Hours *

Four (4) courses, one from each of the following areas:

[Before] **ENGL 4001 - British Literature I 3**

ENGL 4002 Studies in British Lit. II

ENGL 4003 Studies in American Lit.

I

ENGL 4005 Studies in American Lit.

II

Note:

Students may take 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.

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

**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

Comments

**Is Senate Review
required?***

- ☒ Yes
- ☐ No

ENGLISH B.A.
MAJOR AT A GLANCE – proposed changes Feb. 2019

AREAS	COURSES	INSTRUCTIONS
Core Areas A-E	See Catalog or Core Curriculum Guide Can take FORL in Area B Can take ENGL 2060 or FILM 2001 in C.1 Can take ENGL 2XXX in Area C2	Core Curriculum; take during your first two years at UWG.
Core Area F (18 hours or 6 Courses) Required for English Majors	ENGL 2001 ENGL 2110	Both courses are required. These classes prepare you for your major English classes, so take them first. You can take these courses in any order.
	ENGL 2120, ENGL 2130, ENGL 2180, or ENGL 2190	Choose any TWO of these courses. You can take these courses while you are taking 2001 and 2110.
	FORL through 2002 level	For the BA degree, you must complete the FORL sequence (SPAN, FREN, GERM) through the 2002 level.
ENGLISH MAJOR (30 HOURS)		
A. Methods (3 hours)	ENGL 3000 (Research and Methods)	Required for the English major. Take this course while you are completing the four ENGL classes in Area F. You can only take two upper-level English courses before completing this course. Contact Susan Holland to register for this course.
B. Literary History (12 Hours or 4 Courses)	ENGL 4000 (Studies in British Literature I) ENGL 4002 (Studies in British Literature II) ENGL 4003 (Studies in American Literature I) ENGL 4005 (Studies in American Literature II)	All four courses are required. You can take these courses in any order. Course topics will change each semester, so if you are interested in a particular literary period, you can take additional offerings of these courses and count them as major electives (see Area C below) as long as the topic is different.
C. English Major Electives (12 hours or 4 courses)	All other ENGL 3000- and 4000-level courses can count in this area.	You can use ENGL elective courses to create a concentration in your English studies. Concentrations can focus on a literary era or tradition, on writing, on language, on genre, or on pedagogy. Once you have met the literary history requirements in Area B above, additional courses in literary history can count as electives as the topic varies.
D. Capstone Seminar (3 hours)	ENGL 4384 (Senior Seminar)	Required. Must complete Area F and 18 hours in major courses before taking ENGL 4384. Contact Susan Holland to register.
ELECTIVES (MINOR AND/OR GENERAL) (30 HOURS)		
Minor and/or General Electives (30 hours)	A minor is not required for the English major but you can elect to complete a minor.	A minimum of 30 hours must be completed in this area, with at least 9 hours in upper-division coursework. PWLA courses may not be used to fulfill this requirement.



Department of English & Philosophy
B.A. in English – Proposed changes Feb. 2019

(Name) _____ (Student ID#) _____

Core Curriculum	Hrs. Req.	GR	Hrs. Earned	Major and Minor and/or General Electives	Hrs. Req.	GR	Hrs. Earned
A. Essential Skills Note: ENGL 1101 and 1102 are prerequisites for ENGL courses numbered 2000 and above	9			Upper Division Courses in English Notes: 1. A grade of C or higher is required for all major courses. 2. Courses marked with an asterisk (*) will count in a designated area based on their specific course content.	30		
1. ENGL 1101	3			A. ENGL 3000 (Research and Methods) No course substitutions allowed; 3. Requires department permission; 4. Only two 3/4000-level ENGL courses can be taken before ENGL 3000 is completed.	3		
2. ENGL 1102	3						
3. MATH 1001, 1111, 1113, or 1634	3			B. Literary History: The four courses below are required. Can be taken in any order)	12		
B. Institutional Priorities	5			1. ENGL 4000 (Studies in British Literature I)	3		
1. ART 2000, COMM 1110, ENGL 2000, ENGL/THEA 2050, PHIL 2020, XIDS 1004, or any foreign language 1001, 1002	3			2. ENGL 4002 (Studies in British Literature II)	3		
2. ANTH 1100, BUSA 1900, CS1000 (I), CS 1020, LIBR 1101, MUSC 1110, XIDS 2001 (1) or 2002, or any foreign language 1001, 1002 (3)	2			3. ENGL 4003 (Studies in American Literature I)	3		
C. Humanities and Fine Arts	6			4. ENGL 4005 (American Literature II)	3		
1. XIDS 2100, ART 1201, 2201, 2202, MUSC 1100 or 1120, THEA 1100, ENGL 2060, FILM 2080	3			C. Electives: Any four ENGL 3000/4000 classes. Can take additional sections of ENGL 4000, 4002, 4003, and 4005 as topic varies. See reverse side of program sheet for specific courses that can be taken as electives.	12		
2. XIDS 2100, COMM 1154, ENGL 2110, 2120, 2130, 2160, 2180, 2190, FORL 2200, FORL 2300, PHIL 2010, PHIL 2030, any foreign language 1001, 1002, 2001, 2002	3			1. ENGL _____	3		
D. Science, Math, Technology (No more than two courses from the same discipline.)	10			2. ENGL _____	3		
1. Lab Science (ASTR 2313, BIOL 1010, 1107, 1108, CHEM 1100, 1151K, 1152K, 1211K, 1212K, 1230K, GEOG 1112, GEOG 1113, GEOL 1121, 1122 1123, PHYS 1111, 1112, 2211, 2212, or XIDS 2201)	4 or 3+1			3. ENGL _____	3		
2. Non-Lab (Additional course above OR BIOL 1011, 1012, 1013, 1014, 1015, GEOG 1111, GEOL 2503, 2553, or XIDS 2202)	3			4. ENGL _____	3		
3. Non-Lab (Additional course above OR CS 1030, 1300, 1301, 1302, 2000, MATH 1413, 1634, 2063, 2644)	3			D. ENGL 4384 (Senior Seminar) Prerequisites: 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher; No course may be substituted for ENGL 4384.	3		
E. Social Sciences	12						
1. HIST 1111 or 1112	3						
2. HIST 2111 or 2112	3						
3. POLS 1101	3			Minor and/or General Electives 1. Minor is optional; 2. 9 hours must be in 3/4XXX courses; 3. Education certification may count required education courses in this area; 4. See reverse side of program sheet.	30		
4. ANTH 1102, ECON 2100, 2105, 2106, GEOG 1013, 2503, PHIL 2130, POLS 2201, PSYC 1101, SOCI 1101, 1160, XIDS 2300 or 2301	3						
F. Major Related Courses Note: A grade of C or higher is required for ENGL courses in Area F	18			Discipline Specific Writing (DSW) Requirement Two 3/4000-level "W" courses required. One course (3 hours) must be from the major above. 1. (ENGL _____) 2. (ENGL _____)	6		
1. ENGL 2001 (Introduction to Literature)	3						
2. ENGL 2110 (World Literature)	3						

3. ENGL 2120, ENGL 2130, ENGL 2180, or ENGL 2190	6			Total Major	20		
5. FORL through 2002 Note: FORL 2002 is required for all B.A. degrees; grade of C or better is required to advance to next level.	6-9			Total Minor and/Electives	30		
				Total Program 120 hours required for graduation, including 39 hours in 3/4000-level courses.	120		

Minor and/or General Electives (30) Notes: 1. Minor is optional; 2. 9 hours must be in 3/4XXX courses; 3. Education certification may count required education courses in this area.	Hrs. Req.	GR	Hrs. Earned	English Courses	Major Area	GR
3/4XXX Course _____				ENGL 3000 Research and Methods	A Required	
3/4XXX Course _____				ENGL 3160 Philosophy in Literature and Film	C Elective	
3/4XXX Course _____				ENGL 3200 Intermediate Creative Writing	C Elective	
				ENGL 3350 Introduction to Africana Studies	C Elective	
				ENGL 3400 Pedagogy and Writing	C Elective	
				ENGL 3405 Professional and Technical Writing	C Elective	
				ENGL 4106 Studies in Genre	C Elective	
				ENGL 4108 Studies in the Novel	C Elective	
				ENGL 4109 Film as Literature	B Elective	
				ENGL 4000 Studies in British Literature I	B & C Required	
				ENGL 4002 Studies in British Literature II	B & C Required	
				ENGL 4003 Studies in American Literature I	B & C Required	
				ENGL 4005 Studies in American Literature II	B & C Required	
				ENGL 4170 African-American Literature	C Elective	
				ENGL 4180 Studies in Regional Literature	C Elective	
				ENGL 4185 Studies in Literature by Women	C Elective	
				ENGL 4188 Individual Authors	C Elective	
				ENGL 4210 Advanced Creative Writing	C Elective	
				ENGL 4295 Young Adult Literature	C Elective	
				ENGL 4300 Studies in the English Language	C Elective	
				ENGL 4310 Studies in Literary Theory	C Elective	
				ENGL 4381 Independent Study (3-1)	C Elective	
				ENGL 4384 Senior Seminar	D Required	

				ENGL 4385 Special Topics (Will count in a specific area based on the course content)	C Elective	
				ENGL 4386 Internship	C Elective	

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		
SPAN, GRMN or FREN 2002	3		
<i>*Grade of C or higher is required for Area F courses</i>			
Core courses total	60		

MAJOR COURSES*	Hrs. Req.	Grade	Hours Earned
A. ENGL 3000 Research Mthd¹	3		
B. Literary History (12 hours)			
ENGL 4000 British Lit. I	3		
ENGL 4002 British Lit. II	3		
ENGL 4003 American Lit. I	3		
ENGL 4005 American 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 Seminar²	3		
Major courses total	30		
PROFESSIONAL EDUCATION*			
A. Pre-TEP (Teacher Education Prog.) (9 hours)³			
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 (9 hours)⁴			
MEDT 4301 Integrating Tech.	3		
CEPD 4101 Educational Psych.	3		
SEED 4271/L Instr, Assess, Mgt ⁵	3		
SEED 4238/L Teaching English	4		
SEED 4286 & 4289: Internship ⁶	9		
TEP courses total	34		
<i>*Grade of C or higher required for major & TEP courses</i>			

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

²Prerequisites: all 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher

³Students 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.

⁴**One must already be admitted into the Teacher Education Program (TEP) before enrolling in any of the following courses.**

⁵Students must take SEED 4271, a spring only course, before SEED 4238/L, which is offered every fall.

⁶SEED 4286 and 4289 are the only classes that students complete their final semester at UWG.

ENGLISH B.A., EDUCATION TRACK
MAJOR AT A GLANCE – proposed changes Feb. 2019

AREAS	COURSES	INSTRUCTIONS
Core Areas A-E	See Catalog or Core Curriculum Guide Can take FORL in Area B Can take ENGL 2060 or FILM 2001 in C.1 Can take ENGL 2XXX in Area C2	Core Curriculum; take during your first two years at UWG.
Core Area F (18 hours or 6 Courses) Required for English Majors	ENGL 2001 ENGL 2110	Both courses are required. These classes prepare you for your major English classes, so take them first. You can take these courses in any order.
	ENGL 2120, ENGL 2130, ENGL 2180, or ENGL 2190	Choose any TWO of these courses. You can take these courses while you are taking 2001 and 2110.
	FORL through 2002 level	For the BA degree, you must complete the FORL sequence (SPAN, FREN, GERM) through the 2002 level.
ENGLISH MAJOR (30 HOURS)		
A. Methods (3 hours)	ENGL 3000 (Research and Methods)	Required for the English major. Take this course while you are completing the four ENGL classes in Area F. You can only take two upper-level English courses before completing this course. Contact Susan Holland to register for this course.
B. Literary History (12 Hours or 4 Courses)	ENGL 4000 (Studies in British Literature I) ENGL 4002 (Studies in British Literature II) ENGL 4003 (Studies in American Literature I) ENGL 4005 (Studies in American Literature II)	All four courses are required. You can take these courses in any order. Course topics will change each semester, so if you are interested in a particular literary period, you can take additional offerings of these courses and count them as major electives (see Area C below) as long as the topic is different.
C. English Education Requirements (9 hours)	ENGL 4295 (YA Lit) ENGL 3400 ENGL 4300 (Grammar or HEL)	These required courses in Young Adult Literature, Pedagogy and Writing, and your choice of either Grammar or History of the English Language will further prepare you for your professional development in English Education.
D. English Elective (3 hours)	ENGL 4XXX	Any course numbered above ENGL 4000 satisfies this elective. Once you have met the literary history requirements in Area B above, additional courses in literary history can count as electives as the topic varies. ENGL 4188 (Shakespeare) is strongly recommended.
E. Capstone Seminar (3 hours)	ENGL 4384 (Senior Seminar)	Required. Must complete Area F and 18 hours in major courses before taking ENGL 4384. Contact Susan Holland to register.
PROFESSIONAL EDUCATION SEQUENCE (34 HOURS)		
F. English Education Requirements	Pre-TEP Sequence (12 Hours): EDUC 2110, 2120, 2130, & SPED 3715. Post-TEP Sequence (22 Hours): MEDT 3401, CEPD 4101, SEED 4271, SEED 4238/L, SEED 4286/9.	All courses are required for the English Education track. Students must be admitted to the Teacher Education Program (TEP) by the end of their sophomore year to graduate on time. See a College of Education Advisor early about the process and pre-service certification; go to www.westga.edu/coeadvisement/1428_1436.php for instructions on how to schedule an appointment with the COE.

English, Secondary Education Track, B.A.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program*

- ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

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

Program ID* 1860

Program Code

Program Type*

Bachelor

Degree Type*

Bachelor of Art

College - School/Department*

Department of English and Philosophy

Program Description*

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

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

Admission to the College of Education Teacher Education Program (TEP) is required be-fore 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
Learning
Outcomes**

**Modification
Comments**

Rationale* After two years of research, review, and piloting new courses, the English department has decided to require an introduction to Literature course in Area F in order to emphasize the foundational collegiate skills fundamental to English studies at the 2000 level for both tracks. This course represents a move away from a survey model based on content knowledge and coverage of literary periods. This change will help both majors and core students gain more transferable skills that they can apply in a wide range of future courses and professional settings. For English Area F we will require our new proposed course, ENGL 2001: Introduction to Literature, in addition to continuing to require ENGL 2110: World Literature and FORL through 2002. Students will choose the remaining courses in Area F they take from a selection of ENGL 2120, 2130, 2180, or 2190.

**Desired Effective
Semester*** **Spring**

**Desired Effective
Year*** **2020**

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

**Is this a School
of Nursing
Program?*** ☐ Yes ☒ No

**Is this a College
of Education
Program?*** ☐ Yes ☒ No

**Program
Location*** **Carrollton**

**Prospective
Curriculum***

Requirements

Note: see attached program sheets and at-a-glance charts detailing the requirements for both the English and English Education tracks.

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

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

Core Area F: 18 Hours

ENGL 2001 Introduction to Literature

[Right] (3)

[Right] *

[Right] (and)

ENGL 2110 World Literature

[Right] (3)

[Right] *

[Right] (and)

ENGL 2120 British Literature

[Right] (0-3)

[Right] *

[Right] (or)

ENGL 2130 American Literature

[Right] (0-3)

[Right] *

[Right] (or)

ENGL 2180 Studies in African-American Literature

[Right] (0-3)

[Right] *

[Right] (or)

ENGL 2190 Studies in Literature by Women

[Right] (0-3)

[Right] *

[After] (and)

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

Note:

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

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

A. 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**

Note:

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

C. English Education Requirements: 9 Hours

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

D. Electives: 3 Hours *

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

E. Senior Seminar:3 Hours *

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

ENGL 4384 Senior Seminar

F. Professional Education Sequence: 34 Hours

EDUC 2110 Investigating Critical
and Contemporary Issues in
Education

EDUC 2120 Exploring Sociocultural
Perspectives on Diversity in
Educational Contexts

EDUC 2130 Exploring Learning and
Teaching

ENGL 4238 Methods for Teaching
Secondary English

ENGL 4286 Teaching Internship

CEPD 4101 Educational Psychology
[Right] **

MEDT 3401 Integrating Technology
into the Curriculum
[Right] *****

SPED 3715 The Inclusive
Classroom: Differentiating
Instruction

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

Total: 124 Hours

** Admission to Teacher Education Program required before
enrolling in these courses. See admission requirements in the
College of Education. **** A grade of C or better is required in
courses in these sections. ***** Prerequisite MEDT 2401 or
exemption exam

- 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

Comments

Is Senate Review
required?*

☒

 Yes

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		
SPAN, GRMN or FREN 2002	3		
<i>*Grade of C or higher is required for Area F courses</i>			
Core courses total	60		

MAJOR COURSES*	Hrs. Req.	Grade	Hours Earned
A. ENGL 3000 Research Mthd¹	3		
B. Literary History (12 hours)			
ENGL 4000 British Lit. I	3		
ENGL 4002 British Lit. II	3		
ENGL 4003 American Lit. I	3		
ENGL 4005 American 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 Seminar²	3		
Major courses total	30		
PROFESSIONAL EDUCATION*			
A. Pre-TEP (Teacher Education Prog.) (9 hours)³			
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 (9 hours)⁴			
MEDT 4301 Integrating Tech.	3		
CEPD 4101 Educational Psych.	3		
SEED 4271/L Instr, Assess, Mgt ⁵	3		
SEED 4238/L Teaching English	4		
SEED 4286 & 4289: Internship ⁶	9		
TEP courses total	34		
<i>*Grade of C or higher required for major & TEP courses</i>			

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

²Prerequisites: all 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher

³Students 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.

⁴**One must already be admitted into the Teacher Education Program (TEP) before enrolling in any of the following courses.**

⁵Students must take SEED 4271, a spring only course, before SEED 4238/L, which is offered every fall.

⁶SEED 4286 and 4289 are the only classes that students complete their final semester at UWG.

ENGLISH B.A., EDUCATION TRACK
MAJOR AT A GLANCE – proposed changes Feb. 2019

AREAS	COURSES	INSTRUCTIONS
Core Areas A-E	See Catalog or Core Curriculum Guide Can take FORL in Area B Can take ENGL 2060 or FILM 2001 in C.1 Can take ENGL 2XXX in Area C2	Core Curriculum; take during your first two years at UWG.
Core Area F (18 hours or 6 Courses) Required for English Majors	ENGL 2001 ENGL 2110	Both courses are required. These classes prepare you for your major English classes, so take them first. You can take these courses in any order.
	ENGL 2120, ENGL 2130, ENGL 2180, or ENGL 2190	Choose any TWO of these courses. You can take these courses while you are taking 2001 and 2110.
	FORL through 2002 level	For the BA degree, you must complete the FORL sequence (SPAN, FREN, GERM) through the 2002 level.
ENGLISH MAJOR (30 HOURS)		
A. Methods (3 hours)	ENGL 3000 (Research and Methods)	Required for the English major. Take this course while you are completing the four ENGL classes in Area F. You can only take two upper-level English courses before completing this course. Contact Susan Holland to register for this course.
B. Literary History (12 Hours or 4 Courses)	ENGL 4000 (Studies in British Literature I) ENGL 4002 (Studies in British Literature II) ENGL 4003 (Studies in American Literature I) ENGL 4005 (Studies in American Literature II)	All four courses are required. You can take these courses in any order. Course topics will change each semester, so if you are interested in a particular literary period, you can take additional offerings of these courses and count them as major electives (see Area C below) as long as the topic is different.
C. English Education Requirements (9 hours)	ENGL 4295 (YA Lit) ENGL 3400 ENGL 4300 (Grammar or HEL)	These required courses in Young Adult Literature, Pedagogy and Writing, and your choice of either Grammar or History of the English Language will further prepare you for your professional development in English Education.
D. English Elective (3 hours)	ENGL 4XXX	Any course numbered above ENGL 4000 satisfies this elective. Once you have met the literary history requirements in Area B above, additional courses in literary history can count as electives as the topic varies. ENGL 4188 (Shakespeare) is strongly recommended.
E. Capstone Seminar (3 hours)	ENGL 4384 (Senior Seminar)	Required. Must complete Area F and 18 hours in major courses before taking ENGL 4384. Contact Susan Holland to register.
PROFESSIONAL EDUCATION SEQUENCE (34 HOURS)		
F. English Education Requirements	Pre-TEP Sequence (12 Hours): EDUC 2110, 2120, 2130, & SPED 3715. Post-TEP Sequence (22 Hours): MEDT 3401, CEPD 4101, SEED 4271, SEED 4238/L, SEED 4286/9.	All courses are required for the English Education track. Students <i>must</i> be admitted to the Teacher Education Program (TEP) by the end of their sophomore year to graduate on time. See a College of Education Advisor early about the process and pre-service certification; go to www.westga.edu/coeadvisement/1428_1436.php for instructions on how to schedule an appointment with the COE.

ENGLISH B.A.
MAJOR AT A GLANCE – proposed changes Feb. 2019

AREAS	COURSES	INSTRUCTIONS
Core Areas A-E	See Catalog or Core Curriculum Guide Can take FORL in Area B Can take ENGL 2060 or FILM 2001 in C.1 Can take ENGL 2XXX in Area C2	Core Curriculum; take during your first two years at UWG.
Core Area F (18 hours or 6 Courses) Required for English Majors	ENGL 2001 ENGL 2110	Both courses are required. These classes prepare you for your major English classes, so take them first. You can take these courses in any order.
	ENGL 2120, ENGL 2130, ENGL 2180, or ENGL 2190	Choose any TWO of these courses. You can take these courses while you are taking 2001 and 2110.
	FORL through 2002 level	For the BA degree, you must complete the FORL sequence (SPAN, FREN, GERM) through the 2002 level.
ENGLISH MAJOR (30 HOURS)		
A. Methods (3 hours)	ENGL 3000 (Research and Methods)	Required for the English major. Take this course while you are completing the four ENGL classes in Area F. You can only take two upper-level English courses before completing this course. Contact Susan Holland to register for this course.
B. Literary History (12 Hours or 4 Courses)	ENGL 4000 (Studies in British Literature I) ENGL 4002 (Studies in British Literature II) ENGL 4003 (Studies in American Literature I) ENGL 4005 (Studies in American Literature II)	All four courses are required. You can take these courses in any order. Course topics will change each semester, so if you are interested in a particular literary period, you can take additional offerings of these courses and count them as major electives (see Area C below) as long as the topic is different.
C. English Major Electives (12 hours or 4 courses)	All other ENGL 3000- and 4000-level courses can count in this area.	You can use ENGL elective courses to create a concentration in your English studies. Concentrations can focus on a literary era or tradition, on writing, on language, on genre, or on pedagogy. Once you have met the literary history requirements in Area B above, additional courses in literary history can count as electives as the topic varies.
D. Capstone Seminar (3 hours)	ENGL 4384 (Senior Seminar)	Required. Must complete Area F and 18 hours in major courses before taking ENGL 4384. Contact Susan Holland to register.
ELECTIVES (MINOR AND/OR GENERAL) (30 HOURS)		
Minor and/or General Electives (30 hours)	A minor is not required for the English major but you can elect to complete a minor.	A minimum of 30 hours must be completed in this area, with at least 9 hours in upper-division coursework. PWLA courses may not be used to fulfill this requirement.



Department of English & Philosophy
B.A. in English – Proposed changes Feb. 2019

(Name) _____ (Student ID#) _____

Core Curriculum	Hrs. Req.	GR	Hrs. Earned	Major and Minor and/or General Electives	Hrs. Req.	GR	Hrs. Earned
A. Essential Skills Note: ENGL 1101 and 1102 are prerequisites for ENGL courses numbered 2000 and above	9			Upper Division Courses in English Notes: 1. A grade of C or higher is required for all major courses. 2. Courses marked with an asterisk (*) will count in a designated area based on their specific course content.	30		
1. ENGL 1101	3			A. ENGL 3000 (Research and Methods) No course substitutions allowed; 3. Requires department permission; 4. Only two 3/4000-level ENGL courses can be taken before ENGL 3000 is completed.	3		
2. ENGL 1102	3						
3. MATH 1001, 1111, 1113, or 1634	3			B. Literary History: The four courses below are required. Can be taken in any order)	12		
B. Institutional Priorities	5			1. ENGL 4000 (Studies in British Literature I)	3		
1. ART 2000, COMM 1110, ENGL 2000, ENGL/THEA 2050, PHIL 2020, XIDS 1004, or any foreign language 1001, 1002	3			2. ENGL 4002 (Studies in British Literature II)	3		
2. ANTH 1100, BUSA 1900, CS1000 (I), CS 1020, LIBR 1101, MUSC 1110, XIDS 2001 (I) or 2002, or any foreign language 1001, 1002 (3)	2			3. ENGL 4003 (Studies in American Literature I)	3		
C. Humanities and Fine Arts	6			4. ENGL 4005 (American Literature II)	3		
1. XIDS 2100, ART 1201, 2201, 2202, MUSC 1100 or 1120, THEA 1100, ENGL 2060, FILM 2080	3			C. Electives: Any four ENGL 3000/4000 classes. Can take additional sections of ENGL 4000, 4002, 4003, and 4005 as topic varies. See reverse side of program sheet for specific courses that can be taken as electives.	12		
2. XIDS 2100, COMM 1154, ENGL 2110, 2120, 2130, 2160, 2180, 2190, FORL 2200, FORL 2300, PHIL 2010, PHIL 2030, any foreign language 1001, 1002, 2001, 2002	3			1. ENGL _____	3		
D. Science, Math, Technology (No more than two courses from the same discipline.)	10			2. ENGL _____	3		
1. Lab Science (ASTR 2313, BIOL 1010, 1107, 1108, CHEM 1100, 1151K, 1152K, 1211K, 1212K, 1230K, GEOG 1112, GEOG 1113, GEOL 1121, 1122 1123, PHYS 1111, 1112, 2211, 2212, or XIDS 2201)	4 or 3+1			3. ENGL _____	3		
2. Non-Lab (Additional course above OR BIOL 1011, 1012, 1013, 1014, 1015, GEOG 1111, GEOL 2503, 2553, or XIDS 2202)	3			4. ENGL _____	3		
3. Non-Lab (Additional course above OR CS 1030, 1300, 1301, 1302, 2000, MATH 1413, 1634, 2063, 2644)	3			D. ENGL 4384 (Senior Seminar) Prerequisites: 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher; No course may be substituted for ENGL 4384.	3		
E. Social Sciences	12						
1. HIST 1111 or 1112	3						
2. HIST 2111 or 2112	3			Minor and/or General Electives 1. Minor is optional; 2. 9 hours must be in 3/4XXX courses; 3. Education certification may count required education courses in this area; 4. See reverse side of program sheet.	30		
3. POLS 1101	3						
4. ANTH 1102, ECON 2100, 2105, 2106, GEOG 1013, 2503, PHIL 2130, POLS 2201, PSYC 1101, SOCI 1101, 1160, XIDS 2300 or 2301	3			Discipline Specific Writing (DSW) Requirement Two 3/4000-level "W" courses required. One course (3 hours) must be from the major above. 1. (ENGL _____) 2. (ENGL _____)	6		
F. Major Related Courses Note: A grade of C or higher is required for ENGL courses in Area F	18						
1. ENGL 2001 (Introduction to Literature)	3						
2. ENGL 2110 (World Literature)	3						

3. ENGL 2120, 2130, 2180, or 2190	6			Total Major	20		
5. FORL through 2002 Note: FORL 2002 is required for all B.A. degrees; grade of C or better is required to advance to next level.	6-9			Total Minor and/Electives	30		
				Total Program 120 hours required for graduation, including 39 hours in 3/4000-level courses.	120		

Minor and/or General Electives (30) Notes: 1. Minor is optional; 2. 9 hours must be in 3/4XXX courses; 3. Education certification may count required education courses in this area.	Hrs. Req.	GR	Hrs. Earned	English Courses	Major Area	GR
3/4XXX Course _____				ENGL 3000 Research and Methods	A Required	
3/4XXX Course _____				ENGL 3160 Philosophy in Literature and Film	C Elective	
3/4XXX Course _____				ENGL 3200 Intermediate Creative Writing	C Elective	
				ENGL 3350 Introduction to Africana Studies	C Elective	
				ENGL 3400 Pedagogy and Writing	C Elective	
				ENGL 3405 Professional and Technical Writing	C Elective	
				ENGL 4106 Studies in Genre	C Elective	
				ENGL 4108 Studies in the Novel	C Elective	
				ENGL 4109 Film as Literature	B Elective	
				ENGL 4000 Studies in British Literature I	B & C Required	
				ENGL 4002 Studies in British Literature II	B & C Required	
				ENGL 4003 Studies in American Literature I	B & C Required	
				ENGL 4005 Studies in American Literature II	B & C Required	
				ENGL 4170 African-American Literature	C Elective	
				ENGL 4180 Studies in Regional Literature	C Elective	
				ENGL 4185 Studies in Literature by Women	C Elective	
				ENGL 4188 Individual Authors	C Elective	
				ENGL 4210 Advanced Creative Writing	C Elective	
				ENGL 4295 Young Adult Literature	C Elective	
				ENGL 4300 Studies in the English Language	C Elective	
				ENGL 4310 Studies in Literary Theory	C Elective	
				ENGL 4381 Independent Study (3-1)	C Elective	
				ENGL 4384 Senior Seminar	D Required	

				ENGL 4385 Special Topics (Will count in a specific area based on the course content)	C Elective	
				ENGL 4386 Internship	C Elective	

Department of English & Philosophy, University of West Georgia

B.A. in English (REV. 02/19)

ENGL - 2001 - Introduction to Literature

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix*

ENGL

Course Number* 2001**Course Title*** Introduction to Literature**Long Course Title****Lec Hrs*** 3**Lab Hrs*** 0**Credit Hrs*** 3**Course Type***

English

**College - School/
Department***

Department of English and Philosophy

Catalog Course Description* A course that introduces students to the conventions of poetry, fiction, non-fiction, drama, and film with the goal of developing collegiate-level reading and interpretation skills. Required for English majors. May count for credit in Area C.2.

Is the addition/change related to core, honors, or XIDS courses?*

☒ Yes☐ No

Is this a General Education course?*

☒ Yes ☐ No

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

☐ Area A☐ Area B☒ Area C☐ Area D☐ Area E

Is this a School of Nursing course?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Desired Effective Semester* <input type="text" value="Spring"/>	Desired Effective Year* <input type="text" value="2020"/>
Frequency	Grading* <input type="text" value="Undergraduate Standard Letter"/>
Student Learning Outcomes <p>Students will learn to</p> <ul style="list-style-type: none"> • Identify and apply the vocabulary of literary study to interpret poetry, fiction, non-fiction, drama, and film; • Evaluate and analyze themes, conventions, and form in written and verbal coursework; • Develop and demonstrate metacognitive skills such as annotating, summarizing, re-reading, and formulating theoretical questions. 	
Rationale* <p>In this class students will demonstrate and enhance the foundational collegiate skills necessary to read and interpret literary texts. In particular, students will learn what to look for while reading poetry, narrative, drama, and film, will gain vocabulary to discuss the relationship between form and content, and will practice finding meaning in literature. Students will practice using specific summary techniques; they will apply the terminology of literary criticism; and they will demonstrate an ability to move from descriptive observations about literary texts to larger claims about their meaning, context, and significance. Students will cultivate the ability to put their own ideas into writing and into conversation with others.</p>	
Prerequisites	
Corequisites	
Cross-listing	
Restrictions	
May be repeated	
Fee* <input type="text" value="None"/>	
Fee Justification	
Planning Info* <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement	
Present or Projected Annual Enrollment* <input type="text" value="150"/>	
Attach syllabus* <input checked="" type="radio"/> Syllabus has been attached - This is required	

ENGL 2001:

Introduction to Literature

Meeting Times:

Meeting Location:

Instructor:

Office Location:

Office Hours:

Phone:

Email:

Course Description:

A course that introduces students to the conventions of poetry, fiction, non-fiction, drama, and film with the goal of developing collegiate-level reading and interpretation skills. Required for English majors. May count for credit in Area C.2.

In this class students will demonstrate and enhance the foundational collegiate skills necessary to read and interpret literary texts. In particular, students will learn what to look for while reading poetry, narrative, drama, and film, will gain vocabulary to discuss the relationship between form and content, and will practice finding meaning in literature. Students will practice using specific summary techniques; they will apply the terminology of literary criticism; and they will demonstrate an ability to move from descriptive observations about literary texts to larger claims about their meaning, context, and significance. Students will cultivate the ability to put their own ideas into writing and into conversation with others.

Required Texts:

- *Norton Introduction to Literature, Shorter 12th ed.* Kelly Mays. 9780393623574

Additional readings on CourseDen. You must bring all texts to class on the day they are assigned.

Learning Outcomes:

Students will learn to

- Identify and apply the vocabulary of literary study to interpret poetry, fiction, non-fiction, drama, and film;
- Evaluate and analyze themes, conventions, and form in written and verbal coursework;
- Develop and demonstrate metacognitive skills such as annotating, summarizing, re-reading, and formulating theoretical questions.

Assignment Summaries:

(See assignment sheets for detailed description, requirements, and rubrics for all assignments)

All written work for this class must be in MLA format: Times New Roman 12-pt font, double-spaced, with 1" margins

Reading Journal Assignments (25%): at multiple points during the semester, you'll work on honing your close reading and critical thinking skills. Some of these assignments will be done in class and turned in, while others will be done outside of class and submitted to CourseDen. You will be evaluated on the basis of the quality of your thinking in these short assignments, but not on the basis of your prose specifically.

Annotation & Notes (5%): An assignment that asks you to annotate a short fictional text we have read and compile notes on what you notice about it.

Response Paper (10%): A short informal interpretation of one of the poems we have read.

Problem Paper (20%): drawing on your skills developed throughout the semester as a whole, you will produce a polished, 3-4-page paper that uses your close reading skills to offer an argument for a possible interpretation of a central problem in one of the texts we read for class.

Tests (10%): Four 30-minute, in-class tests that will assess your knowledge of and ability to apply the central approaches we learn.

Literary Terms Project (10%): A collaborative digital project that you will work on through the semester. In groups, you will pick key terms from the course and 1) define them, 2) give examples of them, and 3) come up with prompts for how to apply them to interpreting literature. In turn, you will use the website we create as a study guide for your tests.

Participation (20%): This is a discussion-based course, so the majority of the knowledge we build is done together in class. To earn a good participation grade, you need to come to class every day, arrive on time, bring the readings, be prepared with questions and topics you want to discuss, and participate in our daily discussions regularly.

Grading Scale:

A+ = 98 B+ = 88 C+ = 78 D+ = 68 F = no credit

A = 95 B = 85 C = 75 D = 65

A- = 92 B- = 82 C- = 72 D- = 62

Class Policies:

Timelines:

Unless an unforeseen situation arises,

- I will return all assignments within one week from the time they are turned in
- I will respond to all emails within one 24-hour business day
- Talk to me before the next class period about any concerns or issues that arise, so I can best support your success in the class. Email is the best way to reach me, or stop by after class or in office hours.

Late work: all late assignments will be graded down by 1/3 of a grade per day (not class period!). An A paper becomes an A- if it is one day late, a B+ if it is two days late, etc.

Attendance: Everyone is allowed 1 free absence. Beyond that, all absences (excused or not) will start to bring your participation grade down. You cannot pass this class if you miss 5 or more days of class.

Electronics Use: I trust that if you are using your phone, tablet, laptop, or other device in class, that it is for class purposes. If you break this trust or use your device in a distracting way we will revisit this policy as a class.

Turning in Assignments: All essays will be turned in on CourseDen, under assignments. It is your responsibility to ensure that your files are successfully uploaded, and that they are in .docx format. If not, they will be counted as late.

Accessibility: If you have a disability or require any kind of accommodations in order to succeed in this course, please let me know within the first two weeks of class. You may also need to register at the Accessibility Services Office. They are at 123 Row Hall, 678-839-6428, <http://www.westga.edu/accessibility>.

Writing center: I highly encourage you to visit the writing center for help on essays (from brainstorming to final revisions) and specific writing issues. Call them to set up an appointment at 678-839-6513, visit them in TLC 1201, or email them at writing@westga.edu.

Academic Honesty: One of my goals is to help you approach academic work with confidence in your own perspective. Be secure in your own words, don't rely too much on others' ideas, and don't plagiarize. Give credit when you use other people's ideas (even when paraphrasing) and always quote when using someone else's ideas. If you have any doubts about whether or not something is plagiarism, ask me ahead of time. The English Department's Plagiarism policy applies to this course: www.westga.edu/academics/coah/english/departement-plagiarism-policy.php. If I suspect a student has plagiarized, I may use turnitin.com to produce an originality report on the assignment.

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

Program Goals: English majors will be able to:

1. Understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.
2. Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
3. Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Course Schedule: (subject to change)

*readings marked with an asterisk are on CourseDen

Date	Reading	Assignment
Week 1	Norton p. 1-9 (Introduction)	
Unit 1: Fiction		
	Norton 12-31 (Introduction to Fiction)	Journal entry
Week 2	Norton 85-92 (Plot) & 115-25 (Wharton story)	
	Norton 174-78 (Narration) & 184-85 (Kincaid story)	Journal entry
Week 3	Norton 218-25 (Character) & 238-252 (Morrison story)	
	Norton 284-90 (Setting) & 302-16 (Tan story)	Annotation & Notes
Week 4	Norton 334-39 (Symbol) & 383-87 (Theme)	
	Norton 519-537 (Contexts: 1900s, Chopin & Gilman stories)	Journal entry
Unit 2: Poetry		
Week 5	Norton 698-725 (Introduction to Poetry)	Test: Fiction
	Norton 735-747 (Speaker & selected poems)	
Week 6	Norton 761-773 (Situation & selected poems)	
	Norton 794-801 (Theme and Tone & selected poems)	Journal entry
Week 7	Norton 822-28 (Language & selected poems)	
	Norton 834-44 (Visual Imagery & selected poems)	Journal entry
Week 8	Norton 848-54 (Symbol & selected poems)	
	Norton 863-79 (The Sounds of Poetry & selected poems)	Response Paper
Week 9	Norton 897-906 (Internal Structure) & 918-30 (Ext. Structure)	
Unit 3: Drama		
	Norton 1152-77 (Introduction to Drama)	Test: Poetry
Week 10	Norton 1178-87 (Elements of Drama)	
	Norton 1446-73 (<i>A Raisin in the Sun</i> contexts & Act I, scene 1)	Journal entry
Week 11	Norton 1473-1509 (<i>A Raisin in the Sun</i> Act I, sc. 2-Act II, sc. 3)	
	Norton 1509-1520 (<i>A Raisin in the Sun</i> Act III)	Journal entry
Unit 4: Nonfiction		
Week 12	*Read Chalykoff, "Introduction to Literary Nonfiction"	Test: Drama
	*Read Truth, "Ain't I a Woman?" & Mock, "I was Born a Boy"	
Week 13	*Read Woolf, "Professions for Women" & from <i>Three Guineas</i>	
	*Read Anzaldua, "How to Tame a Wild Tongue"	Journal entry
Unit 5: Film		
Week 14	*Read Ryan & Lenos, Intro from <i>An Introduction to Film Analysis</i>	
	Watch <i>The Seashell and the Clergyman</i>	Journal entry
Week 15	Watch <i>The Piano</i>	
	Watch <i>The Babadook</i>	Test: Nonfiction & Film
Final Exam period		Problem Paper

MATH - 2063 - Introductory Statistics

2019-2020 Undergraduate Delete Course Request

Curriculum Proposal

Course Prefix*

MATH

Course Number* 2063**Course Title*** Introductory Statistics

Course Catalog Description* (Non-credit for mathematics major or minor). A non-calculus based introduction to methods of descriptive statistics, probability, discrete and continuous distributions, and other fundamental concepts or statistics. variance will be covered. Appropriate technology, a graphing calculator or statistical software package, will be used.

**College - School/
Department***

Department of Mathematics

Rationale* MATH 2063 is being replaced by MATH 1401, as mandated by the BOR in an initiative to have a common prefix, course number, and course description for introductory-level, non-calculus-based statistics courses across the USG.

**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

**Is this a School
of Nursing
course?***☐ Yes ☒ No**Is this a College
of Education
course?***☐ Yes ☒ No**Desired Effective
Semester**

Fall

**Desired Effective
Year**

2019

**What courses/programs
will this deletion
impact?*** [Close Window](#)
Impact Report for MATH 2063
Source: Undergraduate Catalog 2018-2019

Prerequisite(s):

ECON 3406 - Statistics for Business II
MGNT 4660 - Strategic Management
MKTG 3808 - Business Research

Programs

Accounting, B.B.A.
Anthropology, B.S.
Chemistry, Non-ACS Track - Business Option, B.S.
Chemistry, Non-ACS Track - General Option, B.S.
Chemistry, Non-ACS Track - Professional Preparation Option, B.S.
Chemistry, Non-ACS Track - Secondary Education Option, B.S.
Chemistry, Pre-Professional Track, B.S.
Computer Science, B.S.
Data Analytics Certificate (DAC)
Economics, B.B.A.
Finance, B.B.A.
General Education Requirements (Core Curriculum)
Geography, B.S.
Geology, Earth Science Secondary Education Concentration, B.S.
Geology, Environmental Geology Concentration, B.S.
Geology, Professional Geology Concentration, B.S.
Health and Community Wellness, B.S.
Management Information Systems, B.B.A.
Management, B.B.A.
Marketing Minor
Marketing, B.B.A.
Nursing, Pre-Licensure Track, Newnan, BSN
Nursing, Pre-licensure Track, Carrollton, BSN
Nursing, RN to BSN Track, BSN
Pharmacy
Political Science, B.A.
Political Science, B.S.
Psychology, B.S.
Real Estate, B.B.A.
Speech-Language Pathology, B.S.Ed.

Source: Working Undergraduate Catalog 2019-2020

Prerequisite(s):

ECON 3406 - Statistics for Business II
MGNT 4660 - Strategic Management
MKTG 3808 - Business Research

Programs

Accounting, B.B.A.
Anthropology, B.S.
Chemistry, Non-ACS Track - Business Option, B.S.
Chemistry, Non-ACS Track - General Option, B.S.
Chemistry, Non-ACS Track - Professional Preparation Option, B.S.
Chemistry, Non-ACS Track - Secondary Education Option, B.S.
Chemistry, Pre-Professional Track, B.S.
Computer Science, B.S.
Data Analytics Certificate (DAC)
Economics, B.B.A.
Finance, B.B.A.
General Education Requirements (Core Curriculum)
Geography, B.S.
Geology, Earth Science Secondary Education Concentration, B.S.

Geology, Environmental Geology Concentration, B.S.
Geology, Professional Geology Concentration, B.S.
Health and Community Wellness, B.S.
Management Information Systems, B.B.A.
Management, B.B.A.
Marketing Minor
Marketing, B.B.A.
Nursing, Pre-Licensure Track, Newnan, BSN
Nursing, Pre-licensure Track, Carrollton, BSN
Nursing, RN to BSN Track, BSN
Pharmacy
Political Science, B.A.
Political Science, B.S.
Psychology, B.S.
Real Estate, B.B.A.
Speech-Language Pathology, B.S.Ed.

Managing the Change from Existing Course Designations for Elementary Statistics to the New Common Course Prefix, Number, and Title for Elementary Statistics

MATH 1401 or STAT 1401 Elementary Statistics

I am including a spreadsheet that shows how Elementary Statistic courses now appear in the STEM Weighted Courses Directory for your institution.

https://apps.gsfc.org/securenextgen/dsp_stem_course_listings.cfm

Most institutional listings currently include MATH 1401 Introduction to Statistics (eCore) as well as native institutional statistics courses. I have done my best to pick out the non-calculus-based elementary statistics courses that are offered by institutional prefixes, numbers, and titles.

Effective fall 2019, institutions are to convert these introductory statistics courses to common prefixes (either MATH or STAT), number (1401), title (Elementary Statistics), description, and basic course outline.

Although MATH 1401 is already on the list for most institutions, the title is listed (for most) as "Introduction to Statistics (eCore)." This will need to be changed to "Elementary Statistics."

You should delete the current course listing for eCore MATH 1401 on the spreadsheet for HB 801 changes. You should add either MATH 1401 or STAT 1401 Elementary Statistics, assuming that you plan to offer the common course.

You should delete your old basic statistics course listing (if you are converting to the new course listing – every institution should be doing this UNLESS their existing statistics course is not comparable to the new course).

Please note that your Banner title listings for MATH 1401 are in most cases not the same as the HB 801 titles. I don't know whether your students have been getting credit for this course when the titles don't match, but let's make sure that the HB 801 and Banner titles match going forward, and that all institutions are using the new common title: Elementary Statistics.

Please contact me if you have questions.

Barbara Brown

Barbara.Brown@usg.edu

404-962-3107

MATH - 1401 - Elementary Statistics**2019-2020 Undergraduate New Course Request****Curriculum Proposal****Course Prefix*****MATH****Course Number* 1401****Course Title* Elementary Statistics****Long Course Title****Lec Hrs* 3****Lab Hrs* 0****Credit Hrs* 3****Course Type*****Mathematics****College - School/
Department*****Department of Mathematics****Catalog Course
Description***

This is a non-calculus based introduction to statistics. Course content includes descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistical topics.

**Is the
addition/change
related to core,
honors, or XIDS
courses?***☒ Yes☐ No**Is this a General
Education
course?***☒ Yes ☐ No**If yes, which
area(s) (check
all that apply):**☐ Area A☐ Area B☐ Area C☒ Area D☐ Area E**Is this a School** ☐ Yes ☒ No**Is this a College** ☐ Yes ☒ No

of Nursing course?*	of Education course?*
Desired Effective Semester* Fall	Desired Effective Year* 2019
Frequency 3	Grading* Undergraduate Standard Letter
Student Learning Outcomes See attached syllabus	
Rationale* These changes are mandated by the BOR, as part of a plan to have common prefix, course number, and course description for non-calculus-based introductory statistics courses across the USG. This course will replace MATH 2063.	
Prerequisites MATH 1101, MATH 1001, or MATH 1111	
Corequisites	
Cross-listing	
Restrictions	
May be repeated	
Fee* 0	
Fee Justification	
Planning Info* <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement	
Present or Projected Annual Enrollment* 850	
Attach syllabus* <input checked="" type="radio"/> Syllabus has been attached - This is required	

MATH 1401 Elementary Statistics

Hours Credit: 3 hours

Prerequisites: MATH 1001, MATH 1101, or MATH 1111

Course Description: A non-calculus based introduction to methods of descriptive statistics, probability, discrete and continuous distributions and other fundamental concepts of statistics.

Texts and Other Materials:

- Textbook: Discovering Statistics, Daniel T. Larose, W.H. Freeman and Company, 3rd Edition
- Workbook (Optional): Workbook for Introductory Statistics, Karen Smith, Ayona Chatterjee, Fengrong Wei, Kendall Hunt Publishing Company
- Additional reading and instructional materials are available on CourseDen (for example, lecture ppt, example problems, list of homework assignment).

Topics: Methods for describing sets of data, including descriptive statistics and histograms. Simple linear regression. Probability of discrete and continuous random variables, including the binomial and normal random variables. Sampling distributions, including the Central Limit Theorem, Hypothesis testing, and Confidence intervals.

Learning Outcomes: Upon successful completion of this course, the students will

1. know how to properly collect, describe, and analyze data,
2. know how to make inferences about the population under study based on the sample data collected, and
3. be able to interpret the statistics with which we are bombarded on a daily basis in the print media, on radio, and on television, to help make informed decisions about their lives.

Course Schedule

Read Syllabus and orientation quiz

2.1 Graphs and Tables for Categorical Data

2.2 Graphs and Tables for Quantitative Data

3.1 Measures of Center

3.2 Measures of Variability

4.1 Scatterplots and Correlation

4.2 Introduction to Regression

5.1 Introducing Probability

5.2 Combining Events

5.3 Conditional Probability

5.4 Counting Methods

6.1 Discrete Random Variables

6.2 Binomial Probability Distribution

6.4 Continuous Random Variables and the Normal Probability Distribution

6.5 Applications of Normal Distribution

6.6 Normal Approximation to the Binomial Probability Distribution

7.1 Central Limit Theorem for Means

8.1 Z Interval for the Population Mean

8.2 t Interval for the Population Mean

8.3 Z Interval for a Population Proportion

9.1 Introduction to Hypothesis Testing

9.2 Z Test for the Population Mean: Critical-Value Method

9.4 t Test for the Population Mean

9.5 Z Test for the Population Proportion

10.1 Inference for Mean Difference-Dependent Samples

10.2 Inference for Two Independent Mean

Review

Final Exam

Mathematics, Accelerated Masters Track, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program*

- ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* Mathematics, Accelerated Masters Track, B.S.

Program ID* 0000

Program Code

Program Type*

Bachelor

Degree Type*

Bachelor of Science

College - School/ Department*

Department of Mathematics

Program Description*

The Accelerated Bachelor's to Master's Degree Program in Mathematics allows outstanding students majoring in mathematics to begin earning credit toward a masters degree in mathematics while completing their Bachelor's degree by allowing these exceptional students to count up to 6 hours toward both degrees. Upon completion of the undergraduate degree, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Mathematics Masters Program, and the courses taken as an undergraduate will be applied toward the masters degree. Students applying for the accelerated program must:

- Have completed at least 90 hours toward a Bachelor's degree
- Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia
- Have a UWG GPA of 3.2 or higher
- Meet all admission requirements for the Mathematics Masters Program with the exception of the completed undergraduate degree

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Program
Learning
Outcomes**

**Modification
Comments**

Rationale* This track will provide exceptional students in the Mathematics B.S. Program with the opportunity to earn the B.S. and Master degrees more quickly and reduce their tuition costs. Having such a program will also help the Mathematics Department attract such exceptional students.

**Desired Effective
Semester*** **Fall**

**Desired Effective
Year*** **2019**

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

**Is this a School
of Nursing
Program?*** ☐ Yes ☒ No

**Is this a College
of Education
Program?*** ☐ Yes ☒ No

**Program
Location*** **Carrollton**

**Prospective
Curriculum***

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

Total: 120 Hours

- 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

Comments

- Is Senate Review required?*
- ☒ Yes
 - ☐ No

2019-20 Program Map – BS Mathematics (Accelerated Masters Track)

YEAR 1				
TERM1			TERM 2	
Courses	Credits		Courses	Credits
MATH 1634 (Core A2(3), F(1))	4		MATH 2644 (Core F)	4
ENGL 1101 (Core A1)	3		MATH 2009 (Core F)	1
Core E1	3		CS 1300 (Core F)	4
Core E3	3		ENGL 1102 (Core A1)	3
Core B2	1		Core E2	3
SEMESTER TOTAL	14		SEMESTER TOTAL	15
Milestones			Milestones	
<ul style="list-style-type: none">Complete ENGL 1101 C or betterComplete Calculus I		<ul style="list-style-type: none">Complete A1 requirementComplete Calculus II		

YEAR 2				
TERM1			TERM2	
Course	Credits		Course	Credits
MATH 2645 (Core F)	4		MATH 2853 (Core F)	4
MATH 3003W	3		MATH 3243W	3
CS 1301	3		Core C2	3
Core B1	3		Core D1 science with lab	4
Core C1	3			
SEMESTER TOTAL	16		SEMESTER TOTAL	14
Milestones			Milestones	
<ul style="list-style-type: none">Complete Calculus SequenceComplete CS requirement		<ul style="list-style-type: none">Complete D1 requirementComplete DSW requirement		

YEAR 3				
TERM1			TERM2	
Course	Credits		Course	Credits
MATH 3303	3		MATH 4XXX	3
MATH 4353	3		MATH 4XXX	3
POLS 1101 (Core E3)	3		MATH 4XXX	3
Core D1 science with lab	4		Directed Elective 1	3
Elective	2		Core E4	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
<ul style="list-style-type: none">Complete Core requirement		<ul style="list-style-type: none">		

YEAR 4				
TERM1			TERM2	
Course	Credits		Course	Credits
MATH 4XXX or 6XXX*	3		MATH 4XXX or 6XXX*	3
MATH 4XXX	3		MATH 4XXX	3
MATH 4XXX	3		MATH 4983	1
Elective	3		Directed Elective 3	3
Directed Elective 2	3		Elective	3
			Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	16
Milestones			Milestones	
			<ul style="list-style-type: none">Complete All 120 credit requirement	

**6000-level courses must be selected from the Mathematics Department's list of approved graduate courses.*

Approved Graduate Courses

The table below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may take up to two such courses.

Graduate Course	Replaced undergraduate Course	
MATH 6043 – Topics in Number Theory	MATH 4043 – Number Theory	
MATH 6203 – Applied Probability	MATH 4203 – Mathematical Probability	
MATH 6213 – Statistical Methods	MATH 4213 – Mathematical Statistics	
MATH 6253 – Mathematical Analysis I	MATH 4253 – Real Analysis	
MATH 6363 – Partial Differential Equations	MATH 4363 – Partial Differential Equations	
MATH 6413 – Advanced Modern Algebra I	MATH 4413 – Abstract Algebra I	
MATH 6473 – Combinatorial Analysis	MATH 4473 – Combinatorics	
MATH 6483 – Theory of Graphs	MATH 4483 – Graph Theory	

Mathematics Accelerated Bachelor's to Master's Degree Program

The Accelerated Bachelor's to Master's Degree Program in Mathematics allows outstanding students majoring in mathematics to begin earning credit toward a masters degree in mathematics while completing their Bachelor's degree by allowing these exceptional students to count up to 6 hours toward both degrees.

Upon completion of the undergraduate degree, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Mathematics Masters Program, and the courses taken as an undergraduate will be applied toward the masters degree.

Eligibility Requirements

Students applying for the accelerated program must:

- Have completed at least 90 hours toward a Bachelor's degree
- Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia
- Have a UWG GPA of 3.2 or higher
- Meet all admission requirements for the Mathematics Masters Program with the exception of the completed undergraduate degree
- Students applying for the accelerated program will not be required to take standardized admissions tests.

Application Process

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

Acceptance to the Program

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

Biology, Professional Preparation Track, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* Biology, Professional Preparation Track, B.S.

Program ID* 1908

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/Department* Department of Biology

Program Description* Biology, Professional Preparation Track, B.S.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Learning Outcomes

Modification The following courses will be added to the list of courses which satisfy the
Comments CLINICAL BIOLOGY sub-discipline requirement:

BIOL 4727 Essentials in Immunology
 BIOL 4728 Bacterial Pathogenesis
 BIOL 4315 Bacterial Genetics

Rationale* These classes satisfy the proposed embedded microbiology certificate and need to be moved into a sub-discipline. In addition these courses have been modified recently to include specific material relevant to the clinical field of microbiology.

Desired Effective Semester* Spring

Desired Effective Year* 2019

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

Is this a School of Nursing Program?* ☐ Yes ☒ No

Is this a College of Education Program?* ☐ Yes ☒ No

Program Location* Carrollton

Prospective Curriculum*

Requirement

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

Core Curriculum Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 Precalculus

[Right] required under Area A

[After] Two lab sciences required under Area D, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Note:

Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Core Area F: 18 Hours

MATH 1113 Precalculus

**BIOL 2107 Principles of Biology I
for Biology Majors**

**BIOL 2107L Principles of Biology I
Lab for Biology Majors**

**BIOL 2108 Principles of Biology II
for Biology Majors**

**BIOL 2108L Principles of Biology II
Lab for Biology Majors**

**[After] 1000/2000 Level Academic
Electives 10**

**Requirements for Major: (21 hours BIOL
3000/4000): 39 Hours**

Lower division requirements for Major:

CHEM 2411 Organic Chemistry I

**CHEM 2411L Organic Chemistry I
Laboratory**

Upper division requirements for Major: 39 Hours

BIOL 4984 Senior Biology Seminar

[After] Organismal Requirement 3 - 4 1

[After] Prokaryotic Requirement 3 - 4 1

[After] Ecological/Evolutionary Requirement 3 - 4 1

[After] Physiological Requirement 3 - 4 1

[After] Cell and Molecular Requirement 3 - 4 1

[After] Clinical Requirement 3 - 4 1

[After] Chemistry Requirement 3 - 4 1

[After] Biology Elective (3000/4000) 0 - 17

[After] Elective (3000/4000) 0 - 17

Supporting Courses for the Major: 6 Hours

MATH 1113 Precalculus

[Right] (if not in Area F)

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

[Right] (if not in Area F)

CHEM 2411 Organic Chemistry I

CHEM 2411L Organic Chemistry I Laboratory

[Right] (if not in Area F)

BIOL 1110 Biological Diversity

[Right] (if not in Area F)

Electives: 0-15 Hours

Total: 120 Hours**Subtopic Biology Courses**

Courses that meet the subdiscipline requirements are compiled in Table A.

Table A**Courses that meet the Requirement****Sub-Discipline****Organismal Requirement**

BIOL 3221 Taxonomy of Flowering Plants and Ferns

BIOL 3223 Vascular Plants

BIOL 3226 Natural History of Vertebrates

BIOL 3231 Comparative Vertebrate Anatomy

BIOL 3232 Vertebrate Evolution

BIOL 4241 Entomology

BIOL 4242 Invertebrate Zoology

BIOL 4245 Ichthyology

BIOL 4441 Animal Behavior

Procaryotic Requirement

BIOL 3310 Microbiology

Ecological/Evolutionary Requirement

BIOL 3135 Ecology

BIOL 3242 Evolution

Physiological Requirement

BIOL 3513 Human Physiology

BIOL 4539 Comparative Physiology

Cell and Molecular Requirement

**BIOL 3134 Cell and Molecular
Biology**

Clinical Requirement

**BIOL 3621 Genetics and Medical
Genetics**

BIOL 3526 Vertebrate Histology

**BIOL 4325 Advanced Medical
Microbiology**

BIOL 4729 Medical Virology

BIOL 4730 Emerging Pathogens

**BIOL 4731 Introduction to
Toxicology**

BIOL 4732 Biology of Aging

BIOL 4733 Nutrition

BIOL 4734 Neuroscience

Chemical Requirement

**BIOL 4503 Biological Perspectives:
Biochemistry**

CHEM 3422 Organic Chemistry II

**CHEM 3422L Organic Chemistry II
Laboratory**

[After] CHEM 3310

[After] CHEM 3310L

CHEM 4711 Biochemistry

Note:

* Lab not required for Secondary Education Track

Course Pre-requisite Information

Note 1:

Unless otherwise noted in the course description, the prerequisites for all upper division courses are equivalent to either of the following two combinations of courses including the minimum grade designations.

Combination A is:

**BIOL 2107 Principles of Biology I
for Biology Majors**

**BIOL 2107L Principles of Biology I
Lab for Biology Majors**

**BIOL 2108 Principles of Biology II
for Biology Majors**

**BIOL 2108L Principles of Biology II
Lab for Biology Majors**

**CHEM 1211K Principles of Chemistry
I and Lab**

**CHEM 1212K Principles of Chemistry
II and Lab**

**[After] A minimum grade of C is required
for every BIOL course of
Combination A.**

Combination B is:

BIOL 1107 Principles of Biology I

**BIOL 1107L Principles of Biology I
Laboratory**

BIOL 1108 Principles of Biology II

**BIOL 1108L Principles of Biology II
Laboratory**

**CHEM 1211K Principles of Chemistry
I and Lab**

**CHEM 1212K Principles of Chemistry
II and Lab**

**[After] The minimum aggregate GPA for
Combination B is 2.5.**

Note 2:

**Biology Majors should complete Combination A unless
transferring the equivalent of BIOL 1107 or BIOL 1108 from
another major or from another institution.**

**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

Comments

**Is Senate Review
required?*** ☐ Yes
☒ No

BIOL - 1015L - The Unseen World of Microorganisms Lab
2019-2020 Undergraduate Delete Course Request

Curriculum Proposal

Course Prefix*

BIOL

Course Number* 1015L**Course Title*** The Unseen World of Microorganisms Lab

Course Catalog Description* Students may take lecture without lab, however the lecture portion is a co-requisite or pre-requisite to this lab course. The lab modules consist of hands-on and virtual labs that are shipped to off-campus students.

**College - School/
Department***

Department of Biology

Rationale* The laboratory component of this course will not be offered in the future.**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

**Is this a School
of Nursing
course?***☐ Yes ☒ No**Is this a College
of Education
course?***☐ Yes ☒ No**Desired Effective
Semester**

Fall

**Desired Effective
Year**

2019

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

Impact Report for BIOL 1015L

Source: Working Undergraduate Catalog 2019-2020

Programs

General Education Requirements (Core Curriculum)

BIOL - 4266 - Molecular Ecology

2019-2020 Undergraduate Revise Course Request

Curriculum Proposal

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

- ☐ Course Title (list new title in imported boxes below)
- ☐ Prerequisites
- ☐ Corequisites
- ☐ Cross-listing
- ☐ Catalog Description (list new description in imported box below)
- ☒ Credit Hours (list new credit hours in imported boxes below)
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency
- ☐ Grading
- ☐ Fee
- ☐ Repetition
- ☐ Other

**If other, please
identify.**

Course Prefix*

BIOL

Course Number* 4266

Course Title* Molecular Ecology

Long Course Title

Lec Hrs* 4

Credit Hrs* 4

Lab Hrs* 0

Course Type*

Biology

**College - School/
Department***

Department of Biology

Catalog Course Description*	This course examines the use of molecular genetic data to the understanding of ecological and evolutionary processes in the natural populations such as genetic diversity, dispersal, gene flow and phylogeography. This course will also examine how molecular genetic data is utilized to study behavioral mechanism such as mate selection and foraging. Application of molecular ecology principles to conversation will also be explored.	
Frequency	<input type="text" value="1"/>	Grading* Undergraduate Standard Letter
Revised Prerequisites		
Revised Corequisites		
Revised Cross-listing		
Revised Student Learning Outcomes		
Revised Restrictions		
Revised Fee		
Revised Frequency	Revised Grading	
Revised - Is this course repeatable for credit?	If yes, how many times?	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Modification Comments*	We would like to change the credit of this course from 3 hours to 4 hours. The instructor would like to incorporate additional experiential learning activities in the course, but the current number of credit hours makes it impractical to do so without taking away significant class time. Adding the additional credit hour would make it possible to have the necessary amount of class time while also leaving time for significant experiential learning content.	
Present or Projected Annual Enrollment*	20	
Planning Info*	<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement	
Is the addition/change	<input type="checkbox"/> Yes	

related to core, honors, or XIDS courses?* <input checked="" type="checkbox"/> No	
Is this a School of Nursing course?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Desired Effective Semester* Fall	Desired Effective Year* 2019
Is Senate Review Required?* <input checked="" type="radio"/> Yes <input type="radio"/> No	

Administrative Use Only - DO NOT EDIT

Course ID* 22997

BIOL - 4425 - Fire Ecology

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix*

BIOL

Course Number* 4425**Course Title*** Fire Ecology**Long Course Title****Lec Hrs*** 3**Lab Hrs*** 1**Credit Hrs*** 4**Course Type***

Biology

**College - School/
Department***

College of Science and Mathematics

Department of Biology

**Catalog Course
Description***

This is a field-based course in fire ecology concepts and techniques of the Southeast. Hands-on lessons address the use of prescribed fire to benefit ecosystems and cover safety, weather, fuel, firing techniques, and smoke management. Students will write a prescribed burn plan and participate in several burn events outside of regular class time

**Is the
addition/change
related to core,
honors, or XIDS
courses?***

☐ Yes☒ No

**Is this a General
Education
course?***

☐ Yes☒ No

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

☐ Area A☐ Area B☐ Area C☐ Area D☐ Area E

Is this a School of Nursing course?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Is this an Honors College course?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Desired Effective Semester* Spring	Desired Effective Year* 2020
Frequency 1	Grading* Undergraduate Standard Letter
Student Learning Outcomes	Students will be able to describe fundamental concepts and techniques of fire ecology in southern US ecosystems. Students will be able to demonstrate mastery of basic prescribed fire techniques and equipment in a field setting. Students will be able to apply and communicate fire ecology concepts via written and oral forms. Students will use knowledge and skills to assist local woodlands group with conducting prescribed fires to benefit ecosystem health and natural resource objectives. Students will be able to work safely and effectively in a collaborative team environment.
Rationale*	This course will serve as an upper level biology elective and discipline specific writing course option. It provides a unique opportunity for students to learn the importance of fire in southern ecosystems and hands-on experience of course concepts. The training they receive will improve our student's career placement as natural resource agencies and environmental consultants in the region extensively use fire management techniques.
Prerequisites	(BIOL 2107 with a minimum grade of C and BIOL 2107L with a minimum grade of C and BIOL 2108 with a minimum grade of C and BIOL 2108L with a minimum grade of C) or (BIOL 1107 and BIOL 1107L with a minimum grade of C and BIOL 1108 and BIOL 1108L with a minimum grade of a C) and CHEM 1211K or (CHEM 1211 and CHEM 1211L) and CHEM 1212K or (CHEM 1212 and CHEM 1212L)

Corequisites	
Cross-listing	
Restrictions	Instructor permission is required.
May be repeated	
Fee* 35.00	
Fee Justification	
Planning Info*	<div><div><input checked="" type="radio"/> Library Resources are Adequate</div><div><input type="radio"/> Library Resources Need Enhancement</div></div>
Present or Projected Annual Enrollment*	12
Attach syllabus*	<div><div><input checked="" type="radio"/> Syllabus has been attached - This is required</div></div>

BIOL 4985: Fire Ecology Spring 2019

Meeting time: Tuesday 9:00-10:15 am, in Biology Building, Room 151

Professor: Dr. Andrew Edelman

Office location: Biology Building, Room 159

Office hours: Monday & Wednesday 10:30-11:30 am & 12:30-1:30 pm, Tuesday 8 am-11:30 am & 12:00-2:30 pm, or by appointment.

E-mail (best way to contact me): aedelman@westga.edu

Office phone: 678-839-4042

Prerequisites

Instructor permission is required. Only upper level undergraduates can take this course. Undergraduate students should at least have a C grade in both BIOL 2107/2107L and BIOL 2108/2108L or both BIOL 1107/1107L and BIOL 1108/1108L. Instructor permission is required if you do not meet these prerequisites. Students must demonstrate they have the maturity and physical abilities to perform the required prescribed fire activities. Admittance to the class requires an interview with the instructor. In addition, the student must complete all required forms and waivers as directed by UWG and other groups.

Required Course Materials

Wildland firefighting boots consisting of the following characteristics: 8 inch minimum boot height, all leather uppers (no synthetic collars or panels), lace up (no zippers or pull ons), defined heel, oil resistant soles, rating of good or better on sole heat resistance, and non-slip sole (no steel toes). Logger style boots (without steel toe) are the most affordable option (<\$150). Make sure your boots meet all the above requirements otherwise you will not be allowed to participate in prescribed fire activities. You may also want to purchase an expensive N95 mask to reduce smoke inhalation.

Course Description

This is a field-based course in fire ecology concepts and techniques. The class is challenging and requires a significant commitment of time and energy. Students are required to participate in 3 prescribed fire events with local woodlands group or other approved organization. As a Discipline Specific Writing (DSW) course we will engage in a variety of writing prompts including a written burn plan. This course will address the following learning goals:

- Describe fundamental concepts and techniques of fire ecology in southern US ecosystems
- Demonstrate mastery of basic prescribed fire techniques and equipment in a field setting
- Apply and communicate fire ecology concepts via written and oral forms.
- Use knowledge and skills to assist local woodlands group with conducting prescribed fires to benefit ecosystem health and natural resource objectives
- Work safely and effectively in a collaborative team environment.

Course Assessment

Your final grade in the course will be determined by the number of points you receive on a variety of assignments and exams. Please note that when calculating your final grade, I will drop your lowest score on in-class assignments and reading responses. No extra credit is offered in this course. No late items are accepted except in cases where timely third-party documentation can be provided. Grades will be posted

on CourseDen periodically throughout the semester. You will need the following percentage points to ensure a specific letter grade: A 90-100%, B 80-89%, C 70-79%, D 60-69%, and F < 60%. Your overall grade will be distributed according to the following scheme:

Grade item	% of overall grade
Exams	40%
Successfully participate in 3 prescribed burns	30%
Burn written plan	15%
Reading responses & online items	5%
Class attendance & participation	5%
Reading topic presentation	5%

Completing your safety training and waivers are required for you to participate in prescribed fire activities. You will maintain a provided log with your burn experience. The crew boss or Dr. Edelman must sign each entry. Be aware that you are responsible for completing 3 burn events. Burning is highly dependent on weather conditions and I cannot predict what days they will ask for volunteers. I recommend you volunteer several times early in the burn season to avoid running out of opportunities before the county burn ban (May 1). To safely conduct prescribed fires and write your burn plan, it is essential that you come to every class on time to learn the needed material and techniques. Students arriving less than 10 minutes late will receive a 25% penalty on class participation. After 10 minutes, the student will be marked as absent. For safety reasons, chronic tardiness and/or absences may result in the student not being allowed to participate in prescribed burn events. If a student is absent they will have to make up the missed material that day by writing a 4-page summary and conducting any labs on their own time.

Reading responses: There is only limited time for lecture in this course. Thus, it is essential that you come to each class well prepared and ready to discuss the material. Given the depth of our discussions and activities, it becomes painfully obvious when a student has not carefully read the assigned materials. I recommend that you take notes on the major concepts from each reading. To show that you have read the material, I require you to complete a reading response on the assigned material prior to the appropriate class session. You will be able to select from a variety of response options (see CourseDen for directions). You will upload your reading response to a dropbox on CourseDen prior to the class (no later than 8:50 am pm the day of class).

Class discussion & assignments: We will engage in a variety of in-class case studies, written assignments, and discussions related to the current topic each day. These activities are designed to promote a deeper understanding of the material. You will be assessed on these activities by both your participation and quality of work. Many of the discussion questions/activities will appear on the exams in some fashion.

Presentations: Students will give an oral presentation on an assigned global fire-adapted region/ecosystem. Undergraduate students can present on their own or with a partner, but graduate students must present on their own. Presentations will be 20-25 minutes in length.

Written burn plan: Each student will develop a written burn plan for an assigned local property (DSW writing requirement). The student will need to visit the site to assess conditions. The burn plan will address: objectives, land conditions, expected impact, burn parameters (weather & fuel conditions), smoke planning, need resources (firebreaks, personnel, & equipment), ignition techniques & mop up, etc. A rough draft will be submitted for comments several weeks before the final draft is due (finals week).

Exams: The exams typically consist of multiple choice, short answer, and short essay questions. **If you have an emergency prior to an exam, contact me IMMEDIATELY (well before the next class). There will be no make-up exams except for excused absences with third-party verification (e.g., doctor's note, funeral announcement, police report, etc.).** If you question the validity of a test question or the accuracy of the exam key, you must bring these concerns to me IN WRITING within 7 days of receiving your graded exam.

Personal Safety

UWG and I take your personal safety extremely serious. You will be provided with safety equipment (\$500 value) for prescribed fire activities including helmet, glasses, gloves, and nomex clothing. You will be responsible for caring for this equipment.

The following safety requirements must be followed during any class-related activities:

1. Wear a seat belt when riding in any vehicle (truck, UTV, etc.) at all times.
2. There is a strict no alcohol and illegal drugs policy during all course activities.
3. Inform Dr. Edelman of any known medical issues.
4. Wear all safety gear while on the fire lines (boots, gloves, helmet, eye protection, & Nomex clothing).
5. Wear non-synthetic (cotton, wool blend, etc.) beneath your fire gear.
6. Secure long hair (ponytail, man bun, etc.) and place under helmet or Nomex shirt.
7. Communicate any change in plans or hazards to your supervisor immediately.
8. Do not take any unnecessary risks such as entering the interior of a burn unit unless directed.
9. Always be aware of your escape routes and safety zones.
10. Bring enough water, food, medicine, and personal toiletries (sunscreen, insect spray, wipes, etc.) to last through the burn event.
11. Arrive on time to the burn event and do not leave until you have been cleared by the crew boss.
12. BE AWARE OF YOUR SURROUNDINGS AT ALL TIMES ON THE FIRELINES.

It is your responsibility as a team member to alert other people to safety issues. In addition, you should report severe breaches in safety protocol to the crew boss and Dr. Edelman. If you disregard any of these basic safety guidelines then you will be dropped from the class or given a failing grade in the course.

Class behavior

To create a positive learning environment, I ask you to follow a simple code of conduct:

1. Be respectful towards your fellow students and me
 2. Use of laptops/tablets/smartphones is encouraged, but only for class-related activities
 3. Arrive and leave according to the class schedule
 4. Avoid any loud or distracting behavior (loud eating, listening to music, personal conversations, etc.)
- If you exhibit repeated disruptive behavior, then you will be asked to leave (perhaps permanently).

Common Language for Course Syllabi

Students, please carefully review the following information at this link [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

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.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.

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php>

Fire Ecology Tentative Topics and Reading Assignments

Day	Topic	Assigned Reading & Due Dates
7 Jan	Introduction to course	
9 Jan	Fire history of the South	Stanturf & others 2002, Pgs. 607-610
14 Jan	Rx fire science & goals	Pgs. 10-11 in AL Rx burning guide & Pgs. 1-10 in Rx fire of southern ecosystems
16 Jan	Rx fire ecosystem effects	Pgs. 11-17 in Rx fire in southern ecosystems
21 Jan	No class, MLK Jr. Day	
23 Jan	No class, Dr. Edelman at meeting	
28 Jan	Weather	Pgs. 12-23 in AL Rx burning guide
30 Jan	Weather lab (outdoors)	
4 Feb	Fuel	Pgs. 24-31 in AL Rx burning guide
6 Feb	Fuel lab (outdoors)	
11 Feb	Firing techniques	Pgs. 35-42 in Rx fire in southern ecosystems
13 Feb	Techniques & safety lab (outdoors)	Prescribed burn equipment (OK Extension)
18 Feb	Jonathan Stober, USFS & WG Woodlands	
20 Feb	No class, Dr. Edelman at meeting	
25 Feb	Exam 1	
27 Feb	Guest speaker or documentary	
4 Mar	Smoke management	Pgs. 49-58 in AL Rx burning guide
6 Mar	Smoke management lab (computers)	
11 Mar	Burn laws, regulations, & careers	Rx fire liability factsheet
13 Mar	Presentation & writing workshop	Assign presentation topics
18 Mar	Burn planning	Pgs. 59-65 in AL Rx burning guide
20 Mar	Burn planning lab	
25 Mar	No class, spring break	
27 Mar	No class, spring break	
1 Apr	Executing & evaluating the burn	Pgs. 66-73 in AL Rx burning guide
3 Apr	Post-burn lab (field trip)	
8 Apr	Fire regimes of southern forests	Stanturf & others 2002, Pgs. 610-615
10 Apr	Fire regimes of southern forests	
15 Apr	Exam 2	
17 Apr	Presentations: Global fire ecology	(Draft burn plans due April 19)
22 Apr	Presentations: Global fire ecology	
24 Apr	Presentations: Global fire ecology	(Final burn plans due (May 7)

Note: This schedule is subject to change.

BIOL - 4427 - Conservation Biology

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix*

BIOL

Course Number* 4427**Course Title*** Conservation Biology**Long Course Title****Lec Hrs*** 3**Lab Hrs*** 1**Credit Hrs*** 4**Course Type***

Biology

**College - School/
Department***

College of Science and Mathematics

Department of Biology

**Catalog Course
Description***

Conservation biology is an interdisciplinary field with the main goal of preserving biodiversity. Course topics will cover ecosystem services, major threats, solutions, and policy related to biodiversity and endangered species. Students will apply their knowledge by conducting a local conservation research project and communicating their findings.

**Is the
addition/change
related to core,
honors, or XIDS
courses?***

☐ Yes☒ No

**Is this a General
Education
course?***

☐ Yes☒ No

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

☐ Area A☐ Area B☐ Area C☐ Area D☐ Area E

Is this a School of Nursing course?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Is this an Honors College course?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Desired Effective Semester* Fall	Desired Effective Year* 2020
Frequency 1	Grading* Undergraduate Standard Letter
Student Learning Outcomes	<p>Students will be able to summarize fundamental theories and concepts in conservation biology and apply them to issues related to sustainability and preserving biodiversity.</p> <p>Students will master basic research skills and techniques used in conservation biology.</p> <p>Students will be able to analyze and interpret scientific data for application to conservation problems.</p> <p>Students will be able to work effectively as part of a collaborative scientific team.</p> <p>Students will be able to communicate</p>
Rationale*	<p>This course will serve as an upper level biology elective and discipline specific writing course option. Besides the content, the course delivers valuable training in scientific research methods and communication. Currently, there does not exist a course in biology that solely focuses on conservation and sustainability. This course provides students interested in natural resource management, ecology, and environmental consulting with needed career skills and content.</p>
Prerequisites	<p>(BIOL 2107 with a minimum grade of C and BIOL 2107L with a minimum grade of C and BIOL 2108 with a minimum grade of C and BIOL 2108L with a minimum grade of C) or (BIOL 1107 and BIOL 1107L with a minimum grade of C and BIOL 1108 and BIOL 1108L with a minimum grade of a C) and CHEM 1211K or (CHEM 1211 and CHEM 1211L) and CHEM 1212K or (CHEM 1212 and CHEM 1212L)</p>

Corequisites	
Cross-listing	
Restrictions	
May be repeated	
Fee*	35.00
Fee Justification	
Planning Info*	<div><div><input checked="" type="radio"/></div>Library Resources are Adequate</div> <div><div><input type="radio"/></div>Library Resources Need Enhancement</div>
Present or Projected Annual Enrollment*	24
Attach syllabus*	<div><div><input checked="" type="radio"/></div>Syllabus has been attached - This is required</div>

Conservation Biology

Class meets Monday & Wednesday 12:30-1:45 pm in Biology Building, Room 151

Lab meets Wednesday 2:00-4:50 pm in Biology Building, Room 151

Professor: Dr. Andrew Edelman

Office location: Biology Building, Room 284

Office hours: Monday & Wednesday 9:30-11:30 am, Tuesday 8-11:30 am & 12-2:30 pm, or by appointment.

E-mail: aedelman@westga.edu (best way to contact me)

Office phone: 678-839-4042

Required Pre-requisites

At least a C grade in both BIOL 2107/2107L and BIOL 2108/2108L or both BIOL 1107/1107L and BIOL 1108/1108L CHEM 1211K or (CHEM 1211 and CHEM 1211L) and CHEM 1212K or (CHEM 1212 and CHEM 1212L). Instructor permission is required if you do not meet these pre-requisites.

Textbook, Readings, and Required Materials

We will use a free, textbook written by conservation experts called *Conservation Biology for All* available online at <http://www.mongabay.com/conservation-biology-for-all.html>. Links to other readings (articles and book chapters) will be provided on CourseDen.

Course Description

Conservation biology is a “mission-oriented, crisis-driven, problem-solving field.” This interdisciplinary science’s main goal is to preserve biodiversity in all its forms. As a student in the course you will actively participate in learning and applying key concepts from this field. Our class sessions will focus on using a variety of activities and discussions that will help you master the content and skills. Given that conservation biology is an applied science, this course will include a campus-centered research project designed and implemented by the class. We will typically work on our course project during lab each week, but we may also use our regular class time. It is essential that you come to each class prepared by having completed the assigned reading. To this end, you will write reading responses prior to each class on the assigned reading. As a Discipline Specific Writing (DSW) course we will engage in a variety of writing prompts including a final research project paper. To observe conservation biology in action, we will also take a full-day field trip (date to be determined).

Course Objectives

Our course will focus on the following learning objectives:

- Summarize fundamental theories and concepts in conservation biology and apply them to issues related to sustainability and preserving biodiversity.
- Master basic research skills and techniques used in conservation biology.
- Analyze and interpret scientific data for application to conservation problems.
- Work effectively as part of a collaborative scientific team.
- Communicate scientific knowledge, through a variety of media (written and orally), to general and scientific audiences.

Course Assessment

Your final grade in the course will be determined by the number of points you receive on a variety of assignments and exams. Please note that when calculating your final grade, I will drop your lowest score on in-class assignments, concept maps, and reading responses. You will need the following percentage points to ensure a specific letter grade: A 90-100%, B 80-89%, C 70-79%, D 60-69%, and F < 60% (no curving of final grades). No extra credit is offered. No late items are accepted except in cases where timely third-party documentation can be provided. Grades will be posted on CourseDen periodically throughout the semester. Your overall grade will be distributed according to the following scheme:

Grade item	% of overall grade
Class project (adjusted with evaluations)	30%
Data collection (5%)	
Outreach (5%)	
Research Presentation (10%)	
Research Paper (10%)	
Exam 1	20%
Exam 2	20%
In-class activities	10%
Concept maps (adjusted with evaluations)	10%
Reading responses	10%

Collaborative scientific teams: You will form a collaborative scientific team to work on a variety of tasks and projects during this class. Working with your team will help you master the material, tackle large projects, as well as aid in developing key interpersonal skills that are essential to modern science. To promote effective team functioning, I will ask you to construct a team behavior contract and provide peer feedback throughout the semester. Along with my own assessments, this peer feedback will be used to adjust your grade on team assignments and projects if necessary. Your peers and I have high expectations for your involvement in collaborative activities. Be aware that frequent absences, tardiness, lack of willingness to engage in field work and other activities, poor quality work, etc. will lead to lower adjustment of your group-based grades.

Reading responses: There is only limited lecture in this course. Thus, it is essential that you come to each class well prepared and ready to discuss the material. Given the depth of our discussions and activities, it becomes painfully obvious when a student has not carefully read the assigned materials. I recommend that you take notes on the major concepts from each reading. To show that you have read the material, I require you to complete a reading response on the assigned material prior to the appropriate class session. You will be able to select from a variety of response options (see CourseDen for directions). You will upload your reading response to a dropbox on CourseDen prior to the class (no later than 12:25 pm the day of class).

Class discussion & assignments: Attendance is not required, but we will engage in a variety of in-class case studies, written assignments, and discussions related to the current topic each day. These activities are designed to promote a deeper understanding of the material. You will be assessed on these activities by both your participation and quality of work. Many of the discussion questions/activities will appear on the exams in some fashion.

Concept maps: Toward the end of each section of material, you will summarize the key ideas and examples from the current topic by creating a concept map with your team. Your team will create the concept maps electronically (<https://www.spiderscribe.net/> or <https://bubbl.us/>) and upload them to a CourseDen group dropbox by no later than midnight on Wednesday. Given the limited time, often groups find it helpful to come to class with a rough draft of their concept map. I recommend that at least one person in your group brings a laptop/tablet to class to allow the group to revise the concept map. You may use these concept maps during the exams. Concept maps brought to exams must be printed on an 8.5" x 11" sheet of paper.

Exams: The exams typically consist of short answer and essay questions. **If you have an emergency prior to an exam, contact me IMMEDIATELY (well before the next class). There will be no make-up exams except for excused absences with third-party verification (e.g., doctor's note, funeral announcement, police report, etc.).** If you question the validity of a test question or the accuracy of the exam key, you must bring these concerns to me IN WRITING within 7 days of receiving your graded exam.

Class project: A major component of this course includes a research project designed and implemented by the class. You will work in your teams to complete your part of the project. As a class, we will be responsible for project design, implementation, analysis, and public outreach. Near the end of the semester, the undergraduates on your team will be responsible for presenting the results of the class project as a poster presentation. Outreach activities can take a variety of forms including social media, posters, and presentations (see our blog at <http://uwgconservationblog.tumblr.com/>).

Visit CourseDen Regularly: We will make use of the course website, located on CourseDen (<https://westga.view.usg.edu/>). I will use CourseDen to post the syllabus, announcements, and assigned readings. If you have any technical issues with the website, then contact the UWG Online help desk at 678-839-6248 or online@westga.edu.

Class behavior

To create a positive learning environment, I ask you to follow a simple code of conduct:

1. Be respectful towards your fellow students and me
2. Use of laptops/tablets/smartphones is encouraged, but only for class-related activities
3. Arrive and leave according to the class schedule
4. Avoid any loud or distracting behavior (loud eating, listening to music, personal conversations, etc.)

If you exhibit repeated disruptive behavior, then you will be asked to leave (perhaps permanently).

Common Language for Course Syllabi

Students, please carefully review the following information at this link [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

Tentative Lecture Topics and Reading Assignments

Day	Topic	Reading
Aug 15	Introduction to Course & Course Project	
Aug 20	Conservation Biology	Ch. 1
Aug 22	Biodiversity	Ch. 2
Aug 27	Ecosystem Services	Ch. 3
Aug 29	Ecosystem Services	Ch. 3
Sept 3	Labor Day Holiday, no classes	
Sept 5	Habitat Destruction	Ch. 4
Sept 10	Habitat Destruction	Ch. 4
Sept 12	Habitat Fragmentation	Ch. 5
Sept 17	Habitat Fragmentation	Ch. 5
Sept 19	Overexploitation	Ch. 6
Sept 24	Overexploitation	Ch. 6
Sept 26	Invasive Species	Ch. 7 & Hildreth et al. 2010
Oct 1	Invasive Species	Ch. 7 & Hildreth et al. 2010
Oct 3	Exam 1	
Oct 8	Dr. Edelman at meeting, no class	
Oct 10	Lab	
Oct 15	Climate Change	Ch. 8
Oct 17	Climate Change	Ch. 8
Oct 22	Extinction	Ch. 10
Oct 24	Extinction	Ch. 10
Oct 29	Conservation Planning	Ch. 11
Oct 31	Conservation Planning	Ch. 11
Nov 5	Longleaf Pine Restoration	Van Lear et al. 2005
Nov 7	Longleaf Pine Restoration	Van Lear et al. 2005
Nov 12	Endangered Species	Ch. 12 & Safe Harbor Sheet
Nov 14	Endangered Species	Ch. 12 & Safe Harbor Sheet
Nov 19	Thanksgiving Break, no classes	
Nov 21		
Nov 26	Conservation in human landscapes	Ch. 13; Miller vs. Marvier
Nov 28	Conservation in human landscapes	Ch. 13; Miller vs. Marvier
Dec 3	Presentations	
Dec 5	Exam 2	

Note: This schedule is subject to change. Additional readings may be added based on course project goals.

Tentative Lab Topics and Reading Assignments

Day	Topic	Reading
Aug 15	No lab	
Aug 22	Concept Maps	
Aug 29	Course Project: Project design	To be announced
Aug 30	Course Project: Project design	To be announced
Sept 5	Course Project: Project design	To be announced
Sept 12	Course Project: Conduct project	
Sept 19	Course Project: Conduct project	
Sept 26	Course Project: Conduct project	
Oct 3	Course Project: Conduct project	
Oct 10	Course Project: Conduct project	
Oct 17	Course Project: Conduct project	
Oct 24	Course Project: Outreach activities	
Oct 31	Course Project: Outreach & analyze data	
Nov 7	Course Project: Outreach & analyze data	
Nov 14	Course Project: Work on presentations & paper	
Nov 21	Thanksgiving Break, no classes	
Nov 28	Course Project: Work on presentations & paper	
Dec 5	Exam 2	

BIOL - 4441 - Animal Behavior

2019-2020 Undergraduate Revise Course Request

Curriculum Proposal

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

- ☐ Course Title (list new title in imported boxes below)
- ☐ Prerequisites
- ☐ Corequisites
- ☐ Cross-listing
- ☒ Catalog Description (list new description in imported box below)
- ☒ Credit Hours (list new credit hours in imported boxes below)
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency
- ☐ Grading
- ☒ Fee
- ☐ Repetition
- ☐ Other

**If other, please
identify.**

Course Prefix*

BIOL

Course Number* 4441

Course Title* Animal Behavior

Long Course Title

Lec Hrs* 4

Credit Hrs* 4

Lab Hrs* 0

Course Type*

Biology

**College - School/
Department***

Department of Biology

Catalog Course Description*	This course explores the general themes and important questions in animal behavior. We will cover subjects that examine how and why animals interact with each other and their environment. Topics include: animal communication, habitat selection, foraging, predator-prey dynamics, sexual selection, mating systems, behavioral development, and learning, among others.		
Frequency	1	Grading*	Undergraduate Standard Letter
Revised Prerequisites			
Revised Corequisites			
Revised Cross-listing			
Revised Student Learning Outcomes			
Revised Restrictions			
Revised Fee	\$0		
Revised Frequency	Revised Grading		
Revised - Is this course repeatable for credit?	<input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, how many times?
Modification Comments*	This course was recently redesigned. The laboratory component was deleted to allow for increased class time. The \$35 Sci Fee is no longer required due to deletion of the laboratory.		
Present or Projected Annual Enrollment*	20		
Planning Info*	<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement		
Is the addition/change related to core, honors, or XIDS courses?*	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Is this a School of Nursing	<input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education	<input type="radio"/> Yes <input checked="" type="radio"/> No

course?*	course?*
Desired Effective Semester* Fall	Desired Effective Year* 2019
Is Senate Review Required?* <input checked="" type="radio"/> Yes <input type="radio"/> No	

Administrative Use Only - DO NOT EDIT

Course ID* 23003

BIOL - 4445 - Marine Biology

2019-2020 Undergraduate Revise Course Request

Curriculum Proposal

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

- ☐ Course Title (list new title in imported boxes below)
- ☐ Prerequisites
- ☐ Corequisites
- ☐ Cross-listing
- ☒ Catalog Description (list new description in imported box below)
- ☒ Credit Hours (list new credit hours in imported boxes below)
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☒ Frequency
- ☐ Grading
- ☒ Fee
- ☐ Repetition
- ☐ Other

**If other, please
identify.**

Course Prefix*

BIOL

Course Number* 4445

Course Title* Marine Biology

Long Course Title

Lec Hrs* 4

Credit Hrs* 4

Lab Hrs* 0

Course Type*

Biology

**College - School/
Department***

Department of Biology

Catalog Course Description* The study of the kinds and distributions of marine organisms. Particular attention is paid to biotic and abiotic features of the oceans, survey of marine habitats, organism-habitat relationships, general ecological concepts influencing marine populations and communities, and human impacts and conservation efforts.

Frequency

1

Grading*

Undergraduate
Standard Letter

**Revised
Prerequisites**

**Revised
Corequisites**

**Revised Cross-
listing**

**Revised Student
Learning
Outcomes**

**Revised
Restrictions**

Revised Fee \$0

**Revised
Frequency**

Revised Grading

**Revised - Is this
course
repeatable for
credit?**

☐ Yes

☐ No

**If yes, how
many times?**

**Modification
Comments*** This course was recently redesigned. The laboratory component was deleted to allow for increased class time. The \$35 Sci Fee is no longer required due to deletion of the laboratory.

**Present or
Projected Annual
Enrollment*** 20

Planning Info*

☒ Library Resources are Adequate

☐ Library Resources Need Enhancement

**Is the
addition/change
related to core,
honors, or XIDS
courses?***

☐ Yes

☒ No

**Is this a School
of Nursing**

☐ Yes ☒ No

**Is this a College
of Education**

☐ Yes ☒ No

<div>course?*</div> <div>Desired Effective Semester*<div>Fall</div></div> <div>Is Senate Review Required?*<div><div><input checked="" type="radio"/></div> Yes<div><input type="radio"/></div> No</div></div>

Administrative Use Only - DO NOT EDIT

<div>Course ID* 23004</div>

Computer Science, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program*

- ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* Computer Science, B.S.

Program ID* 1926

Program Code

Program Type*

Bachelor

Degree Type*

Bachelor of Science

College - School/ Department*

Department of Computer Science

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

Status*

- ☒ Active-Visible ☐ Inactive-Hidden

Program Learning Outcomes

Graduates of the program will have an ability to:
1. Analyze a complex computing problem and to apply principles of

- computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
 3. Communicate effectively in a variety of professional contexts.
 4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
 5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
 6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

Modification Comments Note Regarding Previously Submitted and Approved Changes:

This program modification includes changes previously submitted and fully approved for Fall 2019 as of 1/7/2019 (see Curriculog proposal: <https://westga.curriculog.com/proposal:306/form>). We have since been asked to submit changes to accomodate the BOR/USG mandated change to replace MATH 2063 with MATH 1401, and identified one additional change needed to allow students with advanced math courses who transfer into the program the ability to substitute MATH 2644 - Calculus II for MATH 3003 - Transition to Advanced Math. Since the previously approved changes are not yet incorporated in the catalog in Curriculog, per advice from the Provost's Office, we are resubmitting the previously approved changes with these additional changes to ensure all changes are incorporated for Fall 2019.

Rationale* For new changes since previously approved program change submission:

- On April 20, 2018, the USG/BOR General Education Committee created a common course prefix, number, title, and description for the course, Introductory Statistics (AKA MATH 2063 here at UWG). The common course is MATH 1401 or STAT 1401 depending on where the course is housed. This change requires our math department to change the number of MATH 2063 to 1401. Thus, we are replacing MATH 2063 with MATH 1401 in the program's Area F and Supporting Courses.
- The program currently requires MATH 3003 - Transition to Advanced Mathematics to comply with the program's ABET accreditation standards for required hours in math. Although we prefer students to take this course, some students may come to the program having already completed/transferred in MATH 2644 - Calculus II. Calculus II will also satisfy ABET requirements for math. However, per the Office of the Registrar, we are not able to simply substitute a 2000-level course for a 3000-level course. So, we are adding MATH 2644 to the program as an alternative to MATH 3003.

For changes previously approved:

As a result of changes to ABET accreditation criteria applicable to the program, we are revising the program student learning outcomes to match those required by the criteria. The new criteria also reduces the number of required math and science hours, so we are removing the requirement for a lab science elective course as part of the major supporting courses. The hours will be shifted to general electives to provide students additional flexibility. Lastly we are revising the courses required in the program body to require students to complete an internship that will complement their course work and provides a valuable practical experience in the field.

Desired Effective Semester*

Fall

Desired Effective Year*

2019

Is the addition/change related to core, honors, or XIDS courses*

☐ Yes

☒ No

Is this a School of Nursing Program?*

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

Program Location*

Carrollton

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, and E: 42-43 Hours

Core Curriculum

Core Area A:

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

Core Area D:

MATH 1634 Calculus I
[Right] (required)

Take any two from the following (with Lab Component):**BIOL 1107 Principles of Biology I****[After] (+)****BIOL 1107L Principles of Biology I
Laboratory****BIOL 1108 Principles of Biology II****[After] (+)****BIOL 1108L Principles of Biology II
Laboratory****CHEM 1211 Principles of Chemistry
I****[After] (+)****CHEM 1211L Principles of Chemistry
I Lab****CHEM 1212 Principles of Chemistry
II****[After] (+)****CHEM 1212L Principles of Chemistry
II Lab****PHYS 2211 Principles of Physics I****[After] (+)****PHYS 2211L Principles of Physics I
Laboratory****PHYS 2212 Principles of Physics II****[After] (+)****PHYS 2212L Principles of Physics II
Laboratory****Core Area F - Major Specific Courses: 18 Hours****CS 1301 Computer Science I****CS 1302 Computer Science II****CS 2100 Introduction to Web
Development****MATH 1113 Precalculus****[Right] (from Area A)****MATH 1634 Calculus I****[Right] (from Area D)****MATH 2853 Elementary Linear
Algebra****MATH 1401 Elementary Statistics****[Right] (2 of 3)**

Supporting courses: 7-8 Hours

**ENGL 3405 Professional and
Technical Writing**

MATH 1401 Elementary Statistics

[Right] (1 of 3)

Select 1 course from the following:

**MATH 3003 Transition to Advanced
Mathematics**

MATH 2644 Calculus II

Program body: 47 Hours

CS 3110 System Architecture

**CS 3151 Data Structures and
Discrete Mathematics I**

**CS 3152 Data Structures and
Discrete Mathematics II**

CS 3201 Program Construction I

CS 3202 Program Construction II

CS 3211 Software Engineering I

CS 3212 Software Engineering II

CS 3230 Information Management

CS 3270 Intelligent Systems

CS 3280 Systems Programming

**CS 4225 Distributed and Cloud
Computing**

CS 4982 Computing Capstone

CS 4986 Computing Internship

[After] 2 additional 4000-level CS electives

6

Electives: 4-6 Hours

Total: 120 Hours

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

Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science. Students are allowed only one "D" in the Computer Science courses used to satisfy the major. Students must maintain a minimum cumulative GPA of 2.5 to declare and/or remain in the major. The minimum cumulative grade point average required for graduation is 2.0. Students must complete the science major option of Core Areas A & D Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major. There is no physical education requirement. Physical education classes will not count as electives. Students must complete other requirements for the major as listed by the Department of Computer Science.

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

Comments

Is Senate Review required?*

- ☒ Yes
- ☐ No

Program Modification Comparison Chart for B.S. in Computer Science

Proposed Effective Term: Fall 2019

Note Regarding Previously Submitted and Approved Changes

This program modification includes changes previously submitted and fully approved for Fall 2019 as of 1/7/2019 (see Curriculog proposal: <https://westga.curriculog.com/proposal:306/form>). We have since been asked to submit changes to accommodate the BOR/USG mandated change to replace MATH 2063 with MATH 1401, and identified one additional change needed to allow students with advanced math courses who transfer into the program the ability to substitute MATH 2644 - Calculus II for MATH 3003 - Transition to Advanced Math. Since the previously approved changes are not yet incorporated in the catalog in Curriculog, per advice from the Provost's Office, we are resubmitting the previously approved changes with these additional changes to ensure all changes are incorporated for Fall 2019.

Summary of Modifications and Rationale:

For new changes since previously approved program change submission:

- On April 20, 2018, the USG/BOR General Education Committee created a common course prefix, number, title, and description for the course, Introductory Statistics (AKA MATH 2063 here at UWG). The common course is MATH 1401 or STAT 1401 depending on where the course is housed. This change requires our math department to change the number of MATH 2063 to 1401. Thus, we are replacing MATH 2063 with MATH 1401 in the program's Area F and Supporting Courses.
- The program currently requires MATH 3003 - Transition to Advanced Mathematics to comply with the program's ABET accreditation standards for required hours in math. Although we prefer students to take this course, some students may come to the program having already completed/transferred in MATH 2644 - Calculus II. Calculus II will also satisfy ABET requirements for math. However, per the Office of the Registrar, we are not able to simply substitute a 2000-level course for a 3000-level course. So, we are adding MATH 2644 to the program as an alternative to MATH 3003.

For changes previously approved:

As a result of changes to ABET accreditation criteria applicable to the program, we are revising the program student learning outcomes to match those required by the criteria. The new criteria also reduces the number of required math and science hours, so we are removing the requirement for a lab science elective course as part of the major supporting courses. The hours will be shifted to general electives to provide students additional flexibility. Lastly we are revising the courses required in the program body to require students to complete an internship that will complement their course work and provides a valuable practical experience in the field.

Changes are shown **highlighted in bold**. Current catalog requirements and proposed edits are listed following this table.

Current Program	Differences & Rationale	Modified Program
<p><u>Student Outcomes</u></p> <ol style="list-style-type: none"> 1. Apply fundamental concepts of computer science, software engineering, science and mathematics in the modeling and design of computer systems. 2. Demonstrate an ability to implement, test, and deploy a computer-based system applying current and emerging methodologies and technologies. 3. Demonstrate an ability to apply ethical and professional standards to ensure computing benefits individuals and society as a whole. 4. Effectively function as a member of a team engaged in the process of modeling, designing, implementing, testing, and deploying of computer-based systems. 	<p>Newly adopted ABET accreditation criteria applicable to the program mandates certain required student outcomes. We are revising the program student outcomes to match those required by the criteria.</p>	<p><u>Student Outcomes</u> Graduates of the program will have an ability to:</p> <ol style="list-style-type: none"> 1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. 2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. 3. Communicate effectively in a variety of professional contexts. 4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. 5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. 6. Apply computer science theory and software development fundamentals to produce computing-based solutions.
<p><u>Core Area F - Major Specific Courses: 18 Hours:</u> CS 1301 Computer Science I CS 1302 Computer Science II CS 2100 Introduction to Web Development MATH 1113 Precalculus (from Area A) MATH 1634 Calculus I (from Area D) MATH 2853 Elementary Linear Algebra MATH 2063 Introductory Statistics (2 of 3)</p>	<p>Replace MATH 2063 with MATH 1401 per USG/BOR mandate.</p>	<p><u>Core Area F - Major Specific Courses: 18 Hours:</u> CS 1301 Computer Science I CS 1302 Computer Science II CS 2100 Introduction to Web Development MATH 1113 Precalculus (from Area A) MATH 1634 Calculus I (from Area D) MATH 2853 Elementary Linear Algebra MATH 1401 Elementary Statistics (2 of 3)</p>
<p><u>Supporting Courses (11 hours):</u> ENGL 3405: Prof/Tech Writing (3 hrs) MATH 2063 Introductory Statistics (1 hr not counted in Area F) MATH 3003 Transition to Advanced Mathematics (3 hrs) Select 1 course not taken in Area D from</p>	<p>Newly adopted ABET accreditation criteria applicable to the program has reduced the number of science hours required for an accredited program.</p>	<p><u>Supporting Courses (7-8 hours):</u> ENGL 3405: Prof/Tech Writing (3 hrs) MATH 1401: Elementary Statistics (1 hr not counted in Area F) Select 1 course from the following:</p> <ul style="list-style-type: none"> • MATH 3003: Transition to Advanced Mathematics (3 hrs) • MATH 2644: Calculus II (4 hrs)

<p>the following: (4 hrs) BIOL 1107 + 1107L, CHEM 1211 + 1211L, PHYS 2211 + 2211L</p>	<p>So, the additional lab science elective required here is no longer needed. The 4 hours will move to general electives to provide students with additional flexibility.</p> <p>Replace MATH 2063 with MATH 1401 per USG/BOR mandate.</p> <p>Allow students to take either MATH 3003 or MATH 2644, consistent with ABET criteria for math.</p>	
<p><u>Program Body (47 hours)</u> CS 3110: System Architecture CS 3151: Data Structures & Discrete Math I CS 3152: Data Structures & Discrete Math II CS 3201: Program Construction I CS 3202: Program Construction II CS 3211: Software Engineering I CS 3212: Software Engineering II CS 3230: Information Management CS 3270: Intelligent Systems CS 3280: Systems Programming CS 4225: Distributed and Cloud Computing CS 4982: Computing Capstone 3 additional 4000-level CS electives (9 hrs)</p>	<p>We are revising the courses required in the program body to require students to complete an internship that will complement their course work and provides a valuable practical experience in the field. Currently many students already complete CS 4986 as one or more of the CS elective hours.</p>	<p><u>Program Body (47 hours)</u> CS 3110: System Architecture CS 3151: Data Structures & Discrete Math I CS 3152: Data Structures & Discrete Math II CS 3201: Program Construction I CS 3202: Program Construction II CS 3211: Software Engineering I CS 3212: Software Engineering II CS 3230: Information Management CS 3270: Intelligent Systems CS 3280: Systems Programming CS 4225: Distributed and Cloud Computing CS 4982: Computing Capstone CS 4986 Computing Internship 2 additional 4000-level CS electives (6 hrs)</p>
<p><u>Electives (1-2 Hours)</u></p>	<p>Add 4 hours from removal of lab science in Supporting Courses above.</p>	<p><u>Electives (4-6 hours)</u></p>

CURRENT 18-19 CATALOG REQUIREMENTS WITH PROPOSED CHANGES

Edits are **highlighted**, deletions in ~~striketrough~~, changes/additions in **bold**.

B.S. Degree in Computer Science

Accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>

Requirement	Hours
Core Areas A, B, C, D, and E	42-43
Core Area A:	
MATH 1113 required (3 of 4)	
Core Area D (Option II for Science Majors):	
MATH 1634 (required)	
Take any two from the following (with lab component):	
BIOL 1107 + 1107L, BIOL 1108 + 1108L, CHEM 1211 + 1211L,	
CHEM 1212 + 1212L, PHYS 2211 + 2211L, PHYS 2212 + 2212L	
Core Area F - Major Specific Courses	18
CS 1301 Computer Science I	4
CS 1302 Computer Science II	4
CS 2100 Introduction to Web Development	3
MATH 1113 Precalculus (from Area A)	1
MATH 1634 Calculus I (from Area D)	1
MATH 2853 Elementary Linear Algebra	3
MATH 2063 Introductory Statistics (2 of 3)	2
MATH 1401 Elementary Statistics (2 of 3)	2
Supporting Courses	11 7-8
ENGL 3405 Professional & Technical Writing	3
MATH 2063 Introductory Statistics (1 of 3)	4
MATH 1401 Elementary Statistics (1 of 3)	1
Select 1 course from the following:	
MATH 3003 Transition to Advanced Mathematics	3
MATH 2644 Calculus II	4
Select 1 course not taken in Area D from the following:	4
BIOL 1107 + 1107L,	
CHEM 1211 + 1211L,	
PHYS 2211 + 2211L	
Program Body	47
CS 3110 System Architecture	3
CS 3151 Data Structures and Discrete Mathematics I	4
CS 3152 Data Structures and Discrete Mathematics II	4
CS 3201 Program Construction I	3
CS 3202 Program Construction II	3
CS 3211 Software Engineering I	3
CS 3212 Software Engineering II	3
CS 3230 Information Management	3
CS 3270 Intelligent Systems	3
CS 3280 Systems Programming	3
CS 4225 Distributed and Cloud Computing	3
CS 4982 Computing Capstone	3
CS 4986 Computing Internship	3
3 2 additional 4000-level CS electives	9 6
Electives	1-2 4 - 6
TOTAL	120

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

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

2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science.
3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major.
4. Students must maintain a minimum cumulative GPA of 2.5 to declare and/or remain in the major.
5. The minimum cumulative grade point average required for graduation is 2.0.
6. Students must complete the science major option of Core Areas A & D
7. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major.
8. There is no physical education requirement. Physical education classes will not count as electives.
9. Students must complete other requirements for the major as listed by the Department of Computer Science.

PROPOSED 19-20 CATALOG REQUIREMENTS

B.S. Degree in Computer Science

Accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>

Requirement	Hours
Core Areas A, B, C, D, and E	42-43
Core Area A:	
MATH 1113 required (3 of 4)	
Core Area D (Option II for Science Majors):	
MATH 1634 (required)	
Take any two from the following (with lab component):	
BIOL 1107 + 1107L, BIOL 1108 + 1108L, CHEM 1211 + 1211L,	
CHEM 1212 + 1212L, PHYS 2211 + 2211L, PHYS 2212 + 2212L	
Core Area F - Major Specific Courses	18
CS 1301 Computer Science I	4
CS 1302 Computer Science II	4
CS 2100 Introduction to Web Development	3
MATH 1113 Precalculus (from Area A)	1
MATH 1634 Calculus I (from Area D)	1
MATH 2853 Elementary Linear Algebra	3
MATH 1401 Elementary Statistics (2 of 3)	2
Supporting Courses	7-8
ENGL 3405 Professional & Technical Writing	3
MATH 1401 Elementary Statistics (1 of 3)	1
Select 1 course from the following:	
MATH 3003 Transition to Advanced Mathematics	3
MATH 2644 Calculus II	4
Program Body	47
CS 3110 System Architecture	3
CS 3151 Data Structures and Discrete Mathematics I	4
CS 3152 Data Structures and Discrete Mathematics II	4
CS 3201 Program Construction I	3
CS 3202 Program Construction II	3
CS 3211 Software Engineering I	3
CS 3212 Software Engineering II	3
CS 3230 Information Management	3
CS 3270 Intelligent Systems	3

CS 3280 Systems Programming	3	
CS 4225 Distributed and Cloud Computing	3	
CS 4982 Computing Capstone	3	
CS 4986 Computing Internship	3	
2 additional 4000-level CS electives	6	
Electives		4 - 6
TOTAL		120

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

1. Students must sign the Department's "Student Program Notification" form in order to declare a major in Computer Science.
2. Students must obtain an academic advisor in the Department of Computer Science during the semester when declaring a major in Computer Science.
3. Students are allowed only one "D" in the Computer Science courses used to satisfy the major.
4. Students must maintain a minimum cumulative GPA of 2.5 to declare and/or remain in the major.
5. The minimum cumulative grade point average required for graduation is 2.0.
6. Students must complete the science major option of Core Areas A & D
7. Students must take at least two 3000/4000 level DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major.
8. There is no physical education requirement. Physical education classes will not count as electives.
9. Students must complete other requirements for the major as listed by the Department of Computer Science.

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

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program*

- ☒ Program
☐ Shared Core

Modifications
(Check all that apply)*

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

If other, please identify.

Program Name* Chemistry, Non-ACS Track - Business Option, B.S.

Program ID* 1915

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/Department* Department of Chemistry

Program Description* The Non-ACS Chemistry tracks allow students to build a strong foundation in chemistry while also exploring electives in additional fields to help customize their degree program. Students on the Chemistry Business track are required to complete a Business minor.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Learning

Outcomes**Modification
Comments**

Rationale* We have been notified that there will be a new common name and course number for Introductory Statistics across the USG. Jill Drake sent an email saying that we would need to delete MATH 2063 from our programs and add MATH 1401 in its place.

**Desired Effective
Semester***

Fall

**Desired Effective
Year***

2019

**Is the
addition/change
related to core,
honors, or XIDS
courses***

☐ Yes☒ No

**Is this a School
of Nursing
Program?***

☐ Yes☒ No

**Is this a College
of Education
Program?***

☐ Yes☒ No

**Program
Location***

Carrollton

**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: 27 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
CHEM 4910L Tools and Applications in Chemical Research and Practice
[After] **CHEM** electives (3000 or above) 6
**

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:

CHEM 3130 Modern Forensic Science

CHEM 3140 Drugs and Drug Abuse

CHEM 4083 Faculty Directed Research

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

Comments

Is Senate Review required?*

- ☒ Yes
- ☐ No

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

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* Chemistry, Non-ACS Track - General Option, B.S.

Program ID* 1914

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/Department* Department of Chemistry

Program Description* The Non-ACS Chemistry tracks allow students to build a strong foundation in chemistry while also exploring electives in additional fields to help customize their degree program. Students on the General track can use any minor or supporting courses to enhance their chemistry degree.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Learning

Outcomes**Modification
Comments**

Rationale* We have been notified that there will be a new common name and course number for Introductory Statistics across the USG. Jill Drake sent an email saying that we would need to delete MATH 2063 from our programs and add MATH 1401 in its place.

**Desired Effective
Semester*** **Fall**

**Desired Effective
Year*** **2019**

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

**Is this a School
of Nursing
Program?*** ☐ Yes ☒ No

**Is this a College
of Education
Program?*** ☐ Yes ☒ No

**Program
Location*** **Carrollton**

**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: 27 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
CHEM 4910L Tools and Applications in Chemical Research and Practice
[After] CHEM electives (3000 or above) 6
**

Supporting Courses and/or Minor Discipline Courses: 33-34 Hours

(refer to Course Catalog) 33 hrs with minimum of 13 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

- ☐ 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

Is Senate Review required?*

☒ Yes

☐ No

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

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* Chemistry, Non-ACS Track - Professional Preparation Option, B.S.

Program ID* 1917

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/Department* Department of Chemistry

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. Biochemistry is strongly

recommended.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program
Learning
Outcomes

Modification
Comments

Rationale* We have been notified that there will be a new common name and course number for Introductory Statistics across the USG. Jill Drake sent an email saying that we would need to delete MATH 2063 from our programs and add MATH 1401 in its place.

Desired Effective
Semester* **Fall**

Desired Effective
Year* **2019**

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

Is this a School
of Nursing
Program?* ☐ Yes ☒ No

Is this a College
of Education
Program?* ☐ Yes ☒ No

Program
Location* **Carrollton**

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

[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: 27 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
CHEM 4711 Biochemistry
CHEM 4910L Tools and Applications in Chemical Research and Practice
[After] **CHEM** electives (3000 or above) 6
**

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

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

Comments We have been notified that there will be a new common name and course number for Introductory Statistics across the USG. Jill Drake sent an email saying that we would need to delete MATH 2063 from our programs and add MATH 1401 in its place.

Is Senate Review required?*

- ☒ Yes
- ☐ No

Chemistry, Non-ACS Track - Secondary Education Option, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* Chemistry, Non-ACS Track - Secondary Education Option, B.S.

Program ID* 1924

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/Department* Department of Chemistry

Program Description* The Non-ACS Chemistry tracks allow students to build a strong foundation in chemistry while also exploring electives in additional fields to help customize their degree program. The Secondary Education track is a part of the UTEACH program. Students on this track will complete education courses to prepare them for certification to teach middle or high school.

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Program
Learning
Outcomes****Modification
Comments**

Rationale* We have been notified that there will be a new common name and course number for Introductory Statistics across the USG. Jill Drake sent an email saying that we would need to delete MATH 2063 from our programs and add MATH 1401 in its place.

In addition, Wolf Watch currently says that students must make a C or better in all coursework for the Secondary Education Track. However, the catalog says students are allowed to have one D in courses used to satisfy the major. We would like to get Wolf Watch changed to the information in the catalog.

**Desired Effective
Semester*** **Fall****Desired Effective
Year*** **2019**

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

**Is this a School
of Nursing
Program?*** ☐ Yes ☒ No

**Is this a College
of Education
Program?*** ☐ Yes ☒ No

**Program
Location*** **Carrollton****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 D must include:

MATH 1634 Calculus I

**[Right] * (*1 hr moved to Area F) unless
completed in Area A, and**

[After] (and)

PHYS 1111 Introductory Physics I

[Right] (and)

**PHYS 1111L Introductory Physics I
Laboratory**

[After] (or)

PHYS 1112 Introductory Physics II

[Right] (and)

**PHYS 1112L Introductory Physics II
Laboratory**

[After] (and)

PHYS 2211 Principles of Physics I

[Right] (and)

**PHYS 2211L Principles of Physics I
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: 27 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
CHEM 4711 Biochemistry
CHEM 4910L Tools and Applications in Chemical Research and Practice
[After] CHEM electives (3000 or above) 6
**

Supporting Courses: 14 Hours

CHEM 3825 Research Methods
BIOL 1107 Principles of Biology I
BIOL 1107L Principles of Biology I Laboratory
BIOL 1108 Principles of Biology II
BIOL 1108L Principles of Biology II Laboratory
STEM 3815 Perspectives on Science and Mathematics

Professional Education Concentration: 23 Hours

- 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**
- UTCH 4000 Apprentice Teaching**

Total: 121-122 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 3000/4000level DSW courses where at least one is a chemistry course. It is required to be a chemistry workshop leader, supplemental instructor, tutor or laboratory assistant for one semester. ** 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**

- 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

Comments

- Is Senate Review required?*
- ☒ Yes
 - ☐ No

Chemistry, Pre-Professional Track, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program*

- ☒ Program
☐ Shared Core

Modifications
(Check all that apply)*

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

If other, please identify.

Program Name* Chemistry, Pre-Professional Track, B.S.

Program ID* 1923

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/Department* Department of Chemistry

Program Description* Advisor: V. Geisler

This degree option is frequently the choice of pre-professional students 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 pre-professional requirements include 2 years of Chemistry and 1 year each of Biology, Physics, and English, 1 semester Psychology/Sociology. Biochemistry is strongly recommended.

Upon completion of this degree program the student will have acquired:

competence in the basic content of organic, inorganic, physical, analytical chemistry, biochemistry, and biology;

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 professional school or a science-related career; and

understanding of the impact of chemistry in a global/societal context.

Status* ☐ Active-Visible ☒ Inactive-Hidden

**Program
Learning
Outcomes**

**Modification
Comments**

Rationale* We have been notified that there will be a new common name and course number for Introductory Statistics across the USG. Jill Drake sent an email saying that we would need to delete MATH 2063 from our programs and add MATH 1401 in its place.

**Desired Effective
Semester***

**Desired Effective
Year***

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

**Is this a School
of Nursing
Program?*** ☐ Yes ☒ No

**Is this a College
of Education
Program?*** ☐ Yes ☒ No

**Program
Location***

**Prospective
Curriculum***

Requirement

Core Areas A, B, C, D, and E: 42 Hours**Core Curriculum****Core Area A must include:****MATH 1113 Precalculus****[Right] (or)****MATH 1634 Calculus I****[Right] * (* 1 hour moved to Area F)****Core Area C:****Foreign language is recommended.**

Core Area D must include:

MATH 1634 Calculus I

[Right] * 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 E:

**PSYC 1101 Introduction to General
Psychology**

[Right] (or)

SOCI 1101 Introductory Sociology

[Right] is recommended

Core Area F: Courses specific for the major

**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: 27 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] (and)
CHEM 4610 Inorganic Chemistry
CHEM 4711 Biochemistry
CHEM 4910L Tools and Applications in Chemical Research and Practice
[After] CHEM electives (3000 or above) **
6

Courses from supporting disciplines (one of the following courses):

CS 1300 Introduction to Computer Science
MATH 2063 Introductory Statistics
MATH 2654 Calculus III
MATH 3303 Ordinary Differential Equations
[After] SPAN xxxx

Recommended Minor (Biology, Psychology, or Spanish): 15-18 Hours

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

- 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

Comments

We have been notified that there will be a new common name and course number for Introductory Statistics across the USG. Jill Drake sent an email saying that we would need to delete MATH 2063 from our programs and add MATH 1401 in its place.

- Is Senate Review required?***
- ☒ Yes
- ☐ No

Chemistry Minor

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program*

- ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* Chemistry Minor

Program ID* 1925

Program Code

Program Type* Minor

Degree Type* Minor

College - School/ Department* Department of Chemistry

Program 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 department to discuss pre-requisites and when courses will be offered.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program

Learning Outcomes**Modification Comments**

Rationale* The requirements for the chemistry minor that are printed in the catalog do not match the requirements in WolfWatch. We found errors in the old catalog where the total number of hours for the courses listed did not match the number of hours in the description (see attached 2014-2015 catalog page). There was an attempt to fix it in the past; however, it only changed in the printed catalog. We are changing the hours from 17-18 down to 15, so that it matches the number of hours in the required courses.

Desired Effective Semester*

Fall

Desired Effective Year*

2019

Is the addition/change related to core, honors, or XIDS courses*

☐ Yes☒ No

Is this a School of Nursing Program?*

☐ Yes ☒ No

Is this a College of Education Program?*

☐ Yes ☒ No

Program Location*

Carrollton

Prospective Curriculum*

Requirements

Fifteen hours of chemistry courses are required for the minor.

CHEM 2411 Organic Chemistry I

CHEM 2411L Organic Chemistry I Laboratory

CHEM 3310K Analytical Chemistry

[After] CHEM Electives 3000 or above 7 *

Total: 15 Hours

* 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

- 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

Comments

We are changing the number of hours from 17-18 down to 15 hours. The required courses are staying the same.

- Is Senate Review required?***
- ☒ Yes
- ☐ No

Comparison Chart for Program Change in Chemistry

Old Program	Differences in New Program	New Program
<p>Minor Required Courses (17-18 hours)</p> <ul style="list-style-type: none"> •CHEM 2411 and CHEM 2411L – 4 •CHEM 3310K – 4 •CHEM Electives 3000 and above – 5-6 <p>TOTAL – 13-14 (mismatch with the description in bold)</p> <p>The following courses are not allowed as chemistry electives: CHEM 3130, CHEM 3140, CHEM 4083.</p>	<ul style="list-style-type: none"> •Old program course list adds up to 13-14 hours which does not match the number of hours (17-18) listed in the description of the minor. <p>We are adjusting the new program hours to 15 so that it matches with the hours in the required minor courses.</p>	<p>Minor Required Courses (15 hours)</p> <ul style="list-style-type: none"> •CHEM 2411 and CHEM 2411L – 4 •CHEM 3310K – 4 •CHEM Electives – 7 <p>TOTAL – 15 (matches with the description in bold)</p> <p>The following courses are not allowed as chemistry electives: CHEM 3130, CHEM 3140, CHEM 4083.</p>

<p><u>General Electives (10 hours)</u></p> <ul style="list-style-type: none"> • 10 hrs (1000-4000) 	<ul style="list-style-type: none"> • Students will be advised to take more focused electives that complement their career interest. 	<ul style="list-style-type: none"> • 0 hrs
<p><u>Area Courses</u></p> <ul style="list-style-type: none"> • 0 hrs 	<ul style="list-style-type: none"> • No difference 	<ul style="list-style-type: none"> • 0 hrs
<p><u>Supporting Courses (7 hours)</u></p> <ul style="list-style-type: none"> • CS 1300 or 1301 or MATH 2654 – 4 • MATH 3303 or MATH 2853 - 3 	<ul style="list-style-type: none"> • Old curriculum was suitable for students wishing to pursue a career in Physical or Analytical Chemistry. New curriculum will allow students to choose supporting courses or a minor to complement their career interest. For example, advisors will encourage students wishing to pursue a career in Organic or Biochemistry to minor or take supporting courses or upper division electives in Chemistry or Biology. Advisors will encourage students wishing to pursue a career in Physical or Analytical Chemistry to minor or take supporting courses or upper division electives in Chemistry or Physics or Math. 	<p><u>Supporting Courses (15-18 hours)</u></p> <ul style="list-style-type: none"> • Minor or supporting courses with advisor approval – 15 to 18



Academic Catalog

Catalog search

Limit your search to:

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Requirements for a Minor in Chemistry

Seventeen to eighteen hours of courses suitable for inclusion in the major are required for the minor. There are three required courses: [CHEM 2411](#), [2411L](#) and [3310K](#); the remaining are electives.

[CHEM 2411](#) and [CHEM 2411L](#)

4 hours

[CHEM 3310K](#)

4 hours

*CHEM Electives 3000 or above

5-6 hours

*Excluding [CHEM 3130](#), [CHEM 3140](#), [CHEM 4083](#), and [CHEM 4084](#)

Up one level:

[Chemistry](#)

2014-2015



Academic Catalog

Catalog search

Limit your search to:

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Requirements for a Minor in Chemistry

Fifteen hours of chemistry courses are required for the minor.

CHEM 2411 and CHEM 2411L

4 hours

CHEM 3310K

4 hours

*CHEM Electives 3000 or above

7 hours

*The following courses are not allowed as Chemistry electives: CHEM 3130, CHEM 3140, CHEM 4083.

Up one level:

[Chemistry](#)

2015-2016

Atmospheric Science Certificate

2019-2020 Undergraduate New Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Program Type* Certificate

Degree Type* Certificate

Program Name* Atmospheric Science Certificate

College - School/ Department* Department of Geosciences

Program Description* The Atmospheric Science Certificate provides a rigorous foundation in the workings of the atmosphere allowing students to study variability in and understand changes in the modern atmosphere. The curriculum of this program will provide an understanding of atmospheric processes, both past and present, and their impacts on natural ecosystems and society through studies in climate and weather variability and biosphere-atmosphere interactions.

This is an embedded undergraduate certificate open to any major.

Rationale* Though we expect many of the certificate students to come from the geography and geology majors, due to the importance of scientific literacy in contemporary societal challenges, relevance to many careers and academic disciplines, and the popularity of these courses at UWG, the courses and the certificate are expected to appeal to students across the university.

The Atmospheric Science Certificate will be supported through advising and other outreach in the department and by involved faculty. This curriculum also encourages experiential learning with several courses including research projects and/or fieldwork.

This is an embedded undergraduate certificate open to any major.

Program Learning Outcomes*

1. Students will demonstrate understanding of fundamental processes involved in weather systems and climate change.
2. Students will demonstrate mastery of visualization and analysis techniques to examine data relevant to atmospheric science.
3. Students will analyze how processes in atmospheric science can impact

society.

Is this a School of Nursing Program? ☐ Yes ☒ No

Is this a College of Education Program? ☐ Yes ☒ No

Program Location* Carrollton

Desired Effective Semester* Fall

Desired Effective Year* 2019

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

Assessment Plan* ☒ Assessment Plan has been attached ☐ Assessment Plan is not required (minor is a part of an existing major)

Prospective Curriculum*

Required Courses

GEOG 1112 Weather and Climate
GEOG 1112L Weather and Climate Laboratory
GEOG 4600 Applied Climatology

Select 2 Courses

GEOG 3563 and GEOG 4564 are focused on techniques, and only 1 of these may be counted as an option.

GEOG 3563 Remote Sensing and GIS Integration
GEOG 3713 Meteorology
GEOG 3800 Biogeography
GEOG 3900 Ecological Climatology
GEOG 4564 Contemporary Remote Sensing Applications
GEOG 4700 Global Environmental Change
GEOG 4900 Dendrochronology

Attach Program Map* ☒ Program Map has been attached.

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 Program Proposal*

- ☐ Program Proposal has been attached
- ☒ N/A (minor, embedded certificate)

**University of West Georgia
College of Science and Mathematics
Department of Geosciences
Atmospheric Science Certificate**

Certificate Directors: Dr. Georgina DeWeese and Dr. Shea Rose

Program Description

The Atmospheric Science Certificate provides a rigorous foundation in the workings of the atmosphere allowing students to study variability in and understand changes in the modern atmosphere. The curriculum of this program will provide an understanding of atmospheric processes, both past and present, and their impacts on natural ecosystems and society through studies in climate and weather variability and biosphere-atmosphere interactions.

Rationale

Though we expect many of the certificate students to come from the geography and geology majors, due to the importance of scientific literacy in contemporary societal challenges, relevance to many careers and academic disciplines, and the popularity of these courses at UWG, the courses and the certificate are expected to appeal to students across the university.

The Atmospheric Science Certificate will be supported through advising and other outreach in the department and by involved faculty. This curriculum also encourages experiential learning with several courses including research projects and/or fieldwork.

Learning Outcomes

1. Students will demonstrate understanding of fundamental processes involved in weather systems and climate change.
2. Students will demonstrate mastery of visualization and analysis techniques to examine data relevant to atmospheric science.
3. Students will analyze how processes in atmospheric science can impact society.

Eligibility

This is an embedded certificate open to undergraduate students in any major.

Program of Study

Required:

GEOG 1112 Weather and Climate
GEOG 1112L Weather and Climate Lab
GEOG 4600 Applied Climatology

Select 2 courses:

GEOG 3713 Meteorology
GEOG 3800 Biogeography
GEOG 3900 Ecological Climatology
GEOG 4700 Global Environmental Change
GEOG 4900 Dendrochronology
GEOG 4564 Contemporary Remote Sensing Applications or GEOG 3563 Remote Sensing & GIS Integration

Total hours: 13-14

**Academic Year
Program Map
DEGREE and MAJOR
Concentration (if applicable)**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
GEOG 1112	3	GEOG 3800 (Upper level option)	3
GEOG 1112L	1		
SEMESTER TOTAL	4	SEMESTER TOTAL	3
Milestones		Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
GEOG 4700 (Upper level option)	3	GEOG 4600	3
SEMESTER TOTAL	3	SEMESTER TOTAL	3
Milestones		Milestones	

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

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

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

Geology, Earth Science Secondary Education Concentration, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

**Type of
Program***

- ☒ Program
☐ Shared Core

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

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

**If other, please
identify.**

Program Name* Geology, Earth Science Secondary Education Concentration, B.S.

Program ID* 1945

Program Code

Program Type*

Bachelor

Degree Type*

Bachelor of Science

**College - School/
Department***

Department of Geosciences

**Program
Description***

B. S. Degree with a Major in Geology, Environmental Geology
Concentration

Status*

- ☒ Active-Visible ☐ Inactive-Hidden

**Program
Learning
Outcomes**

Modification Comments	
Rationale* Rationale for indicated changes MATH 1401/2063: Change required of all programs Changes to electives: GEOG 2505 is no longer taught. It has been replaced by GEOG 2202. The indicated course additions are appropriate to the major and are commonly counted on an ad hoc basis through exceptions.	
Desired Effective Semester*	Desired Effective Year*
Fall	2019
Is the addition/change related to core, honors, or XIDS courses*	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is this a School of Nursing Program?*	Is this a College of Education Program?*
<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Program Location*	
Carrollton	
Prospective Curriculum*	
Requirement	
Core Areas A, B, C, D, E: 42 Hours	
Core Curriculum Area A must include MATH 1113 Area D must choose Option II	
MATH 2063 Introductory Statistics GEOG 1112 Weather and Climate GEOG 1112L Weather and Climate Laboratory GEOG 1113 Landform Geography GEOG 1113L Landform Geography Laboratory [Right] recommended	

Area F: 18 Hours

**GEOL 1121 Introductory
Geosciences I: Physical Geology**

**GEOL 1121L Physical Geology
Laboratory**

**GEOL 1122 Introductory
Geosciences II: Historical Geology**

**GEOL 1122L Historical Geology
Laboratory**

**CHEM 1211 Principles of Chemistry
I**

**CHEM 1211L Principles of Chemistry
I Lab**

Choose one from:

BIOL 1107 Principles of Biology I

[Right] (and)

**BIOL 1107L Principles of Biology I
Laboratory**

[After]

**CHEM 1212 Principles of Chemistry
II**

[Right] (and)

**CHEM 1212L Principles of Chemistry
II Lab**

[After]

MATH 1634 Calculus I

MATH 2644 Calculus II

[Before]

PHYS 1111 Introductory Physics I

[Right] (and)

**PHYS 1111L Introductory Physics I
Laboratory**

[After]

PHYS 1112 Introductory Physics II

[Right] (and)

**PHYS 1112L Introductory Physics II
Laboratory**

[After]

PHYS 2211 Principles of Physics I

[Right] (and)

**PHYS 2211L Principles of Physics I
Laboratory**

[After]

PHYS 2212 Principles of Physics II

[Right] (and)

**PHYS 2212L Principles of Physics II
Laboratory**

Required Courses, College of Education: 23 Hours

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

UTCH 4000 Apprentice Teaching

Required Lower Division Courses: 9-13 Hours

GEOL 2503 Introduction to Oceanography

[Before](and)

GEOL 2002 Applied Computing for Geosciences

[Right] (or)

GEOG 2553 Introduction to GIS and Mapping Sciences

[After] (and)

ASTR 2313 Astronomy

ASTR 2313L Astronomy Laboratory

MATH 2063 Introductory Statistics

[Right] (if not in core)

Required Upper Division Courses: 19-20 Hours

**GEOL 3004 Field Geology and
Geologic Mapping**

[Right] (or)

**GEOL 3014 Mineralogy and
Crystallography**

[After] (and)

GEOL 4003 Geomorphology

[Right] (or)

**GEOL 4083 Environmental
Geochemistry**

[After] (and)

GEOL 4024 Paleontology

[Right] (or)

GEOL 4103 Dinosaurs!

[After] (and)

GEOL 4203 Geology of Georgia

[Right] (or)

GEOL 3603 Environmental Geology

[After] (and)

GEOL 3825 Research Methods

**STEM 3815 Perspectives on Science
and Mathematics**

Electives chosen from the following: 5-9 Hours

[Before]any GEOL course 3000 or higher

GEOG 2202 Environmental Science

**GEOG 2505 Human Impacts on the
Environment**

GEOG 3713 Meteorology

**GEOG 4103 Geography of Soils and
Water**

Note:

**Note: A maximum of six hours of independent research is allowed
in the major. Must complete minimum of 6 hours 3000/4000 level
DSW courses. Must complete minimum of 39 hours courses
numbered 3000 or greater.**

New Core

New Core

- 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

Comments

- Is Senate Review required?*
- ☒

Yes
- ☐

No

Strikethrough = delete from catalog

Highlight = add

B. S. Degree with a Major in Geology, Earth Science Secondary Education Concentration

Core Areas A, B, C, D, E

42

See University of West Georgia Core Curriculum requirements.

Core Area A: must include MATH 1113

Core Area D: Must choose Option II

MATH 2063, GEOG 1112/1112L and

GEOG 1113/1113L recommended

Core Area F

18

GEOL 1121 + 1121L, GEOL 1122 + 1122L, CHEM 1211+1211L

Choose one from: BIOL 1107+1107L; CHEM 1212+1212L; MATH 1634, 2644; PHYS 1111+1111L, 1112+1112L, 2211+2211L, 2212+2212L

Required Courses, College of Education

23

UTCH 2001	1
UTCH 2002	1
UTCH 3001	3
UTCH 3002	3
UTCH 3003	3
UTCH 3004	3
UTCH 4000	9

Required Lower Division Courses

9-13

GEOL 2503	3
GEOL 2002 or GEOG 2553	2-3
ASTR 2313/2313L	4
MATH 2063 (if not taken in Core)	0-3
MATH 1401 (if not taken in Core)	0-3

Required Upper Division Courses

19-20

GEOL 3004 or GEOL 3014	4
GEOL 4003 or GEOL 4083	3
GEOL 4024 or GEOL 4103	3-4
GEOL 4203 or GEOG 3603	3
GEOL 3825	3
STEM 3815	3

Electives chosen from the following

5-9

any GEOL course 3000 or higher

~~GEOG 2505~~

GEOL 2002, GEOL 2553

GEOG 2202, 2553,

GEOG 3405, 3713, 3800

GEOG 4103

Note: A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

Rationale for indicated changes

MATH 1401/2063:

Change required of all programs

Changes to electives:

GEOG 2505 is no longer taught. It has been replaced by GEOG 2202.

The indicated course additions are appropriate to the major and are commonly counted on an ad hoc basis through exceptions

Geology, Environmental Geology Concentration, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* Geology, Environmental Geology Concentration, B.S.

Program ID* 1942

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/Department* Department of Geosciences

Program Description* B. S. Degree with a Major in Geology, Environmental Geology Concentration

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Learning Outcomes

Modification
Comments

Rationale* Rationale for indicated changes

GEOG 2505 is no longer taught. It has been replaced by GEOG 2202.

MATH 1401/2063:
Change required of all programs

CHEM 2411L was inadvertently left off of earlier versions; CHEM 2455 (plus 2455L) is a new course that is appropriate for Environmental Geology majors.

Changes to electives:
The indicated courses are appropriate to the major and are commonly counted on an ad hoc basis through exceptions.

Desired Effective Semester* Fall

Desired Effective Year* 2019

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

Is this a School of Nursing Program?*
☐ Yes ☒ No

Is this a College of Education Program?*
☐ Yes ☒ No

Program Location* Carrollton

Prospective Curriculum*

Requirement

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

Core Curriculum (Note: Core Area A must include the following course and Core Area D must follow Option II)

MATH 1113 Precalculus

Core Area F: 18 Hours

**GEOL 1121 Introductory
Geosciences I: Physical Geology**

**GEOL 1121L Physical Geology
Laboratory**

**GEOL 1122 Introductory
Geosciences II: Historical Geology**

**GEOL 1122L Historical Geology
Laboratory**

**CHEM 1211 Principles of Chemistry
I**

**CHEM 1211L Principles of Chemistry
I Lab**

Choose one from:

BIOL 1107 Principles of Biology I

[Right] (and)

**BIOL 1107L Principles of Biology I
Laboratory**

[After]

**CHEM 1212 Principles of Chemistry
II**

[Right] (and)

**CHEM 1212L Principles of Chemistry
II Lab**

[After]

MATH 1634 Calculus I

MATH 2644 Calculus II

[Before]

PHYS 1111 Introductory Physics I

[Right] (and)

**PHYS 1111L Introductory Physics I
Laboratory**

[After]

PHYS 1112 Introductory Physics II

[Right] (and)

**PHYS 1112L Introductory Physics II
Laboratory**

[After]

PHYS 2211 Principles of Physics I

[Right] (and)

**PHYS 2211L Principles of Physics I
Laboratory**

[After]

PHYS 2212 Principles of Physics II

[Right] (and)

**PHYS 2212L Principles of Physics II
Laboratory**

[After]

**[After] Math credit from Area A and D
and/or 1000/2000 level academic
elective**

Required courses for the major: 26-27 Hours

**GEOL 3004 Field Geology and
Geologic Mapping**
**GEOL 3014 Mineralogy and
Crystallography**
GEOL 3603 Environmental Geology
GEOL 4082 Geological Problems
[Before](and)
**GEOL 4083 Environmental
Geochemistry**
[Right] (or)
GEOL 4014 Geochemistry
[After] (and)
GEOL 4084 Hydrogeology
GEOL 4093 Risk Assessment
GEOL 4501 Geology Seminar
[Before](and)
GEOG 2202 Environmental Science
[Right] (or)
**GEOG 2505 Human Impacts on the
Environment**

Supporting Courses: 11-23 Hours

BIOL 1107 Principles of Biology I
[Right] (if not taken in core)
BIOL 1108 Principles of Biology II
[Right] (if not taken in core)
**CHEM 1212 Principles of Chemistry
II**
[Right] (if not taken in core)
[Before](and)
CHEM 3310K Analytical Chemistry
[Right] (or)
CHEM 2411 Organic Chemistry I
[After] (and)
MATH 1634 Calculus I
[Right] (if not taken in core)
MATH 2063 Introductory Statistics
[Right] (if not taken in core)

Approved Electives: 10-30 Hours

**GEOL 2002 Applied Computing for
Geosciences**

**[After] GEOL courses numbered 3000 or
greater**

GEOG 2202 Environmental Science

**GEOG 2505 Human Impacts on the
Environment**

**GEOG 2553 Introduction to GIS and
Mapping Sciences**

**GEOG 3405 Geographies of
Sustainability**

**GEOG 3563 Remote Sensing and GIS
Integration**

GEOG 3800 Biogeography

GEOG 3900 Ecological Climatology

**GEOG 4103 Geography of Soils and
Water**

**GEOG 4400 Energy and
Sustainability**

**GEOG 4553 Geographic Information
System**

CHEM 3310K Analytical Chemistry

CHEM 2411 Organic Chemistry I

**CHEM 2411L Organic Chemistry I
Laboratory**

CHEM 2422 Organic Chemistry II

**CHEM 2422L Organic Chemistry II
Laboratory**

**CHEM 3010 Law and Administration
of Chemicals**

MATH 2654 Calculus III

**MATH 3303 Ordinary Differential
Equations**

**MATH 3353 Methods of Applied
Mathematics**

**BIOL 3134 Cell and Molecular
Biology**

BIOL 4424 Wildlife Habitat Ecology

BIOL 4440 Aquatic Ecology

BIOL 4450 Terrestrial Ecology

Note:

A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

- 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

Comments

- Is Senate Review required?*
- ☒

Yes
- ☐

No

~~Strikethrough~~ = delete from catalog

Highlight = add

B. S. Degree with a Major in Geology, Environmental Geology Concentration

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

See University of West Georgia Core Curriculum requirements.

Core Area A: must include MATH 1113

Core Area D: Must choose Option II

Core Area F 18

GEOL 1121 + 1121L, GEOL 1122 + 1122L, CHEM 1211+1211L

Choose one from: BIOL 1107+1107L; CHEM 1212+1212L; MATH 1634, 2644; PHYS 1111+1111L, 1112+1112L, 2211+2211L, 2212+2212L

Math credit from Area A and D and/or 1000/2000 level academic elective

Required courses for the major 26-27

GEOL 3004 Field Geology and Geologic Mapping	4
GEOL 3014 Mineralogy and Crystallography	4
GEOL 3603 Environmental Geology	3
GEOL 4082 Independent Research	1
GEOL 4083 Env Geochem or GEOL 4014 Geochem	3-4
GEOL 4084 Hydrogeology	4
GEOL 4093 Risk Assessment	3
GEOL 4501 Seminar	1
GEOG 2202 or GEOG 2505	3

Supporting courses 11-23

BIOL 1107 (if not taken in Core)	0-4
BIOL 1108 (if not taken in Core)	0-4
CHEM 1212 (if not taken in Core)	0-4
CHEM 3310K or CHEM 2411+L or CHEM 2455+L	4
MATH 1634 (if not taken in Core)	0-4
MATH 2063 (if not taken in Core)	
MATH 1401 (if not taken in Core)	0-3

Approved electives 10-30

GEOL 2002, **GEOL 2503, GEOL 2553**
GEOL courses numbered 3000 or greater
GEOG 2202, 2505, 2553, 3405, 3563, 3800, 3900, 4103, 4400, 4553
CHEM 3310K, 2411+L, 2422+L, 2455+L
MATH 2654, 3303, 3353
BIOL 3135, 4424, 4440, 4450

Note: A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

Rationale for indicated changes

GEOG 2505 is no longer taught. It has been replaced by GEOG 2202.

MATH 1401/2063:

Change required of all programs

CHEM 2411L was inadvertently left off of earlier versions; CHEM 2455 (plus 2455L) is a new course that is appropriate for Environmental Geology majors.

Changes to electives:

The indicated courses are appropriate to the major and are commonly counted on an ad hoc basis through exceptions.

Geology, Professional Geology Concentration, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program*

- ☒ Program
☐ Shared Core

Modifications
(Check all that apply)*

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

If other, please identify.

Program Name* Geology, Professional Geology Concentration, B.S.

Program ID* 1940

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/Department* Department of Geosciences

Program Description* Learning Outcomes
Demonstrate understanding of the fundamental principles of the science of geology.

Demonstrate ability to perform basic geologic field tasks including map reading/construction, field notebook composition, outcrop description, sampling, and surveying.

Demonstrate ability to communicate geologic ideas in written format.

Demonstrate ability to communicate geologic ideas in oral format.

Participate in original scientific research.

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Program
Learning
Outcomes**

**Modification
Comments**

Rationale* MATH 1401/2063:
Change required of all programs

GEOL 3053/4034:
In light of evolving requirements for our majors after graduation both in industry and graduate studies, GEOL 4034 is the more appropriate course at this time. Additionally, it allows enough flexibility to cover most of what is currently taught in GEOL 3053.

Changes to electives:
The indicated courses are appropriate to the major and are commonly counted on an ad hoc basis through exceptions.

**Desired Effective
Semester*** **Fall**

**Desired Effective
Year*** **2019**

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

**Is this a School
of Nursing
Program?*** ☐ Yes ☒ No

**Is this a College
of Education
Program?*** ☐ Yes ☒ No

**Program
Location*** **Carrollton**

**Prospective
Curriculum***

Requirement

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

Core Curriculum (Note: Core Area A must include the following course and Core Area D must follow Option II)

MATH 1113 Precalculus

Core Area F: 18 Hours

**GEOL 1121 Introductory
Geosciences I: Physical Geology**

**GEOL 1121L Physical Geology
Laboratory**

**GEOL 1122 Introductory
Geosciences II: Historical Geology**

**GEOL 1122L Historical Geology
Laboratory**

**CHEM 1211 Principles of Chemistry
I**

**CHEM 1211L Principles of Chemistry
I Lab**

Choose one from:

BIOL 1107 Principles of Biology I

[Right] (and)

**BIOL 1107L Principles of Biology I
Laboratory**

[After]

**CHEM 1212 Principles of Chemistry
II**

[Right] (and)

**CHEM 1212L Principles of Chemistry
II Lab**

[After]

MATH 1634 Calculus I

MATH 2644 Calculus II

[Before]

PHYS 1111 Introductory Physics I

[Right] (and)

**PHYS 1111L Introductory Physics I
Laboratory**

[After]

PHYS 1112 Introductory Physics II

[Right] (and)

**PHYS 1112L Introductory Physics II
Laboratory**

[After]

PHYS 2211 Principles of Physics I

[Right] (and)

**PHYS 2211L Principles of Physics I
Laboratory**

[After]

PHYS 2212 Principles of Physics II

[Right] (and)

**PHYS 2212L Principles of Physics II
Laboratory**

[After]

**[After] Math credit from Area A and D
and/or 1000/2000 level academic
elective**

Required courses for the major: 33 Hours

**GEOL 3004 Field Geology and
Geologic Mapping**

**GEOL 3014 Mineralogy and
Crystallography**

**GEOL 3024 Igneous and
Metamorphic Petrology**

GEOL 3034 Structural Geology

GEOL 4024 Paleontology

GEOL 4082 Geological Problems

GEOL 4084 Hydrogeology

GEOL 4501 Geology Seminar

GEOL 4604 Economic Geology

Supporting Courses: 0-3 Hours

MATH 2063 Introductory Statistics
[Right] (if not taken in Core)

Approved Electives: 24-27 Hours

GEOL 2002 Applied Computing for Geosciences

[After] GEOL Courses numbered 3000 or greater

GEOG 2553 Introduction to GIS and Mapping Sciences

GEOG 4103 Geography of Soils and Water

GEOG 4400 Energy and Sustainability

GEOG 4553 Geographic Information System

GEOG 4564 Contemporary Remote Sensing Applications

CHEM 1212 Principles of Chemistry II

CHEM 2411 Organic Chemistry I

CHEM 3310K Analytical Chemistry

MATH 2654 Calculus III

MATH 3303 Ordinary Differential Equations

MATH 3353 Methods of Applied Mathematics

[After] Other courses approved by advisor

Note:

A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

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

Comments Replace MATH 2063 with MATH 1401
Replace GEOL 3053 with GEOL 4034
Add to list of approved electives

Is Senate Review ☒ Yes

~~Strikethrough~~ = delete from catalog

Highlight = add

B. S. Degree with a Major in Geology, Professional Geology Concentration

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

See University of West Georgia Core Curriculum requirements.

Core Area A: must include MATH 1113

Core Area D: Must choose Option II

Core Area F 18

GEOL 1121 + 1121L, GEOL 1122 + 1122L, CHEM 1211+1211L

Choose one from: BIOL 1107+1107L; CHEM 1212+1212L; MATH 1634, 2644; PHYS 1111+1111L, 1112+1112L, 2211+2211L, 2212+2212L

Math credit from Area A and D and/or 1000/2000 level academic elective

Required courses for the major 33 **34**

GEOL 3004 Field Geology and Geologic Mapping	4
GEOL 3014 Mineralogy and Crystallography	4
GEOL 3024 Igneous & Metamorphic Petrology	4
GEOL 3034 Structural Geology	4
GEOL 3053 Sedimentary Petrology	3
GEOL 4034 Sedimentation and Stratigraphy	4
GEOL 4024 Paleontology	4
GEOL 4082 Independent Research	1
GEOL 4084 Hydrogeology	4
GEOL 4501 Geology Seminar	1
GEOL 4604 Economic Geology	4

Supporting courses 0-3

~~MATH 2063 Introductory Statistics (if not taken in Core)~~ 3

MATH 1401 Elementary Statistics (if not taken in Core) 3

Approved Electives 23-26

GEOL 2002, **GEOL 2503, GEOL 2553**

GEOL courses numbered 3000 or greater

GEOG 2553, 4103, 4400, 4553, 4564

CHEM 1212, 2411, 3310K

MATH 2654, 3303, 3353

Other courses approved by advisor

Note: A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

Rationale for indicated changes

MATH 1401/2063:

Change required of all programs

GEOL 3053/4034:

In light of evolving requirements for our majors after graduation both in industry and graduate studies, GEOL 4034 is the more appropriate course at this time. Additionally, it allows enough flexibility to cover most of what is currently taught in GEOL 3053.

Changes to electives:

The indicated courses are appropriate to the major and are commonly counted on an ad hoc basis through exceptions.

Geography, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program*
☒ Program
☐ Shared Core

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

If other, please identify.

Program Name* Geography, B.S.

Program ID* 1936

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/ Department* Department of Geosciences

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 Learning Outcomes

Modification Comments

Rationale* MATH 2063 has been replaced by MATH 1401

Desired Effective Semester* Fall

Desired Effective Year* 2019

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

Is this a School of Nursing Program?* ☐ Yes ☒ No

Is this a College of Education Program?* ☐ Yes ☒ No

Program Location* Carrollton

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 2063 Introductory 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****Additional 1000-2000 level hours from COSM, COSS, or COAH as necessary 0-5 Hours****Major: 60 Hours**

Must have at least 39 hours of 3000/4000 level courses. Must choose a concentration. (Students in GIS concentration cannot minor in GIS and students in Environmental Sustainability concentration cannot minor in Environmental Sustainability.)

Human Geography

Concentration

Required Courses: 30-39 Hours

**GEOG 1112 Weather and Climate
[Right] (or)
GEOG 1113 Landform Geography
[Right]
GEOG 2202 Environmental Science
[Right]
GEOG 2010 Political Geography
GEOG 2503 Cultural Geography
[Right] (if not taken in Area E)
GEOG 4083 Faculty-Mentored
Research
GEOG 3253 Economic Geography
GEOG 3643 Urban Geography
GEOG 4084 Geography Capstone**

Three of the following: 9 Hours

**GEOG 3085 Selected Topics in
Regional Geography
GEOG 3405 Geographies of
Sustainability
GEOG 3644 Atlanta's Geographies
GEOG 4253 Seminar in Economic
Geography
GEOG 4500 Moral Geographies
GEOG 4643 Seminar in Urban
Geography**

3000/4000 level hours any GEOG courses: 9 Hours

Minor and/or electives: 21-30 Hours

Environmental Sustainability

Concentration

Required Courses: 30-39 Hours

**GEOG 1112 Weather and Climate
[Right] (if not taken in Area D or F)
GEOG 2202 Environmental Science
GEOG 4400 Energy and
Sustainability
GEOG 4700 Global Environmental
Change
GEOG 3405 Geographies of
Sustainability
GEOG 4083 Faculty-Mentored
Research
GEOG 4084 Geography Capstone
GEOG 4086 Internship**

Two of the following: 6 Hours

GEOG 3713 Meteorology
GEOG 3800 Biogeography
GEOG 3900 Ecological Climatology
GEOG 4103 Geography of Soils and Water
GEOG 4900 Dendrochronology
GEOG 3253 Economic Geography
GEOG 3643 Urban Geography
GEOG 4500 Moral Geographies

Interdisciplinary Offering: 9 Hours

Select upper level courses in ANTH, COMM, ECON, GEOG, HIST, POLS/PLAN, PSYC, SOCI or other approved disciplines when those courses focus on environmentally relevant topics. Must be approved by advisor.

Senior Seminar

GEOG 4084 Geography Capstone

Minor and/or electives: 21-30 Hours**Physical Geography****Concentration**

Required Courses: 27-38 Hours

GEOG 1112 Weather and Climate
[Right] (if not taken in Area D or F)
GEOG 1112L Weather and Climate
Laboratory
[Right] (if not taken in Area D or F)
GEOG 1113 Landform Geography
[Right] (if not taken in Area D or F)
GEOG 1113L Landform Geography
Laboratory
[Right] (if not taken in Area D or F)
GEOG 4083 Faculty-Mentored
Research
GEOG 4084 Geography Capstone

Four of the following: 12 Hours

GEOG 3713 Meteorology
GEOG 3723 Physiography of United
States
GEOG 3800 Biogeography
GEOG 3900 Ecological Climatology
GEOG 4103 Geography of Soils and
Water
GEOG 4400 Energy and
Sustainability
GEOG 4700 Global Environmental
Change
GEOG 4800 Advanced Topics in
Biogeography
GEOG 4900 Dendrochronology
GEOL 4003 Geomorphology

3000/4000 level hours Any GEOG Courses: 12 Hours

Senior Seminar

GEOG 4084 Geography Capstone

Minor and/or electives: 22-33 Hours

Geographic Information Systems

Concentration

Required Courses 39-43 Hours

One of the following (*: If not taken in Core Areas A-E) 0-4 Hours

GEOG 1112 Weather and Climate

[Right] *

GEOG 1113 Landform Geography

[Right] *

GEOG 2202 Environmental Science

[Right] *

CS 1030 Introduction to Computer Concepts

[Right] *

CS 1300 Introduction to Computer Science

[Right] *

CISM 2201 Foundations of Computer Applications

[Right] *

All of the following 16 Hours

GEOG 3563 Remote Sensing and GIS Integration

GEOG 4553 Geographic Information System

GEOG 4554 Computer Cartography

GEOG 4083 Faculty-Mentored Research

GEOG 4084 Geography Capstone

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 hours GEOG, GEOL, CS, POLS,
MGNT, or CISM: 11 Hours**

Minor and/or electives: 17-21 Hours

Major: 60 Hours

Total: 120 Hours

**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

Comments

**Is Senate Review
required?***

- ☒ Yes
- ☐ No

~~Strikethrough~~ = delete from catalog

Highlight = add

B.S. Degree with a Major in Geography

Concentration: Human Geography

Core Requirements **60**

Core Areas A-E **42**

Area A must have MATH 1113

Area D must have Option II

Area F **18**

GEOG 1013 World Geography

GEOG 2083 Introduction to Geographical Analysis

~~MATH 2063 Introductory Statistics~~ **Math 1401 Elementary Statistics** OR MATH 1634 Calculus

Two Laboratory Science courses from Geography, Geology,

Biology, Chemistry, or Physics

Additional courses as necessary

Major Requirements **60**

All of the following **12-21**

GEOG 1112 Weather & Climate OR GEOG 1113

Landform Geography (if not taken in Areas D or F)

GEOG 2503 Cultural Geography (if not taken in Area E)

GEOG 2553 Introduction to GIS and Mapping Science

(if not taken in Areas D or F)

GEOG 3010 Political Geography

GEOG 3253 Economic Geography

GEOG 2643 Urban Geography

GEOG 4084 Geography Senior Seminar

Three of the following **9**

GEOG 4085 Selected Topics in Regional Geography

GEOG 3405 Geographies of Sustainability

GEOG 3644 Atlanta's Geographies

GEOG 4253 Seminar in Economic Geography

GEOG 4500 Moral Geographies

GEOG 4643 Seminar in Urban Geography

3000/4000 level hours from GEOG **9**

Minor and/or electives **21-30**

Concentration: Environmental Sustainability

Core Requirements 60

Core Areas A-E 42

Area A must have MATH 1113

Area D must have Option II

Area F 18

GEOG 1013 World Geography

GEOG 2083 Introduction to Geographical Analysis

~~MATH 2063 Introductory Statistics~~ Math 1401 Elementary Statistics OR MATH 1634 Calculus

Two Laboratory Science courses from Geography, Geology,

Biology, Chemistry, or Physics

Additional courses as necessary

Major Requirements 60

All of the following 18-24

GEOG 1112 Weather & Climate (if not taken in Areas D or F)

GEOG 2505 Human Impacts on the Environment

GEOG 2553 Introduction to GIS and Mapping Science

(if not taken in Areas D or F)

GEOG 3405 Geographies of Sustainability

GEOG 4086 Internship

GEOG 4400 Energy & Sustainability

GEOG 4700 Global Environmental Change

GEOG 4084 Geography Senior Seminar

Two of the following 6

GEOG 3253 Economic Geography

GEOG 3643 Urban Geography

GEOG 3713 Meteorology

GEOG 3800 Biogeography

GEOG 3900 Ecological Climatology

GEOG 4103 Geography of Soils and Water

GEOG 4500 Moral Geographies

GEOG 4900 Dendrochronology

3000/4000 level hours from approved courses 9

Minor and/or electives

Concentration: Physical Geography

Core Requirements

60

Core Areas A-E

42

Area A must have MATH 1113

Area D must have Option II

Area F

18

GEOG 1013 World Geography

GEOG 2083 Introduction to Geographical Analysis

~~MATH 2063 Introductory Statistics~~ **Math 1401 Elementary Statistics** OR MATH 1634 Calculus

Two Laboratory Science courses from Geography, Geology,

Biology, Chemistry, or Physics

Additional courses as necessary

Major Requirements

60

All of the following

3-14

GEOG 1112 Weather & Climate (if not taken in Areas D or F)

GEOG 1112L Weather & Climate Lab (if not taken in Areas D or F)

GEOG 1113 Landform Geography (if not taken in Areas D or F)

GEOG 1113L Landform Geography Lab (if not taken in Areas D or F)

GEOG 2553 Introduction to GIS and Mapping Science

(if not taken in Areas D or F)

GEOG 4084 Geography Senior Seminar

Four of the following

12

GEOG 3713 Meteorology

GEOG 3723 Physiography in the United States

GEOG 3800 Biogeography

GEOG 3900 Ecological Climatology

GEOG 4103 Geography of Soils and Water

GEOG 4400 Energy and Sustainability

GEOG 4700 Global Environmental Change

GEOG 4800 Advanced Topics in Biogeography

GEOG 4900 Dendrochronology

3000/4000 level hours from GEOG

12

Minor and/or electives

22-33

Concentration: Geographic Information Science

Core Requirements 60

Core Areas A-E 42

Area A must have MATH 1113

Area D must have Option II

Area F 18

GEOG 1013 World Geography

GEOG 2083 Introduction to Geographical Analysis

~~MATH 2063 Introductory Statistics~~ **Math 1401 Elementary Statistics** OR MATH 1634 Calculus

Two Laboratory Science courses from Geography, Geology,

Biology, Chemistry, or Physics

Additional courses as necessary

Major Requirements 60

All of the following 15-21

GEOG 1112 Weather & Climate OR GEOG 1113

Landform Geography (if not taken in Areas D or F)

GEOG 2553 Introduction to GIS and Mapping Science

(if not taken in Areas D or F)

GEOG 3563 Introduction to Remote Sensing

GEOG 4553 Geographic Information Systems

GEOG 4554 Computer Cartography

GEOG 4084 Geography Senior Seminar

Three of the following 12

GEOG 4562 Airphoto Interpretation & Photogrammetry

GEOG 4564 Introduction to Image Processing

GEOG 4753 Advanced GIS & Spatial Analysis

GEOG 4755 GIS Database Design

GEOG 4757 Programming & Customization in GIS

GEOG 4893 Practicum in GIS

3000/4000 level hours from GEOG, GEOL CS, POLS, MGNT, or CISM 12

Minor and/or electives 15-21

Prisoner Reentry and Community Corrections
2019-2020 Undergraduate New Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Program Type* Certificate

Degree Type* Certificate

Program Name* Prisoner Reentry and Community Corrections

College - School/ Department* Department of Criminology

Program Description* Reentry is a broad term used to refer to issues related to the transition of offenders from prison to community supervision. Nationwide, 700,000 people are released from correctional custody every year with a 68% recidivism rate within the first three years. Current reentry programs advocate for solutions that will help people returning from prison obtain employment, connect with their families, and rejoin their communities in an effort to reduce this recidivism rate. This certificate program will prepare students to work in fields related to reentry by providing them an education in the barriers that reduce the likelihood of successful reintegration and in current reentry strategies and characteristics of successful programs.

Rationale* Approximately 700,000 people are released from American penitentiaries every year with little or no practical tools to successfully reintegrate. According to the Bureau of Justice Statistics (2018),
[E6 R1] The 401,288 state prisoners released in 2005 had 1,994,000 arrests during a 9-year follow up period, an average of 5 arrests per released prisoner. Sixty percent of these arrests occurred during years 4 through 9.
[E6 R1] An estimated 68% of released prisoners were arrested within 3 years, 79% within 6 years, and 83% within 9 years.
[E6 R1] Eighty-two percent of prisoners arrested during the 9-year period were arrested within the first 3 years.
[E6 R1] Almost half (47%) of prisoners who did not have an arrest within 3 years of release were arrested during years 4 through 9.
[E6 R1] Forty-four percent of released prisoners were arrested during the first year following release, while 24% were arrested during year-9. Findings are based on data from BJS's Recidivism Study of State Prisoners Released in 2005. This study tracked a sample of former prisoners from 30 states for 9 years following release in 2005 (Mariel

Alper, Ph.D., Matthew R. Durose, BJS Statisticians, Joshua Markman, former BJS Statistician. 2018 Update On Prisoner Recidivism: A 9-Year Follow-Up Period (2005-2014) May 23, 2018. NCJ 250975. Retrieved January 1, 2019 from <https://www.bjs.gov/index.cfm?ty=pbdetail&iid=6266>).

This staggering recidivism rate may be due, at least in part, to the lack of preparedness prior to release and staggering obstacles returning citizens face upon released from prison.

After much research during 2017-2018, no other college or University within the state of Georgia offering courses specific to reentry or reentry certificate programs embedded within their criminal justice or criminology degree programs were discovered.

America seems to be moving away from mass incarceration and the draconian laws and practices that have created the largest prison population in the world and more toward reintegration and de-incarceration. With this information in mind, the additional rationale for this certificate program is actually two-fold: it would be very beneficial for UWG students to have the opportunity to be educated and fully trained to work in this burgeoning field of expertise. Secondly, the college-bound who are interested in correctional reform, injustice, and reentry specifically might well be drawn to UWG solely because we are the only college/university in Georgia offering a Prisoner Reentry & Community Corrections program.

This certificate program would be embedded into the existing UWG Criminology B.S. program and does not affect current assessment needs already in place for UWG and does not require any additional assessment criteria for UWG. Upon completion of the program, students will be prepared to begin working in correctional settings that provide rehabilitative services to offenders. These include probation and parole, prisons, jails, community based correctional facilities, halfway houses and group homes, day reporting centers, reentry programs and other correctional settings. A certificate in correctional rehabilitation equips students with the necessary theoretical, empirical, and practical foundation to work with, manage, and/or study offenders in correctional treatment settings.

- Program Learning Outcomes***
1. Apply theoretical and empirical research to practical applications
 2. Develop empirically-grounded reintegration strategies that serve to reduce recidivism and subsequent incarceration.
 3. Identify various systemic, cultural, community, and individual-level barriers to improve successful reintegration

Is this a School of Nursing Program?* ☐ Yes ☒ No

Is this a College of Education Program?* ☐ Yes ☒ No

Program Location* ☐ Carrollton ☒ Online

Desired Effective Semester* ☒ Fall

Desired Effective Year* ☒ 2019

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

- Assessment Plan*** ☐ Assessment Plan has been attached
☒ Assessment Plan is not required (minor is a part of an existing major)

Prospective Curriculum*

Required Coursework: 15 credits

CRIM 2275 Introduction to Corrections
CRIM 4230 Ethics and Criminal Justice
CRIM 4260 Prisoner Reentry and Community Corrections
CRIM 4265 Crime and Social Inequality
CRIM 4293 Correctional programs

Elective Coursework: 6 credits

CRIM 3242 Drug Abuse
CRIM 3333 Victimology
CRIM 4231 Women in the Criminal Justice System
CRIM 4232 Family Violence
CRIM 4233 Gangs
CRIM 4280 Contemporary Issues in Criminal Justice
[Right] Must be relevant to reentry and approved by the Certificate Director.
CRIM 4286 Internship
[Right] Must be relevant to reentry and approved by the Certificate Director.

- Attach Program Map*** ☒ Program Map has been attached.

- 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 Program Proposal*** ☐ Program Proposal has been attached
☒ N/A (minor, embedded certificate)

2019-2020
Program Map – BS Criminology
Certificate in Prisoner Reentry and Community Corrections

YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area A: ENGL 1101	3		Area A: ENGL 1102	3
Area A-2: MATH 1001 or 1111	3		Area D-1: Science + Lab	4
Area F: CRIM 1100	3		Area B-1	3
Area E	3		Area E	3
Area B-2: XIDS 2002	2		Area F: CRIM 2000	3
SEMESTER TOTAL	14		SEMESTER TOTAL	16
Milestones			Milestones	
<ul style="list-style-type: none">Complete ENGL 1101 C or betterComplete Area A2 MathDeclare Major		<ul style="list-style-type: none">Complete ENGL 1102 C or betterComplete Lab ScienceEarn 15 or more credit hours		
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area C-1	3		Area D-2	3
Area D-1: Non-lab Science	3		Area C-2	3
Area E	3		Area E	3
CRIM 2275	3		Area F	3
Area F	3		Area F	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
<ul style="list-style-type: none">Earn 15 or more credit hours <p>For Area F, CRIM majors must complete the following: CRIM 2272, CRIM 2276 Choose one: CRIM 2273 or 2274 Choose one: CRIM 2245 or CRIM 2275</p>			<ul style="list-style-type: none">Complete CoreEarn 15 or more credit hours <p>For Area F, CRIM majors must complete the following: CRIM 2272, CRIM 2276 Choose one: CRIM 2273 or 2274 Choose one: CRIM 2245 or CRIM 2275</p>	
YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
GENERAL ELECTIVE	3		CRIM 4000	3
CRIM 3240	3		Police & Society Course (1 of 2) (CRIM 3411, 4211, or 4277)	3
Legal Studies Course (1 of 2) (CRIM 3323, 3900, 4402, or 4712)	3		Corrections and Social Services Course (1 of 2) (CRIM 3241, 4255, 4232, 4260, or 4293).	3
SUPPORTING COURSE (CRIM 4265)	3		SUPPORTING COURSE (CRIM 4230)	3
Global & Diversity Course (1 of 2) (CRIM 4911, CRIM 4248, CRIM 4279, or CRIM 4231)	3		Legal Studies Course (2 of 2) (CRIM 3323, 3900, 4402, or 4712)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15

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.

Milestones
<p>*Students must complete CRIM 3240, CRIM 4000, CRIM 4003, and CRIM 4284 with a C or better to graduate.</p> <p>*Contact the Internship Coordinator if you want to complete as internship as CRIM ELECTIVE (3-6 hours).</p> <p>*To complete Certificate, Supporting Course should be CRIM 3333, 3242, 4230, 4232, 4265, 4233 or approved 4280 or 4286</p> <p>*To complete Certificate, Global & Diversity course may be CRIM 4231</p>

Milestones
<p>*No more than a total of nine hours of directed research or directed readings credits may be applied toward the major.</p>

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 4003	3	CRIM 4284	3
Global & Diversity Course (2 of 2) (CRIM 4911, CRIM 4248, CRIM 4279, or CRIM 4231)	3	Corrections and Social Services Course (2 of 2) (CRIM 3241, 4255, 4232, 4260, or 4293).	3
SUPPORTING COURSE (3 OF 4)	3	GENERAL ELECTIVE	3
SUPPORTING COURSE (4 OF 4)	3	GENERAL ELECTIVE	3
Police & Society Course (2 of 2) (CRIM 3411, 4211, or 4277)	3	GENERAL ELECTIVE	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
Apply for Graduation		<p>The Four-Year Plan is designed only as a guide. It does not guarantee; 1) that all courses listed will be offered during a given semester, or 2) if they are offered that the scheduling will not conflict. Estimated time of completion is based on 15 hour semesters, with no summer classes. A change in hours or courses taken during the summer will either reduce (taking 18 hrs. or summers) or extend (taking less than 15 hrs.) the time needed.</p>	

CRIMINOLOGY CURRICULUM FAQS

What are Supporting Courses?

These are any 3000 or 4000 level course that you have not taken, or are not required to take. Meaning, you could take CRIM 4693, Sports, Crime, and Society, which is a criminology elective. However, you could also take an *additional* area course as an elective. For instance, if you took CRIM 3323 and CRIM 4402 to satisfy your legal studies area, you could take CRIM 3900 and/or 4712, and they would count towards your Supporting Courses. You may also take 3000 or 4000 level courses in areas other than Criminology.

What are General Electives?

Although it may not show in your Wolf Watch, under potential electives, or general electives, you need 12 hours in order to graduate. These are any courses 1000-4000 that are not PWLA (physical wellness/education type courses).

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.

How is the Certificate in Prisoner Reentry and Community Corrections earned?

The following courses are required: CRIM 2275, 4230, 4260, 4265, and 4293 (15 hours)

You must also choose two of the following courses: CRIM 3333, 4232, 4231, 4233, or approved 4280 or 4286 (6 hours)

For Area F, you should select CRIM 2275 as one of your courses. For the Corrections & Social Services area courses, it is recommended you take CRIM 4260 and 4293. CRIM 4265, 4230 (required) and CRIM 3333, 3242, 4233, 4280, and 4286 (elective- choose two) may be completed as Supporting Courses or General Electives. CRIM 4231 (elective option) can be completed as part of the Global & Diversity area.

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.

CRIM - 4260 - Prisoner Reentry and Community Corrections

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix*

CRIM

Course Number*

4260

Course Title* Prisoner Reentry and Community Corrections**Long Course Title****Lec Hrs*** 3**Lab Hrs*** 0**Credit Hrs*** 3**Course Type***

Criminology

**College - School/
Department***

Department of Criminology

**Catalog Course
Description***

This course will examine how criminal justice social scientists develop, examine and evaluate the impact and successes of the various community corrections programs. Examines community corrections, probation and parole, treatment philosophies, and strategies for supervision. Evidence-based, effective community-based correctional programs will be examined.

**Is the
addition/change
related to core,
honors, or XIDS
courses?***

☐ Yes☒ No

**Is this a General
Education
course?***

☐ Yes☒ No

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

☐ Area A☐ Area B☐ Area C☐ Area D

<input type="checkbox"/> Area E	
Is this a School of Nursing course?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Desired Effective Semester* Fall	Desired Effective Year* 2019
Frequency 2	Grading* Undergraduate Standard Letter
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the historical trends in corrections and reentry policy. 2. Demonstrate knowledge of the causes of mass incarceration. 3. Demonstrate critical thinking about crime and discuss relevant issues related to reentry. 4. Identify the role the victim plays in reentry (restorative justice). 5. Demonstrate knowledge of the reentry experience and its challenges. 6. Apply methodological principles, concepts and techniques to address "real life" reentry problems and situations. 7. Demonstrate knowledge of the diversity of prison populations. 8. Explain what works to improve reentry outcomes. 9. Apply core social work values, ethics, and relevant legal obligations in ethical decision making and professional practice. 10. Demonstrate oral and written communication skills in working with individuals, families, groups, organizations, communities. 11. Discuss diversity and difference in a culturally sensitive and respectful manner. 12. Apply theoretical and empirical research to practical applications
Rationale*	This course will be required in the newly proposed Prisoner Reentry and Community Corrections Certificate Program. The rationale for the certificate program is to give UWG students the opportunity to be educated and prepared to work in the burgeoning field of reintegration. This course is essential to the certificate in that it will give students information on community corrections programs and treatment, as well as give them experience preparing a case plan for someone returning from prison.
Prerequisites	CRIM 1100
Corequisites	
Cross-listing	
Restrictions	
May be repeated	No
Fee*	0
Fee Justification	
Planning Info*	

- ☒ Library Resources are Adequate
- ☐ Library Resources Need Enhancement

Present or 100
Projected Annual
Enrollment*

Attach syllabus* ☒ Syllabus has been attached - This is required

Prisoner Reentry and Community Corrections

CRIM 4260

University of West Georgia

Instructor: Kelley Christopher

Telephone: 678-839-4893

Class Meeting: TLC 1301

Dept. Telephone: 678-839-5199

Class Time: T/TH 2:00 PM-3:15 P.M.

Office Location: Pafford 225

Office House: College of Social Sciences

Telephone: 678-839-5199

Online Hours: Monday-Friday 8:00-10:00 P.M.

Westga email: kchristo@westga.edu

Course Description: The course will examine how criminal justice social scientists develop, examine and evaluate the impact and successes of the various community corrections programs. Examines community corrections, probation and parole, treatment philosophies, and strategies for supervision. Evidence-based, effective community-based correctional programs will be examined.

Required Text: Prisoner Reentry in the Era of Mass Incarceration. Daniel Mears and Joshua Cochran. ISBN: 978-1-4833-1672-7. Sage Publications.

Learning Outcomes

1. Demonstrate knowledge of the historical trends in corrections and reentry policy.
(W.D., E., R.P.)
2. Demonstrate knowledge of the causes of mass incarceration. (W.D., E.)

Support for Courses:

CourseDen D2L Home Page

CourseDen Help (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

24/7/365 D2L Help Center

Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success

678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services

678-839-6428

counseling@westga.edu

Student Responsibilities: Students are responsible for meeting all deadlines and to conduct themselves in a respectful manner at all times.

General Expectations: Students are expected to log into the course daily (excluding holidays), and complete the required assignments by their due dates. Due dates for all assignments are listed in the course schedule and are firm deadlines. Late work will not be accepted under any circumstances. The one and only exception to this rule is if a student is hospitalized for at least one week. This is an upper-level course; work that is submitted should be reflective of this.

All work must be spell-checked, grammar checked, and professionally written. I deduct **a lot** of points for sloppy, unprofessionally written assignments and discussions. Moreover, all discussions must include in-text citations and a reference and I deduct **a lot** of points if those are missing. There is always something from the reading that can be referenced in all discussions. If there are no citations, then I can only assume that your posting is purely opinion.... An opinion cannot be graded; it is simply an opinion so how can I rate one opinion as an A and one as a D?

UWG Policies

All Students Please Note:

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at

<https://www.westga.edu/UWGSyllabusPolicies/> Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Grading:

Methods of Evaluation:

******There will be no scheduled extra credit opportunities.

Weekly Discussions: (L.O. 1, 2, 3, 4, 5, 7, 8, 11) 80 points. There is a total of 8 discussions for the semester. Each discussion is worth 10 points. Citations and referencing the text is mandatory and if these are missing, no points will be awarded for your post.

For each discussion, several questions will be provided that are grounded totally in the chapter reading and one will be personal opinion.

Examination: (L.O. 1, 2, 3, 4, 5) There is one exam worth 100 points. This short answer/MC/T-F exam will be taken mid-semester.

Research Project: (L.O. 6, 8) 100 points. Students will be required to locate and research one reentry program from any state *other than Georgia or from outside the United States*.

Quantitative data must be included in your summary; i.e. The recidivism rate/success rate, etc.

(In other words, we are looking for statistical data indicating the program has been successful/not successful). You will simply be summarizing their program and whether or not it seems to be successful.

Case Plan: (P.O. 1, L.O. 5, 6, 8, 9, 10, 12) 100 points. The “final” will be a case plan. You will be provided with the profile of a “returning citizen” and it will be your job to assess the risk, need, and responsivity of this individual. You will receive your client’s profile 3 weeks prior to finals week and will present your findings in the assigned drop box by the due date. I will provide the basics of writing a case plan that includes the critical element of assessing risk, need, and responsivity. (“P.O” indicates a Program Learning Objective for the Department of Criminology.)

Turn it In is enabled for all writing assignments. There is typically a 24 hour turnaround time for your work to be checked so please be sure to submit with enough time to edit if necessary. The industry standard for similarity is 20%; if your paper/essay, etc. comes back with a higher than 20% similarity report, please edit your work and submit again. Any submission with a submission report higher than 30% will be returned to student for editing.

The last third of the semester will be focused primarily on the “training” portion of reintegration.

The goal is to prepare students to work in reentry with the basic skills needed to do so.

Weekly discussions = 80 points

Exam= 100 points

Research Project: 100 points

Case Analysis: 100 points

Total for class= 380

Your final grade will be the number of points you have earned divided by 380. 90-100= A, 80-89= B, 70-79= C, 60-69= D, 59 and below= F.

Academic Honesty:

Academic integrity is expected. Violations of the UWG plagiarism policy will be met with sanctions and ignorance of its provisions is not an acceptable excuse. Any and all plagiarized work that is submitted will earn a grade of zero for the first offense and submission of your name to the Provost’s office for the second and removal from this course. This includes the copying/excessive collaboration of a classmate’s work or classmates “sharing” their work for the purpose of submitting it as their own. Turn it In is enabled for all writing assignments. Also read the university policy on plagiarism and academic dishonesty in your student handbook.

Plagiarism is the use of others’ words and or ideas without giving them proper credit, which

3. Demonstrate critical thinking about crime and discuss relevant issues related to reentry. (W.D., R.P., E.)
4. Identify the role the victim plays in reentry (restorative justice). (W.D., C.A., E.)
5. Demonstrate knowledge of the reentry experience and its challenges. (W.D. E., C.P.)
6. Apply methodological principles, concepts and techniques to address “real life” reentry problems and situations. (R.P., C.P., E)
7. Demonstrate knowledge of the diversity of prison populations. (W.D.)
8. Explain what works to improve reentry outcomes. (R.P., W.D., C.P)
9. Apply core social work values, ethics, and relevant legal obligations in ethical decision making and professional practice. (C.P.)
10. Demonstrate oral and written communication skills in working with individuals, families, groups, organizations, communities. (C.P.)
11. Discuss diversity and difference in a culturally sensitive and respectful manner. (W.D., E)
12. Apply theoretical and empirical research to practical applications (P.O. 1, C.P.)

*P.O. indicates a Program Objective for the Department of Criminology at UWG.

includes passing another person's paper off as your own and failing to cite a source. Plagiarism software can detect copied papers and copied text. Please read the UWG plagiarism policy and definitions at <https://www.westga.edu/academics/coah/writing/plagiarism.php>

You are responsible for knowing how to properly cite sources with APA formatting.

Communication Rules

You can contact me using the email above. If you want to make an appointment, please email a day ahead of time if possible so I can better plan my time. However, feel free to pop in (online) to ask a question whenever you see that I am online. I prefer that you send me your questions via CourseDen email as I rarely check my voicemail. I will return all emails in 24-hours during the week and within 48 hours over the weekends.

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!
- Do not 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

Students can expect me to be in the online discussion at least three days per week, primarily during weekdays, but I will check in once during the weekend. Online discussions will be graded within 7 days of the due date and will contain feedback on what you did well and what you can do to improve. Homework assignments will also be graded within 7 days of the due date. I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Course and UWG Policies

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this online class, students are required to post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and

Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not you are taking online courses. This link provides students with most of the information they need. If you are experiencing distress and need some help, check out [UWG Cares](#).

Reading Schedule

DATE	CHAPTER	TEXT	ASSIGNMENT DUE	FILM
1/09	Intro to Class			
1/11	1	Mears & Cochran		
1/16	2	Mears & Cochran		The First 72 https://www.youtube.com/watch?v=whaiPnKIyRA
1/18				
1/23	3	Mears & Cochran		
1/25				
1/30	4	Mears & Cochran		
2/6	5	Mears & Cochran		Doing Time: Life on the Inside. https://www.youtube.com/watch?v=9b1xwx759Uk
2/8				
2/13	6	Mears & Cochran	Research Project due	
2/15				
2/20	7 & Reentry Module 1- What Works in Correctional Interventions	Mears & Cochran		Inside out: Leaving Prison Behind https://www.youtube.com/watch?v=MsZtsU0sqg8
2/22				
2/27	8 & Reentry Module 2-	Mears & Cochran		

	What Works: Staff Effectiveness			
3/1	Exam 1			
3/6	9 & Reentry Module 3- Assessment and Classification	Mears & Cochran		A Story of a Wrongful Conviction: Terry Olson https://www.youtube.com/watch?v=cockf6_kS2Y
3/8	Exam 1 due	Exam 1 due	Exam 1 due	
3/13	Reentry Module 4- What Works: Case Planning	Provided by Professor		The Three E's of Reentry with Nicholas Crapser https://www.youtube.com/watch?v=aEWUg1zeUsg
3/15				
3/20	Spring Break			
3/22	Spring Break			
3/27	Reentry Module 5- Cognitive Behavioral Interventions	Provided by Professor	Part 1: Students will conduct a multidimensional, strengths-based assessment of a client during mock client/case simulation. Specific instructions for the assessment interview will be provided by me	
3/29				From Slavery to Mass Incarceration, Ava DuVernay's Film "13th" Examines Racist U.S. Justice System https://www.youtube.com/watch?v=0CK7f8A4tPU
4/3	Reentry Module 6- What Works: Family and Social Support	Provided by Professor	Part 2: Following the in-class assessment interview, each student will write a case assessment, a case note and develop a	Film: 13 th

			service/treatment plan following an outline provided by the instructor.	
4/5				
4/10	Reentry client assigned & Reentry Module 7-8- What Works: Behavioral Management Systems	Provided by Professor		
4/12				New way to help ex-inmates re-enter society & stay out of prison with Louise Wasilewski. KSU https://www.youtube.com/watch?v=1gTNgijhKzw
4/17	Reentry Module 9- What Works: Implementation	Provided by Professor		Recorded interviews/reentry clients
4/19	Reentry Module 9- What Works: Implementation			
4/24				
4/26	Case Analysis due	Case Analysis due	Case Analysis due	

CRIM - 4265 - Crime and Social Inequality

2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix*

CRIM

Course Number*

4265

Course Title*

Crime and Social Inequality

Long Course Title**Lec Hrs*** 3**Lab Hrs*** 0**Credit Hrs*** 3**Course Type***

Criminology

**College - School/
Department***

Department of Criminology

**Catalog Course
Description***

This course offers an examination of the relationships between social stratification, crime, and criminal justice. Explored will be the empirical and theoretical associations that race/ethnicity, sex/gender, social class, and other systems of inequality have with crime, victimization, and criminal justice system response. This course also explores the relationship between social inequality, criminal offending, and criminal victimization. In addition, how racial/ethnic, gender, age, and socioeconomic inequality influence (and are influenced by) criminal justice policy making, processes, and outcomes will be explored. Contemporary issues in policing, courts, sentencing, and punishment will be addressed to explore the complex interaction between social disadvantage (particularly related to race and ethnicity), the criminal justice system, and broader social relations.

**Is the
addition/change
related to core,
honors, or XIDS
courses?***

☐ Yes☒ No

**Is this a General
Education
course?***

☐ Yes☒ No

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

☐ Area A

☐ Area B

☐ Area C

☐ Area D

☐ Area E

Is this a School of Nursing course? ☐ Yes ☒ No

Is this a College of Education course? ☐ Yes ☒ No

Desired Effective Semester* Fall

Desired Effective Year* 2019

Frequency 2

Grading* Undergraduate Standard Letter

Student Learning Outcomes

1. Describe public (mis)perceptions of crime, criminals, and the justice system
2. Explain how social inequality leads to different rates of offending and victimization
3. Discuss specific ways that the criminal justice system promotes inequality
4. Identify and critically consider specific ways that race and ethnicity influence the administration of justice in U.S. society.

Rationale* This course will be required in the newly proposed Prisoner Reentry and Community Corrections Certificate Program. The rationale for the certificate program is to give UWG students the opportunity to be educated and prepared to work in the burgeoning field of reintegration. This course is essential to the certificate in that it will provide students with information about how inequality impacts the criminalization of certain behaviors as well as how inequality influences chances of success upon reentry.

Prerequisites CRIM 1100

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* 0

Fee Justification

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or 100
Projected Annual
Enrollment*

Attach syllabus* ☒ Syllabus has been attached - This is required

CRIME & SOCIAL INEQUALITY
CRIM 4265
Course Syllabus

Professor:

Office:

Department Website: <http://www.westga.edu/criminology>

Office Hours:

Required Texts:

- Edelman, Peter: *Not a Crime to Be Poor: The Criminalization of Poverty in America*
- Hinton, Elizabeth. *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America*

Course Description:

This course offers an examination of the relationships between social stratification, crime, and criminal justice. Explored will be the empirical and theoretical associations that race/ethnicity, sex/gender, social class, and other systems of inequality have with crime, victimization, and criminal justice system response. This course also explores the relationship between social inequality, criminal offending, and criminal victimization. In addition, how racial/ethnic, gender, age, and socioeconomic inequality influence (and are influenced by) criminal justice policy making, processes, and outcomes will be explored. Contemporary issues in policing, courts, sentencing, and punishment will be addressed to explore the complex interaction between social disadvantage (particularly related to race and ethnicity), the criminal justice system, and broader social relations.

Learning Objectives

At the conclusion of the course, students will be able to draw on social science research and theory to:

1. Describe public (mis)perceptions of crime, criminals, and the justice system
2. Explain how social inequality leads to different rates of offending and victimization
3. Discuss specific ways that the criminal justice system promotes inequality
4. Identify and critically consider specific ways that race and ethnicity influence the administration of justice in U.S. society.

Readings & Attendance:

The assigned textbook chapters are indicated in the “Course Schedule.” You will discuss them in class; therefore, it is imperative that you have them read before class. You are expected to read/analyze all assigned readings. Because of the design of the course, regular, productive attendance is the best way to learn, and you will be graded on the basis of how well you have learned. Much of the information you need to do well on the exams and assignment is available only in class, so it is vital that you attend and take thorough notes. Chronic absence will severely limit your learning and hurt your performance in this course. You are always responsible for any material covered or announcements made in class. As a University of West Georgia student, you

are expected to prioritize your academic obligations over many others. In most cases, it is inappropriate to make plans that conflict with your course schedules.

In-Class Exams: (L.O. 1, 3, 4).

There will be 2 in-class essay exams covering the assigned chapters from the required text. Each exam is worth 50 points and will require you to answer 5 questions. Answers will be handwritten on paper provided to you. I will grade the exams based on how well knowledge of the reading materials is demonstrated. Your answers must be very thorough and descript, and well written—legibility, organization, clarity, and coherence are needed to convey that you know the material. Each answer must be at least one-half page per question, avoiding techniques such as skipping lines, large writing, extra margins, and re-stating information. **Exams must be taken on the scheduled dates (see Course Schedule).** A make-up exam will only be given for an excused absence. In most cases, arrangements for make-ups must be made **prior** to the scheduled exam date. A different version of an exam will be used as a make-up.

Scholarly Paper: (L.O. 2, 4)

This will be an original scholarly paper on a **specific** criminological topic under the following areas: race/ethnicity, sex/gender, social class, sexual orientation, and disability/aging/elderly as it pertains to social inequality and crime. We will discuss the details of this paper in class. If your topic does not directly pertain to this course, according to my discretion, I will reject the paper. You should have me approve your topic before writing your paper. Your paper may be an objective report or a well-supported argument, but **do not editorialize** in your paper—any opinions that are not properly supported by qualified sources will result in severe point loss. Also **avoid personal narratives. You may not include work that you have done on other projects—**

this paper must be original work done exclusively for this course. Your paper must incorporate analyses of a minimum of 6 separate sources. The qualified sources must be from authentic academic books and journals only—**no websites, newspapers, or magazines** (popular or professional) for example. You should have me approve your sources before using them. **You may not use the required book readings for this course, in any way, in this paper.**

Excused Absence Policy:

I will excuse an absence only in cases of proven unavoidable and **dire** circumstances, such as **serious** illness and situations that the university requires me to excuse. You must provide me with proof of such circumstances, such as an authentic doctor's note or a notice from another university department asking that you be excused. If you know ahead of time that you will be absent, you must make arrangements with me right away to complete assignments and/or exams. Or if an unforeseen emergency incident renders you absent, then you must make contact with me **very soon** after that incident. In the case of an excused absence, you will still be responsible for making up any missed exams or assignments. **It is your responsibility to bring me proof** of an excusable absence, which I will verify. **Also**, know that I am allowed to make judgments on what constitutes an excusable situation; I will not excuse an absence, in advance or afterward, in situations in which it is inconvenient for you to come to class.

As a University of West Georgia student, you are expected to prioritize your academic obligations over many others such as work (including job interviews), friendship, and even many family matters. You are obligated to be present here for all classes throughout the entire

semester, including the final week and the days prior to and after breaks. In most cases, it is inappropriate to make plans that conflict with your course schedules; if you made plans prior to beginning this course that conflict with the course schedule, you must change those plans. It is your responsibility, not mine, to resolve your scheduling conflicts. For example, it is up to you to schedule work hours, job interviews, and recreational events around exams and due dates, and I will not accept time and/or travel conveniences as excuses to leave campus before any exam (if you spend money on travel to leave early that is your fault).

Student Conduct

Academic integrity is expected. Violations of the UWG plagiarism policy will be met with sanctions and ignorance of its provisions is not an acceptable excuse. Any and all plagiarized work that is submitted will earn a grade of zero for the first offense and submission of your name to the Provost's office for the second and removal from this course. This includes the copying/excessive collaboration of a classmate's work or classmates "sharing" their work for the purpose of submitting it as their own. Turn It In is enabled for all writing assignments. Also read the university policy on plagiarism and academic dishonesty in your student handbook.

Plagiarism is the use of others' words and or ideas without giving them proper credit, which includes passing another person's paper off as your own and failing to cite a source. Plagiarism software can detect copied papers and copied text. Please read the UWG plagiarism policy and definitions at <https://www.westga.edu/academics/coah/writing/plagiarism.php>

You are responsible for knowing how to properly cite sources with APA formatting.

UWG Policies

All Students Please Note:

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at <https://www.westga.edu/UWGSyllabusPolicies/> Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Course Schedule

Week 1: An Introduction to the Course and Critical Criminology

- Introductions
- 10 Things Every College Professor Hates

Week 2: Racial Origins of Justice System Involvement

- Edelman, Chapter 1
- **Quiz 1 Posted**

Week 3: Racial and Gender Origins of Justice System Involvement

- Hinton, Chapter 1
- **Quiz 1 Due**

Week 4: Racial and Gender Origins of Justice System Involvement

- Edelman, Chapter 5
- Hinton, Chapter 4
- **Quiz 2 Posted**

Week 5: Economic Origins of Justice System Involvement

- Edelman, Chapters 3 and 6
- **Quiz 2 Due**

Week 6: Economic Origins of Justice System Involvement

- Edelman, Chapter 7
- **Quiz 3 Posted**
- **Discussion Board Post #1 Due**

Week 7: Social Inequality in Enforcement of the Law

- Hinton, Chapter 5
- **Quiz 3 Due**
- **Mini Paper #1 Due**

Week 8: Social Inequality in Enforcement of the Law

Common time Spring Break

Week 9: Social Inequality in Enforcement of the Law

- Hinton, Chapter 9
- **Quiz 4 Posted**

Week 10: Social Inequality in Reentry

- Edelman, Chapter 8
- **Quiz 4 Due**

Week 11: Social Inequality in Reentry

- Edelman, Chapter 4
- **Quiz 5 Posted**

Week 12: Social Inequality in Reentry

- Reentry Readings (D2L)
- ***Quiz 5 Due***

Week 13: Reforming Inequality in the Justice System

- Hinton, Chapter 7
- **Quiz 6 Posted**

Week 14: Reforming Inequality in the Justice System

- Hinton, Chapter 8
- ***Mini Paper #2 Due***
- ***Quiz 6 Due***

Week 15: Reforming Inequality in the Justice System

- Edelman, Chapter 9
- Hinton, Epilogue

Criminology, B.S.

2019-2020 Undergraduate Revise Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

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

If other, please identify.

Program Name* Criminology, B.S.

Program ID* 1985

Program Code

Program Type* Bachelor

Degree Type* Bachelor of Science

College - School/Department* Department of Criminology

Program Description* To be admitted into the B.S. program in Criminology, students must be in good academic standing. To graduate with a degree from this program, students MUST receive a grade of "C" or better in CRIM 3240, CRIM 4284, CRIM 4000 and CRIM 4003. The B.S. in Criminology is also offered online.

Learning Objectives for Criminology Students
Upon graduation from the undergraduate program in criminology, a student will be able to

describe, explain, and critically evaluate/apply the role of...

...Corrections and social services in criminal justice and criminology

...Policing in criminal justice and criminology

...Law and legal systems in criminal justice and criminology

...Diversity and global perspectives in criminal justice and criminology

...Theory and philosophy in criminal justice and criminology

...Social scientific research and analytic methods in criminal justice and criminology

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Learning Outcomes Upon graduation from the undergraduate program in criminology, a student will be able to

describe, explain, and critically evaluate/apply the role of...

...Corrections and social services in criminal justice and criminology

...Policing in criminal justice and criminology

...Law and legal systems in criminal justice and criminology

...Diversity and global perspectives in criminal justice and criminology

...Theory and philosophy in criminal justice and criminology

...Social scientific research and analytic methods in criminal justice and criminology

Modification Comments

Rationale* This change to program curriculum is being proposed for two reasons. The first is to add additional options to some area courses, including a newly proposed course (CRIM 4260 Prisoner Reentry and Community Corrections) that is part of the newly proposed certificate in prisoner reentry and community corrections. This course will be added as an option in the Corrections and Social Services area. CRIM 3900 Social Science within the Legal System will be added to the Legal Studies area. This course is highly relevant to that area and has been approved to count in this area using petitions in the past. The second reason for the proposed change is to change the Major Course option CRIM Electives (or outside minor) to the non-major courses, Supporting Courses. This allows students to take upper division CRIM or other courses, and allows other courses to count toward a minor without violating the university policy that minor courses cannot be counted toward a major.

Desired Effective Semester* Fall

Desired Effective Year* 2019

Is the ☐ Yes

addition/change ☒ No
related to core,
honors, or XIDS
courses*

Is this a School ☐ Yes ☒ No
of Nursing
Program?*

Is this a College ☐ Yes ☒ No
of Education
Program?*

Program
Location* Carrollton Online

Prospective
Curriculum*

Requirement

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

Core Curriculum

Core Area F - 18 Hours

CRIM 1100 Introduction to Criminal
Justice

CRIM 2000 Survey of Criminology

CRIM Classes 12 Hours

CRIM 2272 Introduction to Law
Enforcement

CRIM 2273 Criminal Procedure
[After] (or)

CRIM 2274 American Criminal
Courts

CRIM 2275 Introduction to
Corrections

[After] (or)

CRIM 2245 Juvenile Delinquency

CRIM 2276 Global Crime and Justice

Major Courses: 12 Hours

CRIM 3240 Criminological Theory
CRIM 4000 Research Methodology
CRIM 4003 Statistics for Social Sciences
CRIM 4284 Senior Capstone

Area Courses: 24 Hours

Global & Diversity (Pick 2): 6 Hours

CRIM 4911 Terrorism
CRIM 4248 International Comparative Justice
CRIM 4279 Race and Crime
CRIM 4231 Women in the Criminal Justice System

Legal Studies (Pick 2): 6 Hours

CRIM 3323 Criminal Law
CRIM 3900 Social Science and the Legal System
CRIM 4402 Prison Law
CRIM 4712 Law and Society

Corrections & Social Services (Pick 2): 6 Hours

CRIM 3241 Corrections

**CRIM 4255 Youth, Crime and
Community**

CRIM 4232 Family Violence

**CRIM 4260 Prisoner Reentry and
Community Corrections**

CRIM 4293 Correctional programs

Police & Society (Pick 2): 6 Hours

CRIM 3411 Criminal Investigations

CRIM 4211 Police Deviance

CRIM 4277 Police in Society

Supporting Courses (share with minor): 12 Hours

Any 3000 or 4000 level Course, including CRIM courses (may be
shared with a minor)

General Electives: 12 Hours

Total: 120 Hours

No more than a total of nine hours of directed research, directed
readings, and senior thesis credits may be applied toward the
major.

**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

Comments

**Is Senate Review
required?*** ☒ Yes
☐ No

2017-2018				
Program Map – BS Criminology				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101	3		ENGL 1102	3
MATH 1XXX	3		Area D1 Lab Science	4
CRIM 1100	3		Area B2	2
Area E	3		Area E	3
Area B1	3		CRIM 2000	3
UWG 1101	2			
SEMESTER TOTAL	15 - 17		SEMESTER TOTAL	15
Milestones			Milestones	
<ul style="list-style-type: none">• Complete ENGL 1101 C or better• Complete Area A2 Math• Earn 15 or more credit hours• Declare Major		<ul style="list-style-type: none">• Complete ENGL 1102 C or better• Complete Lab Science• Earn 15 or more credit hours		
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area C	3		Area D2	3
Area D1 non-lab Science	3		Area C	3
Area E	3		Area E	3
CRIM 2272	3		CRIM 2275 or CRIM 2245	3
CRIM 2273 or 2274	3		CRIM 2276	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
<ul style="list-style-type: none">• Earn 15 or more credit hours• CRIM CORE F4 is selected from CRIM 2245, 2272, 2273, 2274, 2275 (4 are needed)			<ul style="list-style-type: none">• Complete Core• Earn 15 or more credit hours	
YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ELECTIVE	3		CRIM 4000	3
CRIM 3240	3		Police & Society Course (1 of 2) (CRIM 3411, 4211, 4277, or 4278)	3
Legal Studies Course (1 of 2) (CRIM 3323, 3900, 4402, or 4712)	3		Corrections and Social Services Course (1 of 2) (CRIM 3241, 4255, 4232, or 4293).	3
CRIM ELEC (1 OF 4)	3		CRIM ELEC (2 OF 4)	3
Global & Diversity Course (1 of 2) (CRIM 4911, CRIM 4248, CRIM 4279, or CRIM 4231)	3		Legal Studies Course (2 of 2) (CRIM 3323, 3900, 4402, or 4712)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
<p>*Students must complete CRIM 3240, CRIM 4000, CRIM 4003, and CRIM 4284 with a C or better to graduate.</p> <p>*Contact the Internship Coordinator if you want to complete as internship as CRIM ELECTIVE (3-6 hours).</p>			<p>*No more than a total of nine hours of directed research or directed readings credits may be applied toward the major.</p>	

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 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 4003	3	CRIM 4284	3
Global & Diversity Course (2 of 2) (CRIM 4911, CRIM 4248, CRIM 4279, or CRIM 4231)	3	Corrections and Social Services Course (2 of 2) (CRIM 3241, 4255, 4232, or 4293).	3
CRIM ELEC (3 OF 4)	3	GENERAL ELECTIVE	3
CRIM ELEC (4 OF 4)	3	GENERAL ELECTIVE	3
Police & Society Course (2 of 2) (CRIM 3411, 4211, 4277, or 4278)	3	GENERAL ELECTIVE	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
Apply for Graduation		The Four-Year Plan is designed only as a guide. It does not guarantee; 1) that all courses listed will be offered during a given semester, or 2) if they are offered that the scheduling will not conflict. Estimated time of completion is based on 15 hour semesters, with no summer classes. A change in hours or courses taken during the summer will either reduce (taking 18 hrs. or summers) or extend (taking less than 15 hrs.) the time needed.	

CRIMINOLOGY CURRICULUM FAQs

What are Criminology Electives?

These are any Criminology 3000 or 4000 level course that you have not taken, or are not required to take. Meaning, you could take CRIM 4693, Sports, Crime, and Society, which is a criminology elective. However, you could also take an *additional* area course as an elective. For instance, if you took CRIM 3323 and CRIM 4402 to satisfy your legal studies area, you could take CRIM 4402 and/or 4712, and they would count towards your criminology electives.

What are General Electives?

Although it may not show in your Wolf Watch, under potential electives, or general electives, you need 12 hours in order to graduate. These are any courses 1000-4000 that are not PWLA (physical wellness/education type courses).

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.

2019-2020				
Program Map – BS Criminology				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area A: ENGL 1101	3		Area A: ENGL 1102	3
Area A-2: MATH 1001 or 1111	3		Area D-1: Science + Lab	4
Area F: CRIM 1100	3		Area B-1	3
Area E	3		Area E	3
Area B-2: XIDS 2002	2		Area F: CRIM 2000	3
SEMESTER TOTAL	14		SEMESTER TOTAL	16
Milestones			Milestones	
<ul style="list-style-type: none">Complete ENGL 1101 C or betterComplete Area A2 MathDeclare Major		<ul style="list-style-type: none">Complete ENGL 1102 C or betterComplete Lab ScienceEarn 15 or more credit hours		
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Area C-1	3		Area D-2	3
Area D-1: Non-lab Science	3		Area C-2	3
Area E	3		Area E	3
CRIM 2275	3		Area F	3
Area F	3		Area F	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
<ul style="list-style-type: none">Earn 15 or more credit hours For Area F, CRIM majors must complete the following: CRIM 2272, CRIM 2276 Choose one: CRIM 2273 or 2274 Choose one: CRIM 2245 or CRIM 2275			<ul style="list-style-type: none">Complete CoreEarn 15 or more credit hours For Area F, CRIM majors must complete the following: CRIM 2272, CRIM 2276 Choose one: CRIM 2273 or 2274 Choose one: CRIM 2245 or CRIM 2275	
YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
GENERAL ELECTIVE	3		CRIM 4000	3
CRIM 3240	3		Police & Society Course (1 of 2) (CRIM 3411, 4211, or 4277)	3
Legal Studies Course (1 of 2) (CRIM 3323, 3900, 4402, or 4712)	3		Corrections and Social Services Course (1 of 2) (CRIM 3241, 4255, 4232, 4260, or 4293).	3
SUPPORTING COURSE (1 of 4)	3		SUPPORTING COURSE (2 of 4)	3
Global & Diversity Course (1 of 2) (CRIM 4911, CRIM 4248, CRIM 4279, or CRIM 4231)	3		Legal Studies Course (2 of 2) (CRIM 3323, 3900, 4402, or 4712)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	

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*Students must complete CRIM 3240, CRIM 4000, CRIM 4003, and CRIM 4284 with a C or better to graduate.
 *Contact the Internship Coordinator if you want to complete as internship as CRIM ELECTIVE (3-6 hours).

*No more than a total of nine hours of directed research or directed readings credits may be applied toward the major.

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 4003	3	CRIM 4284	3
Global & Diversity Course (2 of 2) (CRIM 4911, CRIM 4248, CRIM 4279, or CRIM 4231)	3	Corrections and Social Services Course (2 of 2) (CRIM 3241, 4255, 4232, 4260, or 4293).	3
SUPPORTING COURSE (3 OF 4)	3	GENERAL ELECTIVE	3
SUPPORTING COURSE (4 OF 4)	3	GENERAL ELECTIVE	3
Police & Society Course (2 of 2) (CRIM 3411, 4211, or 4277)	3	GENERAL ELECTIVE	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
Apply for Graduation		The Four-Year Plan is designed only as a guide. It does not guarantee; 1) that all courses listed will be offered during a given semester, or 2) if they are offered that the scheduling will not conflict. Estimated time of completion is based on 15 hour semesters, with no summer classes. A change in hours or courses taken during the summer will either reduce (taking 18 hrs. or summers) or extend (taking less than 15 hrs.) the time needed.	

CRIMINOLOGY CURRICULUM FAQS

What are Supporting Courses?

These are any 3000 or 4000 level course that you have not taken, or are not required to take. Meaning, you could take CRIM 4693, Sports, Crime, and Society, which is a criminology elective. However, you could also take an *additional* area course as an elective. For instance, if you took CRIM 3323 and CRIM 4402 to satisfy your legal studies area, you could take CRIM 3900 and/or 4712, and they would count towards your Supporting Courses. You may also take 3000 or 4000 level courses in areas other than Criminology.

What are General Electives?

Although it may not show in your Wolf Watch, under potential electives, or general electives, you need 12 hours in order to graduate. These are any courses 1000-4000 that are not PWLA (physical wellness/education type courses).

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.

Criminology
New Learning Objectives Aligned

Upon graduation from the undergraduate program in criminology, a student will be able to describe, explain, and critically evaluate/apply the role of...
(e.g., describe = introduce, explain = reinforce, critically evaluate/apply = master)

LO1: Corrections and social services in criminal justice and criminology

<i>Introduce</i>	<i>Reinforce</i>	<i>Master</i>
CRIM 1100	CRIM 2245 or 2275	Corrections & Social Services

LO2: Policing in criminal justice and criminology

<i>Introduce</i>	<i>Reinforce</i>	<i>Master</i>
CRIM 1100	CRIM 2272	Police & Society

LO3: Law and legal systems in criminal justice and criminology

<i>Introduce</i>	<i>Reinforce</i>	<i>Master</i>
CRIM 1100	CRIM 2273 or 2274	Law & Legal Systems

LO4: Diversity and global perspectives in criminal justice and criminology

<i>Introduce</i>	<i>Reinforce</i>	<i>Master</i>
CRIM 1100	CRIM 2276	Global & Diversity

LO5: Theory and philosophy in criminal justice and criminology

<i>Introduce</i>	<i>Reinforce</i>	<i>Master</i>
CRIM 2000	CRIM 3240	CRIM 4284

LO6: Social scientific research and analytic methods in criminal justice and criminology

<i>Introduce</i>	<i>Reinforce</i>	<i>Master</i>
CRIM 2000	CRIM 4000	CRIM 4003

ECON - 4415 - Health Economics
2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix*	ECON	Course Number*	4415
Course Title*	Health Economics		
Long Course Title			
Lec Hrs*	3		
Lab Hrs*	0		
Credit Hrs*	3		
Course Type*	Economics		
College - School/ Department*	Department of Economics		
Catalog Course Description*	This course is an in-depth study of health economics. The course emphasizes applying microeconomic theory to studying the behavior of diverse economic agents in the healthcare market, such as patients, physicians, hospitals, and insurance companies. The course also examines the evolution of the healthcare industry in the U.S. and analyzes government policies like Medicare, Medicaid, and the Affordable Care Act.		
Is the addition/change related to core, honors, or XIDS courses?*	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Is this a General Education course?*	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If yes, which area(s) (check all that apply):	<input type="checkbox"/> Area A <input type="checkbox"/> Area B <input type="checkbox"/> Area C <input type="checkbox"/> Area D		

☐ Area E

Is this a School
of Nursing
course?*

☐ Yes ☒ No

Is this a College
of Education
course?*

☐ Yes ☒ No

Desired Effective
Semester* Fall

Desired Effective
Year* 2019

Frequency

Grading* Undergraduate
Standard Letter

Student Learning Outcomes

Rationale* Health Economics is a growing sub-field of economics and is a standard applied microeconomics class in many universities. This class adds to the number of elective options that economics majors can select from and should improve the depth and breadth of knowledge for students who wish to focus on microeconomics. Additionally, this class provides an option for those students who wish to learn more about the health care industry in general and may be a desirable elective for RCOB majors looking to enter the industry.

Prerequisites ECON 2106, grade of C or better

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 25

Attach syllabus* ☒ Syllabus has been attached - This is required

Econ4415 Course Syllabus: Health Economics

General Information

- **Instructor:** Dr. Lizhong Peng
- **Email:** lpeng@westga.edu (please email me directly via this address)
- **Office:** Miller Hall 1316
- **Hours:** Tuesday/Thursday 9:30-11:00, 5:00-6:00; Wednesday 9:30-11:30, 1:30-4:30 or by appointment
- **Classes:** lectures are being held between 11:00-12:15 on Tuesdays and Thursdays in Miller Hall 2201.

Textbook & Materials

- Suggested Textbook: Bhattacharya, Hyde and Tu, *Health Economics*, 2nd edition
- Other Course Material: course information will also be available on the CourseDen webpage. This page will provide important announcements and access to course materials (e.g. lecture slides, problem sets, and reading assignments). Please be sure to check this page on a regular basis.

Course Description

This course provides an introduction to the study of health economics. We will cover a wide range of important topics in the field, while focusing on the healthcare system in the United States. The first half of the course will be devoted to applying standard microeconomic theory to studying the behavior of various economic agents in the healthcare market (e.g. patients, physicians, hospitals, and insurance companies, etc.). In the second half of the course, we will examine the evolution of healthcare industry in the U.S. as well as the effects and implications of various government policies (such as Medicare, Medicaid, and the Affordable Care Act).

Grades & Examinations

Grades will be determined as follows:

- 20% Problem sets
- 40% Two Midterm Exams
- 30% Final Exam (cumulative)

- 10% Class Attendance and Participation

Homework. There will be five homework assignments throughout the semester. Each assignment must be submitted in class on the due date (which will be announced in class). In addition to counting towards your term grade, the homework assignments will serve as good preparation for the exams. **Please note that I do not accept late homework.**

Exams. There will be two in-class midterm exams and a cumulative final exam. All exams are closed-book exams. **Please note that I generally do not administer make-up exams.** Make-ups for any exam require verifiable documentation (e.g. doctor's notes) and are granted solely based on my discretion (you will also use a different version of the test in such cases). Otherwise, a "zero" will be entered for the missed exam. The dates of the exams are listed below:

- Midterm Exam 1: Thursday, February 22, 2018
- Midterm Exam 2: Thursday, April 12, 2018
- Final Exam: please check UWG SCOOP for the final exam schedule

Attendance Policy

Students are encouraged to attend every lecture. Active participation in lectures will significantly improve your class participation grade. I will take attendance several times during the semester, which will determine your participation grade for the course.

Academic Integrity

All homework, quizzes, and exams are to be completed on your own. Any academic misconduct may result in a "zero" for the assignment or an "F" in the course.

Common Syllabus Language

IMPORTANT! Please review carefully the common syllabus language contained in the following link: <https://www.westga.edu/UWGSyllabusPolicies/>

Course Outline

This outline is **tentative**. We may add or remove topics as the course goes. Any adjustments, particularly later in the semester, will be noted.

- Topic 1: Introduction

- The scope of health economics
 - An overview of U.S. healthcare system
- **Topic 2: Economic Models of Health**
 - Demand for health care
 - Demand for health: Grossman model
- **Topic 3: Health Insurance I: Theory**
 - Demand for health insurance
 - Adverse selection
 - Moral hazard
- **Topic 4: Health Insurance II: Private Insurance**
 - Private insurance market in the U.S.
 - Payment models
 - Managed care
- **Topic 5: Health Insurance III: Public Insurance**
 - Medicare
 - Medicaid
- **Topic 6: The Affordable Care Act I: An Overview**
 - Background of the ACA
 - Individual and employer mandates
 - Medicaid expansions
 - Repeal of the ACA
- **Topic 7: The Affordable Care Act II: Early Evidence**
 - Coverage effects of the ACA
 - Health and labor market effects
- **Topic 8: Physician and Hospital Markets**
 - Hospital industry
 - Physician markets
- **Topic 9: Public Health Policy**
- **Additional Topics (time permitting)**

HONR - 4385 - Special Topics
2019-2020 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* HONR **Course Number*** 4385

Course Title* Special Topics

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Interdisciplinary

**College - School/
Department*** Honors College

Catalog Course Description* An in-depth examination of a topic that transcends the boundaries of the fixed curriculum.

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

Is this a General Education course?*
☐ Yes ☒ No

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

Is this a School of Nursing ☐ Yes ☒ No

Is this a College of Education ☐ Yes ☒ No

course?*	course?*
Is this an Honors College course?* <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Desired Effective Semester* Fall	Desired Effective Year* 2019
Frequency 2	Grading* Undergraduate Standard Letter
Student Learning Outcomes	learning outcomes and assessment would follow the guidelines and procedures of the departments and programs where the course was taught
Rationale*	To provide flexibility in offering upper-division credits for students in the Honors College. We frequently don't have enough students in any given major to warrant an upper-division course within a major, so this would allow students to achieve upper-division Honors credits through elective or interdisciplinary courses that could appeal to multiple majors.
Prerequisites	none
Corequisites	none
Cross-listing	none
Restrictions	Honors College standing
May be repeated	6 times
Fee*	None
Fee Justification	
Planning Info*	<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement
Present or Projected Annual Enrollment*	32
Attach syllabus*	<input checked="" type="radio"/> Syllabus has been attached - This is required

HONR 4385 Special Topics: XXXXX

1. Learning Outcomes: The aim of this course is to examine critically a topic that is not covered in other courses available in the Honors College. The course will be a small, seminar-style course committed to the Honors College Learning Objectives.

- 1) Students will demonstrate the ability to examine topics and issues from diverse perspectives.
- 2) Students will demonstrate the ability to engage in higher order abstract, creative and critical thinking.
- 3) Students will demonstrate the ability to explore, and if feasible, experiment with possible applications of their learning toward the solution of “real world” problems.
- 4) Students will demonstrate the ability to explore and conduct research and creative activities using a variety of resources.
- 5) Students will demonstrate superior oral and written communication skills.

2. Requirements:

Actual grading requirements will be at the discretion of the faculty member who teaches the course.

In order to meet the requirements it will be necessary to meet regularly and to do the assigned work.

Addendum III

Elementary Education, Ed.S.

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* Elementary Education, Ed.S.

Program ID* 1785

Program Code

Program Type* Specialist

Degree Type* Specialist in Education

College - School/ Department* Department of Early Childhood through Secondary Education

Program Description* Understandings and skills necessary for teaching children P-5 are the focus of this program. The program of 27 hours is based on a student's background. This program will include 6 hours of Students as Learners, 6 hours of Societal Issues, 6 hours of Classroom Issues, and 9 hours of Research and Inquiry. Admission to the program requires a level 5 clear, professional certificate in Early Childhood Education based on an earned Master of Education degree in Early Childhood Education. Any other master's degree with teacher certification must meet the content specialization requirement in the Early Childhood Education master's degree program in order to be admitted into the Ed.S. program. In

addition to the requirements for regular admission, the following requirement applies for applicants to the Ed.S. degree in Early Childhood Education:

Applicants must have a minimum overall 3.0 GPA.

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Modified
Program
Learning
Outcomes**

**Modification
Comments*** The requested modification is to change the program name from Specialist of Education in Early Childhood Education to Specialist of Education in Elementary Education. It should be noted the ECED prefix will remain the same for program courses.

Rationale* Beginning Spring 2018, the Georgia Board of Regents changed the undergraduate degree name from Bachelor of Science in Education with a major in Early Childhood Education to Bachelor of Science in Education with a major in Elementary Education. As a result of the degree name change, the Georgia Professional Standards Commission (GaPSC) will also change the initial certification name from Early Childhood Education to Elementary Education to more accurately reflect the grade levels (PreK-5th grade) for certification (effective 07/01/19 and beyond).

In order to be consistent with the field of the initial certification, the new name for the Specialist's degree should be Ed. S. in Elementary Education.

**Prospective
Curriculum***

Plan of Study

Professional Education Sequence

Students as Learners: 6 Hours

CEPD 8102 Lifespan Human Development

[Right] *

ECSE 8562 Using Data to Meet the Needs of Diverse Learners

[Right] *

Societal Issues: 6 Hours

ECED 8272 Teacher as Leader

[Right] d

[Right] *

[Before] Select one of the following:

ECSE 7560 Contemporary Issues in Education

[Right] or

EDFD 7303 Culture and Society in Education

[Right] or

EDFD 7305 History of American Education

[Right] or

EDFD 7307 Critical Issues in Education

[Right] or

EDFD 7309 Philosophical Foundations of Education

[Right] or

PTED 7246 Comparative Education

Classroom Issues: 6 Hours

ECED 8271 Advanced Curriculum Seminar

[Right] a

[Right] *

ECSE 7566 Advanced Instructional Strategies for 21st Century

[Right] or

[After] Arts and Science Content 3 or

[After] Methods course 3 d

Research and Inquiry: 9 Hours (must be taken in sequence)

ECED 8284 Research Seminar

[Right] b

EDRS 8304 Data Analysis in Educational Research

[Right] c

ECED 8297 Professional Seminar

Total Program: 27 Hours

Program Notes * Denotes required courses. ECSE 7566 and ECED 8272 should be taken early in the Ed.S. program. ECED 6290 or EDRS 6301 is required as a prerequisite for this course. ECED 8284 is required as a prerequisite for this course. Methods courses taken as part of the Early Childhood Education M.Ed. at UWG cannot be repeated.

Desired Effective
Semester* Fall

Desired Effective
Year* 2019

Program
Location* Carrollton

Is this a School
of Nursing
Program?* ☐ Yes ☒ No

Is this a College
of Education
Program?* ☒ Yes ☐ No

- 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

- Is Senate Review required?*
- ☒

Yes
- ☐

No

Elementary Education, M.Ed.

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify.

Program Name* Elementary Education, M.Ed.

Program ID* 1784

Program Code

Program Type* Master's

Degree Type* Master of Education

College - School/Department* Department of Early Childhood through Secondary Education

Program Description* A master's degree in Early Childhood Education can be achieved by completing an innovative program designed to promote research-based practices that ensure that all students can and do learn. The program consists of a minimum of 36 hours of course work. This degree does not lead to initial certification in Early Childhood Education.

In addition to the requirement for regular admission, the following requirements apply for applicants to the M.Ed. degree in Early Childhood Education:

Applicants must have an undergraduate degree in Early Childhood or Elementary Education and be eligible for an Early Childhood or Elementary Education clear and renewable certificate or possess a renewable professional certificate in Early Childhood or Elementary Education with a minimum overall 2.7 GPA.

Courses include 9 hours in professional studies, 6 hours in research and assessment, 15 hours in elementary content, and 6 hours of electives.

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Modified
Program
Learning
Outcomes**

**Modification
Comments*** The requested modification is to change the program name from Master of Education in Early Childhood Education to Master of Education in Elementary Education. It should be noted the ECED prefix will remain the same for program courses.

Rationale* Beginning Spring 2018, the Georgia Board of Regents changed the undergraduate degree name from Bachelor of Science in Education with a major in Early Childhood Education to Bachelor of Science in Education with a major in Elementary Education. As a result of the degree name change, the Georgia Professional Standards Commission (GaPSC) will also change the initial certification name from Early Childhood Education to Elementary Education to more accurately reflect the grade levels (PreK-5th grade) for certification (effective 07/01/19 and beyond).

In order to be consistent with the field of the initial certification, the new name for the Master's degree should be M. Ed. in Elementary Education.

**Prospective
Curriculum***

Required Courses: (9 Hours)

- CURR 6575 Curriculum Trends and Issues**
- ECSE 7500 Diverse Classrooms in Global Society**
- ECED 6249 Seminar For P-5 Teachers**

Professional Specialization: (15 Hours)

(Choose one course from each of the five (5) areas below. Similar Arts and Science Courses may be taken in replacement of each specialization course below as approved by advisor)

[Before]Area 1

**ECED 7259 Investigating Methods
and Materials in Mathematics**

[Right] 5

[Before]Area 2

**ECED 7260 Investigating Methods
and Materials in Science**

[Right] 5

[Before]Area 3

**ECED 7262 Investigating Language
Arts**

[Right] 5

[Right] or

**ECSE 7564 Content Area Literacy
Instruct**

[Right] or

**ECED 7261 Literature for the Young
Child**

[Before]Area 4

**ECED 7264 Investigating Social
Studies Methods**

[Right] 5

[Before]Area 5

**ECED 7265 Parent Education for
Teachers and Child Care Workers**

[Right] or

**ECED 7266 The Young Child: Home
and Community**

[Right] or

**ECED 7273 Family/Community
Involvement for School
Improvement**

Research/Assessment: 6 Hours

(Choose one course from each of the two (2) areas below)

[Before]Area 1

EDRS 6301 Research in Education

[Right] or

**[After] Other research course approved by
advisor 3**

[Before]Area 2

**EDRS 6342 School and Classroom
Assessment**

Related Studies/Electives: 6 Hours

(Choose two courses from the entries below)

ECED 7263 Writing Across The Curriculum

[Right] or

ECED 7267 Teaching Creative Arts

[Right] or

ECED 7268 Teaching Creative Dramatics

[Right] or

ECED 7272 Classroom Management Early Grades (P-5)

[Right] or

ECSE 7560 Contemporary Issues in Education

[Right] or

[Before]K-5 Mathematics Endorsement

EDME 7271 Elementary Mathematics I

[Right] and

EDME 7271L Elementary Mathematics I Lab

[Right] and

EDME 7272 Elementary Mathematics II

[Right] and

EDME 7272L Elementary Mathematics II Lab

[Right] and

EDME 7273 Advanced Strategies for Teaching Elementary Mathematics

[Right] and

EDME 7273L Advanced Strategies for Teaching Elementary Mathematics Lab

[Right] or

[Before]Reading Endorsement

READ 7271 Literacy, Development, and Practices in the Digital Age

[Right] and

READ 7263 Comprehensive Literacy Assessments and Interventions

[Right] and

READ 7201 Integrating Language, Literacy and Technology across Content Area

[Right] or

[Before]ESOL Endorsement

[Right] and

**PTED 7220 Language, Literacy, and
Second Language Acquisition**

**Second Language: Methods,
Materials, and Assessment**

[Right] or

**[After] Other Electives (Reading,
Technology, Media, Leadership,
Special Education, Foundations,
Educational Psychology, etc.) as
approved by advisor, hours vary.**

Program Notes:

Admission to this program requires a Bachelor's degree in Early Childhood or Elementary Education and eligibility for an Early Childhood or Elementary Education clear and renewable certificate or possession of a valid Early Childhood Education or Elementary clear and renewable certificate. CURR 6575 must be taken within the first two semesters of admission to the program. ECED 6249 must be taken within the last two semesters before completion of the program. CURR 6575, ECSE 7500, and ECED 6249 are required courses. A content course in related area can be taken to satisfy this section of the program sheet as approved by an advisor. To enroll in the K-5 Mathematics Endorsement, educators must have at least one year of teaching experience and must have a valid clear renewable level 4 or higher teaching certificate in one of the following fields: Early Childhood Education (P-5); Middle Grades Mathematics (4-8); Special Education General Curriculum/Early Childhood Education (P-5). Educators holding any of the following certificates combined with a core academic content concentration in mathematics are also eligible to enroll: Special Education General Curriculum (P-12); Special Education Adapted Curriculum ((P-12); Special Education Behavior Disorders (P-12); Special Education Learning Disabilities (P-12); Special Education Deaf Education (P-12); Special Education Physical and Health Disabilities (P-12); Special Education Visual Impairment (P-12); and Gifted Education (P-12). Completion of the K-5 Mathematics Endorsement requires six (6) semester hours beyond degree requirements. Completion of the Reading Endorsement or the ESOL Endorsement requires three (3) semester hours beyond degree requirements. Candidates will be required to document clinical experiences with diverse students on Tk20 as part of the exit requirements for this program.

**Desired Effective
Semester*** Fall

**Desired Effective
Year*** 2019

**Program
Location*** Carrollton

**Is this a School
of Nursing
Program?*** ☐ Yes ☒ No

**Is this a College
of Education
Program?*** ☒ Yes ☐ No

**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**

**Is Senate Review
required?*** ☒ Yes
☐ No

Media, Ed.S., Concentrations in Instructional Technology, School Library Media

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify. Program Sheet Modification

Program Name* Media, Ed.S., Concentrations in Instructional Technology, School Library Media

Program ID* 1794

Program Code

Program Type* Specialist

Degree Type* Specialist in Education

College - School/Department* Department of Educational Technology and Foundations

Program Description* This program provides two options at the Ed.S. level: Option 1 - coursework resulting in initial certification in school library media that continues directly to the advanced preparation program, requiring 27 hours plus an additional 12 hours for initial certification; Option 2 - advance preparation for school library media specialists for leadership roles, requiring 27 hours. Admission requires a master's degree in any field and at least a 3.0 GPA. Applicants for Option 1 must have a renewable professional certificate; Option 2 must be eligible for S-5

certification in School Library Media. Exit certification eligibility is determined by the certificate held during admission to the program. Students are advised individually concerning certification eligibility.

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Modified
Program
Learning
Outcomes**

Modification Comments* There are 3 modifications being presented. 1) We are changing from having both the IT concentration and the SLM concentration on the same program sheet to having each concentration on their own sheet. 2) We have added the option to embed Initial Certification in the EDS SLM program. The result is two options within the SLM EDS degree: initial certification for SLM students who do not hold current SLM certification, and an advanced program for students who already hold SLM certification. This has already been approved by the GaPSC. Attached is the proposal sent to the GaPSC, GaPSC approval, current program sheet and the proposed program sheet. 3) We are adding additional electives, adding a course sequence option for the Reading Endorsement within the electives, and adding two research courses to the Ed.S. core (removing MEDT 8480 and MEDT 8484).

Rationale* The initial certification option will allow many students the opportunity to earn an EDS who have not had the option previously. Currently, if a student already has a master's degree and wants to earn SLM certification they have to take our non-degree certification courses. While they do earn certification, they are not receiving credit for their effort. The EDS option will allow them to earn both the certification and an advanced degree.

Having each track (IT / SLM) at the EDS level have a separate program sheet allows students a greater understanding of their program requirements.

**Prospective
Curriculum***

School Library Media Concentration

Core Courses

**MEDT 7469 Supervision of School
Library Media Programs**

MEDT 8461 Diffusion of Innovations

**MEDT 8464 Issues in School Library
Media**

**EDRS 8301 Planning Research in
Education**

**EDRS 8304 Data Analysis in
Educational Research**

OPTION 1: Media Specialist Certification sequence (21 hours)*

**MEDT 7451 Administration of School
Library Media Centers**

[Right] (first semester)

MEDT 7455 Selection & Materials

MEDT 7461 Instructional Design

**MEDT 7474 Online Reference
Sources and Services**

**MEDT 7477 Technology for Media
Services**

**MEDT 7478 Cataloging and
Automating**

MEDT 7487 Practicum

[Right] (last semester)

Elective Courses: OPTION 1 (3 hours required); OPTION 2 (12 hours required)

**[After] Instructional Technology
Certification sequence***

**MEDT 7464 Designing Technology
Enhanced Instruction**

**MEDT 7490 Visual and Media
Literacy for Teaching and Learning**

**MEDT 7476 Assessing Learning in
Technology-Enhanced Instruction**

[After] Reading Endorsement sequence*

**READ 7271 Literacy, Development,
and Practices in the Digital Age**

**READ 7263 Comprehensive Literacy
Assessments and Interventions**

**READ 7201 Integrating Language,
Literacy and Technology across
Content Area**

[After] Additional Electives

MEDT 7485 Special Topics in Media

**MEDT 7465 Digital Resources for
Teaching & Learning**

**MEDT 7466 Digital Photography in
Instruction**

**MEDT 7467 Web Design for
Instruction**

**MEDT 7470 Digital Media Production
& Utilization**

MEDT 7473 Advanced Multimedia

**MEDT 7472 Introduction to Distance
Learning**

**MEDT 7491 Implementation,
Assessment, & Evaluation of Online
Learning**

**MEDT 7492 Leadership &
Administration of Online Learning &
e-Learning**

**CEPD 8102 Lifespan Human
Development**

**[After] *Required courses for
certification/endorsement through
Georgia Professional Standards
Commission (GaPSC). Must pass the
appropriate GACE content
assessment(s) to be eligible for
certification. Subscription to Tk20
required (or other program
assessment database as directed).**

Instructional Technology Concentration

Core Courses

MEDT 8461 Diffusion of Innovations

**MEDT 8462 Leading and Managing
Instructional Technology Programs**

**MEDT 8463 Issues in Instructional
Technology**

**[Right] (taken as first course in the
program)**

MEDT 8480 Program Evaluation

**[Right] (taken as last course in the
program)**

**MEDT 8484 Research on Media and
Instructional Technology**

Elective courses (Choose 4)

**MEDT 7464 Designing Technology
Enhanced Instruction**

[Right] *

**MEDT 7469 Supervision of School
Library Media Programs**

**MEDT 7471 Data Networks for
Instruction**

**MEDT 7472 Introduction to Distance
Learning**

[Right] **

MEDT 7473 Advanced Multimedia

**MEDT 7475 The Distance Education
Professional**

[Right] ***

**MEDT 7476 Assessing Learning in
Technology-Enhanced Instruction**

[Right] *

MEDT 7485 Special Topics in Media

**MEDT 7490 Visual and Media
Literacy for Teaching and Learning**

[Right] *

**MEDT 8464 Issues in School Library
Media**

**CEPD 8102 Lifespan Human
Development**

[After] *These electives are required
courses for candidates seeking
Instructional Technology
certification in Georgia. **MEDT
7461 or MEDT 7464 is a prerequisite
for MEDT 7472. ***MEDT 7472 is a
prerequisite for MEDT 7475.
Students must pass the appropriate
GACE Content Assessment in order
to be certified.

Desired Effective
Semester* ☐ Fall

Desired Effective
Year* ☐ 2019

Program
Location* ☐ Online

Is this a School
of Nursing
Program?* ☐ Yes ☒ No

Is this a College
of Education
Program?* ☒ Yes ☐ No

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 The addition of the certification courses changes one option to 39 hours
Comments versus the 27 hours for the traditional option. We are not changing the
courses for the EDS; just allowing the certification courses to be taken
along with the required EDS courses.

Is Senate Review • Yes
required?* No

PROPOSED

Student Name: _____ Student ID#: _____

University of West Georgia – Ed.S. in Media Concentration: School Library Media

Student Signature: _____ Date of Entry into Program _____

Entry Degree: Master's Exit Degree: Ed.S. Media (27-39 hrs. required)
 Entry Certification: **OPTION 1** -- Renewable Professional, not currently certified as SRS-5 Media Specialist (P-12) or equivalent (39 hours required). **OPTION 2** -- SRS-5 Media Specialist (P-12) or equivalent (27 hrs. required)
 Exit Certification: SRS-6 Media Specialist (P-12) All courses are 3 credit hours.
 Specific courses to be determined collaboratively between student and advisor.

Course number	Course Title	Option 1 (Semester)	Option 2 (Semester)
Ed.S. Core	Required for all Candidates (15 hours)		
MEDT 7469	Supervision of School Library Media Programs		
MEDT 8461	Diffusion of Innovations		
MEDT 8464	Issues in School Library Media		
EDRS 8301	Planning Research in Education		
EDRS 8304	Data Analysis in Educational Research		
Media Specialist cert. sequence	Required for OPTION 1 candidates (21 hours)		
MEDT 7451	Administration of School Library Media Centers (first semester)*		
MEDT 7455	Selection & Materials*		
MEDT 7461	Instructional Design*		
MEDT 7474	Online Reference Sources & Services*		
MEDT 7477	Technology for Media Services*		
MEDT 7478	Cataloging & Automating*		
MEDT 7487	Practicum (last semester of cert. sequence)*		
Electives	Option 1: 3 hours required Option 2: 12 hours required		
	Instructional Technology Certification sequence		
MEDT 7464	Designing Technology Enhanced Instruction*		
MEDT 7490	Visual and Media Literacy for Teaching & Learning*		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*		
	Reading Endorsement sequence		
READ 7271	Literacy, Development, & Practices in the Digital Age*		
READ 7263	Comprehensive Literacy Assessments & Interventions*		
READ 7201	Integrating Language, Literacy & Technology across Content Area*		
	Additional Electives		
MEDT 7485	Special Topics in Media		
MEDT 7465	Digital Resources for Teaching & Learning		
MEDT 7466	Digital Photography in Instruction		
MEDT 7467	Web Design for Instruction		
MEDT 7470	Digital Media Production & Utilization		
MEDT 7473	Advanced Multimedia		
MEDT 7472	Introduction to Distance Education		
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning		
MEDT 7492	Leadership & Administration of Online Learning & e-Learning		
CEPD 8102	Life Span Human Development		
	Other electives as approved by advisor		

*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to TK20 required (or other program assessment database as directed).

Student Mailing Address: _____

E-mail Address: _____ Day/Cell phone _____

Approvals: Academic Advisor _____ Date _____

Department Chair _____ Date _____

Program of Study for Educational Specialist in Media (Ed.S.)
Instructional Technology (IT) or School Library Media (SLM) Concentration
University of West Georgia

Name _____ ID# _____

Student Signature _____ Date Completed _____

Admission Requirements

Instructional Technology

Entry Degree: Master's

Entry Certification: None (if not seeking S-6 certification)
 T, S, L, PL or Life (if seeking S-6 certification)

Exit Degree: Ed.S.

School Library Media

Entry Degree: Master's

Entry Certification: S-5 in School Library Media

Exit Degree: Ed.S.

Core Courses

	IT	SLM	Sem ²	Year ³	Grade
MEDT 7469 Supervision of School Library Media Program		R ¹			
MEDT 8461 Diffusion of Innovations	R	R			
MEDT 8462 Leading and Managing Instructional Technology Programs	R				
MEDT 8463 Issues in Instructional Technology (taken as first course in the program)	R				
MEDT 8464 Issues in School Library Media		R			
MEDT 8480 Program Evaluation (taken as last course in the program)	R	R			
MEDT 8484 Research on Media and Instructional Technology	R	R			

Elective Courses (Choose 4)

	IT	SLM	Sem ²	Year ³	Grade
MEDT 7464 Designing Technology-Enhanced Instruction*					
MEDT 7469 Supervision of School Library Media Program					
MEDT 7471 Data Networks for Instruction					
MEDT 7472 Introduction to Distance Education**					
MEDT 7473 Advanced Multimedia					
MEDT 7475 Distance Education Professional***					
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction*					
MEDT 7485 Special Topics in Media					
MEDT 7490 Visual & Media Literacy for Teaching & Learning*					
MEDT 8464 Issues in School Library Media					
CEPD 8102 Life Span Human Development					

Advisor Notes:

*These electives are required courses for candidates seeking Instructional Technology certification in Georgia.

**MEDT 7461 or 7464 is a prerequisite for MEDT 7472.

***MEDT 7472 is a prerequisite for MEDT 7475.

Students must pass the appropriate GACE Content Assessment in order to be certified.

1 Required. 2 Semester: Use "Sp" (Spring), "Su" (Summer), or "Fa" (Fall). 3 Use YYYY format.

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____



August 31, 2018

Dr. Diane Hoff, Dean
College of Education
University of West Georgia
1601 Maple St.
Carrollton, Georgia 30118

Dear Dr. Hoff,

Thank you for your submission of a substantive change request to offer the media specialist program as an initial certification program at the Ed.S. level. (That program is currently approved at the master's level and as a certification-only program at the University of West Georgia.) The description of the two options is clear, and those options will lead to foundational understanding for individuals seeking initial certification in the media specialist field, as well as a deeper understanding for those who already hold media specialist certification. This request is approved.

In addition, the submission of a substantive change request to offer the Special Education General Curriculum/Early Childhood Education (P-5) program as a certification-only program is approved.

No further documentation is required on your part or on ours. We will update the program approval table and the Traditional Program Management System (TPMS) as soon as possible.

Thank you for the work you are doing at the University of West Georgia to prepare future educators!

Sincerely,

Angela B. Gant

Angie Gant, Ed.D.
Director, Program Approval
Educator Preparation Division

July 27, 2018

Bobbi Ford, Ph.D.
Educator Preparation Division
Georgia Professional Standards Commission
200 Piedmont Ave.
Atlanta, GA 30334

Dear Dr. Ford,

The College of Education at the University of West Georgia is currently approved to offer the Media Specialist P-12 Certification in the M.Ed. degree program and as a non-degree certification only program and offer an advanced program in the field of school library media through our Ed.S. degree program. We are seeking a substantive change to include the Initial Certification in Media Specialist P-12 as an option in the Ed.S. program. The result will be two options within the Ed.S. degree; that is, candidates may earn *Initial Certification* as part of the Ed.S. and the *Advanced Program* option will remain for students who already hold Media Specialist P-12 certification and wish to pursue advanced study in this field. The attached document outlines the programs of study for both options and describes the differences in the levels of study within the Ed.S. degree.

Please do not hesitate to contact me should you have questions or need additional documentation. We appreciate your consideration of this request.

Sincerely,



Laura H. Smith, Ph.D.
Associate Dean, College of Education
University of West Georgia
Carrollton, GA 30118
lauras@westga.edu
678-839-6115 (office)

Request to Add Option for Initial Certification in Media Specialist P-12

The University of West Georgia currently offers Certification in Media Specialist P-12 through two options:

1. Media Specialist P-12 Certification Embedded in the M.Ed. Degree Program
2. Media Specialist P-12 Certification in the Non-Degree Certification-Only Program

We also currently offer an advanced program in the field of school library media, for candidates already certified in Media Specialist P-12, through our Ed.S. Degree Program. We would like to add the option to embed Initial Certification in Media Specialist P-12 in the Ed.S. Degree Program. The result will be two options within the Ed.S. degree -- candidates earning *Initial Certification* as part of the Ed.S., and the *Advanced Program* for students who already are certified in Media Specialist P-12. The differences in these two options are explained below.

Program Requirements for *Initial Certification* with the Ed.S. Degree

The following twelve courses are required:

MEDT 7469 Supervision of School Library Media Programs
MEDT 8461 Diffusion of Innovations
MEDT 8464 Issues in School Library Media
MEDT 8480 Program Evaluation
MEDT 8484 Research on Media and Instructional Technology
MEDT 6461 Administration of School Library Media Centers
MEDT 6465 Selection and Materials
MEDT 7461 Instructional Design
MEDT 7474 Online Reference Sources and Services
MEDT 7477 Technology for Media Services
MEDT 7478 Cataloging and Automating
MEDT 7487 Practicum

Candidates choose one program elective from the following options:

MEDT 7462 Internet Tools, Resources, and Issues
MEDT 7465 Digital Resources for Teaching and Learning
MEDT 7466 Digital Photography in Instruction
MEDT 7467 Web Design for Instruction
MEDT 7470 Digital Media Production
MEDT 7472 Intro to Distance Education
MEDT 7485 Special Topics

Candidates complete clinical experiences in MEDT 6461, MEDT 6465, MEDT 7474, MEDT 7477, MEDT 7478, and MEDT 7487.

Candidates complete an electronic portfolio for the graduation comprehensive exam.

Program Requirements for the *Advanced Program* with the Ed.S. Degree

The following five courses are required:

MEDT 7469 Supervision of School Library Media Programs
MEDT 8461 Diffusion of Innovations
MEDT 8464 Issues in School Library Media
MEDT 8480 Program Evaluation
MEDT 8484 Research on Media and Instructional Technology

Candidates choose four program electives from the following courses:

MEDT 7462 Internet Tools, Resources, and Issues
MEDT 7464 Designing Technology-Enhanced Instruction
MEDT 7465 Digital Resources for Teaching and Learning
MEDT 7466 Digital Photography in Instruction
MEDT 7467 Web Design for Instruction
MEDT 7470 Digital Media Production
MEDT 7472 Intro to Distance Education
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
MEDT 7485 Special Topics
MEDT 7490 Visual & Media Literacy for Teaching & Learning

Candidates complete an electronic portfolio for the graduation comprehensive exam.

The primary difference between the two options at the Ed.S. level is as follows: the candidates earning *Initial Certification* are required to take MEDT 6461, MEDT 6465, MEDT 7461, MEDT 7474, MEDT 7477, MEDT 7478, and MEDT 7487 in addition to five more required courses and one program elective; the candidates in the *Advanced Program* for the Ed.S. degree have already taken MEDT 6461, MEDT 6465, MEDT 7461, MEDT 7474, MEDT 7477, MEDT 7478, and MEDT 7487 in the M.Ed. program with *Initial Certification* (or equivalent courses if the M.Ed. program were completed at an institution other than UWG). Therefore, the candidates in the *Advanced Program* complete five required courses and four program electives.

The requirements for *Initial Certification* with the M.Ed. degree are shown below. A comparison of *Initial Certification* with the M.Ed. degree or Ed.S. degree shows that Ed.S. candidates advance to an even greater level of leadership in school library media.

Program Requirements for *Initial Certification* with the M.Ed. Degree

Candidates complete the following 10 courses:

MEDT 6461 Administration of School Library Media Centers

MEDT 6465 Selection and Materials

MEDT 7461 Instructional Design

MEDT 7474 Online Reference Sources and Services

MEDT 7477 Technology for Media Services

MEDT 7478 Cataloging and Automating

MEDT 7487 Practicum

CEPD 6101 Psychology of Classroom Learning

EDRS 6301 Research in Education

CURR 6575 Curriculum

Candidates select 2 electives from the following courses.

MEDT 7462 Internet Tools, Resources, and Issues

MEDT 7465 Digital Resources for Teaching and Learning

MEDT 7466 Digital Photography in Instruction

MEDT 7467 Web Design for Instruction

MEDT 7470 Digital Media Production

MEDT 7472 Intro to Distance Education

MEDT 7485 Special Topics

Candidates complete clinical experiences in MEDT 6461, MEDT 6465, MEDT 7474, MEDT 7477, MEDT 7478, and MEDT 7487.

Candidates complete an electronic portfolio for the graduation comprehensive exam.

Media, Ed.S., Concentrations in Instructional Technology, School Library Media

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program* ☒ Program
☐ Shared Core

Modifications (Check all that apply)*

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

If other, please identify. Program Sheet modification

Program Name* Media, Ed.S., Concentrations in Instructional Technology, School Library Media

Program ID* 1794

Program Code

Program Type* Specialist

Degree Type* Specialist in Education

College - School/ Department* Department of Educational Technology and Foundations

Program Description* This program provides advanced preparation for school library media specialists, instructional designers, instructional technology coordinators, and teachers seeking to gain additional skills in instructional technology for integration into the P-12 classroom. The Ed.S. in Media program consists of two program concentrations: (1) School Library Media and (2) Instructional Technology. Each concentration requires 27 semester hours. Admission requires a master's degree in any field and at least a 3.0 GPA. Applicants for concentration one in School Library Media must be eligible

for S-5 certification in School Library Media. Exit certification eligibility is determined by the certificate held during admission to the program. Students are advised individually concerning certification eligibility.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Modified Program Learning Outcomes

1. Candidates will synthesize research on issues and trends in instructional technology.
2. Candidates will apply theories of change to introduce innovations into educational settings.
3. Candidates will apply systemic approaches to close identified gaps in human performance.
4. Candidates will propose innovative technology-based solutions to an identified instructional need.

Attached is an assessment plan for the revised program of study.

Modification Comments* There are 3 modifications being presented. 1) We are changing from having both the IT track and the SLM track on the same program sheet to having each track on their own sheet. 2) Under Core Courses, we are adding MEDT 8465 and MEDT 8466, and deleting MEDT 8484 and MEDT 8480. 3) Under Additional Electives, we are changing two special topics courses to actual courses (MEDT 7479 Digital Game Based Learning and MEDT 7480 Global Learning and Collaboration); removing MEDT 7471 and MEDT 7475; and adding MEDT 7467, MEDT 7468, MEDT 7470, MEDT 7491, and MEDT 7492.

Rationale* The EDS program needed to be revised to align more with current practices and with both the ISTE and GaPSC standards. This is a result of several years of revision work.

Prospective Curriculum*

Instructional Technology Required Courses (12 hours)

MEDT 8461 Diffusion of Innovations
MEDT 8462 Leading and Managing Instructional Technology Programs
MEDT 8463 Issues in Instructional Technology
MEDT 8465 Human Performance Improvement
MEDT 8466 Comprehensive exam course portfolio

Electives/Tracks (15 hours)

[Before]IT Certification* (9 hours)

MEDT 7490 Visual and Media
Literacy for Teaching and Learning

MEDT 7464 Designing Technology
Enhanced Instruction

MEDT 7476 Assessing Learning in
Technology-Enhanced Instruction

[Before]Additional Electives

MEDT 7467 Web Design for
Instruction

MEDT 7468 Instructional Multimedia
Design & Development

MEDT 7470 Digital Video Production
& Utilization

MEDT 7472 Introduction to Distance
Learning

MEDT 7473 Advanced Multimedia

MEDT 7479 Digital Game Based
Learning

MEDT 7480 Global Learning and
Collaboration with Technology

MEDT 7485 Special Topics in Media

MEDT 7491 Implementation,
Assessment, and Evaluation of
Online Learning

MEDT 7492 Leadership and
Administration of Online Learning
and e-Learning

CEPD 8102 Lifespan Human
Development

[After] *Required courses for Instructional
Technology Certification through
the Georgia Professional Standards
Commission (GaPSC), but can be
taken by non-certification students.
- Subscription to Tk20 required (or
other assessment database as
directed). - Students must pass the
Instructional Technology GACE
Content Assessment to be eligible
for IT certification in Georgia (not
required if previously passed).

Desired Effective
Semester* Fall

Desired Effective
Year* 2019

Program
Location* Online

**Is this a School
of Nursing
Program?*** ☐ Yes ☒ No

**Is this a College
of Education
Program?*** ☒ Yes ☐ No

- 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**

**Is Senate Review
required?*** ☒ Yes ☐ No

ASSESSMENT PLAN

Ed.S. in Media - Instructional Technology

Proposed Start: Fall 2019

Assessment Plan

The four mid-program assessments are structured as course-embedded performance tasks aligned to the four program outcomes, the [ISTE Standards for Coaches](#) (2011) (ISTE-C), and the [Georgia Professional Standards Commission's Instructional Technology Standards](#) (2014) (GAPSC-IT). See <https://tinyurl.com/iste-psc> for guidance on how the ISTE-C and GAPSC-IT align.

Program Transition Points, Key Assessments, Outcomes, and Standards

#	Transition Point	Key Assessment	Outcome #	Standard
1	Program Admission	Formative Self-assessment	1, 2, 3, 4	ISTE-C 1, 2, 3, 4, 5, 6
2	Mid-Program: MEDT 8463	Key Assessment: Issues in IT Research Content Knowledge (Clark/Kozma Position Paper)	1	ISTE-C 1a, 1b, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3d, 4b, 5a, 5b, 5c, 6a, 6b, 6c
3	Mid-Program: MEDT 8461	Key Assessment: Innovation Diffusion Plan	2	ISTE-C 1a, 1b, 1c, 1d, 2b, 2c, 2h, 3b, 4a, 4b, 5b
4	Mid-Program: MEDT 8465	Key Assessment: Human Performance Improvement Report	3	ISTE-C 1, 2, 4, 6
5	Mid-Program: MEDT 8462	Key Assessment: Leadership Planning Skills (Grant Proposal)	4	ISTE-C 1a, 1b, 1c, 1d, 2a, 2b, 2g, 2h, 6a, 6b
8	Program Exit: MEDT 8466	Ed.S. Summative Portfolio	1, 2, 3, 4	ISTE-C 1, 2, 3, 4, 5, 6

Proposed Program Outcomes (Fall 2019 and beyond)

1. Candidates will synthesize research on issues and trends in instructional technology.
2. Candidates will apply theories of change to introduce innovations into educational settings.
3. Candidates will apply systemic approaches to close identified gaps in human performance.
4. Candidates will propose innovative technology-based solutions to an identified instructional need.

Ed.S.

Media with Concentration in Instructional Technology

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY14	AY15	AY16	AY17
SLO1: Candidates will synthesize research on issues and trends in instructional technology.	Strategic Imperative 1: Student Success	A 4-point content knowledge assessment is administered in the course MEDT 8463, collected through the unit-wide platform TK20, and assessed by program faculty. Aggregate scores are analyzed in the fall each year to drive course and program improvements.	Candidates score a minimum of 3.0 on a 4-point rubric.				
SLO2: Candidates will apply theories of change to introduce innovations into educational settings.	Strategic Imperative 1: Student Success	A 4-point content knowledge assessment is administered in the course MEDT 8461, collected through the unit-wide platform TK20, and assessed by program faculty. Aggregate scores are analyzed in the fall each year to drive course and program improvements.	Candidates score a minimum of 3.0 on a 4-point rubric.				
SLO3: Candidates will apply systemic approaches to close identified gaps in human performance.	Strategic Imperative 1: Student Success	A 4-point content knowledge assessment is administered in the course MEDT 8465, collected through the unit-wide platform TK20, and assessed by program faculty. Aggregate scores are analyzed in the fall each year to drive course and program improvements.	Candidates score a minimum of 3.0 on a 4-point rubric.				
SLO4: Candidates will propose innovative technology-based solutions to an identified instructional need.	Strategic Imperative 1: Student Success	A 4-point content knowledge assessment is administered in the course MEDT 8462, collected through the unit-wide platform TK20, and assessed by program faculty. Aggregate scores are analyzed in the fall each year to drive course and program improvements.	Candidates score a minimum of 3.0 on a 4-point rubric.				

Interpretation & Use of Results	Improvement Plan

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE						
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>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.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO:</p>	DEPARTMENT:	Educational Technology and Foundations			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
	PROGRAM:	Ed.S. in Media -- Concentration in Instructional Technology	COURSES		Candidates will synthesize research on issues and trends in instructional technology.	Candidates will apply theories of change to introduce innovations into educational settings.	Candidates will apply systemic approaches to close identified gaps in human performance.	Candidates will propose innovative technology-based solutions to an identified instructional need.
			1	MEDT 8463: Issues in Instructional Technology (A)	M (A)	I	I	I
			2	MEDT 8461: Diffusion of Innovations (A)	I	M (A)	R	R
			3	MEDT 8465: Human Performance Improvement (A)	R	R	M (A)	R
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	MEDT 8462: Leading and Managing Instructional Technology Programs (A)	R	R	R	M (A)
			5	MEDT 8466: Comprehensive Exam Course Portfolio	M	M	M	M
			6	MEDT 7490: Visual and Media Literacy for Teaching and Learning (elective)	R	I	R	R
			7	MEDT 7464: Designing Technology-enhanced Instruction (elective)	R	I	R	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	MEDT 7476: Assessing Learning with Technology-Enhanced Instruction (elective)	R	I	R	R
			9	MEDT 7467: Web Design for Instruction (elective)	I		I	R
			10	MEDT 7468: Instructional Multimedia Design and	I	I	I	R
			11	MEDT 7470: Digital Video Production and Utilization (elective)	I		I	R
			12	MEDT 7472: Introduction to Distance Education (elective)	I	I	I	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	MEDT 7473: Advanced Multimedia (elective)	R		I	R
14			MEDT 7479: Digital Game-Based Learning (elective)	R	I	I	R	
15			MEDT 7480: Global Learning and Collaboration with Technology (elective)	R	R	I	I	

Introduced "I", Reinforced "R", or Mastered "M" within the course.		16	MEDT 7485: Special Topics (elective; with advisor approval)	varies	varies	varies	varies
		17	MEDT 7491: Implementation, Assessment, and Evaluation of Online Learning (elective)	R	R	R	R
		18	MEDT 7492: Leadership and Administration of Online Learning and e-Learning (elective)	R	R	M	R
		19	CEPD 8102: Lifespan Human Development (elective)				
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					

PROPOSED

Student Name _____ Student ID# _____

University of West Georgia

Degree: Ed.S. in Media

Concentration: Instructional Technology

☐ Seeking IT Certification GA Dept. of Ed. (Eligible) ☐ Not Seeking IT Certification GA Dept. of Ed. (Not Eligible)

Student Signature _____ Date Completed _____

Admission Requirements

Entry Degree: Master's Exit Degree: Ed.S. Media (27 hrs required)

Entry Certification for Georgia Educators: Renewable Professional

Potential Exit Certification for Georgia Educators: S-6 Instructional Technology

Specific courses are to be determined collaboratively between student and advisor.

Course Prefix and Number	Course Title	Credit hours	Semester
Instructional Technology Required Courses (12 hours)			
MEDT 8463	Issues in Instructional Technology	3	
MEDT 8461	Diffusion of Innovations	3	
MEDT 8462	Leading and Managing Instructional Technology Programs	3	
MEDT 8465	Human Performance Improvement	3	
MEDT 8466	Comprehensive exam course portfolio (Taken last semester of program)	0	
Electives / Tracks (15 hours)			
IT Certification* (9 hours)			
MEDT 7490	Visual and Media Literacy for Teaching and Learning*	3	
MEDT 7464	Designing Technology-Enhanced Instruction*	3	
MEDT 7476	Assessing Learning with Technology-Enhanced Instruction*	3	
Additional Electives			
MEDT 7467	Web Design for Instruction	3	
MEDT 7468	Instructional Multimedia Design & Development	3	
MEDT 7470	Digital Video Production & Utilization	3	
MEDT 7472	Introduction to Distance Education	3	
MEDT 7473	Advanced Multimedia	3	
MEDT 7479	Digital Game Based Learning	3	
MEDT 7480	Global Learning and Collaboration with Technology	3	
MEDT 7485	Special Topics (with advisor approval)	3	
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning	3	
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3	
CEPD 8102	Lifespan Human Development	3	
	Others to be approved by advisor	3	

***Required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC), but can be taken by non-certification students**

- Subscription to Tk20 required (or other program assessment database as directed)
- Students must pass the Instructional Technology GACE Content Assessment to be eligible for IT Certification in Georgia (not required if already passed previously).

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____

December 10, 2018

CURRENT

Program of Study for Educational Specialist in Media (Ed.S.) Instructional Technology (IT) or School Library Media (SLM) Concentration University of West Georgia

Name _____ ID# _____

Student Signature _____ Date Completed _____

Admission Requirements

Instructional Technology

Entry Degree: Master's

Entry Certification: None (if not seeking S-6 certification)
T, S, L, PL or Life (if seeking S-6 certification)

Exit Degree: Ed.S.

School Library Media

Entry Degree: Master's

Entry Certification: S-5 in School Library Media

Exit Degree: Ed.S.

Core Courses

	IT	SLM	Sem ²	Year ³	Grade
MEDT 7469 Supervision of School Library Media Program		R ¹			
MEDT 8461 Diffusion of Innovations	R	R			
MEDT 8462 Leading and Managing Instructional Technology Programs	R				
MEDT 8463 Issues in Instructional Technology (taken as first course in the program)	R				
MEDT 8464 Issues in School Library Media		R			
MEDT 8480 Program Evaluation (taken as last course in the program)	R	R			
MEDT 8484 Research on Media and Instructional Technology	R	R			

Elective Courses (Choose 4)

	IT	SLM	Sem ²	Year ³	Grade
MEDT 7464 Designing Technology-Enhanced Instruction*					
MEDT 7469 Supervision of School Library Media Program					
MEDT 7471 Data Networks for Instruction					
MEDT 7472 Introduction to Distance Education**					
MEDT 7473 Advanced Multimedia					
MEDT 7475 Distance Education Professional***					
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction*					
MEDT 7485 Special Topics in Media					
MEDT 7490 Visual & Media Literacy for Teaching & Learning*					
MEDT 8464 Issues in School Library Media					
CEPD 8102 Life Span Human Development					

Advisor Notes:

*These electives are required courses for candidates seeking Instructional Technology certification in Georgia.

**MEDT 7461 or 7464 is a prerequisite for MEDT 7472.

***MEDT 7472 is a prerequisite for MEDT 7475.

Students must pass the appropriate GACE Content Assessment in order to be certified.

1 Required. 2 Semester: Use "Sp" (Spring), "Su" (Summer), or "Fa" (Fall). 3 Use YYYY format.

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____

Revised 04/12/2013

Media, M.Ed., Concentrations in Instructional Technology, School Library Media

2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program*
☒ Program
☐ Shared Core

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

If other, please identify. Program sheet modification

Program Name* Media, M.Ed., Concentrations in Instructional Technology, School Library Media

Program ID* 1793

Program Code

Program Type* Master's

Degree Type* Master of Education

College - School/Department* Department of Educational Technology and Foundations

Program Description* The online Master of Education with a major in media includes three tracks: Instructional Technology, School Library Media, and School Library Media with Instructional Technology certification. All three are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P – 12 school, as well as higher education, corporate environment, health care and governmental organizations. Graduates of the School Library Media

program are well grounded in the day-to-day management of the P – 12 School Library Media Centers. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications while School Library Media students derive learning experiences from practical field experiences in library settings. Faculty teaching in the program are grounded in theoretical perspective and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Modified
Program
Learning
Outcomes

Modification Comments* For the Master's program we are changing from having both the IT track and the SLM track on the same program sheet. This modification is for the SLM track with IT certification. We have also updated two courses: MEDT 6461 will become MEDT 7451 and MEDT 6465 will become MEDT 7455. We have added MEDT 7485, MEDT 7491, and MEDT 7492 as electives. We have removed MEDT 7465 from electives. The old and proposed SLM with IT certification program sheets are attached.

Rationale* Currently we have one Media program sheet at the Master's level. However with three tracks currently listed it is difficult for students to understand program requirements. The tracks include IT, SLM, and SLM with IT certification. We have also added two courses at the 7000 level replacing two 6000 level courses. The updated SLM with IT certification program sheet reflects this change as well.

Prospective
Curriculum*

Degree Requirements

The major in media is designed to prepare school library media specialists and instructional technologists at the graduate level. The master's program requires 36 semester hours and consists of three program concentrations: (1) media specialist with certification; (2) instructional technology with certification and (3) media specialist with certification and instructional technology certification. Concentration three is available only for candidates who already hold a professional teaching certificate.

With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, problem solving for technology-related issues, and making use of formative and summative data for instructional decisions. With concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues. All master's programs require a bachelor's degree from a regionally accredited institution. All concentrations require 36 hours of graduate credit.

School Library Media Concentration

Education Core (9 hrs)

EDRS 6301 Research in Education

[Right] (required)

CEPD 6101 Psychology of Classroom Learning

CURR 6575 Curriculum Trends and Issues

SLM Focused Core/SLM Certification (21hrs)

MEDT 6461 Administration of the School Media Center

[Right] (first semester)

MEDT 6465 Selection and Materials

MEDT 7478 Cataloging and Automating

MEDT 7474 Online Reference Sources and Services

MEDT 7477 Technology for Media Services

MEDT 7487 Practicum

[Right] (last semester)

MEDT 7461 Instructional Design

Electives - (6 hrs - select 2 courses)

**MEDT 7462 Internet Tools,
Resources, and Issues in Education**

**MEDT 7465 Digital Resources for
Teaching and Learning**

**MEDT 7466 Digital Photography in
Instruction**

**MEDT 7467 Web Design for
Instruction**

**MEDT 7470 Digital Media Production
and Utilization**

**MEDT 7472 Introduction to Distance
Learning**

**[After] Georgia Technology requirement
components embedded in the
program. Special Education in the
Regular Classroom - House Bill 671
requirement must be met - course
or training or current Renewable
Professional certificate. GACE
Program Admission Assessment
requirement must be met by
passing the GACE, sufficient scores
on ACT or SAT or GRE assessments,
or current Renewable Professional
certificate. Students must pass the
GACE Content Assessment for SLM if
they seek certification.**

Instructional Technology Concentration

Education Core (6 hrs)

EDRS 6301 Research in Education

[Right] (required)

**CEPD 6101 Psychology of Classroom
Learning**

**CURR 6575 Curriculum Trends and
Issues**

Instructional Technology Certification (12 hrs)

MEDT 7461 Instructional Design

**MEDT 7468 Instructional Multimedia
Design and Development**

**MEDT 7476 Assessing Learning in
Technology-Enhanced Instruction**

**MEDT 7490 Visual and Media
Literacy for Teaching and Learning**

IT Focused Core (3 hrs)

**MEDT 7464 Designing Technology
Enhanced Instruction**

Electives - (15 hrs - select 5 courses)

**MEDT 7462 Internet Tools,
Resources, and Issues in Education**

**MEDT 7466 Digital Photography in
Instruction**

**MEDT 7467 Web Design for
Instruction**

**MEDT 7470 Digital Media Production
and Utilization**

**MEDT 7472 Introduction to Distance
Learning**

**MEDT 7479 Digital Game-Based
Learning**

**MEDT 7480 Global Learning and
Collaboration with Technology**

MEDT 7485 Special Topics

**MEDT 7491 Implementation,
Assessment, and Evaluation of
Online Learning**

**MEDT 7492 Leadership and
Administration of Online Learning
and e-Learning**

**[After] Subscription to Tk20 required (or
other program assessment database
as directed). Students must pass
the GACE Content Assessment for IT
if they seek certification. Renewable
Professional certificate upon
admission required for eligibility for
Instructional Technology
certification.**

School Library Media with Instructional Technology Concentration

Education Core (Required 6 hours)

**CURR 6575 Curriculum Trends and
Issues**

**CEPD 6101 Psychology of Classroom
Learning**

EDRS 6301 Research in Education

[Right] (required)

SLM Focused Core/SLM Certification (21 hrs)

**MEDT 7451 Administration of School
Library Media Center**

[Right] (taken first semester)

MEDT 7455 Selection and Materials

MEDT 7461 Instructional Design

**MEDT 7474 Online Reference
Sources and Services**

**MEDT 7477 Technology for Media
Services**

**MEDT 7478 Cataloging and
Automating**

MEDT 7487 Practicum

[Right] (taken last semester)

Instructional Technology Certification (9 hours)

**MEDT 7468 Instructional Multimedia
Design and Development**

**MEDT 7490 Visual and Media
Literacy for Teaching and Learning**

**MEDT 7476 Assessing Learning in
Technology-Enhanced Instruction**

**[After] Students must pass the appropriate
GACE content assessment(s) to be
eligible for certification.
Subscription to Tk20 required (or
other program assessment database
as directed).**

**Desired Effective
Semester*** Fall

**Desired Effective
Year*** 2019

**Program
Location*** Online

**Is this a School
of Nursing
Program?*** ☐ Yes ☒ No

**Is this a College
of Education
Program?*** ☒ Yes ☐ No

- 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**

**Is Senate Review
required?*** ☒ Yes
☐ No

|

Student Name _____ Student ID# _____

University of West Georgia – M.Ed. in Media

Concentration:

_____ School Library Media (SLM) _____ School Library Media & Instructional Technology (Dual) _____ Instructional Technology (IT)

Entry Degree: Bachelors

Exit Degree: M.Ed. Media (36 hrs required)

Entry Certification: Renewable Professional or no certificate

Potential Exit Certification: S-5 school library media/S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor.

Area Course Number	Course Title	SLM	Dual	IT	Credit hours	Grade
Education Core (SLM = 9 hrs ; Dual = 6 hrs; IT = 6 hrs)						
EDRS 6301	Research in Education (required)				3	
CEPD 6101	Psychology of Classroom Learning				3	
CURR 6575	Curriculum Trends and Issues				3	
SLM Focused Core / SLM Certification (18 hrs)						
MEDT 6461	Administration of School Media Centers (first semester)				3	
MEDT 6465	Selection and Materials				3	
MEDT 7478	Cataloging and Automating				3	
MEDT 7474	Online Reference Sources and Services				3	
MEDT 7477	Technology for Media Services				3	
MEDT 7487	Practicum (last semester)				3	
Instructional Technology Certification (12 hrs)						
MEDT 7461	Instructional Design (also required for SLM certification)				3	
MEDT 7468	Instructional Multimedia Design and Development				3	
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction				3	
MEDT 7490	Visual and Media Literacy for Teaching and Learning				3	
IT Focused Core (3 hrs)						
MEDT 7464	Designing Technology Enhanced Instruction				3	
Electives -- IT (15 hrs – select 5 courses); SLM (6 hours – select 2 courses)						
MEDT 7462	Internet Tools, Resources & Applications				3	
MEDT 7465	Digital Resources for Teaching & Learning				3	
MEDT 7466	Digital Photography in Instruction				3	
MEDT 7467	Web Design for Instruction				3	
MEDT 7470	Digital Media Production & Utilization				3	
MEDT 7472	Introduction to Distance Education				3	
	Others to be approved by advisor					

- Georgia Technology requirement components embedded in the program.
- Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
- GACE Program Admission Assessment requirement must be met by passing the GACE, sufficient scores on ACT or SAT or GRE assessments, or current Renewable Professional certificate.
- Students must pass the GACE Content Assessments for SLM and/or IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phones _____

Approved (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

Student Name: _____

Student ID#: _____

**University of West Georgia – M.Ed. in Media
Concentration: School Library Media with Instructional Technology Certification**

Student Signature: _____

Date of entry into Program: _____

Entry Degree: Bachelors

Exit Degree: M.Ed. Media (36 hrs. required)

Entry Certification: Renewable Professional

Exit Certification: SRS-5 Media Specialist (P-12) & SRS-5 Instructional Technology (P-12)

All courses are 3 credit hours

Specific courses to be determined collaboratively between student and advisor.

Course Number	Course Title	Semester
M.Ed. Core	Required (6 hours)	
CURR 6575	Curriculum Trends and Issues	
CEPD 6101	Psychology for Classroom Learning	
EDRS 6301	Research in Education (Required)	
Media Specialist cert. sequence	Required (21 hours)	
MEDT 7451	Administration of School Library Media Center (taken first semester)*	
MEDT 7455	Selection and Materials*	
MEDT 7461	Instructional Design (also Instructional Technology cert. sequence)*	
MEDT 7474	Online Reference Sources and Services*	
MEDT 7477	Technology for Media Services*	
MEDT 7478	Cataloging and Automating*	
MEDT 7487	Practicum (must be taken during last semester in program)*	
Instructional Technology cert. sequence	Required (9 hours)	
MEDT 7468	Instructional Multimedia Design & Development*	
MEDT 7490	Visual & Media Literacy for Teaching & Learning*	
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*	

*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

Subscription to TK20 required (or other program assessment database as directed)

Student Mailing Address: _____

E-mail Address: _____ Day/Cell phone _____

Approvals: Academic Advisor _____ Date _____

Department Chair _____ Date _____

SPED - 6706 - Special Education in the Regular Classroom

2019-2020 Graduate Revise Course Request

Curriculum Proposal

- Proposed Modifications**
(Check all that apply)*
- ☐ Course Title (list new title in imported boxes below)
 - ☐ Prerequisites
 - ☐ Corequisites
 - ☐ Cross-listing
 - ☒ Catalog Description (list new description in imported box below)
 - ☐ Credit Hours (list new credit hours in imported boxes below)
 - ☐ Student Learning Outcomes
 - ☐ Restrictions
 - ☐ Frequency
 - ☐ Grading
 - ☐ Fee
 - ☐ Repetition
 - ☐ Other

If other, please identify.

Course Prefix* SPED

Course Number* 6706

Course Title* Special Education in the Regular Classroom

Long Course Title Special Education in the Regular Classroom

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Course Type* Special Education

College - School/Department* Department of Literacy and Special Education

Catalog Course Description* Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors. Students must earn a grade of "B" or better in SPED 6706 or department approved alternative to meet the special education requirement of Georgia House Bill No. 671 and be recommended for educator certification in Georgia. The grade requirement of "B" or better is effective July 1, 2019, for courses completed on or after that date.

Frequency 3

Grading Graduate Standard Letter

Revised Prerequisites

Revised Corequisites

Revised Cross-listing

Revised Credit Hours

Revised Student Learning Outcomes

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - Is this course repeatable for credit? ☐ Yes ☐ No

If yes, how many times?

Modification Comments* Rationale for course modification:
The Georgia Professional Standards Commission (GaPSC) has changed the policy to meet the special education requirement of Georgia House Bill No. 671 for certification educators in Georgia. Effective July 1, 2019, all students seeking initial teacher certification, leadership certification and certification in the service fields of Media Specialist and School Counseling in Georgia must earn a grade of "B" or better in the designated special education course (SPED 3713, SPED 3715 or SPED 6706) for their program. This policy change is for certification only and does not apply to program completion.

Statement to be Added in Course Description:
Students must earn a grade of "B" or better in SPED 6706 or department approved alternative to meet the special education requirement of Georgia House Bill No. 671 and be recommended for educator

certification in Georgia. The grade requirement of "B" or better is effective July 1, 2019, for courses completed on or after that date.

**Present or
Projected Annual
Enrollment*** 200

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Is this a School
of Nursing
course?*** ☐ Yes ☒ No

**Is this a College
of Education
course?*** ☒ Yes ☐ No

**Desired Effective
Semester*** Summer

**Desired Effective
Year*** 2019

**Is Senate Review
Required?*** ☒ Yes ☐ No

Administrative Use Only - DO NOT EDIT

Course ID* 21938

Current Syllabus

SPED 6706, Section : Special Education in the Regular Classroom

Instructor Information

Instructor:

Meeting Time & Location: 100% online

Office Location:

Office Hours:

Telephone: (Office)

Telephone: (department)

Email:

Online Hours:

Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#) 678-839-6428

counseling@westga.edu

[Center for Academic Success](#)

[Student Services](#)

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the

Current Syllabus

College of Education is committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (Council for Exceptional Children and Georgia PSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors.

Prerequisites: None

Texts, Readings, and Instructional Resources

Required Text(s): Special Education: An introduction for all educators available as an eBook from Kendall Hunt <https://he.kendallhunt.com/product/special-education-introduction-all-educators>. ISBN for the text: 9781524951856

Suggested Text(s): N/A

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the "How to" guides, visit the [Tk20 webpage](#).

****You will not have any assignments to upload into TK20 for this course.****

Approaches to Instruction

This course uses online group discussions, video, narrated PowerPoint lectures, weblinks, and research articles.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Current Syllabus

Activity/Instructional Equivalent

Class Activities/700 minutes

Audio/video instruction/950 minutes

Quizzes/600 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Students will:

1. Demonstrate basic knowledge of policies and procedures for serving pupils with special needs in school settings (Chapman, 2008; Friend & Bursuck, 2012) CEC 6
2. Demonstrate basic knowledge of characteristics of pupils with special needs, including features/behaviors suggesting need for specialized intervention, and/or referral (Boyle, & Scanlon, 2010; Friend & Bursuck, 2012) CEC 1
3. Demonstrate knowledge of various strategies for providing instruction and support to pupils with special needs within general education classroom settings (Boyle & Scanlon, 2010; Friend & Bursuck, 2012) CEC 2, 5
4. Plan interventions and support strategies for providing services to pupils with special needs within general education classroom settings, including aspects related to collaboration and interaction with various service providers (Boyle & Scanlon, 2010; Friend & Bursuck, 2012; Spinelli, 2011) CEC 3, 5, 7
5. Supply interventions and support strategies to specific subject areas, age levels, and/or instructional arrangements relevant to individual students (Boyle & Scanlon, 2010; Friend & Bursuck, 2012) CEC 5

CEC refers to the 7 Special Education Content Standards of the Council for Exceptional Children, available from:

<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards>

Assignments and Evaluation Procedures

1. **FAT CITY Choice assignment** - Students complete an assignment related to the movie FAT City. More specific information is provided in CourseDen. Make sure to read all information provided. (Objectives # 2&3)
2. **Chapter Quizzes** - Students will take quizzes based on the material in the textbook that are assigned to be read for each module. (Objectives #1-5)

Current Syllabus

3. **Article Chart** - Students will complete an article chart over the duration of the course on student-selected articles related to the information in each of the course modules. Topics include IEPs, RTI, Characteristics, Collaboration, and Learning Strategies (Objectives #1-5)
4. **Class Activities** - Students will have the opportunity to complete small activities throughout the course (e.g. case studies, discussions, projects) in addition to looking at class materials to earn class participation points. See CourseDen modules for specific information and due dates (Objectives 1-5)
5. **Module Summaries** - Students will submit summaries of their learning for each module. See CourseDen modules for specific information and due dates (Objectives 1-5)

The course instructor will grade all assignments in this course based on the information provided in this syllabus and the additional material provided through CourseDen. Please make sure to look at the material provided through CourseDen carefully so that you fully understand the grading expectations for this course. The instructor reserves the right to deduct points when appropriate for things that may not be specifically mentioned in the directions or syllabus.

Points allocated to assignments are as follow below.

1. FAT City Choice assignment - 5 points
2. Chapter Quizzes - 7 chapters x 7 points each = 49 points
3. Article Chart - 20 points
4. Class Activities - 6 x 2 points each = 12 points (See CourseDen for specific activities)
5. Module Summaries - 7 x 2 points each = 14 points

The instructor reserves the right to deduct points from all assignments when appropriate for things that may not be covered on the rubric or grading information.

Grading

The final grade for the course will be assessed in the following manner:

Percentage of total points earned:

A: 90-100%

B: 80-89%

C: 70-79%

F < 69%

Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Current Syllabus

Attendance/Participation: Professionals understand the importance of class attendance. Each of you must expect excellent attendance of your future students or clients, to provide them with opportunities to reach their full potential. Please keep this in mind as you work your way through this class: Attendance always counts. All lectures, assignments, and activities are carefully created to help students be better prepared for and successful with their careers.

In an online class, attendance is counted as completion of online assignments and online participation (e.g., time spent on material, turning work in on time, etc.).

Extra Credit: Extra Credit opportunities may be provided according to the judgment and discretion of the instructor, and only if it is deemed advantageous to class learning. Extra credit will not be used as a method to make up for poor student choices.

Late Work: Please check the syllabus and CourseDen information regarding assignment due dates. *Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.* There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance. Specific circumstances (e.g., unanticipated hospitalization) can certainly be considered as grounds for an extension of a deadline. Quizzes not completed by the due date will earn a grade of zero (0). This does not apply to the FAT City quiz. If selected and submitted late 20% of the possible points will be deducted. Late assignments will have 20% of the possible points deducted.

Professional Conduct: This course provides opportunities for students to practice and become better prepared for their professional responsibilities as professionals. The instructor holds high expectations of each student to demonstrate professional demeanor. Each student is expected to demonstrate respect for all members of the class in their speech, attitude, and attention. Professional conduct includes using person-first language in all oral and written communication. Effective collaboration is an important skill for educators, and is accomplished partially through respectfully listening to and honoring differing viewpoints without necessarily agreeing with the view of another. Unacceptable professional behavior, as deemed by your professor, will be grounds of a reduction of points off your final grade.

UNIVERSITY POLICIES

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

Current Syllabus

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Network Etiquette - Communication in an online environment takes special consideration. Consider including a list of tips as described 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 make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time. You may expect responses from the instructor within 48 hours Monday through Friday.

Current Syllabus

Class Schedule Information

Each Module has a folder posted in CourseDen with all materials needed (aside from the textbook). It is your responsibility to check the online class meeting folders and complete the readings and assignments listed for each class. Due dates specified each week are included in the class folders in CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Current Syllabus

Full URL Support for Courses

CourseDen D2L Home Page

<https://westga.view.usg.edu/>

D2L UWG Online Help (8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>
online@westga.edu

24/7/365 D2L Help Center

<https://d2lhelp.view.usg.edu/>

University Bookstore

<http://www.bookstore.westga.edu/>

Common Language for Course Syllabi

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

UWG Cares

<http://www.westga.edu/UWGCares/>

Center for Disability

<https://www.westga.edu/student-services/counseling/accessibility-services.php>

Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

Course References:

Boyle, J., & Scanlon, D. (2010). Methods and strategies for teaching students with mild disabilities: A case-based approach. Belmont, CA: Wadsworth.

Chapman, R. (2008). The everyday guide to special education law: A handbook for parents, teachers, and other professionals. Denver, CO: The Legal Center for People with Disabilities and Older People.

Friend, M., & Bursuck, W. D. (2012). Including students with special needs: A practical guide for classroom teachers. Boston, MA: Pearson.

Spinelli, C. (2011). Linking assessment to instructional strategies: A guide for teachers. Boston, MA: Pearson.

Center for Academic Success

<http://www.westga.edu/cas/>

Distance Learning Library Services

<https://www.westga.edu/library/resource-sharing.php>

Ingram Library Services

<http://www.westga.edu/library/>

Proctored Exams

<http://uwgonline.westga.edu/exams.php#student>

Student Services

<https://uwgonline.westga.edu/online-student-guide.php>

UWG Accessibility Statements for Technology

<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.vrqeffvts1f>

Proposed Syllabus

SPED 6706, Section : Special Education in the Regular Classroom

Instructor Information

Instructor:

Meeting Time & Location: 100% online

Office Location:

Office Hours:

Telephone: (Office)

Telephone: (department)

Email:

Online Hours:

Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#) 678-839-6428

counseling@westga.edu

[Center for Academic Success](#)

[Student Services](#)

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the

Proposed Syllabus

College of Education is committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (Council for Exceptional Children and Georgia PSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors.

Students must earn a grade of "B" or better in SPED 6706 or department approved alternative to meet the special education requirement of Georgia House Bill No. 671 and be recommended for educator certification in Georgia. The grade requirement of "B" or better is effective July 1, 2019, for courses completed on or after that date.

Prerequisites: None

Texts, Readings, and Instructional Resources

Required Text(s): Special Education: An introduction for all educators available as an eBook from Kendall Hunt <https://he.kendallhunt.com/product/special-education-introduction-all-educators> ISBN for the text: 9781524951856

Suggested Text(s): N/A

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the "How to" guides, visit the [TK20 webpage](#).

****You will not have any assignments to upload into TK20 for this course.****

Proposed Syllabus

Approaches to Instruction

This course uses online group discussions, video, narrated PowerPoint lectures, weblinks, and research articles.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity/Instructional Equivalent

Class Activities/700 minutes

Audio/video instruction/950 minutes

Quizzes/600 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Students will:

1. Demonstrate basic knowledge of policies and procedures for serving pupils with special needs in school settings (Chapman, 2008; Friend & Bursuck, 2012) CEC 6
2. Demonstrate basic knowledge of characteristics of pupils with special needs, including features/behaviors suggesting need for specialized intervention, and/or referral (Boyle, & Scanlon, 2010; Friend & Bursuck, 2012) CEC 1
3. Demonstrate knowledge of various strategies for providing instruction and support to pupils with special needs within general education classroom settings (Boyle & Scanlon, 2010; Friend & Bursuck, 2012) CEC 2, 5
4. Plan interventions and support strategies for providing services to pupils with special needs within general education classroom settings, including aspects related to collaboration and interaction with various service providers (Boyle & Scanlon, 2010; Friend & Bursuck, 2012; Spinelli, 2011) CEC 3, 5, 7
5. Supply interventions and support strategies to specific subject areas, age levels, and/or instructional arrangements relevant to individual students (Boyle & Scanlon, 2010; Friend & Bursuck, 2012) CEC 5

CEC refers to the 7 Special Education Content Standards of the Council for Exceptional Children, available from:

<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards>

Proposed Syllabus

Assignments and Evaluation Procedures

1. **FAT CITY Choice assignment** - Students complete an assignment related to the movie FAT City. More specific information is provided in CourseDen. Make sure to read all information provided. (Objectives # 2&3)
2. **Chapter Quizzes** - Students will take quizzes based on the material in the textbook that are assigned to be read for each module. (Objectives #1-5)
3. **Article Chart** - Students will complete an article chart over the duration of the course on student-selected articles related to the information in each of the course modules. Topics include IEPs, RTI, Characteristics, Collaboration, and Learning Strategies (Objectives #1-5)
4. **Class Activities** - Students will have the opportunity to complete small activities throughout the course (e.g. case studies, discussions, projects) in addition to looking at class materials to earn class participation points. See CourseDen modules for specific information and due dates (Objectives 1-5)
5. **Module Summaries** - Students will submit summaries of their learning for each module. See CourseDen modules for specific information and due dates (Objectives 1-5)

The course instructor will grade all assignments in this course based on the information provided in this syllabus and the additional material provided through CourseDen. Please make sure to look at the material provided through CourseDen carefully so that you fully understand the grading expectations for this course. The instructor reserves the right to deduct points when appropriate for things that may not be specifically mentioned in the directions or syllabus.

Points allocated to assignments are as follow below.

1. FAT City Choice assignment - 5 points
2. Chapter Quizzes - 7 chapters x 7 points each = 49 points
3. Article Chart - 20 points
4. Class Activities - 6 x 2 points each = 12 points (See CourseDen for specific activities)
5. Module Summaries - 7 x 2 points each = 14 points

The instructor reserves the right to deduct points from all assignments when appropriate for things that may not be covered on the rubric or grading information.

Grading

The final grade for the course will be assessed in the following manner:

Percentage of total points earned:

A: 90-100%

B: 80-89%

C: 70-79%

F< 69%

Proposed Syllabus

Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance/Participation: Professionals understand the importance of class attendance. Each of you must expect excellent attendance of your future students or clients, to provide them with opportunities to reach their full potential. Please keep this in mind as you work your way through this class: Attendance always counts. All lectures, assignments, and activities are carefully created to help students be better prepared for and successful with their careers.

In an online class, attendance is counted as completion of online assignments and online participation (e.g., time spent on material, turning work in on time, etc.).

Extra Credit: Extra Credit opportunities may be provided according to the judgment and discretion of the instructor, and only if it is deemed advantageous to class learning. Extra credit will not be used as a method to make up for poor student choices.

Late Work: Please check the syllabus and CourseDen information regarding assignment due dates. ***Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.*** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance. Specific circumstances (e.g., unanticipated hospitalization) can certainly be considered as grounds for an extension of a deadline. Quizzes not completed by the due date will earn a grade of zero (0). This does not apply to the FAT City quiz. If selected and submitted late 20% of the possible points will be deducted. Late assignments will have 20% of the possible points deducted.

Professional Conduct: This course provides opportunities for students to practice and become better prepared for their professional responsibilities as professionals. The instructor holds high expectations of each student to demonstrate professional demeanor. Each student is expected to demonstrate respect for all members of the class in their speech, attitude, and attention. Professional conduct includes using person-first language in all oral and written communication. Effective collaboration is an important skill for educators, and is accomplished partially through respectfully listening to and honoring differing viewpoints without necessarily agreeing with the view of another. Unacceptable professional behavior, as deemed by your professor, will be grounds of a reduction of points off your final grade.

Proposed Syllabus

UNIVERSITY POLICIES

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Network Etiquette - Communication in an online environment takes special consideration. Consider including a list of tips as described 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 make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time. You may expect responses from the instructor within 48 hours Monday through Friday.

Proposed Syllabus

Class Schedule Information

Each Module has a folder posted in CourseDen with all materials needed (aside from the textbook). It is your responsibility to check the online class meeting folders and complete the readings and assignments listed for each class. Due dates specified each week are included in the class folders in CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Proposed Syllabus

Full URL Support for Courses

CourseDen D2L Home Page

<https://westga.view.usg.edu/>

D2L UWG Online Help (8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

online@westga.edu

24/7/365 D2L Help Center

<https://d2lhelp.view.usg.edu/>

University Bookstore

<http://www.bookstore.westga.edu/>

Common Language for Course Syllabi

<https://www.westga.edu/administration/vpaa/>

[common-language-course-syllabi.php](http://www.westga.edu/administration/vpaa/common-language-course-syllabi.php)

UWG Cares

<http://www.westga.edu/UWGCares/>

Center for Disability

[https://www.westga.edu/student-](https://www.westga.edu/student-services/counseling/accessibility-services.php)

[services/counseling/accessibility-services.php](https://www.westga.edu/student-services/counseling/accessibility-services.php)

Student Services

[http://uwgonline.westga.edu/online-student-](http://uwgonline.westga.edu/online-student-guide.php)

[guide.php](http://uwgonline.westga.edu/online-student-guide.php)

Course References:

Boyle, J., & Scanlon, D. (2010). Methods and strategies for teaching students with mild disabilities: A case-based approach. Belmont, CA: Wadsworth.

Chapman, R. (2008). The everyday guide to special education law: A handbook for parents, teachers, and other professionals. Denver, CO: The Legal Center for People with Disabilities and Older People.

Friend, M., & Bursuck, W. D. (2012). Including students with special needs: A practical guide for classroom teachers. Boston, MA: Pearson.

Spinelli, C. (2011). Linking assessment to instructional strategies: A guide for teachers. Boston, MA: Pearson.

Center for Academic Success

<http://www.westga.edu/cas/>

Distance Learning Library Services

<https://www.westga.edu/library/resource-sharing.php>

Ingram Library Services

<http://www.westga.edu/library/>

Proctored Exams

[http://uwgonline.westga.edu/exams.php#stud](http://uwgonline.westga.edu/exams.php#student)
[ent](http://uwgonline.westga.edu/exams.php#student)

Student Services

[https://uwgonline.westga.edu/online-student-](https://uwgonline.westga.edu/online-student-guide.php)
[guide.php](https://uwgonline.westga.edu/online-student-guide.php)

UWG Accessibility Statements for Technology

[https://docs.google.com/document/d/16Ri1Xg](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.vrqeffvts1f)
[aXiGx28ooO-](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.vrqeffvts1f)
[zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.vrqeffvts1f)
[=57b4c82d#heading=h.vrqeffvts1f](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.vrqeffvts1f)

School Improvement, Ed.D.
2019-2020 Graduate Revise Program Request

Curriculum Proposal

Type of Program*
☒ Program
☐ Shared Core

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

If other, please identify. Admission Requirements. (See change under Application Process in Program Curriculum Section.)

Program Name* School Improvement, Ed.D.

Program ID* 1799

Program Code

Program Type*
Doctorate

Degree Type*
Doctorate in Education

College - School/ Department* Department of Leadership, Research, and School Improvement

Program Description* The mission of the Doctor of School Improvement Program is to develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK-12 schools.

It is the goal of the program and its faculty that graduates:

- Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.
- Effectively engage and influence stakeholders with a common purpose

- towards PK - 12 school improvement.
- Conduct research that can be applied to initiate and sustain PK - 12 school improvement.
 - Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Modified
Program
Learning
Outcomes

Modification
Comments* Admission selection process will now include:

(1) A writing sample as a required admission component; and

(2) A required admission minimum GRE score of 151 (Verbal Reasoning); 145 (Quantitative Reasoning); and 4.0 (Analytic Writing).

Rationale* Writing Sample:

The School Improvement Doctoral Program currently does not require a writing sample as part of the admissions packet. An essay related to school improvement goals is required.

We would like to modify these admission requirements to include a writing sample. Since the major culminating project in the doctoral program is writing a dissertation, a writing sample, in addition to the school improvement essay, would be an important factor to assist with choosing competitive candidates for the program.

Students will be encouraged to submit previously written work (5-10 pages in length) they feel demonstrates their writing abilities. Written work can include papers from graduate degree work or work reports.

Required GRE Scores:

The School Improvement Doctoral Program currently requires applicants to complete the verbal, quantitative, and writing portions of the GRE. The recommended minimum GRE scores are 151 Verbal reasoning, 145 Quantitative Reasoning, and 4.0 Analytical Writing. Due to the mandate by the Southern Association of Colleges and Schools (SACS) for programs requiring the GRE to have a required minimum, we would like to make the recommended scores the new required scores. This change was requested by the Graduate School to ensure the Graduate Catalog is in compliance with SACS requirements. Since our incoming students for the past three years have achieved these scores, we feel they are reasonable for our applicant population.

Prospective
Curriculum*

Program Overview

The mission of the Doctor of School Improvement Program is to develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK - 12 schools. It is the goal of our program and its faculty that our graduates: Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research. Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement. Conduct research that can be applied to initiate and sustain PK - 12 school improvement. Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

Core Coursework

The program requires 60 credit hours. The program may be completed in three years; however, many students require four years or more to complete the program of study. The required core coursework in the School Improvement program falls within three curricular strands:

Teaching and Learning (9 hours)

EDSI 9941 Models of School Improvement and Reform

EDSI 9942 Instructional Leadership that Facilitates School Improvement

EDSI 9943 Models of Professional Development

Leadership for School Improvement (9 hours)

**EDSI 9923 Leadership for Diversity
in the 21st Century**

**EDSI 9925 Policy Analysis for
School Improvement**

EDSI 9933 Leadership for Change

Research and the Effective Use of Data (15 hours)

EDSI 9960 Research Design

**EDSI 9961 Quantitative Research
Methods**

**EDSI 9962 Qualitative Research
Methods**

**EDSI 9964 Advanced Research
Seminar**

EDSI 9171 Program Evaluation

The Core also includes the following:

**[Before]AoC (Area of Concentration) (12
credit hours)**

**EDSI 9998 Research for Doctoral
Dissertation**

EDSI 9901 Dissertation Mentoring I

**EDSI 9902 Dissertation Mentoring
Section 2**

**EDSI 9903 Dissertation Mentoring
Section 3**

**[After] The School Improvement
Orientation (no credit) The
Dissertation Prep Summer Institute
(no credit)**

Application Process

Admission to the Doctor of School Improvement Program is highly competitive. Each spring, all timely and complete applications meeting the minimum recommended requirements are thoroughly reviewed by several faculty members. All applicants, including previous UWG students, must complete all steps of the application process as outlined below. Only completed applications received by the deadline will be considered. Complete the online application for graduate admissions. You must identify your Area of Concentration on the application. The online application requires a \$40.00 non-refundable application fee. Official GRE scores (Quantitative, Verbal Reasoning, and Analytical Writing) must be sent from ETS to UWG. Scores must be no more than 5 years old. Minimum required scores are Verbal Reasoning 151, Quantitative Reasoning 145, and Analytical Writing 4.0. GRE scores are required--there are no exceptions or allowable substitutions. All applicants must have earned a Master's degree from a regionally or nationally accredited institution. A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale is required for all graduate course work. Three letters of Recommendation: At least one letter must be from a current or past supervisor. (these forms are available, once you apply online) Vitae: A vitae listing education and employment history, experience with school improvement, and awards and recognitions. Provide your current and complete contact information, including an active e-mail address. Official Transcripts: Request official transcripts from institutions that you have attended (must include undergraduate and graduate) even if only for transfer credit. Place the transcripts in this packet in their original, sealed envelopes (it cannot be treated as official if it has been opened). Or the university may send e-scripts to graduate@westga.edu. Essay: Complete a 750-1,000 word essay that discusses your professional goals related to school improvement. In your essay, include any literature (e.g., research article) that has informed your professional practice or otherwise influenced you. (Include appropriate APA citations) Writing Sample: Submit previously written work (5-10 pages in length) that you feel demonstrates your writing abilities. Written work can include papers from graduate degree work or work reports. International applicants must follow procedures and timelines of the UWG International Student Admissions and Programs Office. Finalists will be selected for a telephone or virtual interview.

Transfer of Credits

In this 60 credit-hour program, the core 48 credit-hours must be taken at UWG as per the student's program of study. A maximum of 12 semester hours of graduate credit for area of concentration courses may be transferred from another accredited institution or applied from previous coursework at the University of West Georgia, subject to the following conditions: work must have been completed within seven years of the date of admission to the Ed.D. degree program; work must have been applicable toward a graduate degree at the institution where the credit was earned; the coursework must be approved by the Ed.D. Director. courses must have been taken post Master's degree; (normally 7000 level courses or above) the courses must meet the thematic requirements for the AoC; and a grade of B or higher must have been earned in the coursework.

AoC (Area of Concentration)

The Area of Concentration (or AoC) in the School Improvement program provides a specialized, thematic concentration to the student's studies. Made up of 12 credit hours of electives and the student's dissertation, the AoC comprises a student's focus within the program. Specific AoC's are developed in conjunction with various departments within the College of Education at the University of West Georgia. Currently, the available AoC's include: English to Speakers of Other Languages (ESOL) Early Childhood Education Educational Leadership Instructional Technology K-12 Online Learning Media Specialist Reading School Counseling Special Education (General Curriculum)

For Georgia Students only

The Doctor of School Improvement Degree is approved by the Georgia PSC for a certificate upgrade for students who enter the program with Georgia certification in Educational Leadership, English to Speakers of Other Languages, Early Childhood Education, Instructional Technology, K-12 Online Learning, Media Specialist, Reading, School Counseling, and/or Special Education General Curriculum. The following conditions/restrictions apply: The student must enter the program with the qualifying certification area already on their Georgia certificate as a clear renewable field, The student must select the applicable, qualifying certification area as their minimum 12-hour Area of Concentration. In order to receive a certification upgrade as a part of the Ed.D. in School Improvement, the hours must be taken at UWG as a part of this degree program, Educational Leadership students must meet the specific position requirements, and The program does not lead to initial certification. It is the responsibility of the applicant/student to check the upgrade possibilities at the GAPSC Certificate Upgrade Advisor.

General Academic Standards

Graduate students must maintain a cumulative grade point average of 3.0 or higher to remain in Good Academic Standing. Students must be in Good Academic Standing to be eligible to graduate and admission to candidacy. Student's must also maintain good standing on major program assessments, or will face intervention and consequences. A student will be dismissed from the program if he or she earns two C's, one F or two U's in dissertation hours.

Academic Standing

In addition to the University of West Georgia academic requirements, the Doctor of School Improvement Program uses a student review process to monitor student progress within the Ed.D. program. Each student is reviewed regularly regarding the following: Academic progress and standards, Ethical, legal, and professional standards and performance in the program, and Progress on major program assessments. Students not performing at the required level, not making significant progress toward completion of the dissertation, or judged to be in noncompliance with the ethical, legal, and professional standards of the program will be notified, and may face action which includes but is not limited to completing a Student Development Plan, placement on academic or other probation, or dismissal from the program.

Program of Study

Teaching and Learning (9 hours):

EDSI 9941 Models of School Improvement and Reform

EDSI 9942 Instructional Leadership that Facilitates School Improvement

EDSI 9943 Models of Professional Development

Research (15 hours):**EDSI 9960 Research Design****EDSI 9961 Quantitative Research
Methods****EDSI 9962 Qualitative Research
Methods****EDSI 9171 Program Evaluation****EDSI 9964 Advanced Research
Seminar****Dissertation (9 hours):****EDSI 9998 Research for Doctoral
Dissertation****Leadership for School Improvement (9 hours):****EDSI 9923 Leadership for Diversity
in the 21st Century****EDSI 9925 Policy Analysis for
School Improvement****EDSI 9933 Leadership for Change****Area of Concentration (AoC) (12 hours)****Dissertation Mentoring (6 hours):****EDSI 9901 Dissertation Mentoring I****EDSI 9902 Dissertation Mentoring
Section 2****EDSI 9903 Dissertation Mentoring
Section 3**

Total Program: 60 hours

Program Notes: 1. Courses in the (AoC) Area of Concentration (12 hours) may be taken at designated times during the plan of studies.

Desired Effective Semester*

Fall

Desired Effective Year*

2019

Program Location*

Online

Is this a School of Nursing Program?*

☐ Yes ☒ No

Is this a College of Education Program?*

☒ Yes ☐ No

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

Is Senate Review required?*

☒ Yes ☐ No

NURS - 8001 - Advanced Physiology and Pathophysiology

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix*

NURS

Course Number*

8001

Course Title*

Advanced Physiology and Pathophysiology

Long Course Title

Lec Hrs*

3

Lab Hrs*

0

Credit Hrs*

3

Course Type*

Nursing

College - School/
Department*

Tanner Health System School of Nursing

Catalog Course
Description*

This course is designed to provide scientific knowledge of physiology and pathophysiology associated with health and disease processes. Disease process, prevention, diagnosis, treatment, and clinical progression will be discussed.

Is this a School
of Nursing
course?*

☒ Yes ☐ No

Is this a College
of Education
course?*

☐ Yes ☒ No

Desired Effective
Semester*

Fall

Desired Effective
Year*

2022

Frequency

Grading*

Graduate Standard
Letter

Student Learning
Outcomes

1. Analyze the etiology and pathophysiological alterations associated with common illnesses and disease.
2. Evaluate holistic influences associated with pathophysiological changes within the disease process.
3. Examine relevant theories and evidence-based research as a basis for therapeutic interventions along with providing culturally competent and sensitive care.

Rationale* See course description

Prerequisites Admission to the DNP program

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required



ainsenga

Microsoft Word - NURS 8001 Advanced Physiology and Patho

04/17/2019 12:57 PM

Start Page

XEROX® Color C60

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Fall 20XX

NURS 8001- Advanced Physiology and Pathophysiology

Credit Hours: 3-0-3

Prerequisites: Admission to the DNP program

Co-requisites: none

Course Description:

This course is designed to provide scientific knowledge of physiology and pathophysiology associated with health and disease processes. Disease process, prevention, diagnosis, treatment, and clinical progression will be discussed.

Course Learning Outcomes:

1. Analyze the etiology and pathophysiological alterations associated with common illnesses and disease.
2. Evaluate holistic influences associated with pathophysiological changes within the disease process.
3. Examine relevant theories and evidence-based research as a basis for therapeutic interventions along with providing culturally competent and sensitive care.

Potential Required Textbooks:

Tkacs, N. & Herrman, L. (2020). Advanced Physiology and Pathophysiology. New York, NY. Springer. (ISBN#9780826177070).

Potential Major Assignments:

Case Studies

Shadow Health Assignments

Plan of Care Development

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

NURS - 8002 - Advanced Pharmacology

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8002

Course Title* Advanced Pharmacology

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

**College - School/
Department*** Tanner Health System School of Nursing

Catalog Course Description* The course is designed to address the nursing management of pharmacologic therapeutic interventions associated with illness, disease, and health promotion across the lifespan. This course builds on and expands pharmacological principles to the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics nursing interventions.

**Is this a School
of Nursing
course?*** ☒ Yes ☐ No

**Is this a College
of Education
course?*** ☐ Yes ☒ No

**Desired Effective
Semester*** Spring

**Desired Effective
Year*** 2023

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Analyze advanced concepts of pharmacotherapeutics and pharmacokinetics as they apply to advanced nursing practice.
2. Utilize critical thinking in the application of pharmacotherapeutic principles to case situations as a basis for advanced nursing practice

based on caring and holism.

3. Discuss the issues and considerations associated with pharmacotherapeutics related to culturally diverse and special needs populations.

Rationale* See course description

Prerequisites Admission to the DNP program

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Spring 20XX

NURS 8002- Advanced Pharmacology

Credit Hours: 3-0-3

Prerequisites: Admission to the DNP program

Co-requisites: none

Course Description:

The course is designed to address the nursing management of pharmacologic therapeutic interventions associated with illness, disease, and health promotion across the lifespan. This course builds on and expands pharmacological principles to the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics nursing interventions.

Course Learning Outcomes:

1. Analyze advanced concepts of pharmacotherapeutics and pharmacokinetics as they apply to advanced nursing practice.
2. Utilize critical thinking in the application of pharmacotherapeutics principles to case situations as a basis for advanced nursing practice based on caring and holism.
3. Discuss the issues and considerations associated with pharmacotherapeutics related to culturally diverse and special needs populations.

Potential Required Textbooks:

Haas, L. (2020). Advanced Pharmacology Prescribers. New York, NY. Springer. (ISBN#9780826195463).

Potential Major Assignments:

Pharmacokinetics/Pharmacodynamics Group Project

Case Studies

Discussions

GRADING SYSTEM FOR GRADUATE STUDENTS**Grades and Cumulative Grade Point Average**

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

NURS - 8003 - Advanced Health Assessment

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8003

Course Title* Advanced Health Assessment

Long Course Title

Lec Hrs* 3

Lab Hrs* 4

Credit Hrs* 4

Course Type* Nursing

**College - School/
Department*** Tanner Health System School of Nursing

Catalog Course Description* This course designed to equip the advanced practice nurse with complex health assessment and health promotion skills to focus on various physiologic systems across the lifespan.

**Is this a School
of Nursing
course?*** ☒ Yes ☐ No

**Is this a College
of Education
course?*** ☐ Yes ☒ No

**Desired Effective
Semester*** Summer

**Desired Effective
Year*** 2023

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Complete a comprehensive health assessment to identify health needs.
2. Formulate a comprehensive plan of care, based upon identified health needs, that reflects caring and a holistic view of self and others.
3. Appraise evidence-based information related to patient assessment to evaluate and achieve optimal nursing outcomes.

Rationale* See course description

Prerequisites Admission to the DNP program

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$35

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Summer 20XX

NURS 8003- Advanced Health Assessment

Credit Hours: 3-4-4

Prerequisites: Admission to the DNP program

Co-requisites: none

Course Description:

This course designed to equip the advanced practice nurse with complex health assessment and health promotion skills to focus on various physiologic systems across the lifespan.

Course Learning Outcomes:

1. Complete a comprehensive health assessment to identify health needs.
2. Formulate a comprehensive plan of care, based upon identified health needs, that reflects caring and a holistic view of self and others.
3. Appraise evidence-based information related to patient assessment to evaluate and achieve optimal nursing outcomes.

Potential Required Textbooks:

Myrick, K. & Karosas, L. (2019). Advanced Health Assessment and Differential Diagnosis. New York, NY. Springer. (ISBN# 9780826162496)

Potential Major Assignments:

Assessment Logs

Shadow Health Assessments

Case Studies

Discussions

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

NURS - 8004 - Advanced Practice Nursing: Primary Care I, Adults/Gerontology

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8004

Course Title* Advanced Practice Nursing: Primary Care I, Adults/Gerontology

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

College - School/Department* Tanner Health System School of Nursing

Catalog Course Description* Within the FNP role, this course provides a beginning framework for students to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs and management of acute, episodic illnesses commonly experienced by adults within the context of the family.

Is this a School of Nursing course?* ☒ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

Desired Effective Semester* Fall

Desired Effective Year* 2023

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes 1. Describe the scope of practice for the FNP role, including legal and ethical considerations.

2. Identify evidence from multiple valid and reliable sources applicable to an individual patient encounter.
3. Demonstrate critical appraisal of scientific evidence for determining best practices.
4. Apply theoretical and evidence-based guidelines that provide the foundation for the health management of families, adult-focused, who are experiencing common, episodic, and/or chronic illnesses.
5. Articulate theoretical and scientific foundations that drive decision-making in practice.
6. Articulate the impact of health disparities, social justice, and equity on healthcare outcomes of diverse adults and families.
7. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care for adults and families.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment

Corequisites NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Fall XXXX**

NURS 8004- Advanced Practice Nursing: Primary Care I, Adults/Gerontology

Credit Hours: 3-0-3

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment

Co-requisites: NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum

Course Description: Within the FNP role, this course provides a beginning framework for students to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs and management of acute, episodic illnesses commonly experienced by adults within the context of the family.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Describe the scope of practice for the FNP role, including legal and ethical considerations.
2. Identify evidence from multiple valid and reliable sources applicable to an individual patient encounter.
3. Demonstrate critical appraisal of scientific evidence for determining best practices.
4. Apply theoretical and evidence-based guidelines that provide the foundation for the health management of families, adult-focused, who are experiencing common, episodic, and/or chronic illnesses.
5. Articulate theoretical and scientific foundations that drive decision-making in practice.
6. Articulate the impact of health disparities, social justice, and equity on healthcare outcomes of diverse adults and families.
7. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care for adults and families.

Potential Required Textbooks

Graham & Uphold (latest version). Clinical Guidelines in Family Health.

Cash, J. & Glass, C. (2018) Family Practice Guidelines. 4th Ed. New York, NY. Springer. (ISBN#9780826153418).

Content

1. FNP role and scope of practice
2. Legal and ethical considerations associated with the advanced practice
3. Promoting Lifelong Health:
4. Management of Common, episodic, acute, and/or chronic health conditions
 - Acute and emergent problems
 - Ears, nose, sinuses, throat, mouth, and neck disorders
 - Upper and lower airway problems
 - Hematologic disorders
 - Cardiovascular system
 - Genitourinary disorders
 - Orthopedic disorders
 - Gastrointestinal disorders
 - Neurologic disorders
 - Dermatologic disorders
 - Mental/behavioral disorders
 - Gynecological problems
 - Immunodeficiencies
 - Musculoskeletal disorders
 - Chronic diseases

Potential Major Assignments:

A management plan for 1 selected patient encounter

The scope of Practice for the FNP role (includes legal and ethical considerations)

Examinations X 5 patients

GRADING SYSTEM FOR GRADUATE STUDENTS**Grades and Cumulative Grade Point Average**

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

NURS - 8005 - Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8005

Course Title* Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum

Long Course Title

Lec Hrs* 0

Lab Hrs* 8

Credit Hrs* 2

Course Type* Nursing

College - School/ Department* Tanner Health System School of Nursing

Catalog Course Description* Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families.

Is this a School of Nursing course?* ☒ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

Desired Effective Semester* Fall

Desired Effective Year* 2023

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Articulate the APRN role with patients, families, and members of the healthcare team.
2. Perform a focused-assessment of a patient with only 1-2 presenting problems, using a template and under mentored guidance.
3. Use patient and clinical data to formulate common healthcare diagnosis(es) in a patient with only 1-2 presenting problems.

4. Identify evidence-based, patient-centered plan of care for common health problems for an individual patient.
5. Identify and evaluate the appropriate therapeutic interventions (pharmacologic and non-pharmacologic) for the management of common problems.
6. Educate patients, families, and/or communities regarding their health condition and potential health risks.
7. Solicit the patient's perspective to enable shared decision-making in the development of a plan of care.
8. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients in non-complex or straightforward situations.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* 75

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Fall XXXX**

**NURS 8005- Advanced Practice Nursing: Primary Care I, Adults/Gerontology
Practicum**

Credit Hours: 0-8-2 (120 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment

Co-requisites: NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology

Course Description: Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Articulate the APRN role with patients, families, and members of the healthcare team.
2. Perform a focused-assessment of a patient with only 1-2 presenting problems, using a template and under mentored guidance.
3. Use patient and clinical data to formulate common healthcare diagnosis(es) in a patient with only 1-2 presenting problems.
4. Identify evidence-based, patient-centered plan of care for common health problems for an individual patient.
5. Identify and evaluate the appropriate therapeutic interventions (pharmacologic and non-pharmacologic) for the management of common problems.
6. Educate patients, families, and/or communities regarding their health condition and potential health risks.
7. Solicit the patient's perspective to enable shared decision-making in the development of a plan of care.
8. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients in non-complex or straightforward situations.

Potential Required Textbooks

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Boltz, M. (2016). Evidence-Based Geriatric Nursing Protocols for Best Practice. 5th Ed. New York, NY. Springer. (ISBN#9780826171665)

Content

1. Health promotion
2. Population health
3. Common, episodic, acute, and/or chronic health conditions

Potential Major Assignments:

Patient Care Documentation

Population Health assignment

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

NURS - 8006 - Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix*

NURS

Course Number*

8006

Course Title*

Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type*

Nursing

College - School/
Department*

Tanner Health System School of Nursing

Catalog Course
Description*

Within the FNP role, this course builds upon the knowledge gained from the previous primary care course with the focus on adults within the family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs, population health, and management of complex illnesses commonly experienced by adults.

Is this a School
of Nursing
course?*

☒ Yes ☐ No

Is this a College
of Education
course?*

☐ Yes ☒ No

Desired Effective
Semester*

Spring

Desired Effective
Year*

2024

Frequency

Grading*

Graduate Standard
Letter

Student Learning 1. Synthesize evidence from multiple, valid, and reliable sources to apply

- Outcomes** to the care of patients and populations.
2. Apply science-based theories and concepts, including evidence-based guidelines, to the management of families, adult-focused, who experience complex health conditions and situations.
 3. Design, translate and disseminate evidence-based interventions for the care of patients and populations.
 4. Articulate the impact of health disparities, social justice, and equity on healthcare outcomes of diverse populations.
 5. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology

Corequisites NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology Practicum

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

NURS 8006- Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

Credit Hours: 3-0-3

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology

Co-requisites: NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

Course Description: Within the FNP role, this course builds upon the knowledge gained from the previous primary care course with the focus on adults within the family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs, population health, and management of complex illnesses commonly experienced by adults.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Synthesize evidence from multiple, valid, and reliable sources to apply to the care of patients and populations.
2. Apply science-based theories and concepts, including evidence-based guidelines, to the management of families, adult-focused, who experience complex health conditions and situations.
3. Design, translate and disseminate evidence-based interventions for the care of patients and populations.
4. Articulate the impact of health disparities, social justice, and equity on healthcare outcomes of diverse populations.
5. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care.

Potential Required Textbooks

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Boltz, M. (2016). Evidence-Based Geriatric Nursing Protocols for Best Practice. 5th Ed. New York, NY. Springer. (ISBN#9780826171665)

Content

1. Management of Complex Health Conditions

- Life-threatening conditions
- Ears, nose, sinuses, throat, mouth, and neck disorders
- Upper and lower airway problems
- Hematologic disorders
- Cardiovascular system
- Genitourinary disorders
- Orthopedic disorders
- Gastrointestinal disorders
- Neurologic disorders
- Dermatologic disorders
- Mental/behavioral disorders
- Gynecological problems
- Immunodeficiencies
- Musculoskeletal disorders
- Chronic diseases

Potential Major Assignments:

Management plan(s) for selected patient encounters demonstrating complex issues/patient needs

Advocacy Plan

Examinations X 5

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

NURS - 8007 - Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8007

Course Title* Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

Long Course Title

Lec Hrs* 0

Lab Hrs* 8

Credit Hrs* 2

Course Type* Nursing

College - School/Department* Tanner Health System School of Nursing

Catalog Course Description* Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families with added depth, scope, and complexity.

Is this a School of Nursing course?* ☒ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

Desired Effective Semester* Spring

Desired Effective Year* 2024

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform a comprehensive, evidence-based assessment of patients with

multiple co-morbidities and undifferentiated condition(s).

3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in patients with multiple and complex problems.

4. Synthesize relevant data to develop evidence-based plans of care for individual and population health.

5. Manage care across the health continuum including prescribing, ordering, and evaluating therapeutic interventions in patients with multiple and complex problems.

6. Engage patients, families, and communities, through education and counseling, to empower themselves to participate in shared decision-making.

7. Advocate for the role of the patient as a member of the healthcare team by integrating patient preferences into the comprehensive plan of care.

8. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to promote collaboration within the healthcare team to plan and implement care for patients.

9. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

10. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients in complex situations.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum

Corequisites NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

Cross-listing

Restrictions

May be repeated

Fee* \$75

Fee Justification

Additional Stipulations

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

**NURS 8007- Advanced Practice Nursing: Primary Care II, Chronically III
Adults/Gerontology Practicum**

Credit Hours: 0-8-2 (120 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum

Co-requisites: NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology

Course Description: Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families with added depth, scope, and complexity.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform a comprehensive, evidence-based assessment of patients with multiple co-morbidities and undifferentiated condition(s).
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in patients with multiple and complex problems.
4. Synthesize relevant data to develop evidence-based plans of care for individual and population health.
5. Manage care across the health continuum including prescribing, ordering, and evaluating therapeutic interventions in patients with multiple and complex problems.
6. Engage patients, families, and communities, through education and counseling, to empower themselves to participate in shared decision-making.
7. Advocate for the role of the patient as a member of the healthcare team by integrating patient preferences into the comprehensive plan of care.

NURS - 8007 - Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS **Course Number*** 8007

Course Title* Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

Long Course Title

Lec Hrs* 0

Lab Hrs* 8

Credit Hrs* 2

Course Type* Nursing

College - School/Department* Tanner Health System School of Nursing

Catalog Course Description* Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families with added depth, scope, and complexity.

Is this a School of Nursing course?* ☒ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

Desired Effective Semester* Spring

Desired Effective Year* 2024

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform a comprehensive, evidence-based assessment of patients with

multiple co-morbidities and undifferentiated condition(s).

3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in patients with multiple and complex problems.

4. Synthesize relevant data to develop evidence-based plans of care for individual and population health.

5. Manage care across the health continuum including prescribing, ordering, and evaluating therapeutic interventions in patients with multiple and complex problems.

6. Engage patients, families, and communities, through education and counseling, to empower themselves to participate in shared decision-making.

7. Advocate for the role of the patient as a member of the healthcare team by integrating patient preferences into the comprehensive plan of care.

8. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to promote collaboration within the healthcare team to plan and implement care for patients.

9. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

10. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients in complex situations.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum

Corequisites NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

Cross-listing

Restrictions

May be repeated

Fee* \$75

Fee Justification

Additional Stipulations

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

**NURS 8007- Advanced Practice Nursing: Primary Care II, Chronically III
Adults/Gerontology Practicum**

Credit Hours: 0-8-2 (120 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum

Co-requisites: NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology

Course Description: Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families with added depth, scope, and complexity.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform a comprehensive, evidence-based assessment of patients with multiple co-morbidities and undifferentiated condition(s).
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in patients with multiple and complex problems.
4. Synthesize relevant data to develop evidence-based plans of care for individual and population health.
5. Manage care across the health continuum including prescribing, ordering, and evaluating therapeutic interventions in patients with multiple and complex problems.
6. Engage patients, families, and communities, through education and counseling, to empower themselves to participate in shared decision-making.
7. Advocate for the role of the patient as a member of the healthcare team by integrating patient preferences into the comprehensive plan of care.

8. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to promote collaboration within the healthcare team to plan and implement care for patients.
9. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.
10. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients in complex situations.

Potential Required Textbooks

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Cash, J. & Glass, C. (2018) Family Practice Guidelines. 4th Ed. New York, NY. Springer. (ISBN#9780826153418).

Content

1. APRN role at the doctoral level
2. Global health
3. Episodic, acute, and/or chronic health conditions involving co-morbidities and complex health issues

Potential Major Assignments:

Patient Care Documentation X 15

Plan of Care for a patient with complex conditions/co-morbidities Clinical Documentation X 10 (i.e. SOAP notes)

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

NURS - 8008 - Advanced Practice Nursing: Primary Care Pediatrics

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8008

Course Title* Advanced Practice Nursing: Primary Care Pediatrics

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

College - School/
Department* Tanner Health System School of Nursing

Catalog Course Description* Within the framework of an FNP role, this course provides an understanding of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development.

Is this a School
of Nursing
course?* ☒ Yes ☐ No

Is this a College
of Education
course?* ☐ Yes ☒ No

Desired Effective
Semester* Summer

Desired Effective
Year* 2024

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes 1. Apply theoretical and evidence-based guidelines that drive health supervision management of infants (birth through 11 months), children

- (1-10 years), and adolescents (11-21 years) and their families.
2. Apply theoretical and evidence-based guidelines that provide the foundation for the health management of infants, children, adolescents who are experiencing common, episodic, and/or chronic illnesses.
 3. Incorporate knowledge of ethical and legal principles into the management plan for infants, children, and adolescents.
 4. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care for infants, children, and adolescents.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology; NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

Corequisites NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Summer XXXX**

NURS 8008- Advanced Practice Nursing: Primary Care Pediatrics

Credit Hours: 3-0-3

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology; NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

Co-requisites: NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum

Course Description: Within the framework of an FNP role, this course provides an understanding of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Apply theoretical and evidence-based guidelines that drive health supervision management of infants (birth through 11 months), children (1-10 years), and adolescents (11-21 years) and their families.
2. Apply theoretical and evidence-based guidelines that provide the foundation for the health management of infants, children, adolescents who are experiencing common, episodic, and/or chronic illnesses.
3. Incorporate knowledge of ethical and legal principles into the management plan for infants, children, and adolescents.
4. Incorporate knowledge of social, cultural, and spiritual influences in family-centered plans of care for infants, children, and adolescents.

Potential Required Textbooks

American Academy of Pediatrics (2017 or latest edition). Bright futures: Guidelines for health supervision of infants, children, and adolescents (4th ed.). *Author*.

Also available online <https://brightfutures.aap.org/materials-and-tools/guidelines-and-pocket-guide/Pages/default.aspx>

Graham & Uphold (latest edition). Clinical Guidelines in Child Health.

Berkowitz, C. (latest edition). Berkowitz's Pediatrics: A primary care approach (5th ed.). American Academy of Pediatrics

Center for Medicare & Medicaid Services

<https://www.medicare.gov/medicaid/benefits/epsdt/index.html>

Content

1. Promoting Lifelong Health:

- Family support, including education and health literacy
- Health for children and youth with special health care needs
- Mental health
- Nutrition, weight, and physical activity
- Oral health
- Healthy sexual development and sexuality
- Healthy and safe use of social media
- Safety and injury prevention
- Best practices for health supervision
 - American Academy of Pediatrics
 - Early and Periodic, Screening, Diagnostic and Treatment (EPSDT)—provided from birth to age 21 as services of Medicaid (national guidelines but administered through each state)—includes assessment of, referrals for, and treatment for identified health problems

2. Health Supervision Visits:

- Prenatal
 - Social determinants of health (living situation risks, environmental risks, pregnancy adjustment, family violence, maternal drug, tobacco, and alcohol use, family health history, prenatal care, maternal nutrition, plans for newborn nutrition, safety (car seats, safe sleep, pets, firearm safety),
 - Newborn screening
 - Newborn and infant immunizations
 - Family education, including anticipatory guidance
 - Orientation to the practice
 - Newborn adjustment to extra-uterine life
 - Sibling rivalry
- Newborn
 - Maternal depression screening
 - Birth history (Prenatal, Labor, and Delivery)
 - Neonatal history and initial assessment
 - Development Surveillance
 - Social language and self-help
 - Verbal language
 - Gross motor

- Fine motor
 - Review of systems
 - Parent-newborn interaction
 - Physical examination
 - Universal screening
 - Hearing
 - Newborn bilirubin
 - State-specific newborn blood screenings
 - Selective screening according to risk assessment
 - Blood pressure
 - Vision
 - Immunizations
 - Anticipatory guidance/education for parents/families
 - Newborn behavior and care
 - Illness prevention
 - Calming your baby
 - Nutrition guidance
 - Safety
- 1 month (may also have a 2-week visit, or more frequent visits, depending on individual factors, i.e. breastfeeding)
 - Family and social history
 - Surveillance of development
 - Review of systems
 - Parent-child-family interactions
 - Physical examination
 - Universal Screening
 - Maternal depression
 - Selective screening—based on risk assessment
 - Immunizations
 - Anticipatory guidance/education for parents/families
 - Infant behavior and development
 - Illness prevention
 - Environmental risks
 - Nutrition and feeding
 - Safety
 - Family support
- 2 month
 - Same as for a 1-month visit
- 4 months
 - Same as for a 2-month visit
 - Add Oral health
- 6 months
- 9 months
 - Add to universal screening—formal screening of development (i.e. ASQ)
 - Add to anticipatory guidance--separation

- 12 months
 - Add to universal screening: anemia, lead, oral health
 - Add to anticipatory guidance
 - Discipline (parental expectations)
 - Establishing routines
 - Feeding and appetite changes
 - Establishing a dental home
 - Falls (drowning prevention and water safety)
- 15 months
 - Add to anticipatory guidance
 - Individuation
 - Separation
 - Sleep routines and issues
- 18 months
 - Add to universal screening—autism spectrum disorder screen; developmental screen
 - Add to anticipatory guidance—toilet training readiness, behavior, communication, temperament, and poisonings
- 2 year –same
 - Add to Universal screening—autism, lead
 - Add to Selective screening—dyslipidemia
 - Add to Anticipatory guidance—toilet training; personal hygiene; promotion of reading; outdoor safety; media use
- 3 year
 - Add to Universal screening—vision assessment at this and all subsequent visits (according to insurance coverage); healthy nutrition and physical activity
- 4 year
 - Add to Universal screening—hearing by audiometry (some insurance will cover at age 5 instead of 4) at this and subsequent visits (according to insurance coverage)
 - Add to Anticipatory guidance—language development and fluency; socialization with other children; readiness for structured learning experiences
- 5 and 6 years
 - Add children transitioning to kindergarten
 - Add emotional security and self-esteem; development of mental health; anger management; school; parent-teacher communication; harm from adults
- 7 and 8 years
 - Add pubertal changes
- 9 and 10 years
 - Add to Universal screening—dyslipidemia (once between the 9 year and 11-year visits)
 - Add neighborhood, family, and school violence—fighting, bullying
 - Add sexual development

- 11-14 years
 - Add emotional well-being; risk reduction
 - Add to Universal screening—depression screen (beginning at 12-year visit), tobacco, alcohol, or drug use screen
 - Add to Selective screening—HIV, STIs according to risk assessment
 - Add mood regulation and mental health; body image; healthy eating
- 15-17 years
 - Add vehicle safety (driving)
- 18-21 years
 - Add to Universal screening—cervical dysplasia (at the 21-year visit)
 - Add transition to adult care

3. Management of Common, episodic, acute, and/or chronic health conditions

- Acute and emergent problems
 - Fever and bacteremia
 - Febrile seizures
 - Respiratory distress
 - Stridor and croup
 - Sudden infant death syndrome
 - Shock
 - Acute abdomen
 - Head trauma
 - Fluid and electrolyte imbalances
 - Ingestions
- Ears, nose, sinuses, throat, mouth, and neck disorders
- Upper and lower airway problems
- Hematologic disorders
- Cardiovascular system
- Genitourinary disorders
- Orthopedic disorders
- Gastrointestinal disorders
- Neurologic disorders
- Dermatologic disorders
- Mental/behavioral disorders
- Gynecological problems (including STDs)
- Immunodeficiencies
- Musculoskeletal disorders (including sports participation assessments)
- Chronic diseases
 - Cancer
 - Metabolic and endocrine disorders
 - Juvenile idiopathic arthritis
 - Nephrotic syndrome
 - Seizures/epilepsy

4. Ethical and Legal Issues Surrounding the Care of Infants, Children, and Adolescents

- Foster care (out-of-home care)
- Guardianship

- Consent for self-treatment
- Consent/assent for research

Potential Major Assignments:

Management plan for 1 selected well baby/well child health supervision visit. The management plan will address all aspects of what should occur during the visit, including best practices and anticipatory guidance/family education. 10% of the total course grade

Management plan of care for a selected acute or chronic childhood condition commonly seen in the primary care setting. The plan of care will include scientific support for the condition (pathophysiology), diagnostic evaluation(s), and treatment plan, including pharmacological (as appropriate) and symptomatic interventions. The plan of care will also address the needs of the patient/family for spiritual support and education appropriate to their health literacy status.

20% of the total course grade

Case study (paper)--ethical/legal aspects of child health care—present a descriptive story or legal case about a child and family experiencing some type of family disruption(s). Discuss the situation, extenuating circumstances (if any), effect on the child(ren), the resolution to the situation, and personal reflection about the resolution (i.e., was it best for the child? Was it best for the family?). 20% of the total course grade

Examinations X 5 at 10% each 50% of the total course grade

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

NURS - 8009 - Advanced Practice Nursing: Primary Care Pediatrics Practicum

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8009

Course Title* Advanced Practice Nursing: Primary Care Pediatrics Practicum

Long Course Title

Lec Hrs* 0

Lab Hrs* 4

Credit Hrs* 1

Course Type* Nursing

College - School/
Department* Tanner Health System School of Nursing

Catalog Course Description* Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development.

Is this a School
of Nursing
course?* ☒ Yes ☐ No

Is this a College
of Education
course?* ☐ Yes ☒ No

Desired Effective
Semester* Summer

Desired Effective
Year* 2024

Frequency

Grading* Graduate Standard
Letter

Student Learning Outcomes 1. Perform comprehensive, evidence-based health supervision assessments in each age group: infants, toddlers, preschoolers, school-

agers, and adolescents.

2. Document patient care through effective written (includes electronic health record) and/or verbal communication that conveys the patient assessment, diagnostic evaluation, recommended treatments, symptomatic relief, and pharmacologic management.

3. Demonstrate competent clinical judgment to gather and interpret patient and clinical data to make an accurate diagnosis(es) in infants, children, and adolescents experiencing common, episodic, and/or chronic illnesses and conditions.

4. Synthesize relevant knowledge to develop a patient/family-centered plan of care for infants, children, and adolescents, including diagnostic evaluation.

5. Integrate pharmacological interventions, including alternative and complementary, into the treatment and management of infants, children, and adolescents.

6. Implement, coordinate, and evaluate therapeutic interventions for patients as identified in the patient's plan of care.

7. Engage patients and families in making decisions about their healthcare.

8. Apply interpersonal and communication skills that facilitate effective exchange of information and collaboration with patients, families, and members of the interprofessional team.

9. Collaborate with the patient, family, and interprofessional team to integrate patient/family preferences in the plan of care.

10. Demonstrate integrity and respect for patients, families, and all members of the healthcare team.

11. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance, in professional practice.

12. Adhere to ethical and legal principles and standards in providing care to children and their families.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

Corequisites NURS 8008 Advanced Practice Nursing: Primary Care Pediatrics

Cross-listing

Restrictions

May be repeated

Fee* 75

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Summer XXXX**

NURS 8009- Advanced Practice Nursing: Primary Care Pediatrics Practicum

Credit Hours: 0-4-1 (60 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

Co-requisites: NURS 8008 Advanced Practice Nursing: Primary Care Pediatrics

Course Description: Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child's healthy growth and development.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Perform comprehensive, evidence-based health supervision assessments in each age group: infants, toddlers, preschoolers, school-agers, and adolescents.
2. Document patient care through effective written (includes electronic health record) and/or verbal communication that conveys the patient assessment, diagnostic evaluation, recommended treatments, symptomatic relief, and pharmacologic management.
3. Demonstrate competent clinical judgment to gather and interpret patient and clinical data to make an accurate diagnosis(es) in infants, children, and adolescents experiencing common, episodic, and/or chronic illnesses and conditions.
4. Synthesize relevant knowledge to develop a patient/family-centered plan of care for infants, children, and adolescents, including diagnostic evaluation.
5. Integrate pharmacological interventions, including alternative and complementary, into the treatment and management of infants, children, and adolescents.

6. Implement, coordinate, and evaluate therapeutic interventions for patients as identified in the patient's plan of care.
7. Engage patients and families in making decisions about their healthcare.
8. Apply interpersonal and communication skills that facilitate effective exchange of information and collaboration with patients, families, and members of the interprofessional team.
9. Collaborate with the patient, family, and interprofessional team to integrate patient/family preferences in the plan of care.
10. Demonstrate integrity and respect for patients, families, and all members of the healthcare team.
11. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance, in professional practice.
12. Adhere to ethical and legal principles and standards in providing care to children and their families.

Potential Required Textbooks

American Academy of Pediatrics (latest edition). Bright futures: Guidelines for health supervision of infants, children, and adolescents (4th ed.). *Author*.

Also available online <https://brightfutures.aap.org/materials-and-tools/guidelines-and-pocket-guide/Pages/default.aspx>

Graham & Uphold (latest edition). Clinical Guidelines in Child Health.

Berkowitz, C. (latest edition). Berkowitz's pediatrics: A primary care approach (5th ed.). American Academy of Pediatrics

Center for Medicare & Medicaid Services

<https://www.medicaid.gov/medicaid/benefits/epsdt/index.html>

Content

1. Health supervision visits
2. Common, episodic, acute, and/or chronic health conditions of infants, children, and adolescents
3. Ethical and legal issues surrounding the care of infants, children, and adolescents

Potential Major Assignments:

Health Supervision Documentation X 15

Plan of Care Acute and Chronic "Sick" Visits Clinical Documentation X 10 (i.e. SOAP notes)

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

NURS - 8010 - Advanced Practice Nursing: Primary Care Family Health

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8010

Course Title* Advanced Practice Nursing: Primary Care Family Health

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

College - School/Department* Tanner Health System School of Nursing

Catalog Course Description* Within the FNP role, this course builds upon the knowledge gained from the previous primary care courses with the focus on the childbearing family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices (domain 2). This course is focused on the management of primary health care needs to be experienced by the childbearing family.

Is this a School of Nursing course?* ☒ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

Desired Effective Semester* Fall

Desired Effective Year* 2024

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes 1. Synthesize evidence from multiple, valid, and reliable sources to apply to the care of childbearing families. Apply science-based theories and

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

NURS 8010- Advanced Practice Nursing: Primary Care Family Health

Credit Hours: 3-0-3

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology; NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology; NURS 8008 Advanced Practice Nursing: Primary Care Pediatrics

Co-requisites: NURS 8011 Advanced Practice Nursing Primary Care Family Health Practicum

Course Description: Within the FNP role, this course builds upon the knowledge gained from the previous primary care courses with the focus on the childbearing family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices (domain 2). This course is focused on the management of primary health care needs to be experienced by the childbearing family.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Synthesize evidence from multiple, valid, and reliable sources to apply to the care of childbearing families. Apply science-based theories and concepts, including evidence-based guidelines, to the care of the mother and neonate in the pre-natal and post-natal period.
2. Use knowledge of families, including legal/ethical principles, in the care of childbearing families.
3. Demonstrate knowledge of social, cultural, and spiritual influences in family-centered plans of care.

Potential Required Textbooks

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Alexander, I. (2017). Women's Health Care in Advanced Practice Nursing, 2nd Ed. New York, NY. Springer. (ISBN# 9780826190017

Content

1. Management of Health Conditions in the Expanding Family
 - a. Preconception care
 - b. Prenatal care
 - c. Postpartum care
2. Family Systems as a concept
3. Legal/Ethical principles surrounding the care of the family experiencing the birth of a child
4. Social, cultural, spiritual influences

Potential Major Assignments:

Management plan(s) for selected patient encounters

- Prenatal
- Postnatal

Education plan for an expanding/growing family

Examinations X 5

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

NURS - 8011 - Advanced Practice Nursing: Primary Care Family Health Practicum

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8011

Course Title* Advanced Practice Nursing: Primary Care Family Health Practicum

Long Course Title

Lec Hrs* 0

Lab Hrs* 8

Credit Hrs* 2

Course Type* Nursing

College - School/ Department* Tanner Health System School of Nursing

Catalog Course Description* Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for expanding families.

Is this a School of Nursing course?* ☒ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

Desired Effective Semester* Fall

Desired Effective Year* 2024

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform a comprehensive, evidence-based assessment of patients experiencing an expanding family.

3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in childbearing patients and families.
4. Synthesize relevant data to develop evidence-based preconception, prenatal, and postnatal plans of care.
5. Manage care for expanding families that includes prescribing, ordering, and evaluating therapeutic interventions.
6. Engage patients and families, through education and counseling, to empower themselves to participate in shared decision-making.
7. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to plan and implement care for expanding families.
8. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance, including legal/ethical considerations, in professional practice for expanding families.
9. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients and families.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum

Corequisites NURS 8010 Advanced Practice Nursing Primary Care Family Health

Cross-listing

Restrictions

May be repeated

Fee* \$75

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

NURS 8011- Advanced Practice Nursing: Primary Care Family Health Practicum

Credit Hours: 0-8-2 (120 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum

Co-requisites: NURS 8010 Advanced Practice Nursing Primary Care Family Health

Course Description: Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for expanding families.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform a comprehensive, evidence-based assessment of patients experiencing an expanding family.
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in childbearing patients and families.
4. Synthesize relevant data to develop evidence-based preconception, prenatal, and postnatal plans of care.
5. Manage care for expanding families that includes prescribing, ordering, and evaluating therapeutic interventions.
6. Engage patients and families, through education and counseling, to empower themselves to participate in shared decision-making.
7. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to plan and implement care for expanding families.

8. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance, including legal/ethical considerations, in professional practice for expanding families.
9. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients and families.

Potential Required Textbooks:

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Alexander, I. (2017). Women's Health Care in Advanced Practice Nursing, 2nd Ed. New York, NY. Springer. (ISBN# 9780826190017)

Content:

1. APRN role at the doctoral level
2. Expanding families
 - a. Preconception
 - b. Prenatal
 - c. postnatal
3. Episodic, acute, and/or chronic health conditions

Potential Major Assignments:

Patient Care Documentation X 15

Plan of Care Clinical Documentation X 10 (i.e. SOAP notes) for childbearing families

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX

NURS 8011- Advanced Practice Nursing: Primary Care Family Health Practicum

Credit Hours: 0-8-2 (120 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum

Co-requisites: NURS 8010 Advanced Practice Nursing Primary Care Family Health

Course Description: Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for expanding families.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform a comprehensive, evidence-based assessment of patients experiencing an expanding family.
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) in childbearing patients and families.
4. Synthesize relevant data to develop evidence-based preconception, prenatal, and postnatal plans of care.
5. Manage care for expanding families that includes prescribing, ordering, and evaluating therapeutic interventions.
6. Engage patients and families, through education and counseling, to empower themselves to participate in shared decision-making.
7. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to plan and implement care for expanding families.

8. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance, including legal/ethical considerations, in professional practice for expanding families.
9. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients and families.

Potential Required Textbooks:

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Alexander, I. (2017). Women's Health Care in Advanced Practice Nursing, 2nd Ed. New York, NY. Springer. (ISBN# 9780826190017)

Content:

1. APRN role at the doctoral level
2. Expanding families
 - a. Preconception
 - b. Prenatal
 - c. postnatal
3. Episodic, acute, and/or chronic health conditions

Potential Major Assignments:

Patient Care Documentation X 15

Plan of Care Clinical Documentation X 10 (i.e. SOAP notes) for childbearing families

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

NURS - 8012 - Advanced Practice Nursing: Family Practice Synthesis Practicum

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8012

Course Title* Advanced Practice Nursing: Family Practice Synthesis Practicum

Long Course Title

Lec Hrs* 0

Lab Hrs* 8

Credit Hrs* 2

Course Type* Nursing

College - School/ Department* Tanner Health System School of Nursing

Catalog Course Description* This practicum provides the student the opportunity to fully explore the role of the FNP through immersion in family practice with a focus on care that translates from the individual to the global, population health perspective.

Is this a School of Nursing course?* ☒ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

Desired Effective Semester* Spring

Desired Effective Year* 2025

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform comprehensive, evidenced-based assessments.
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) for individuals, families, and

aggregate populations.

4. Synthesize relevant data to develop evidence-based plans of care that transcend the individual patient.

5. Manage the health of individuals and aggregate populations across the care continuum.

6. Engage patients and families in shared decision-making.

7. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to plan and implement care.

8. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice while adhering to legal/ethical standards of care.

9. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients, families, and the healthcare team.

Rationale* See course description

Prerequisites NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum; NURS 8011 Advanced Practice Nursing Primary Care Family Health Practicum

Corequisites None

Cross-listing

Restrictions

May be repeated

Fee* \$75

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
 ☐ Library Resources Need Enhancement

Present or 30
Projected Annual
Enrollment*

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

NURS 8012- Advanced Practice Nursing: Family Practice Synthesis Practicum

Credit Hours: 0-8-2 (120 hours)

Prerequisites: NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum; NURS 8011 Advanced Practice Nursing Primary Care Family Health Practicum

Co-requisites: none

Course Description: This practicum provides the student the opportunity to fully explore the role of the FNP through immersion in family practice with a focus on care that translates from the individual to the global, population health perspective.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Deliver compassionate, accountable care in the APRN role at the doctoral level.
2. Perform comprehensive, evidenced-based assessments.
3. Use clinical judgment to gather and interpret patient and clinical data and to make an accurate diagnosis(es) for individuals, families, and aggregate populations.
4. Synthesize relevant data to develop evidence-based plans of care that transcend the individual patient.
5. Manage the health of individuals and aggregate populations across the care continuum.
6. Engage patients and families in shared decision-making.
7. Promote a climate of respect, dignity, inclusion, integrity, civility, and trust to plan and implement care.
8. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice while adhering to legal/ethical standards of care.

9. Demonstrate interpersonal and communication skills that facilitate an effective exchange of information and collaboration with patients, families, and the healthcare team.

Potential Required Textbooks

Graham & Uphold (latest edition). Clinical Guidelines in Family Health.

Cash, J. & Glass, C. (2018) Family Practice Guidelines. 4th Ed. New York, NY. Springer. (ISBN#9780826153418).

Content:

1. APRN role at the doctoral level
2. Health management of the family
3. Legal/ethical considerations of care

Potential Major Assignments:

(Include list of potential major assignment(s))

Patient Care Documentation X 15

Plans of Care Documentation X 20 (i.e. SOAP notes)

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_25_19

NURS - 8013 - Professional Transitions: Doctor of Nursing Practice Role

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8013

Course Title* Professional Transitions: Doctor of Nursing Practice Role

Long Course Title

Lec Hrs* 1

Lab Hrs* 0

Credit Hrs* 1

Course Type* Nursing

**College - School/
Department*** Tanner Health System School of Nursing

Catalog Course Description* This course will prepare the professional registered nurse for the evolving role and scope of the advanced practice DNP prepared nurse.

**Is this a School
of Nursing
course?*** ☒ Yes ☐ No

**Is this a College
of Education
course?*** ☐ Yes ☒ No

**Desired Effective
Semester*** Fall

**Desired Effective
Year*** 2020

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Analyze the historical and evolving role and scope of the DNP prepared nurse.
2. Describe competencies required for advanced practice as a DNP prepared nurse.
3. Identify an individual professional framework of advanced practice that includes the context of DNP roles, nursing values in ethics, and healthcare system needs.

Rationale* See course description

Prerequisites Admission to the DNP program

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Fall, 2020

NURS 8013- Professional Transitions: Doctor of Nursing Practice Role

Credit Hours: 1-0-1

Prerequisites: Admission to the DNP program

Co-requisites: none

Course Description: This course will prepare the professional registered nurse for the evolving role and scope of the advanced practice DNP prepared nurse.

Course Learning Outcomes:

1. Analyze the historical and evolving role and scope of the DNP prepared nurse.
2. Describe competencies required for advanced practice as a DNP prepared nurse.
3. Identify an individual professional framework of advanced practice that includes the context of DNP roles, nursing values in ethics, and healthcare system needs.

Potential Required Textbooks:

AACN DNP Essentials

AACN Common Advanced Practice Doctoral-Level Competencies

ANA Code of Ethics

Potential Major Assignments:

Development of Professional Framework for DNP Practice

Paper of Summary of Interviews of DNP- prepared practicing nurses

Class discussions (threaded) on the role, scope, and competencies of DNP nurse

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00) (89.50-100)

B – Average Performance (3.00) (79.50-89.49)

C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8014 - Science and Theory for Evidence-Based Practice

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8014

Course Title* Science and Theory for Evidence-Based Practice

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

**College - School/
Department*** Tanner Health System School of Nursing

Catalog Course Description* This course provides the basis for the application of conceptual frameworks and theories to guide complex advanced practice at the doctoral level. Scientific theoretical principles for evidence-based practice and the identification of various phenomena of interest in the student's clinical specialty area will be explored.

**Is this a School
of Nursing
course?*** ☒ Yes ☐ No

**Is this a College
of Education
course?*** ☐ Yes ☒ No

**Desired Effective
Semester*** Fall

**Desired Effective
Year*** 2020

Frequency 1

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Evaluate scientific theoretical principles and their contributions to support advanced practice nursing.
2. Synthesize knowledge of theoretical principles to identify a phenomenon of interest in a clinical specialty area.

3. Identify a conceptual framework to guide the complexity of advanced practice nursing at the doctoral level.

Rationale* See course description

Prerequisites Admission to the DNP program

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Fall, 2020

NURS 8014- Science and Theory for Evidence-Based Practice

Credit Hours: 3-0-3

Prerequisites: Admission to the DNP program

Course Description: This course provides the basis for the application of conceptual frameworks and theories to guide complex advanced practice at the doctoral level. Scientific theoretical principles for evidence-based practice and the identification of various phenomena of interest in the student's clinical specialty area will be explored.

Course Learning Outcomes:

1. Evaluate scientific theoretical principles and their contributions to support advanced practice nursing. (1)
2. Synthesize knowledge of theoretical principles to identify a phenomenon of interest in a clinical specialty area. (1)
3. Identify a conceptual framework to guide the complexity of advanced practice nursing at the doctoral level. (1)

Potential Required Textbooks

Reed, P. & Shearer, N. (2017). Nursing Knowledge and Theory Innovation. New York, NY. Springer. (ISBN # 9780826149916)

Potential Major Assignments:

Concept analysis/Conceptual Framework

Paper addressing theoretical and scientific foundations for own practice

Bare bones paper on area of research interest

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8015 - Research Methods for Evidence-Based Practice
2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS **Course Number*** 8015

Course Title* Research Methods for Evidence-Based Practice

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

College - School/ Department* Tanner Health System School of Nursing

Catalog Course Description* The purpose of this course is to provide the knowledge base for the design and evaluation of evidence-based practice studies. Skills in critical analysis of evidence for applicability to clinical problems and translation into safe, high-quality care in practice environments are emphasized.

Is this a School of Nursing course?* ☒ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

Desired Effective Semester* Spring

Desired Effective Year* 2021

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes Contrast quality improvement, evidenced-based practice, and research methodologies to develop clinical questions using the PICOT format.
2. Use strategies to conduct a systematic literature search to analyze various forms of knowledge to answer clinical questions.
3. Synthesize data based on evidence hierarchy for specific types of clinical questions and translate into recommendations for improvement of clinical care and organization effectiveness.

4. Assess barriers to implementation of EBP, including potential ethical and legal conflict of interest issues, and identify strategies to overcome them.

Rationale* See course description

Prerequisites NURS 8014-Science and Theory for Evidence-Based Practice

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Semester 2019

NURS 8015- Research Methods for Evidence-Based Practice

Credit Hours: 3-0-3

Prerequisites: NURS 8014-Science and Theory for Evidence-Based Practice

Course Description:

The purpose of this course is to provide the knowledge base for the design and evaluation of evidence-based practice studies. Skills in critical analysis of evidence for applicability to clinical problems and translation into safe, high-quality care in practice environments are emphasized.

Course Learning Outcomes:

1. Contrast quality improvement, evidenced based practice, and research methodologies to develop clinical questions using the PICOT format. (1)
2. Use strategies to conduct a systematic literature search to analyze various forms of knowledge to answer clinical questions. (1,2)
3. Synthesize data based on evidence hierarchy for specific types of clinical questions and translate into recommendations for improvement of clinical care and organization effectiveness. (1)
4. Assess barriers to implementation of EBP, including potential ethical and legal conflict of interest issues, and identify strategies to overcome them. (1,8)

Potential Required Textbooks:

Melnyk, B.M. & Fineour-Overholt, E. (2019). *Evidence-based practice in nursing and healthcare: A guide to best practice*. (4th ed.) Philadelphia: Wolters Kluwer

Terry, A. (2014). *Clinical research for the Doctor of Nursing Practice* (2nd ed.). Burlington, MA: Jones, & Bartlett Learning.

Potential Major Assignments:

Craft Clinical Questions using PICOT format
Systematic Search to Forming a Body of Evidence
Clinical Practice Guidelines Critique
EBP Model to Guide EBP Implementation Presentation

GRADING SYSTEM FOR GRADUATE STUDENTS**Grades and Cumulative Grade Point Average**

Student proficiency in graduate coursework is recorded by the following letter grades.
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A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8016 - Analytical Methods for Evidence-Based Practice

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8016

Course Title* Analytical Methods for Evidence-Based Practice

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

**College - School/
Department*** Tanner Health System School of Nursing

Catalog Course Description* This course provides students with the knowledge base to understand, collect, manage, and measure clinical data. Students will explore data collection and management, levels of measurement, basic statistics, and measurement for improvement in order to effectively use clinical data.

**Is this a School
of Nursing
course?*** ☒ Yes ☐ No

**Is this a College
of Education
course?*** ☐ Yes ☒ No

**Desired Effective
Semester*** Summer

**Desired Effective
Year*** 2021

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Evaluate the psychometric properties of outcome measures.
2. Describe appropriate data analysis methods to answer clinical questions.
3. Synthesize statistical findings for clinical decision making to develop and evaluate evidence-based practice protocols.

4. Describe data management and evaluation plans for evidence-based practice projects.
5. Outline, summarize and prepare the characteristics of outcome data for dissemination.

Rationale* See course description

Prerequisites NURS 8014 Science & Theory for Evidence-Based Practice; NURS 8015 Research Methods for Evidence-Based Practice

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Semester of 2019

NURS 8016- Analytical Methods for Evidence-Based Practice

Credit Hours: 3-0-3

Prerequisites: NURS 8014 Science & Theory for Evidence-Based Practice; NURS 8015 Research Methods for Evidence-Based Practice

Course Description:

This course provides students with the knowledge base to understand, collect, manage, and measure clinical data. Students will explore data collection and management, levels of measurement, basic statistics, and measurement for improvement in order to effectively use clinical data.

Course Learning Outcomes:

1. Evaluate the psychometric properties of outcome measures. (1)
2. Describe appropriate data analysis methods to answer clinical questions. (1)
3. Synthesize statistical findings for clinical decision making to develop and evaluate evidence-based practice protocols. (1)
4. Describe data management and evaluation plans for evidence-based practice projects. (1)
5. Outline, summarize and prepare the characteristics of outcome data for dissemination. (1)

Potential Required Textbooks:

Kim, M., & Mollory, C. (2016). Statistics for evidence-based practice in nursing (2nd ed.). Burlington, MA: Jones & Bartlett Learning. (ISBN#: 978-1284088373)

Sylvia, M. L., & Terhaar, M. F. (2018). Clinical analytics and data management for the DNP (2th ed.). New York, NY: Springer. (ISBN#: 978-0826142771)

Potential Recommended Textbooks:

Field, A. (2013). Discovering statistics using IBM SPSS Statistics (4th ed.). Los Angeles, CA: Sage. (ISBN#: 978-9351500827)

Gravetter, F. J., & Wallnau, L. B. (2017). Statistics for the behavioral sciences (10th ed.). Boston, MA: Cengage Learning. (ISBN#: 978-9351500827)

Knapp, H. (2016). Introductory statistics using SPSS (2nd ed.). Thousand Oaks, CA: Sage. (ISBN#: 978-1506341002)

Shannon, D. M. & Davenport M. A. (2000). Using SPSS to solve statistical problems: A self- instructional guide. Upper Saddle River, NJ: Prentice Hall,. (ISBN#: 978-0132675765)

Additional readings will be assigned from selected journals, Websites, and other resources.

Potential Major Assignments:

Data entry exercises applying analytical tools and statistical software packages

Psychometric evaluation of an outcome measure

Meta-analysis/synthesis (group projects)

Data management plan

GRADING SYSTEM FOR GRADUATE STUDENTS**Grades and Cumulative Grade Point Average**

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8017 - Interprofessional Collaboration for Population Health

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8017

Course Title* Interprofessional Collaboration for Population Health

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

College - School/Department* Tanner Health System School of Nursing

Catalog Course Description* This course provides students with the ability to explore care delivery models and strategies for health promotion and disease prevention in individuals, aggregates, and populations within the interprofessional team.

Is this a School of Nursing course?* ☒ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

Desired Effective Semester* Spring

Desired Effective Year* 2021

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Employ population-health interventions within the interprofessional healthcare team for health promotion and disease prevention.
2. Evaluate healthcare delivery models and strategies for health disparities to improve the care of individuals, aggregates, or populations.
3. Lead interprofessional teams in the analysis of complex practice and

organizational issues.
4. Illustrate leadership skills within interprofessional healthcare teams to create change and improve the health outcomes of populations.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* none

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Spring 2021

NURS 8017- Interprofessional Collaboration for Population Health

Credit Hours: 3-0-3

Prerequisites: none

Co-requisites: none

Course Description: This course provides students with the ability to explore care delivery models and strategies for health promotion and disease prevention in individuals, aggregates, and populations within the interprofessional team.

Course Learning Outcomes:

1. Employ population-health interventions within the interprofessional healthcare team for health promotion and disease prevention. (3,6)
2. Evaluate healthcare delivery models and strategies for health disparities to improve the care of individuals, aggregates, or populations. (5,6)
3. Lead interprofessional teams in the analysis of complex practice and organizational issues. (3,7)
4. Illustrate leadership skills within interprofessional healthcare teams to create change and improve the health outcomes of populations. (3,7)

Potential Required Textbooks:

Bernker, M. & Ralyea, C. (2018). Population Health and Its Integration into Advanced Nursing Practice. Destech Publications. ISBN-13: 978-1605953922

Potential Major Assignments:

Healthcare Gaps/Access and Health Promotion Scholarly Paper on the healthcare gaps in care, healthcare access, and health promotion will be explored with interventions based upon the students leadership role on a healthcare team to address diverse populations, including social, cultural, economic, and policy and political barriers (consider including WHO social determinants health model).

Professional Debate on a topic (example: the role of genomics in healthcare delivery) that will impact or exists within population health.

Promotion and Prevention Evaluation Project in which students will assume a leadership role and design a promotion and prevention program. Students will also evaluate others (peers) health promotion and disease prevention programs as members of a healthcare team. Evaluation of the program will encompass not only quality but also the cost-effectiveness, including budget, for practice initiatives.

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

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A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8018 - Healthcare Informatics

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix*

NURS

Course Number*

8018

Course Title*

Healthcare Informatics

Long Course Title

Lec Hrs*

3

Lab Hrs*

0

Credit Hrs*

3

Course Type*

Nursing

College - School/
Department*

Tanner Health System School of Nursing

Catalog Course
Description*

This course provides students the opportunity to apply communication technologies and healthcare informatics to support and improve patient care and healthcare systems.

Is this a School
of Nursing
course?*



Yes



No

Is this a College
of Education
course?*



Yes



No

Desired Effective
Semester*

Summer

Desired Effective
Year*

2021

Frequency

Grading*

Graduate Standard
Letter

Student Learning
Outcomes

1. Select and evaluate appropriate communication technologies and healthcare informatics for the effective exchange of information with the healthcare team.
2. Analyze and communicate critical elements necessary for the selection, use, and evaluation of health care information systems and patient care technology.
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice

information systems and databases.

4. Evaluate ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Summer 2021

NURS 8018- Healthcare Informatics

Credit Hours: 3-0-3

Prerequisites: none

Co-requisites: none

Course Description: This course provides students the opportunity to apply communication technologies and healthcare informatics to support and improve patient care and healthcare systems.

Course Learning Outcomes:

1. Select and evaluate appropriate communication technologies and healthcare informatics for the effective exchange of information with the healthcare team. (4)
2. Analyze and communicate critical elements necessary for the selection, use, and evaluation of health care information systems and patient care technology. (4)
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. (4)
4. Evaluate ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. (4)

Potential Required Textbooks:

Telehealth book needed.

Saba, V. and McCormick, K. (latest). Essentials of nursing informatics. New York: McGraw Hill Education. ISBN13: 978-0-07-182955-7

American Nurses Association (latest edition). Nursing informatics: Scope and standard of practice (2nd ed.). Silver Spring, MD: Nursesbooks.org

Potential Major Assignments:

Information Literacy Competency Standards Assessment/Reflection

EHR/EMR Product Assessment Scholarly Paper

E-Portfolio Project

GRADING SYSTEM FOR GRADUATE STUDENTS**Grades and Cumulative Grade Point Average**

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8019 - Organizational & Systems Leadership for Quality Improvement

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8019

Course Title* Organizational & Systems Leadership for Quality Improvement

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

College - School/Department* Tanner Health System School of Nursing

Catalog Course Description* This course provides students with the ability to demonstrate organizational and systems leadership that contributes to the design and delivery of healthcare in complex healthcare environments.

Is this a School of Nursing course?* ☐ Yes ☐ No

Is this a College of Education course?* ☐ Yes ☒ No

Desired Effective Semester* Fall

Desired Effective Year* 2020

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Demonstrate the advanced competencies of the doctoral-prepared advanced practice nurse in healthcare to improve patient and population health outcomes.
2. Apply improvement strategies and leadership models and processes for quality healthcare outcomes and patient safety for populations.
3. Develop strategies within the intraprofessional and interprofessional

teams to manage ethical dilemmas and moral principles in complex healthcare situations.
4. Evaluate systems-level quality improvement strategies within an organizational and systems leadership model to improve population health outcomes.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* 0

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

NURS - 8020 - Healthcare Finance

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8020

Course Title* Healthcare Finance

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

College - School/
Department* Tanner Health System School of Nursing

Catalog Course Description* This course provides students with the ability to evaluate healthcare finance, economics, and policy on healthcare delivery systems.

Is this a School
of Nursing
course?* ☒ Yes ☐ No

Is this a College
of Education
course?* ☐ Yes ☒ No

Desired Effective
Semester* Fall

Desired Effective
Year* 2021

Frequency

Grading* Graduate Standard
Letter

Student Learning Outcomes

1. Demonstrate an understanding of accounting principles, economics, business planning, and healthcare policy to support practice funding and policy development in healthcare.
2. Apply the principles of economics and finance to redesign effective and realistic healthcare delivery strategies.
3. Develop and evaluate cost-effective, sustainable budget plans for practice initiatives.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or 30
Projected Annual
Enrollment*

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia Tanner Health System School of Nursing DNP Syllabus Fall 2020

NURS 8019- Organizational & Systems Leadership for Quality Improvement

Credit Hours: 3-0-3

Prerequisites: none

Co-requisites: none

Course Description: This course provides students with the ability to demonstrate organizational and systems leadership that contributes to the design and delivery of healthcare in complex healthcare environments.

Course Learning Outcomes:

1. Demonstrate the advanced competencies of the doctoral-prepared advanced practice nurse in healthcare to improve patient and population health outcomes. (7)
2. Apply improvement strategies and leadership models and processes for quality healthcare outcomes and patient safety for populations. (2,7)
3. Develop strategies within the intraprofessional and interprofessional teams to manage ethical dilemmas and moral principles in complex healthcare situations. (7)
4. Evaluate systems-level quality improvement strategies within an organizational and systems leadership model to improve population health outcomes. (7,8)

Potential Required Textbooks:

Fowler,M.D.M., Ed. (latest edition) *Guide to the code of ethics for nurses: Interpretation and application*. Silver Springs, MD: American Nurses Association.ISBN:13:978-1-55810-258-3

Jonsen,A.R., Seigler, M., & Windslade, E.J. (latest edition) *Clinical ethics: A practical approach to ethical decisions in clinical medicine*.

Kouzes,J.M.& Posner, B.Z. (latest edition) *The leadership challenge: How to make extraordinary things happen in organizations*. San Francisco: Jossey-Bass.
ISBN:13:978-040651728

Potential Major Assignments:

Transformational Leadership Self-Assessment in which students will conduct a self-assessment and develop and implement an individualized action plan for advanced competency in interprofessional healthcare leadership (*scaffolding assignment that leads into the Transformational Leadership Scholarly Paper*).

Transformational Leadership Case Studies that will include the five key leadership competencies of creating and leading change; self-knowledge; strategic vision; interpersonal communication; and organizational effectiveness (*scaffolding assignment that leads into the Transformational Leadership Scholarly Paper*).

Transformational Leadership Scholarly Paper on the advanced competencies of the doctoral-prepared advanced practice nurse in healthcare to improve patient and population health outcomes. Five key leadership competencies incorporated in the paper will include creating and leading change; self-knowledge; strategic vision; interpersonal communication; and organizational effectiveness.

Discussion Board Forums on economic, political and cultural aspects of organizational systems. Also to incorporate themes of ethics, research, interprofessional collaboration, creativity, and accountability.

GRADING SYSTEM FOR GRADUATE STUDENTS**Grades and Cumulative Grade Point Average**

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

University of West Georgia

Tanner Health System School of Nursing

DNP Syllabus

Fall 2021

NURS 8020- Healthcare Finance

Credit Hours: 3-0-3

Prerequisites: none

Co-requisites: none

Course Description: This course provides students with the ability to evaluate healthcare finance, economics, and policy on healthcare delivery systems.

Course Learning Outcomes:

1. Demonstrate an understanding of accounting principles, economics, business planning, and healthcare policy to support practice funding and policy development in healthcare. (5)
2. Apply the principles of economics and finance to redesign effective and realistic healthcare delivery strategies. (7)
3. Develop and evaluate cost-effective, sustainable budget plans for practice initiatives. (7)

Potential Required Textbooks:

Waxmann (2017). *Financial and Business Management for the Doctor of Nursing Practice* (2nd edition). Springer Publishing Company. ISBN-13: 978-0826122063

Potential Major Assignments:

Discussion Board Forums on the impact of current healthcare laws-policies (Affordable Care Act, HCAHPS, and other care delivery and reimbursement strategies) on healthcare.

Patient Advocacy/Financial Policy Paper on the DNP prepared nurses' role in patient advocacy and necessary changes in financial structures to support practice policy development in healthcare financing. Students will illustrate via a scholarly paper how they designed, influenced and implemented health care policy(ies) that frame healthcare finance within their practicum setting.

Business Plan/Budget Project in which student will demonstrate an understanding of cost-benefit analyses and creating budgets to support the design, implementation, and sustainability of healthcare delivery initiatives.

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8021 - Healthcare Policy for Advocacy

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8021

Course Title* Healthcare Policy for Advocacy

Long Course Title

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Course Type* Nursing

**College - School/
Department*** Tanner Health System School of Nursing

Catalog Course Description* This course provides students with the knowledge and ability to advance the rapidly changing healthcare environment by advocating for patients and populations considering social justice and equity.

**Is this a School
of Nursing
course?*** ☒ Yes ☐ No

**Is this a College
of Education
course?*** ☐ Yes ☒ No

**Desired Effective
Semester*** Spring

**Desired Effective
Year*** 2022

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Analyze healthcare policies at a systems-level that impact issues of access, equity, quality, and cost.
2. Demonstrate leadership in the development of an institutional, local, state, or federal policy to optimize access to and delivery of quality, cost-effective, healthcare. (
3. Interpret healthcare policy and patient care outcomes to policymakers at all levels to create and sustain change at the systems and policy level.
4. Influence policy makers through active participation on committees,

boards, and task forces at institutional, local, state, regional, national and/or international levels to improve healthcare delivery and population outcomes.

Rationale* See course description

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia

Tanner Health System School of Nursing

DNP Syllabus

Spring 2022

NURS 8021- Healthcare Policy for Advocacy

Credit Hours: 3-0-3

Prerequisites: none

Co-requisites: none

Course Description: This course provides students with the knowledge and ability to advance the rapidly changing healthcare environment by advocating for patients and populations considering social justice and equity.

Course Learning Outcomes:

1. Analyze healthcare policies at a systems-level that impact issues of access, equity, quality, and cost. (5)
2. Demonstrate leadership in the development of an institutional, local, state, or federal policy to optimize access to and delivery of quality, cost-effective, healthcare. (5,7)
3. Interpret healthcare policy and patient care outcomes to policymakers at all levels to create and sustain change at the systems and policy level. (3,5)
4. Influence policy makers through active participation on committees, boards, and task forces at institutional, local, state, regional, national and/or international levels to improve healthcare delivery and population outcomes. (5,8)

Potential Required Textbooks:

Brasfield, J.M. (latest edition). *Health policy: The decade ahead*. Boulder, CO: LYNNE RIENNER Publishers ISBN: 978-1-58826-797-9

Dunn, W.N. (latest edition). *Public policy analysis. An introduction* (5th ed). Upper Saddle River, NJ: PEARSON/Prentice Hall

Loeb, P.R. (latest edition). *Soul of a citizen: Living with conviction in **challenging** times*. New York, NY: St. Martin's Press

Potential Major Assignments:

Stakeholder Analysis for Selected Health Policy Topic

Reaction Paper (Legislative Interview and Reaction Paper)

Development of Advocacy Strategy for Selected Health Issue, Inclusive of Economic Analysis (The impact of current healthcare laws-policies (Affordable Care Act, HCAHPS, and other care delivery and reimbursement strategies) will be discussed).

Presentation of Advocacy Strategy for Selected Health Issue, Inclusive of Economic Analysis (The DNP prepared nurses' role in patient advocacy and policy development will be discussed).

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8022 - DNP Specialty Practicum I

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8022

Course Title* DNP Specialty Practicum I

Long Course Title

Lec Hrs* 0

Lab Hrs* 4-8

Credit Hrs* 1-2

Course Type* Nursing

**College - School/
Department*** Tanner Health System School of Nursing

Catalog Course Description* This course is the first in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

**Is this a School
of Nursing
course?*** ☒ Yes ☐ No

**Is this a College
of Education
course?*** ☐ Yes ☒ No

**Desired Effective
Semester*** Fall

**Desired Effective
Year*** 2020

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Assess an organizational system, process, or program for a needed change.
2. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to develop a plan that

incorporates systems-level strategies to reduce errors and optimize safe, effective healthcare delivery.
3. Incorporate the use of population data in the development of the practice initiative for change.
4. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

Rationale* See course description...the course labs hours will vary depending upon hours nurse practioners enter the program with from their MSN program.

Prerequisites none

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$75

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Fall XXXX**

NURS 8022- DNP Specialty Practicum I

Credit Hours: 0-(4-8)-(1-2) (60-120 hours)

Prerequisites: none

Co-requisites: none

Course Description: This course is the first in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Assess an organizational system, process, or program for a needed change. (time 2 Competency 4, domain 7)
2. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to develop a plan that incorporates systems-level strategies to reduce errors and optimize safe, effective healthcare delivery. (time 2, competency 2, domain 6)
3. Incorporate the use of population data in the development of the practice initiative for change. (time 1, competency 1, domain 6)
4. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice. (time 2, competency 3, domain 8).

Potential Required Textbooks

Bonnel, W. & Smith, K. (2017). Proposal Writing for Clinical Nursing and DNP Projects. 2nd Ed. New York, NY. Springer. (ISBN#9780826144423).

Smith-Stoner, M. (2018). A Guide to Disseminating Your DNP Project. New York, NY. Springer. (ISBN#9780826133168).

Content

Potential Major Assignments:

Organizational system, process, or program assessment with the identification of opportunities for change

Project Charter (overview of the project) (initial draft)

Plan for change (detailed plan)

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8023 - DNP Specialty Practicum II

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8023

Course Title* DNP Specialty Practicum II

Long Course Title

Lec Hrs* 1

Lab Hrs* 4-8

Credit Hrs* 2-3

Course Type* Nursing

College - School/
Department* Tanner Health System School of Nursing

Catalog Course Description* This course is the second in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Is this a School
of Nursing
course?* ☒ Yes ☐ No

Is this a College
of Education
course?* ☐ Yes ☒ No

Desired Effective
Semester* Spring

Desired Effective
Year* 2021

Frequency

Grading* Graduate Standard
Letter

Student Learning Outcomes 1. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to further refine a plan that incorporates systems-level strategies to reduce errors and optimize safe, effective healthcare delivery.

2. Obtain all regulatory permissions for the conduct of the project, including review for the protection of the rights of humans in research, if needed.
3. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

Rationale* See course description

Prerequisites NURS 8022 DNP Specialty Practicum I

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$75

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

NURS 8023- DNP Specialty Practicum II

Credit Hours: 1-(4-8)-(2-3) (60-120 hours)

Prerequisites: NURS 8022 DNP Specialty Practicum I

Co-requisites: none

Course Description: This course is the second in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to further refine a plan that incorporates systems-level strategies to reduce errors and optimize safe, effective healthcare delivery. (time 2, competency 2, domain 6)
2. Obtain all regulatory permissions for the conduct of the project, including review for the protection of the rights of humans in research, if needed.
3. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice. (time 2, competency 3, domain 8).

Potential Required Textbooks

Bonnel, W. & Smith, K. (2017). Proposal Writing for Clinical Nursing and DNP Projects. 2nd Ed. New York, NY. Springer. (ISBN#9780826144423).

Smith-Stoner, M. (2018). A Guide to Disseminating Your DNP Project. New York, NY. Springer. (ISBN#9780826133168).

Content

Potential Major Assignments:

Project Charter (overview of the project) (initial draft)

Refinement of the Plan for change (detailed plan)—GNATT chart (excel spreadsheet)
Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8024 - DNP Specialty Practicum III

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8024

Course Title* DNP Specialty Practicum III

Long Course Title

Lec Hrs* 1

Lab Hrs* 4

Credit Hrs* 2

Course Type* Nursing

**College - School/
Department*** Tanner Health System School of Nursing

Catalog Course Description* This course is the third in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

**Is this a School
of Nursing
course?*** ☒ Yes ☐ No

**Is this a College
of Education
course?*** ☐ Yes ☒ No

**Desired Effective
Semester*** Summer

**Desired Effective
Year*** 2021

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes 1. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to implement systems-level strategies to reduce errors and optimize safe, effective healthcare delivery.

2. Collaborate with the interprofessional team to implement a quality improvement initiative.
3. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

Rationale* See course description

Prerequisites NURS 8023 DNP Specialty Practicum II

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$75

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Summer XXXX

NURS 8024- DNP Specialty Practicum III

Credit Hours: 1-4-2 (60 hours)

Prerequisites: NURS 8023 DNP Specialty Practicum II

Co-requisites: none

Course Description: This course is the third in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Apply theories, models of improvement, and principles of business, economics, fiscal, human, and other resources to implement systems-level strategies to reduce errors and optimize safe, effective healthcare delivery. (time 2, competency 2, domain 6)
2. Collaborate with the interprofessional team to implement a quality improvement initiative. (time 2, competency 4, domain 7)
3. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice. (time 2, competency 3, domain 8).

Potential Required Textbooks

Bonnel, W. & Smith, K. (2017). Proposal Writing for Clinical Nursing and DNP Projects. 2nd Ed. New York, NY. Springer. (ISBN#9780826144423).

Smith-Stoner, M. (2018). A Guide to Disseminating Your DNP Project. New York, NY. Springer. (ISBN#9780826133168).

Content

Project Management

Potential Major Assignments:

(Include list of potential major assignment(s))

Project Management—GNATT chart (excel spreadsheet)

Capstone Project Report--Implementation

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8025 - DNP Specialty Practicum IV

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8025

Course Title* DNP Specialty Practicum IV

Long Course Title

Lec Hrs* 1

Lab Hrs* 4-8

Credit Hrs* 2-3

Course Type* Nursing

**College - School/
Department*** Tanner Health System School of Nursing

Catalog Course Description* This course is the fourth in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

**Is this a School
of Nursing
course?*** ☒ Yes ☐ No

**Is this a College
of Education
course?*** ☐ Yes ☒ No

**Desired Effective
Semester*** Fall

**Desired Effective
Year*** 2021

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Evaluates the quality and cost-effectiveness for practice initiatives.
2. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice.

Rationale* See course description

Prerequisites NURS 8024 DNP Specialty Practicum III

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$75

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Fall XXXX**

NURS 8025- DNP Specialty Practicum IV

Credit Hours: 1-(4-8)-(2-3) (60-120 hours)

Prerequisites: NURS 8024 DNP Specialty Practicum III

Co-requisites: none

Course Description: This course is the fourth in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Evaluates the quality and cost-effectiveness for practice initiatives. (time 1, competency 2, domain 6; time 2, competency 4, domain 7))
2. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice. (time 2, competency 3, domain 8).

Potential Required Textbooks

Bonnel, W. & Smith, K. (2017). Proposal Writing for Clinical Nursing and DNP Projects. 2nd Ed. New York, NY. Springer. (ISBN#9780826144423).

Smith-Stoner, M. (2018). A Guide to Disseminating Your DNP Project. New York, NY. Springer. (ISBN#9780826133168).

Content

Results

Data Analysis

Implications for Practice, Education, and Leadership

Recommendations

Potential Major Assignments:

(Include list of potential major assignment(s))

Capstone Project Report---Evaluation

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
B – Average Performance (3.00)	(79.50-89.49)
C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

NURS - 8026 - DNP Specialty Practicum V

2019-2020 Graduate New Course Request

Curriculum Proposal

Course Prefix* NURS

Course Number* 8026

Course Title* DNP Specialty Practicum V

Long Course Title

Lec Hrs* 1

Lab Hrs* 4-8

Credit Hrs* 2-3

Course Type* Nursing

**College - School/
Department*** Tanner Health System School of Nursing

Catalog Course Description* This course is the final practicum in a series of five that explores the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

**Is this a School
of Nursing
course?*** ☒ Yes ☐ No

**Is this a College
of Education
course?*** ☐ Yes ☒ No

**Desired Effective
Semester*** Spring

**Desired Effective
Year*** 2022

Frequency

Grading* Graduate Standard Letter

Student Learning Outcomes

1. Effectively educate peers, students, and members of the healthcare team through the dissemination of the practice initiative (capstone project) outcomes.
2. Demonstrate personal and professional behaviors, including leadership,

trustworthiness, and self-assurance in professional practice.

Rationale* See course description

Prerequisites NURS 8025 DNP Specialty Practicum IV

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* \$75

Fee Justification

**Additional
Stipulations**

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* ☒ Syllabus has been attached - This is required

**University of West Georgia
Tanner Health System School of Nursing
DNP Syllabus
Spring XXXX**

NURS 8026- DNP Specialty Practicum V

Credit Hours: 1-(4-8)-(2-3) (60-120 hours)

Prerequisites: NURS 8025 DNP Specialty Practicum IV

Co-requisites: none

Course Description: This course is the final practicum in a series of five that explores the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. (domain 6 & 7) The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.

Course Learning Outcomes:

After completion of the course, the student will be able to:

1. Effectively educate peers, students, and members of the healthcare team through the dissemination of the practice initiative (capstone project) outcomes. (time 2, competency 5, domain 5; time 2, competency 4, domain 7)
2. Demonstrate personal and professional behaviors, including leadership, trustworthiness, and self-assurance in professional practice. (time 2, competency 3, domain 8).

Potential Required Textbooks

Bonnel, W. & Smith, K. (2017). Proposal Writing for Clinical Nursing and DNP Projects. 2nd Ed. New York, NY. Springer. (ISBN#9780826144423).

Smith-Stoner, M. (2018). A Guide to Disseminating Your DNP Project. New York, NY. Springer. (ISBN#9780826133168).

Content

Data presentation

Writing for publication

Presentation tips and techniques (podium/poster)

Recommendations

Potential Major Assignments:

Dissemination of the capstone project

Final Capstone Project Report

Presentation (presentation outline/poster PDF)

Reflective Journals x 2

Non-Graded, but required for successful course completion:

- Preceptor Qualification Record for each preceptor
- Practicum Log with documentation of required activities and hours
- Student Performance Evaluation (satisfactory performance)
- Student Evaluation of Preceptor(s) and Clinical Site(s)

GRADING SYSTEM FOR GRADUATE STUDENTS

Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00)	(89.50-100)
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Grades and Cumulative Grade Point Average

Student proficiency in graduate coursework is recorded by the following letter grades. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

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C – Below Average or Unsatisfactory (2.00)	(74.50-79.49)
F – Failure (0.00)	(below 74.50)

THS SON GPC approval 3_11_19

Addendum IV

103.06 Evaluating Teaching

Evaluation of a faculty member's teaching should be continual because evaluation aids a faculty member in becoming more effective in the performance of his or her duties as well as offers evidence for promotion and/or tenure.

~~With the exception of USC ecore courses, the instrument of student evaluation is a standard form for all departments.~~ For E-core courses, evaluations will be completed through the common instruments designed for that purpose, and made available by the University system for all such courses. ~~All faculty teaching face-to-face and hybrid courses must use the Scantron form titled University of West Georgia / Student Evaluation of Instruction (SEI) for any class that has an enrollment of five or more students. Faculty teaching online courses must use either the Scantron form or online version of the University of West Georgia / Student Evaluation of Instruction for any class that has enrollment of 5 or more students.~~ Courses that have fewer than five students must be evaluated but may use an alternative evaluation instrument, appropriate to the course upon approval of the department and dean of the college. All classes must be evaluated in the final 2 weeks of classes. Any college, department, or faculty member may add questions to the standard form, ~~SEI form~~ ~~to~~ ~~make~~ ~~it~~ ~~the~~ ~~form~~ apply to the unique qualifications of the specific area. In addition, a department or area may devise, administer, and tabulate the results of an evaluation form which is especially applicable to the specific area. The department chair shall use the results of the evaluation as a factor in determining annual merit raises and shall include the results of such an evaluation form in the dossier of each department member being considered for contract renewal, promotion, tenure, pre-tenure or post-tenure review. (In the case of a department chair being reviewed for promotion and/or tenure, the appropriate next highest supervisor shall assume responsibility for including the results of such evaluations in the dossier of the candidate.)

~~Every term the evaluation will be made available to students at least two weeks prior to the end of the course. The faculty member should administer give the evaluations, should receive the forms from the department chair prior to the final two weeks of the course. They will be sorted by class and section number, with the correct number of forms per section, and placed in an envelope marked with an identifying label. The labels and proctor instructions are provided by the office of the Provost and Vice President for Academic Affairs. The evaluation instrument is to be delivered during the last two weeks of class, and it should be administered by a student or faculty proxy, not by the faculty member teaching the class, who should not be in the room while the evaluation is being administered. The instructions for the proctor are included in the envelope. Once the forms have been completed, the proctor shall turn them back in to the departmental office. The completed evaluation forms are not to be delivered to the instructor of the class. (If the office is closed during this time, the department chair and/or the instructor shall make arrangements for delivering the forms.)~~

~~At the end of the semester, these Scantron forms will be sent to Instructional Technology Services (ITS) for processing and returned to the department to file. Once the grades have been turned in by the instructor, he or she may review the data and open ended comments of the~~

Commented [1]: See my other comment below, but this looks good.

Perhaps you should consider explicitly stating that the evaluations should be done online OR link to BOR handbook that deals with evaluations if it states something about electronic ones being appropriate.

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evaluations. ~~The department chair will then file both parts of the evaluation in the departmental office and keep for complete records to support applications of tenure, promotion, and posttenure review.~~ Students' evaluation data ~~evaluation forms~~ shall be an official part of the administrative evaluation process. Other ~~forms~~ of evaluating teaching are Supervisor evaluation and peer evaluations, ~~which can be may also be~~ used as determined by the department.

~~A copy of the forms for student evaluation (103.060) is given on the next pages.~~

103.0601 University of West Georgia/Student Evaluation of Instruction (SEI) - see next page

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103.06 Evaluating Teaching

Evaluation of a faculty member's teaching should be continual because evaluation aids a faculty member in becoming more effective in the performance of his or her duties as well as offers evidence for promotion and/or tenure.

All classes must be evaluated in the final two weeks of classes. Any college, department, or faculty member may add questions to the standard form to make it apply to the unique qualifications of the specific area. In addition, a department or area may devise, administer, and tabulate the results of an evaluation form which is especially applicable to the specific area. The department chair shall use the results of the evaluation as a factor in determining annual merit raises and shall include the results of such an evaluation form in the dossier of each department member being considered for contract renewal, promotion, tenure, pre-tenure or post-tenure review. (In the case of a department chair being reviewed for promotion and/or tenure, the appropriate next highest supervisor shall assume responsibility for including the results of such evaluations in the dossier of the candidate.)

Every term the evaluation will be made available to students at least two weeks prior to the end of the course. Students' evaluation data shall be an official part of the administrative evaluation process. Supervisor and peer evaluations may be used as determined by the department.

For eE-core courses, evaluations will be completed through the common instruments designed for that purpose, and made available by the University system for all such courses.

Courses that have fewer than five students must be evaluated but may use an alternative evaluation instrument, appropriate to the course upon approval of the department and dean of the college.

103.0601 University of West Georgia/Student Evaluation of Instruction (SEI) - see next page

Addendum V

Changes in Parking Code for AY 2019-20

Page 3, Violations

Courtesy warning tickets will be issued the first five class days of each semester **only** for vehicles that do not display a current hangtag/decal. **All other violations will be enforced.**

Page 9, Permissible parking

Similarly, there are Reserved spaces near Resident Halls to be used for loading/unloading by resident students living in that Resident Hall. The spaces are marked with the appropriate designation for the Zone they are in, West Residents Only or East Residents Only

Page 10, Towing/Impoundment

Non-registered vehicles having **four** or more unpaid parking fines. Color Coding **Some** curbs at the University have been painted to indicate assigned parking on Campus.

Page 11, Residential Freshmen

Residential Freshmen parking lots at the Athletic Complex (Parking Lots C, D, E, and G) or the designated RF signed **spaces of the Evergreen Parking Lot**, from Monday 7:00 a.m. until Friday 12:00 p.m. **(we are removing the RF spaces in the Tyus Lot**

Football Game Days for RF Permit Holders.

Prior to home football game days and other designated events, Residential Freshmen will receive detailed instructions to temporarily move their vehicles to other **student** lots on campus without penalty.

Page 13, Parking Appeals

All appeals must be made within **14** days of the date of the citation.



PARKING CODE

2018-2019

UWG Procedure 7.13.1 Parking Services Management

UWG Procedure 7.13.2 Parking Regulations

Parking and Transportation

Row Hall

Questions?

678-839-6629

parking@westga.edu

www.westga.edu/parking

~~May~~ June 2018

UWG PROCEDURE NUMBER: 7.13.1, Parking Services Management

Authority: UWG POLICY 7.13 (Parking Operations)

The Chief Auxiliary Officer, pursuant to the authority of UWG Policy 7.13, establishes the following procedures for Parking Services Management. The University of West Georgia Parking (UWG) and Transportation Services Department has delegated authority and responsibility for the administration of parking regulations and procedures designed to provide a safe and efficient parking system.

A. Registration Procedures for Faculty, Staff and Students

General Information. All faculty, staff, and currently enrolled students who park on the UWG Carrollton campus and Newnan Center are required to register with Parking and Transportation Services. Failure to register a vehicle will result in a citation being issued. Students taking only online classes and who visit either the Carrollton campus or Newnan Center either must have their vehicle registered upon arrival to campus, display a current University of West Georgia hangtag or follow the procedures found in Visitor Registration below.

1. All Individuals.

- a. **Where to Register - Main Campus.** Faculty, staff, and students may register their vehicle for either a decal or hangtag at <https://parking.westga.edu>, but all hangtags/decal must be picked up at the [Parking Services Office](#) located on the first floor of Row Hall during office hours.
Hangtags/decal will not be mailed to registrants. Motorized carts or motorized scooters below engine size of 50 cc. or similar vehicles may not be registered as a personal vehicle except where Accessibility Services has determined such vehicle is necessary for mobility.
- b. **Where to Register - Newnan.** In conjunction with Parking Services, the Newnan Center Office/Manager/front desk staff will issue student and visitor hangtags as required. Upon request from the Senior Director/Chief Administrative Officer of Off-Campus Programs, Parking Services will establish a remote office at the Newnan Center to issue faculty/staff decal and student hangtags.
- c. **Fees.** Mandatory student fees include one parking permit. Annual employee fees are \$15.00. The cost for replacing a hangtag/decal is \$15.00 for students and employees. Refunds are not available once a permit has been purchased. The replacement cost for a lost or stolen gate access card is \$10.00.
- d. **Displaying Tag/Decal.** Parking hangtags must be suspended from the windshield mirror anytime the vehicle is parked on campus. The hangtag must face outward from the vehicle and be totally unobstructed. If no mirror is available, the hangtag must be placed face-up on the driver-side dashboard. The hangtag must be used on any vehicle brought onto campus. Decal must be placed on the lower side of the passenger side windshield, face outward from the vehicle. A special decal will be issued for [motorcycles](#).
- e. **Violations.** The person on record for a registered vehicle and hangtag or decal is responsible for all parking violations involving that vehicle.

- i. Unregistered vehicles are subject to a citation being issued. Citations are issued to the hangtag/decal, not the vehicle. If no hangtag/decal is visible, the citation is issued to the vehicle. Courtesy warning tickets will be issued the first five class days of each semester for vehicles that do not display a current hangtag/decal.
- ii. Failure to use gate cards and special permits in accordance with this Parking Code may result in citations, impoundment, and revocation of cards/permits.
- iii. Vehicles may also be cited for violations of State Law and restricted parking such as handicap, red curb, yellow curb, faculty/staff, meters, and reserved parking.

2. Student Registration.

a. The payment of the student's mandatory transportation fee covers the costs for a vehicle parking permit. Students are limited to one hangtag per academic year. Graduate assistants (GAs/GRAs), student assistants, and Federal Work Study Program (FWSP) students may not register as faculty/staff. Additionally, student assistants, may not park in designated faculty/staff areas until after 5:00 p.m., Monday through Friday. Family members of faculty/staff who are enrolled in classes on the University of West Georgia campus must register their vehicles as students.

b. For disability parking, please refer to the section below on [Registration for Persons with Accessibility Requirements](#). **Please note that a temporary hangtag for students with Accessibility Needs allows parking in faculty/staff areas only, and not ADA parking spaces.**

3. Employee Registration.

UWG Employees must register their vehicle immediately following the first contract date of the year or within one business day following the orientation for new faculty/staff. Faculty/staff and contract employees cannot renew a decal for a new academic year until all outstanding fines and any unpaid annual registration fee(s) are paid. Part-time employment- if under 30 days will get a temporary hangtag free of charge, over 30 days must purchase a Faculty/Staff decal.

4. Gate Cards and Special Permits.

Full-time faculty/staff may be issued a gate access card/remote upon request, which should not be used by anyone other than the issued employee. The card/remote remains the property of UWG and must be returned to Parking Services at the end of employment. Vice Presidents and College Deans can request from Parking and Transportation Services a "Special Parking Permit for Meters and Service Spaces" for selected individuals. This permit entitles the bearer to park in service and metered spaces while attending UWG meetings or office visits only, not for parking to access his/her building. This permit may only be displayed on a registered vehicle bearing a current Faculty/Staff decal. All other use is prohibited.

B. Registration and Parking Procedures for Visitors

1. Where to Register.

- a. [Welcome Center](#). Visitors should contact the [Welcome Center](#), Monday through Friday 8:00 a.m.-

5:00 p.m., before or upon arrival to campus to register for a Visitor's Parking hangtag. The Welcome Center is located in the Bonner House on Front Campus Drive. During business hours, please call 678 839-2232 and register your vehicle.

- b. Parking Services Office. See [Paragraph A\(1\)\(a\)](#) and 1(b) above for the location of the Parking Services Office. After business hours, registration for visitors may be made via voicemail to 678-839-6629, or via email addressed to parking@westga.edu.
 - c. Newnan Center. Please contact the Newnan Center Office Manager at the telephone number of (678) 839-2312 or (678) 839-2300.
 - d. Request by University Employees. Departments requesting visitor parking permits should contact Parking Services via email at parking@westga.edu or by telephone at 678-839-6629. Whenever possible, the request should be made at least two business days in advance and should include the vehicle description and license plate number. Permits can be sent to the requesting University employee through campus mail or picked up at the Parking Services Office in Row Hall. If reserved spaces are needed, please send that request at least ten business days in advance at parking@westga.edu.
 - e. Retired Faculty/Staff, Trustees, Alumni Board. University Advancement in conjunction with Parking and Transportation Services provides a Friend of UWG Hangtag upon request to these individuals.
 - f. Contractors and Vendors. Companies and individuals will coordinate directly with the respective UWG academic or staff department who will then request support including visitor hangtags and assigned parking locations from Parking & Transportation Services.
 - g. Vehicle Identifying Information Required. Visitors must provide vehicle information including make, model, and tag number as well as purpose of visit in order to receive a parking permit.
- 2. Displaying Tag/Pass.** See [Paragraph A \(1\) \(d\)](#) above for hangtags/decals. Paper passes should be placed on the dashboard, permit side up, and should not be obstructed by other objects on the dashboard (including a sunscreen).
- 3. Visitor Parking.**
- a. Visitors are allowed to park in any area designated as University Visitor Parking or an open, metered, or parking space temporarily designated by Parking and Transportation Services.
 - b. Visitors are **not** allowed to park in any area that is designated as a tow away zone, reserved, restricted, red, or yellow curbs.
 - c. Visitors with ADA needs must have a state-issued Disability Parking permit in order to park in an ADA designated parking space and should notify Parking & Transportation Services at 678 839-6629 before arriving to campus.
- 4. What to do with Citations.** If a citation is received, the visitor should follow the instructions printed on the citation. If possible, visitors should bring the citation to Parking Services on the same day the citation was issued. If this is not possible, please either email (parking@westga.edu) or call Parking Services at 678-839-6629 for instructions.

C. Registration Procedures for Persons with Accessibility Requirements

General Information. By state law, the person to whom the state-issued Disability License Plate or Disability Placard must be an occupant of the vehicle which displays the Disability License or Disability Placard. The University of West Georgia complies with the Americans with Disabilities Act (ADA) by providing designated parking spaces for persons with ADA Accessibility requirements:

Example:



In order for employees and students to park in these designated spaces, a special decal marked “ADA” is required from Parking Services which must be affixed to the driver’s assigned hangtag/decal. See more information below. Visitors should have a state-assigned Disabilities Parking tag in order to park in an ADA designated space, in addition to the hangtag/pass required for [Visitor Parking](#) on campus.

Under the [Official Code of Georgia](#) §40-6-226, it is illegal to utilize a State-issued Disability Parking Permit for fraudulent purposes. Violators’ vehicles may be cited and towed, and violators could be subject to fines as provided by Georgia law.

1. Registration for Temporary Accessibility Needs.

- a. How to Register. A special decal marked “ADA” may be issued for employees or students with temporary parking needs due to injury or other health issues covered by the ADA, including situations for which a person does not qualify for a state-issued disability parking permit. “Temporary” for the purposes of this Parking Code means any condition that is expected to improve or resolve such that the individual may utilize regularly designated parking at some point during an Academic Year. Employees will need to submit a request to [Human Resources](#); students **must** submit a request to [Accessibility Services](#). Documentation, at a minimum, should be on the physician’s letterhead and signed by that physician, and should clearly state the disability and the duration of the accessibility needs. Please refer to [Human Resources](#) and [Accessibility Services](#) for more information. HR and Accessibility Services, based upon the review of appropriate documentation, will inform Parking Services of the need for ADA/special parking only, and not the nature of the disability. If needed, persons with temporary disabilities may be issued a parking gate card/remote for the duration of their disability.
- b. Where to Park. Please note that a temporary disability hangtag for students or faculty with accessibility needs allows parking in faculty/staff and **ADA designated parking spaces**
- c. Duration of Permit. Temporary ADA permits will be issued with start, end dates, and with a maximum of 30 days; at least five days prior to the expiration of a temporary ADA permit, any employee or student with a continuing need for ADA parking must contact Human Resources or Accessibility Services with requested documentation to support the continued need.
- d. Display. The hangtag must be displayed in clear view, so a Parking Control Officer can see the

dates of the permit. The gate card/remote must be returned on the expiration date of their temporary permit. Failure to return the gate card/remote will result in a \$10.00 charge and a hold placed on the UWG Banner account.

2. Registration for Permanent Accessibility Needs. The same requirements as set forth in registration for Temporary Accessibility Needs applies, except the duration of the decal will be for the length of the student's enrollment or the employee's employment at UWG.

3. Failure to Register. Non-registered vehicles belonging to students or employees that display a Disabled veteran license plate, Disability license plate or state-issued Temporary disability placard, Permanent disability placard or special permanent placard Permit may receive a warning citation to register their vehicle with Parking Services. Further violations may be subject to fines and impoundment until registration of the need is received by Parking Services. Parking Services will void or refund fines assessed for non-registration of vehicles upon proper approval by HR or Accessibility Services, back to the date the need was demonstrated by the student or employee.

UWG PROCEDURE NUMBER: 7.13.2, Parking Regulations

Authority: UWG POLICY 7.13 (Parking Operations)

The Chief Auxiliary Officer, pursuant to the authority of UWG Policy 7.13, establishes the following Parking Regulations:

A. Compliance Statement

Students, Faculty, Staff, and Visitors must abide by the Parking Regulations at all times when on the Carrollton Campus or Newnan Center of the University of West Georgia. All faculty/staff and students are required to display current UWG Faculty/Staff Decals or student parking hangtags while parked at the Newnan Center. See, *UWG Procedure 7.13.1, Parking Services Management for more information about registration*. Parking Regulations at the Newnan Center will follow the same rules, definitions and guidelines as set forth in the Parking Code for the University of West Georgia's Carrollton Campus.

B. Definitions

1. **"Appeal Judge"** – a staff member appointed by the Senior Vice President of Business and Finance to consider a parking appeal at the first level of appeal
2. **"Bicycles"** - non-motorized vehicle with two or three wheels, saddle, and fully operative pedals for human propulsion; includes **"Electric Assisted Bicycles"**
3. **"Campus"** - UWG-owned or leased buildings, grounds and property, including sidewalks and streets within campus boundaries
4. **"Electric Assisted Bicycle"** – bicycle with an electric motor to assist in the operation of pedals; for the purposes of this procedure, **"Electric Assisted Bicycle"** will be used interchangeably with **"Bicycle"**
5. **"Greenbelt"** - public use pathway for non-motorized traffic (See, *UWG Procedure 7.4.1*)
"Moped" – motor-driven cycle with an engine not exceeding 50 cubic centimeters (cc.)
6. **"Motorcycle"** - motorized two or three wheel vehicle with an engine size of 50 cc. or greater. For the purposes of this procedure only, reference to "Motorcycle" shall include vehicles designated by manufacturers as **"Scooters"** and **"Mopeds"** except when otherwise designated by name. The certificate of origin for the vehicle must state: "Manufactured for lawful highway use" to be operated on Campus. **Motorized vehicles that are not manufactured for lawful highway use should not be operated on the UWG Campus.**
7. **"Motorized Cart"** - cart-type vehicle that is powered by an electric or internal-combustion engine which is generally used to transport people. These include, but are not limited to, golf carts, utility terrain vehicles (UTVs), low-speed vehicles (LSVs), and utility carts.
8. **"Parking Appeals Committee"** – a committee appointed by the Provost and Vice President of Academic Affairs which is composed of the Student Judicial Chairperson, one faculty member and one

staff member, none of whom work in Parking Services or the University Police Department

9. **“Residential Freshmen”**-Until a residential student completes two semesters living on campus, or completes 30 credit hours, he/she is considered a Residential Freshmen and should park at designated Residential Freshmen lots that are primarily located at the Athletic Complex. The Associate Vice President of Auxiliary Enterprise and Business Services can review and grant exceptions including the following: the student is married; 21 years of age or older; prior or current military service or an appeal regarding night-time job conflict.
9. **Scooter** - a lightweight motorcycle with an enclosed engine between 50 cc. and 350 cc. that is designed for drivers to sit with legs together on a platform or floorboard.

C. Regulations

The Parking Code is in effect at all times. Additionally, University Police have authority to enforce Georgia’s Motor Vehicle Code at all times. See, [O.C.G.A., Title 40, §§40-1-1 ff.](#)

1. **Permissible Parking/Operations on Campus.**

- a. Bicycle/Moped parking is only permitted in campus bicycle racks. Bicycles should use the bicycle lane where available and must ride with the flow of traffic on streets. Bicycles are defined as vehicles by the State of Georgia, with the same rights and responsibilities on public roads as motor vehicle drivers. Georgia Bikes Inc., with generous assistance from Bike Law, the Governor’s Office of Highway Safety, and the Tony Serrano Century Ride, produced *the Bicyclist Pocket Guide – Bicycling in Georgia: Rights & Rules*; click here for access to that user friendly guide, [Bicyclist Pocket Guide](#).
- i. UWG encourages all UWG students, faculty, and staff bike riders on campus to register their bikes with UWG Parking and Transportation at the Parking Services Office, 678 839-6629, parking@westga.edu, located on the first floor Row Hall.
- ii. Any bicycle that is found on campus and determined to be abandoned, will be removed. If the bicycle is registered, UWG Parking and Transportation will put forth reasonable efforts to find/contact the owner.
- iii. When parking on campus, bicycles should be locked to a “Bike Rack”, bicycles are prohibited from being locked to handrails or other fixtures on campus.
- iv. When locking your bike to a “Bike Rack”, UWG encourages cyclists to always use a high quality “U” shaped lock; avoid using lightweight cables, chains or ties.
- v. Attach bicycles to bike racks through the frame and at least one wheel.
Do not leave any free or easily detachable items on bikes
Bicycles are prohibited from the inside of UWG facilities or on UWG fields.
- b. Motorcycles must park in a regular parking space and in the same manner as an automobile. Two (2) motorcycles may park in one (1) vehicle parking space in the appropriate zone.
- c. Mopeds are only allowed to park in bicycle racks on Campus.
- d. UWG Motorized Carts. Parking is permitted in parking lots in accordance with the other sections of this code and cart spaces that have been constructed for this purpose.
- e. Vehicles designed for living or sleeping. Overnight or extended parking of campers, vans, buses, etc. utilized as living and sleeping quarters within the university’s boundaries is not permitted *unless*

approved by the Associate Vice President of Auxiliary Enterprises and Business Services.

f. Loading/Unloading. Special parking permissions may be granted by Parking Services for short periods of time for loading and unloading. Similarly, certain spaces near Resident Halls may be used for loading/unloading by any student with a valid student hangtag. The maximum length of this time for use of these spaces is 20 minutes. Violators will be ticketed and may be towed at the discretion of Parking Services.

g. University Service Vehicles. Service spaces are limited to use by the university service vehicles, personal vehicles with valid permits, and contractors/vendors on official business.

h. Police/Emergency/Emergency Service Vehicles. Police and/or service vehicles may stop or park irrespective of the parking regulations while performing necessary official business. Service vehicles may not be left unattended blocking a fire hydrant or traffic flow or access for persons with disabilities.

i. Metered Spaces. Parking meter hours of operation are from 7:00 a.m.-5:00 p.m., Monday – Friday. Parking meters are available to anyone; **however, hangtags/decals must be displayed for faculty/staff and currently enrolled students**. Meters accept nickels, dimes, and quarters only. Time is purchased at the rate of ten cents for ten minutes. Depending upon the meter, the maximum number of minutes which can be purchased is limited regardless of the amount of coins inserted. All meters have a maximum of 30 minutes except the Bookstore meters which have a maximum of 40 minutes. Expired meter citations can be issued twice a day if a vehicle is not moved from a metered space within a four-hour period.

2. Prohibited Parking/Operations.

- a. **Parallel parking** against the flow of traffic on the street is prohibited.
- b. **Motorcycles** are prohibited from driving on sidewalks or around parking control gates.
- c. **UWG Motorized Carts** may not park or operate:
 - i. On landscaped and lawn areas.
 - ii. In front of electrical transformers and other equipment that could require immediate access.
 - iii. On sidewalks, ramps, and other conveyances that serve pedestrian traffic or serve as a means of egress from a building.
 - iv. On streets, driveways, and parking lot access points, unless in designated parking spots.
 - v. In any location, or in any manner, that would impede emergency responders.
 - vi. In any location that would impede the normal operations of the campus.
- i. **Bicycles/Mopeds** should take care to avoid the obstruction of walkways, railings, doorways or ramps intended for use by pedestrians or persons with disabilities.

3. Other Considerations.

- a. Inoperable Vehicles. If a vehicle becomes inoperable in an area other than an authorized parking area, the operator should notify Parking Services at 678-839-6629 as soon as possible along with the approximate length of time before the vehicle will be moved. Parking Services does not provide roadside assistance services.
- b. **The University is not responsible for loss or damage**. Parking is at the risk of the driver. The University does not carry insurance for damage or loss to vehicles or contents. It is recommended

that individuals:

- i. Avoid leaving valuable items in vehicles.
 - ii. Call University Police (678-839-6000) to report damaged or stolen property.
 - iii. Pay attention to warning signs and park away from athletic fields and unlit areas.
- c. **Towing**. The owner is liable for all parking citations issued before Parking Services is notified of any requests to approve Parking Code exemptions. The time limit for vehicles inoperable or in a visible need of repair on campus is 48 hours. After 48 hours, the vehicle will be towed from campus at the owner's expense. Please refer to the next section on Towing/Impoundment.

D. Towing/Impoundment

Motor vehicles in violation of this Parking Code or [Georgia's Motor Vehicle Code](#) may be towed/impounded at the owner's expense. The vehicle operator/owner is responsible for any wrecker fees and storage fees except where noted.

1. A release form must be obtained in order to regain possession of an impounded vehicle. The form may be obtained from Parking Services from 7:00 a.m. to 5:00 p.m., Monday–Friday, or the University Police (678-839-6000) from 5 p.m. until 7:00 a.m., Monday–Thursday, and from 5 p.m. Friday through 7:00 a.m. Monday, and during university holidays.
2. Vehicles may be impounded for any of the following reasons:
 - a. Non-registered vehicles having three or more unpaid parking fines.
 - b. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.
 - c. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, in handicapped spaces (unauthorized) or blocking a handicapped ramp or curb cut, or on the grass, lawns, or athletic fields.
 - d. In case of emergency or in the interest of public safety.
 - e. After attempted contact with the owner, when a vehicle is presumed to be abandoned, or in a visible state of disrepair.
 - f. Vehicles that have five outstanding violations may be impounded.

E. Color Coding/Permits/Signs/Meters and Designated Hours of Operation

Many curbs at the University have been painted to indicate assigned parking on Campus. In addition, some parking lots/spaces have been reserved for special permit parking only and are identified by signs. The following curb/surface color scheme, and/or appropriate signs, shall designate parking on campus. **In the event of a discrepancy between a sign and a curb color, the sign shall take precedence.**

1. **Color Codes (See 2017 Bus Route and Parking Zone Map)**
 - a. **YELLOW.** No parking zone anytime. *Violators are subject to citation and impoundment.*
 - b. **RED.** Emergency lanes. No parking anytime. *Violators are subject to citation and impoundment.*
 - c. **GREEN.** Faculty/staff parking.
 - d. **WHITE.** Open parking for all currently registered vehicles (except Residential Freshmen from Monday at 7:00 a.m. through Friday at 12:00 p.m.).
 - e. **BLUE.** ADA parking for state-issued ADA hangtags ONLY. This will be enforced 24/7, and

individuals without ADA hangtags and assigned ADA decals (see, registration [here](#)) are subject to citation and impoundment.

f. **GREY.** Residential First Year Student parking.

2. Faculty/Staff (GREEN/WHITE)

Hours of Operation. 7:00 a.m. to 5:00 p.m., Monday through Friday unless otherwise designated by signage on class days and during final examination periods. This is to include fee payment, pre-registration, registration, and drop/add days. Faculty/Staff parking becomes open parking for students (except Residential Freshmen) between the hours of 5:00 p.m. to 7:00 a.m.; **with the exception of parking reserved 24/7**, such as reserved for Deans or those areas marked by signage (e.g. Back Campus Drive) or gates.

3. Student (GREY/WHITE/PERMIT)

a. Hours of Operation. Designated parking is in effect 24/7.

b. Permit Designations for Students. The 2018-2019 Bus Route and Parking Zones Map designates parking areas.

- i. **“E” (East Residential/east side of campus) Hangtags.** Permitted E-drivers may park in the 24-hour restricted. These areas are designated by signs and include the residential areas of Gunn Hall, Bowdon Hall, and The Oaks. Permitted drivers may also park in any designated Open Parking Lot (White).
 - ii. **“W” (West Residential/west side of campus) Hangtags.** Permitted W-drivers may park in the 24 hour restricted areas on the west side of campus. These areas are designated by signs and include the residential areas of Tyus Hall, University Suites, Center Pointe Suites, and Arbor View Apartments. Permitted drivers may also park in any designated Open Parking Lot (White).
 - iii. **“C” (Commuter) Hangtags.** Permitted C-drivers may park in restricted Commuter lots and any designated Open Parking Lot. Permitted drivers may also park in any designated Open Parking Lot (White).
 - iv. **“RF” (Residential Freshmen) Hangtags.** Permitted RF-drivers may only park at either the Residential Freshmen parking lots at the Athletic Complex (Parking Lots C, D, E, and G) or the designated RF signed spaces of the Evergreen and Tyus Hall Parking Lots, from Monday 7:00 a.m. until Friday 12:00 p.m. Permitted drivers may also park in any designated Open Parking Lot (White) after Friday 12:00 p.m. until Monday at 7:00 a.m.
Football Game Days for RF Permit Holders. Prior to home football game days and other designated events, Residential Freshmen will receive detailed instructions to temporarily move their vehicles to other lots on campus without penalty. The failure to follow these instructions will result in citations or impoundment.
 - v. **“G/V” (Greek Village) Hangtags.** Only permitted G/V-drivers may park in the Greek Village Housing Complex. Permitted drivers may also park in any designated Open Parking Lot (White). No other Student permits (E, W, C, and RF) are authorized to park in the Greek Village Housing Complex.
- c. Change of Status. Any student moving from one residence hall or seeking to change from one zone to a different zone, must obtain the appropriate hangtag from Parking Services. This does

not apply to Residential Freshmen, who must utilize RF zones or Open (White) zones. There will be NO charge for a replacement hangtag provided the original hangtag is surrendered to Parking Services.

4. **Residence Life Coordinators and Residence Directors (Decal).** Individuals working as Residence Life Coordinators and Residence Directors will be issued a special decal to attach to their hangtag, which permits them to park in certain restricted parking spaces identified by signs. These spaces or decals are not to be “loaned” to ANYONE.
5. **Graduate Assistants (Decal).** Graduate Assistants are permitted to park in the gated Townsend Center lot or Open Parking Lots (White), in addition to their assigned student permit zone for Commuters, Residential, or Open parking.
6. **Visitors (SIGNS/PERMIT).** Spaces designated by signs or as otherwise marked by University Units for the use of visitors will be enforced 24/7. Faculty, staff, students, and service vehicles may not park in designated visitor spaces at any time. Violators are subject to citation and impoundment.
7. **“EV” or Electric Vehicle Charging Spaces (SIGNS).** These publically available spaces are reserved for electric vehicles (EV) only. EVs must be in active session connected to the charger to use the spaces. Any non-electric vehicles or EVs not in active session are subject to citation and impoundment.
8. **Metered Spaces (METER).** Please refer to C.1.d

F. Schedule of Fines and Payment for Violations of the Parking Code Table of Fines, Payments, and Enforcement Actions. Based on the nature of the incident, students will be reported to the Office of Student Conduct for their review and action

Violation	Fine
<u>Fraud.</u> Counterfeiting a hangtag with intent to defraud; obtaining a hangtag by fraudulent means; displaying a hangtag that was not assigned to the driver by Parking Services; obtaining a hangtag/decal for an unauthorized person; false registration of a vehicle.	\$100
<u>Alterations.</u> Altering any Parking Services permanent or temporary permit	\$100
<u>ADA Parking Violation.</u> Unauthorized parking in a handicap space or falsely using an official State-issued handicap hangtag	\$100/towing
<u>Habitual violator.</u> Five or more violations by a UWG student, staff, or faculty member.	\$100/towing
<u>Failure to Observe Restricted Parking.</u> Parking at RED and YELLOW curbs, a fire hydrant/fire lane, blocking a dumpster, roadway, service vehicle space, loading dock, Electric Vehicle Space, reserved space or any other designated/signed tow-away zone	\$50/towing
<u>Removing a barricade or cone installed by Parking & Transportation Services.</u> The removal of a barricade or cone negatively impacts parking management for a specific lot.	\$50/towing
<u>Obstructing Access.</u> Parking on a sidewalk, lawn area, driveway, athletic field	\$35/towing
<u>Misuse of Designated Zones.</u> Parking in reserved areas without proper permit (Faculty/Staff, Yellow Curbs, Student Zones, etc.)	\$35
<u>Parking Outside of Lines.</u> Double Parking or parking on or outside of white line/space	\$35
<u>Meters.</u> Failure to abide with use of parking meters	\$25
<u>Improper Parking.</u> Parking against the flow of traffic	\$25
<u>Registration.</u> Non-registered vehicle, failure to display a valid hangtag, displaying an expired hangtag	\$20
<u>Display.</u> Hangtag improperly displayed/obstructed from view	\$20

<u>Unauthorized Use.</u> Unauthorized use of "Special Parking Permit for Meters and Service Spaces	\$10
<u>UWG Department Vehicle parked in unauthorized space.</u> UWG Departments will be charged for any parking violations involving a department vehicle including parking in designated reserve spaces, ADA spaces, etc.	Will depend on the specific violation

All citations including those issued to Faculty and Staff must be paid (cash or check) in the [Bursar's Office](#).

2. Special Considerations for Students.

UWG students can also pay citations through their *BanWeb* account with debit or credit card at <https://www.westga.edu/student-services/bursar/payment-of-tuition-fees.php>. Hours of operation and payment information can be found on the [Bursar's Office](#) website. Holds are placed on University of West Georgia student accounts and registration until paid in full or citation(s) are resolved.

G. Parking Appeals

Any individual who is in receipt of a University citation may appeal.

1. Time Limit

All appeals must be made within ten (10) business days of the date of the citation.

2. Appeals Procedure

- a. Appeals must be submitted through the Parking Services portal at <https://parking.westga.edu/ticket.php> contacting another individual or unit on Campus may result in your appeal being untimely.
- b. Students, Faculty, and Staff must include their campus e-mail address on the appeal form submitted. The citation (in-person/mail/fax) or citation number (online) will need to be included for proper consideration.
- c. Appeals may be submitted, Monday through Friday 8:00 a.m. to 5:00 p.m. (except holidays) by one of the following methods:
 - i. Online, through the Parking Services website at <https://parking.westga.edu/> [here](#) . Online appeals can be made 24/7
 - ii. Handwritten appeals can be submitted in person, to Parking Services office, currently located on the first floor of Row Hall (must have citation attached to appeal form)
 - iii. Mail to:
 Parking Services
 University of West Georgia
 1601 Maple Street
 Carrollton, GA 30118 (must have citation attached to appeal form)
 - iv. Facsimile transmission to (678) 839-5504 (must have citation attached to appeal form)

- d. **Please be aware that the appeal is only a document review; there is no hearing.** Therefore, any evidence or documentation must be submitted with the appeal form. Individuals should clearly explain their situation with as much detail as possible.
- e. Notification of appeal decisions are made via the campus email address submitted with the appeal.

3. Violations/Explanations Not Subject to, or Accepted for, Appeal

The following citations and/or situations cannot be appealed:

- a. Parking in Yellow curb location
- b. Parking in Fire lane/Red curb location
- c. Parking within 15 feet of a fire hydrant
- d. Parking in an ADA space without the state-issued hangtag
- e. Parking without authorization in a Metered space, or failing to pay the necessary Meter fees
- f. Displaying someone else's hangtag
- g. Inability to locate a space to park, subsequently violating the Parking Regulations
- h. Lack of knowledge of the regulations (e.g., new to campus or have not reviewed the regulations), and subsequently violating the Parking Regulations is not an acceptable explanation for violation of the Parking Code.
- i. Other vehicles were similarly parked improperly is not an acceptable explanation for violation of the Parking Code.
- j. Parking in violation of the Parking Code only for a short period time; the length of the time the vehicle was parked in violation of the Parking Code is not an acceptable explanation for violation of the Parking Code
- k. Parking in an unauthorized space to avoid being late to class or appointment is not an acceptable explanation for violation of the Parking Code.
- l. Inability to pay the amount of the fine does not void the citation.

4. Appeal Judge

Appeals will be reviewed and a decision rendered by an administrative Appeal Judge appointed by the Senior Vice President for Business and Finance. The Appeal Judge is authorized to grant or deny the appeal, or to waive or reduce the fine imposed.

5. Parking Appeals Committee

- a. The Parking Appeals Committee is composed of the Student Judicial Chairperson, one Faculty Member and one Staff Member who are appointed by the Provost and Vice President of Academic Affairs. No member is affiliated with either Parking Services or University Police. No member of the committee or the Appeals Judge may rule on, or approve their own parking citation appeal.
- b. All Appeal Judge's decisions, including relevant information, will be forwarded to the Parking Appeals Committee for review.
- c. The Parking Appeals Committee will review the decision of the Appeal Judge to ensure that the correct interpretation of the Parking Code was applied.
- d. The Parking Appeals Committee shall be authorized to uphold, reject, or modify the decision rendered by the Appeal Judge. Upon request from the appellant, the Parking Appeals Committee may provide a detailed written decision response.

5. The decision of the Parking Appeals Committee is final, provided the decision complies with applicable Board of Regents policy.

H. Frequently Asked Questions (FAQs)

VIII Frequently Asked Questions (FAQs)

A. These FAQs can also be found at <https://www.westga.edu/campus-life/parking/parking-faq.php>.

1. Where & how do I pay a ticket?

To pay with cash or check you will need to go to the cashier's office at Aycock Hall. To pay with a credit card you would go on-line to your BanWeb account. **Visitors** - please contact Parking and Transportation to alert us of any tickets that you receive while on campus

2. How do I appeal a ticket?

Go to <http://parking.westga.edu/> Click on 'Look Up a Ticket' for the appeals form.

3. I appealed my ticket but the appeals committee denied it. What do I do now?

The Parking Appeals Committee is the final decision on all appeals. If your appeal is denied, you can request for a written decision. You must pay your ticket to avoid a hold.

3. If I'm a visitor, what do I need to do?

All visitors should visit the Welcome Center located at Bonner House on Front Campus Drive to register vehicle information and obtain temporary visitors permit. The Welcome Center can be reached at 678-839-2232 concerning any questions you may have or after-hours registration. Please alert the Parking and Transportation Office to any tickets received while visiting campus. Longer term visitors (more than three days) should visit, email, or phone the Parking Office www.parking@westga.edu or call 678 839-6628 for a temporary visitors permit.

4. How do I get a student hangtag?

Go to <http://parking.westga.edu/> and register your vehicle on-line and visit the parking office at Row Hall to obtain your hangtag.

5. How do I get a faculty/staff decal?

Visit the Parking Office at Row Hall and fill out a vehicle registration form and pay \$15.00 cash or check.

6. Why does my parking account say zero balance with parking, but I have a hold?

The tickets download to the Bursar's Office which leaves a zero balance with Parking, but your outstanding amount is owed to the Bursar's Office.

7. Who is a Residential Freshmen?

Students who live on Campus and have not completed two full semesters of residence or have

accumulated less than 30 earned credit hours as reflected in Banner.

8. Can Residential Freshmen park on campus?

The only time Residential Freshmen can park in student parking zones is from Friday at 12:00pm until Monday at 7:00 a.m. or when directed by Parking Services for a special event: e.g. football game, concert, etc.

9. I'm a residential freshmen. My car won't start, and I need to move it from University Stadium for a home football game. What are my options?

If your car is inoperable, contact the Parking Office and give them your student information including your hangtag number, the information on your car, and where it is located.

10. Can I use my hangtag in any vehicle?

Yes, your hangtag must be displayed in any vehicle you drive to campus, unless that vehicle is currently registered to another student.

11. How can I get handicap parking?

For permanent disabilities, please bring either the state-issued disability placard or disability license plate tag receipt for verification to the Parking Office. For temporary disabilities 30 days or less, students should provide documentation to the Accessibility Services office located in 123 Row Hall. The documentation, at a minimum, should be on letterhead, clearly state the disability, the duration mobility will be affected and signed by a doctor. A meeting (either in person or by phone) will need to be scheduled with an accessibility counselor to discuss the student's needs. The meeting can be scheduled by calling 678-839-6428. For information about Accessibility Services and other accommodations available, please visit their website at www.westga.edu/accessibility. If you are a staff or faculty member, please see Human Resources who will review your existing medical request and if approved will request an ADA space to Parking & Transportation services

12. What if I have a temporary tag on my vehicle?

Visit Parking Office at Row Hall and receive a three week temp hangtag. You must know your VIN number or a current registered temporary tag with the State of Georgia.

13. When can I park Faculty/Staff (F/S) and meters without being ticketed?

You can park in the F/S lots (NOT including Back campus Drive) and meters with a hangtag after 5:00 p.m. Friday through 7:00 a.m. on Monday.

14. Can I park on Back Campus Drive?

Unless using the Convergent Learning Center reserved parking space, students may not park on Back Campus Drive, 24/7/365. Back Campus Drive is restricted to Faculty and Staff.

15. My car is in the repair shop, so I'm borrowing a friend's car. Can I use my hang tag in his car?

Yes, the hangtag is required to be displayed

16. My mom is visiting me on campus, but she's using my car for the day. Where should she park-in the lot that corresponds to my hang tag or in a visitor lot?

Since the car is registered to you, it will have to be parked in the lot corresponding to the hangtag.

Revisions Approved by

Faculty Senate's Facilities and Services Committee

Faculty Senate

Mr. Reeves

Mr. Sutherland

Dr. Marrero

Parking and Transportation

Row Hall

Questions?

678-839-6629

parking@westga.edu

www.westga.edu/parking

~~May~~ June 2018

Addendum VI

103.0201 Promotion and Tenure Evaluation Committees

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected voting **faculty** members of the department, **as defined by Article 2 Section C of University Statutes**, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

103.0201 Promotion and Tenure Evaluation

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected voting faculty members of the department, as defined by Article 2 Section C of University Statutes, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Addendum VII

103.0402 ~~Time Limitations~~ Time Limits - Tenure

1. Tenure may be awarded upon recommendation by the President ~~an approval by the Board of Regents~~ upon completion of a probationary period **as outlined in BOR 8.3.7.4** of at least five years of full-time service at the rank of Assistant Professor or higher. The five-year period must be continuous ~~except that a maximum of two years interruption because of a leave of absence or of part-time service may be permitted, provided, however, that no probationary credit for the period of an interruption shall be allowed.~~

A faculty member may request a one-year extension of the pre-tenure / tenure / promotion / post-tenure review clock in situations that are qualifying events under the Family and Medical Leave Act (FMLA) but which do not necessarily result in the faculty member taking a formal leave of absence. This also includes qualifying events that occur over the summer in which a faculty member is not under contract. Examples of such qualifying events include an extended illness, disability, childbirth, adoption of a child, extended care of an ill child or immediate family member, and bereavement in case of the loss of an immediate family member. A faculty member should request the extension by submitting a letter and supporting documentation to their immediate supervisor as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure. The maximum leave of absence is defined in [Board Policy 8.3.7.4](#). Such requests should normally be made within three months of the event.

2. The maximum credit towards the minimum tenure probationary period is stated in [Board Policy 8.3.7.4](#).

~~A maximum of three years credit toward the minimum probationary period may be allowed for service in tenure-track positions at other institutions or for full-time service at the rank of Instructor or Lecturer at the University of West Georgia. Such credit for prior service shall be defined in writing by the President and approved by the Board of Regents at the time of the initial appointment at the rank of assistant professor or higher.~~

3. ~~2-~~The maximum time that may be served **in the combination of full-time instructional appointments as instructor or professorial ranks**, or at the rank of assistant professor or above without the award of tenure is **defined in BOR 8.3.7.6**

~~shall be seven years, provided, however, that a terminal contract for an eighth year may be proffered if an institutional recommendation for tenure is not approved by the President.~~

~~4.3. The maximum time that may be served in the combination of full-time instructional appointments as instructor or professorial ranks without the award of tenure shall be ten years, provided, however, that a terminal contract for an eleventh year may be proffered if an institutional recommendation for tenure is not approved by the President. The maximum period of time that may be served at the rank of full-time instructor shall be seven years.~~

5. 4. The loss of tenure or probationary credit towards tenure is outlined in [BOR 8.3.7.7](#).

~~lost upon resignation from the University of West Georgia or upon written resignation from a tenured position in order to take a nontenured position at the University of West Georgia or upon written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given at the University of West Georgia. In the event such an individual is again employed as a candidate for tenure at the University of West Georgia, probationary credit for the prior service may be awarded in the same manner as for service at another institution.~~

6. Termination or layoff of tenured personnel due to program modification is defined in [BOR 8.3.7.9](#)

103.0402 Time Limits - Tenure

1. Tenure may be awarded upon recommendation by the President upon completion of a probationary period as outlined in [BOR 8.3.7.4](#)

A faculty member may request a one year extension of the pre-tenure / tenure / promotion / post-tenure review clock in situations that are qualifying events under the Family and Medical Leave Act (FMLA) but which do not necessarily result in the faculty member taking a formal leave of absence. This also includes qualifying events that occur over the summer in which a faculty member is not under contract. Examples of such qualifying events include an extended illness, disability, childbirth, adoption of a child, extended care of an ill child or immediate family member, and bereavement in case of the loss of an immediate family member. A faculty member should request the extension by submitting a letter and supporting documentation to their immediate supervisor as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure. The maximum leave of absence is defined in [Board Policy 8.3.7.4](#). Such requests should normally be made within three months of the event.

2. The maximum credit towards the minimum tenure probationary period is stated in [Board Policy 8.3.7.4](#).

3. The maximum time that may be served in the combination of full-time instructional appointments as instructor or professorial ranks, or at the rank of assistant professor or above without the award of tenure is defined in [BOR 8.3.7.6](#)

4. The loss of tenure or probationary credit towards tenure is outlined in [BOR 8.3.7.7](#).

5. Termination or layoff of tenured personnel due to program modification is defined in [BOR 8.3.7.9](#)

Addendum VIII

Section 2. Faculty Senate Organization

A. Composition of the Senate (Revised April 30, 2018)

The Senate shall be comprised solely of the voting members of the General Faculty as defined in Article I, Section 2C of the Statutes. Its membership shall include:

1. The President, an ex-officio (nonvoting) member;
2. The Provost and Vice President for Academic Affairs, an ex-officio (nonvoting) member;
3. Chair of the Senate;
4. Chair-Elect of the Senate, an ex-officio (nonvoting) member, or Past Chair of the Senate, and ex-officio(nonvoting) member;
5. Duly elected senators, apportioned to each college, the School of Nursing and the Library, such that the number of senators allocated to each unit shall equal 10% of their full-time faculty. The Library and the School of Nursing shall elect their senators at large. For the colleges, each department within a college elects one senator and the remaining senators allocated to that college are elected at-large by the college. Should any department fail to elect a senator in an election cycle for which it has a vacancy, that vacancy will be added to the at-large pool for its college for that election.
6. Executive Secretary

Should the Senate Chair, Senate Executive Secretary, and/or Senate Parliamentarian be scheduled for earned research leave, medical leave, or family leave during their tenure in the position the Faculty Senate Executive Committee will convene, discuss, and vote upon a replacement from their ranks or nominate someone from the full Senate. The replacement will receive any reassigned time and/or stipend typical of the office as delegated to them as the temporary-serving Senate officer.

Addendum IX

University of West Georgia Policies and Procedures
Section 2. Faculty Senate Organization

J. Standing Committee, Membership and Purpose

2. Graduate Programs Committee:

Purpose: to receive and consider requests for modifications to the graduate curriculum as specified in the UWG Shared Governance Procedures for Modifications to Academic Programs and to advise the Provost and Vice President for Academic Affairs on said requests; to recommend policies and procedures concerning graduate programs, curriculum, admissions, transfers, admission to candidacy, eligibility for graduation, and appeals; to advise on incorporating diversity and inclusion into curricula as appropriate; as well as to review comprehensive program reviews; and to develop policies regarding graduate faculty.

Membership: five senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; ~~two~~ **three** administrators: the Dean of the Graduate School, ~~and~~ one appointed by the Provost, **and the Registrar**; one student, appointed by the Dean of the Graduate School. (Total: ~~15~~ **16**)

University of West Georgia Policies and Procedures
Section 2. Faculty Senate Organization

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Membership: five senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: the Dean of the Graduate School, one appointed by the Provost, and the Registrar; one student, appointed by the Dean of the Graduate School. (Total:16)

Addendum X

XIDS 2002: WDYKA <anything and everything>

Semester/Year: Fall 2018

Time/Location:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Please note: This syllabus is subject to change by the instructor. Advance notice will be given if any changes are made.

COURSE DESCRIPTION

<Specific section description>

XIDS 2002 is a course designed to help students get excited about learning at West Georgia. In addition, it is our hope that this course helps you succeed academically as well as personally and socially during this semester and beyond. The fundamental focus of the class is to provide an understanding of the basic structure of critical thinking and of academic disciplines in order to increase learning in the university classroom. Students are required to attend class and to interact with their instructors and classmates. While students must take responsibility for their own learning, the course attempts to support and enhance that responsibility by making the class a learning community within the University.

COURSE OBJECTIVES

As a result of participating in this course, students should be able to:

1. adapt written and oral communication to specific rhetorical purposes and audiences.
2. recognize and begin to implement the skills necessary to become life-long, active learners through the exploration of an academic topic that focuses on a contemporary and/or enduring topic, question, or problem.
3. identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Texts:

The Navigator: https://issuu.com/thenavigatoruwg/docs/navigator_fy18_19_complete

ASSIGNMENTS

The Wolf Experience Supplements will be posted on <https://www.westga.edu/vpaa/first-year-programs/>

COURSE SCHEDULE

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.

Commented [RB1]: This is the common course description for XIDS 2002. Feel free to add your specific course information before or after this description.

Commented [RB2]: These three learning outcomes are common to the XIDS 2002 program. You are welcome to add any others that you wish.

Commented [RB3]: There is no required text for the XIDS course, however, each student is given a "Navigator" student handbook that is a helpful resource for student transition needs. You also have been given a Navigator as reference.

Commented [RB4]: Once all Wolf Experience Supplements are finalized, you will receive a paper version for your students but this digital link will also be ready for you to include in your syllabus and on CourseDen.

Commented [RB5]: The last day to drop a course is Aug 17th at 11:59pm and add is deadline is Aug 20 at 11:59pm. "Withdrawal" period begins Aug 21. (This information is all located on "The Scoop" via the UWG website).

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

ONLINE COURSES

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

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

UWG EMAIL POLICY

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

CREDIT HOUR POLICY

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php>

Faculty Name:	Course Title:	In the space below, please describe your course in approximately three sentences. This information will be published in Banner for students to see and potentially choose your course.
Alison Hollingsworth	UWG Entrepreneurship Initiative	The UWG Entrepreneurship Initiative (EI) offers students a unique opportunity to adapt to college life and to achieve academic success. The Entrepreneurship Initiative includes a variety of activities including mock job interviews, zero-based budgeting seminars, mentoring through UWG Junior and Senior business students, small business seminars, virtual field trips, Shark Tank discussions, and guest speakers. This course is designed to develop further the essential and prerequisite skills a student needs to be successful inside and outside of the classroom and in their future career.
Amanda Wright	Learning About Yourself Through Learning About Your Community	What do you know about Carroll County and the surrounding community? Are you aware of the resources that enrich the community that the University of West Georgia resides? Do you want to learn how to become a great leader? This course will allow students to learn about the resources available in and around Carroll County, broadening their view of opportunities in the region, as well as learn about leadership strategies that will prepare them for their future careers.
Amy K Lavender	Maintaining your Brand on Social Media	You may know all there is to know about using social media, but do you know how to present yourself as a brand. Do you know what employers will look for when perusing your pages? Students in this course will learn how to use social media to their advantage in their careers and personal lives as we cover everything from self-branding to social media controversies in the news.
Anna Graham	Personality and Career Exploration	In this course, various personality types, learning styles, and occupations will be explored. Through the use of personality and career aptitude tests, students will begin an evaluation of personal strengths and weaknesses while also diving further into individual interests and potential career paths. This research and exploration will aid students in finding personal niches in college and beyond.
Ashley Warner	Beyonce's Lemonade	This course will take a critical approach to Beyonce's Lemonade album.

Blynné Olivieri	History of Information	This course explores the production and evolution of information and associated technologies from clay tablets to the internet. Throughout the semester we will discuss and examine the building blocks of what information is, who creates it, how it is distributed, and for what purposes. We will also look at the physical properties of information technologies and students will make a book during an in-class workshop!
Brad Prince	What Do You Know about Yourself	The Seven Habits of Highly Effective People are principles of personal effectiveness that are timeless. The concepts you will learn in this course can be applied to your academic, professional, and personal life regardless of your age!
Brittney Barron	Love Makes a Family	Families look different for everyone. Families can be built through natural methods, fostering, adoption, and through medical interventions. Even though the ways to build a family can look different for everyone, there is one similarity and that is love.
Brittney Beth Drummond	Fairy Tales	This course will be a survey of major Fairy Tales and mythology in World Literature. We will focus on broad issues such as gender and race representation, the hero's journey, and the relationship between language and identity. Readings include fairy tales from the Brothers Grimm, Russian folklore, and modern Disney adaptations of older tales.
Cassie White	Local Law and Resources	The purpose of this course is to educate students on local laws and University laws, which will help govern their actions as young adults. Additionally, we will access and utilize the various resources available to the students at the University of West Georgia to help them flourish as a student. Finally, this course will help students become familiar with the leaders of law enforcement agencies and student resource programs available for their use as a University of West Georgia student.
Chelsea Morris	Teaching and Being Troublemakers, Ratchetdemic, and Agitators in College	<p>â€œDonâ€™t chew gum!â€ â€œPut your phone away.â€ â€œDonâ€™t be so disrespectful.â€ High expectations, rigor, and belief are powerful for student success; however, in many ways, the attempts to control students speak to an inherent distrust in students to meet those demands. Students will consider what practices, beliefs, and mindsets are necessary to embracing whether trouble is always destructive, how students can be equally as ratchet as academic, and how agitating the thoughts of others can lead to change and understanding.</p>

Chrissy Knoll	WDYKA Being a Healthy Wolf: Nutrition and Physical Activity for Life	It is smart to be a healthy Wolf! Your physical health plays a major role in how effectively and successfully you can apply yourself to your academic studies in college. In this course, students will learn and explore how to be the healthiest wolf you can be, by making smart food choices and incorporating daily physical activity into your routine. Learning how to maintain these healthy habits while you are in college sets you up for success in maintaining healthy habits for life.
Clint Samples	Walt Disney and the American Century	This seminar explores the life of Walt Disney as a historical figure, creative visionary and his impact on animation, architecture, culture, leisure, and entertainment! Coursework includes weekly readings from Disney's biography, discussions over related material, such as movies and documentaries, guest-lectures, leadership lessons, and a Disney-themed oral presentation.
Dontea' L Mitchell-Hunter	The Showtime Original, Insecure	Glowing Up Ain't Easy! This is especially true when you're not feeling confident in yourself and your abilities. We will be using the HBO hit series Insecure to explore the same social and racial issues the show reflects about our everyday lives. We will process as a group how the characters deal with dating, friendships, adulting, stress, social dilemmas and decision making. This class allows you to discuss navigating being a professional student and having a positive personal life. How do we deal? Learn how to cope with the challenges we face in first year adulting.
Dr Richard La Fleur	Psychology of The Walking Dead - A Critical Review	The depiction of trauma is characteristic of the emotional tone set early in the telling of the story of The Walking Dead. Because of the recent events in the real world, we've had to experience and endure some pretty horrific events over the last few decades. At times, we try to simplify our understanding by believing that every pathological response to trauma looks the same. This is certainly not the case, and The Walking Dead allows us to think and explore these issues in the safe classroom environment.

Dr. Agnieszka Chwialkowska	What if your roommate was a Martian? Cross-cultural communication and diversity.	This course will help any international student to deal with communication problems in their host country, as well as any student who has never traveled abroad to better communicate with other students, faculty, or staff on campus. Those who have to share their dorm room for the first time might discover that conflicts with the roommate are rooted in differences in communication styles and deeply held assumptions and will learn how to actively listen and use conflict resolution techniques to create a nourishing environment and make life-long friendships. For those who are planning to participate in study abroad programs or dream of an international career, this course introduces important concepts and prepares students to avoid pitfalls to make their first international travel a pleasant and rewarding experience.
Dr. Mautusi Mitra	Diversity in 21st century Biology Careers: Options & Requirements	This course will show science majors, preparing educators and aspiring health professionals the inter-disciplinary nature of 21st century Biology. It will introduce to students the diversity in modern day Biological science careers other than "traditional" careers in Health-allied fields. Students will be shown how knowledge from different science disciplines are required to be successful in these diverse Biology careers and, how to get started to pursue these careers from their first year at college.
Duane Theobald	Identity in American Cinema	Have you ever watched a film and found that it speaks to you? Filmmakers often create movies that allow viewers to learn more about who they are through the experiences of others. In this seminar, we will examine what it means to construct identity & how we craft our identities"initially through readings in various disciplines. Then, through a broad range of films (such as The Godfather, Boyz n the Hood, and Lady Bird), we"ll consider how who we are can be found in American cinema and why that matters.
Emily Hunt	Singing for Social Change	Who's "gon' be alright?" What does it mean to "get in formation?" Why do they say they "want a revolution?" In this course, we will explore the role of music in twentieth- and twenty-first- century social and political revolutions.
Gavin Lee	Death Penalty	This course examines capital punishment from a variety of angles. In this course we will discuss the facts about the death penalty rather than simply relying on preconceived ideas/opinions, which will give us a better understanding of the phenomenon of capital punishment.

Gerald Allen	Civil Disobedience and civic engagement: The good, the bad, the ugly and where do you fit in?	A study of civil disobedience and civic engagement and how it has changed the course of American politics and how it is changing the very face of the world we live in. We will look at all forms of civic engagement and disobedience with a critical view of the reason for the action as well as the outcome. What worked and what didn't work and why and why it is necessary.
Hailey E. Macke	#YOLO (You Only Live Once)	You Only Live Once. So you want to go to college and you want to grow up? Let's grow up but stay young at heart. Some parts of adulting can seem less enticing at face value like checking your credit score, grocery shop for real, getting sick away from home. For every undesirable trait to adulting we will also talk about all the adventures and twist and turns that make adulting as awesome as you envision. You want to be treated like an adult here are some tools to do so. #YOLO #Adulting #Lovinglife
Hope Udombon	WDYKA What Comes Next	What Comes Next is a course that will help you reflect on where you are now and where you plan to be four years from now (graduation). This course will provide you benchmarks to consider as you begin to integrate into college life.
Ian Houston	What Do You Know About Your Major?	This class will serve as a career guidance course by introducing students to the unique careers associated with the different degree programs offered at UWG. Students will also participate in the UWG Career Pathways and Badge Program which focuses on the 8 competencies of the National Association of Colleges and Employers: critical thinking, oral/written communication, professionalism, leadership, digital technology, teamwork, and career management. This class is designed to assist students in deciding their majors.
Ihor Pidhainy	WDYKA Samurai	In WDYKA the Samurai we will explore the history, ideology and mythology of the samurai warriors, as seen through books, film, manga, art and theatre. We will examine their part in establishing and upholding the shogunates of Japanese history as well as investigating what it meant to be part of the samurai class through a look at their daily lives. We will conclude with how the samurai spirit is retained today.
Joe Fernander	College Ethics	This course examines ethical questions and situations that affect colleges students in the American higher education system. Topics include affirmative action, free speech & campus protest, friendship & dating in college, sexual misconduct, the costs of higher education, financial aid, plagiarism, performance-enhancing drugs, extra credit and the aims of higher education.

John Elson Williams	Survey of World Music	In this course, pupils will learn about other cultures through aural and visual means. We will through the lens of music for enjoyment, music for ceremonies, and music for music sake.
Juli Larson	Oh, the thinks you can think...Lessons on life from Dr. Seuss	Think you have out grown Dr. Seuss? Think again! In this course, we will revisit many of these childhood favorites to identify, discuss, and analyze themes relevant to today's college students, such as inclusion, social justice, mental health, advocacy, risk-taking, decision-making, responsibility, sustainability, and more.
Katherine Green	Won't you be my neighbor: A course on kindness, encouragement, and self-worth.	This first year seminar will take a deep dive into the life and lessons of Mr. Fred Rogers, an iconic TV personality who taught kindness, love, and self-worth through his show: Mr. Rogers's™ Neighborhood. This course will explore the teachings of Fred Rogers through videos, articles, discussion, and collaborative activities. Students will interpret and analyze the weekly concepts, academic articles, videos, and current events related to teachings in Mr. Rogers's™ Neighborhood.
Kathleen Barrett	WYKA Human Rights and Social Justice	This class explores current issues dealing with rights and the equitable treatment of all people. Issues that are particularly important to the students will be studied and discussed as case examples. Students will learn how small acts by ordinary people can have significant impacts.
Kathleen Skott-Myhre	Witches, Fairies, and Sorcerers, Oh my!	This course will take us into the world of voo doo, fairies, sorcerers, witches, and indigenous medicine. It will look at these women's™ ways of living and knowing as new ways to think about social problems and dilemmas of the 21st century.
Kayla Whitter	Themes of Friendship & Feminism in Harry Potter	This course will provide an academic look into the Harry Potter series and how the themes of friendships and feminist theory in the novels can be applied to real-life scenarios. Feminist theory will briefly be examined, and friendship collectively defined. The theories and definitions previously discussed will be applied towards the Harry Potter novels.
Kellie McWhorter, MBA, MEd	College Bucket List	This course will encourage students to learn about the many dynamic opportunities that exist at the University of West Georgia and most other colleges. The class will focus on the different aspects of UWG, activities (within UWG and Carrollton) available for students (educational and fun), tools to gain employment during and after college, and business communication skills.

Kelly Dyar	Caring for Self and Others	Suitable for any student but especially for those interested in caring professions such as nursing, education, psychology and counseling, or health and wellness, this course will explore caring for self as a student and person. Offered in a hybrid format, this course will include learning about and practicing self-care strategies and caring theory.
Kimberly Bingham	What do you know about sexual health	This course will explore the biological, psychological, and social influences of sexuality, wellness, and relationships. Topics covered are related to health and sexuality including biological sex, gender identity, orientation, behaviors, race, religion, and economics.
Kristopher Jackson	Decades: Seen thru Movies	Have you ever watched a movie and realized that movie symbolizes that time period? Filmmakers often create movies that allow viewers to learn more about the experiences and events that particular time period. In this course, weâ€™ll look at a broad range of movies and examine how movies define a group of people or society within a certain time period. Analyzing film allows us to take a closer look at our past, present, and future of our country and the environment.
LeQuinta \Taylor Bryant	iBrand - Beyond Likes & Posts	What's your brand? If you don't have an answer, this course is for you. We all have a brand, but if you don't know what your brand is, that means it's probably not what you think it is or should be. This course will teach you how to establish a brand with minimal resources. Digging deeper to identify your goals and desires, you'll create a personal brand that will set you apart from your peers, give you guidance on your career path and create materials that will support your established brand - all with an iPhone (or some mobile device.) This course will also provide techniques for highlighting your brand, sustaining and avoiding brand destruction.
Lisa Connell	WDYKA French Culture	Intercultural awareness is a valued skill set in academic and professional settings, but what does it actually look like in practice? In this class, we will investigate different aspects of French culture such as food, street art, and language and identity in order to develop tools for intercultural competency. We will also explore how these practices might help us participate more fully in global citizenship.

Maria Shurant	Japanese Food and Culture	Learn about Japanese culture by studying Japanese food and the peoples' attitudes towards growing food, serving and eating meals. Students will take what they learn and apply it to the study of American culture and attitudes toward food. We will use Japanese film and English-language comedy, as well as texts and manga, interspersed with plenty of taste-testing of authentic Japanese foods!
Maria Shurant	Food and Culture in Japan	Explore how food represents the culture of Japan, and compare to food and cultures of the United States. We will use film, comedy, texts and manga. There will be plenty of taste-testing in class, as well!
Marian Buzon	How geology shapes society	Some minerals pose serious health hazards, while others are added to foods; landforms and waterways often coincide with political boundaries; why can't we just drill for oil and gas anywhere? These statements can all be tied back to geology- the study of our planet. This course will survey the many ways natural materials, natural processes, and landforms have impacted societies all over the world.
Matthew Rood	Video Games as Storytelling	In this class, we will be looking at the storytelling methods used within popular video games. These will range from retro games to the current MMOs that are popular in our current culture. This class will be a chance to analyze these gaming stories, and to talk about how gaming has morphed into a powerhouse of creative thoughts and ideas that are comparable to the great literary classics of history.
Michael Camp	Food and Water	Food and water are two things that virtually every human consumes every day, yet very few Americans ever stop to think how they obtain these resources in their current form. This course will investigate how resources such as meat, agricultural products, and drinking water came to be produced, distributed, and consumed in their current form. We will discuss the broad contours of the environmental history of the twentieth century United States, and will then examine primary source materials within this historical context.
Michael Hopper	Dilbert Teaches You the Business	A business-like approach to succeeding as a business major, with a dose of irreverent Dilbert-style humor. Students will be presented with the basics of a business vocabulary, as a head start on the business curriculum. Emphasis will be placed on time-management skills, as well as guidance to financially manage their college careers.

Natasha Ramsay-Jordan	Navigating Gender and Race Issues in Higher Education	Utilizing a critical friends model, this seminar is designed to motivate, encourage, and support students in navigating race and gender issues impacting academic pathways within higher education.
Neema Noori	What do you know about Globalization?	This course will introduce students to social, cultural, political, and economic dimensions of globalization. We will investigate how global flows of goods and people have shaped the food we consume, the music we listen to, and the plants we cultivate in our yards.
Richard Primuth	Beyond Stonewall: LGBTQ History and Culture	Far too often LGBTQ people have been overlooked by educators. This course, using discussion, lecture, movies, music and other media will delve into the rich and fascinating culture of this all too often maligned minority in American society.
Rolanda Farmer	Living in Today's Digital World	How has technology evolved over the years? How has it changed the way we live and learn? In this seminar, students will explore ways to incorporate current trends and emerging technologies into the learning environment using their smart devices and other resources.
Shannon Finck	The Art of Podcasting: Storytelling Through Digital & Auditory Media	In this course, students will explore a number of popular podcasting modes and genres, including true crime, fiction, the interview, serial journalism, and conversational/panel discussion. As we listen and learn about podcasting as a 21st-century storytelling form, students will compose their own podcasts, becoming writers and producers of the medium we study. Students will become familiar with a number of popular recording and editing technologies, as well as options for publishing and hosting podcasts, and crowdsourcing networks that support many startup podcasts.
Shawn Isaacs	Surviving the Apocalypse: How The Walking Dead Teaches Communication and Critical Thinking	This course will take The Walking Dead and bring it to everyday decision making and communication. There will be cheeky lessons on how each student can survive the apocalypse of less sleep, studying, course work, professors, and general college life. Students must have access to Netflix and/or the first three seasons of The Walking Dead through DVD or other streaming service.
StarShield Lortie	Silence as Action: The Social Voice of Poetry	This seminar will explore the role of poetry as an expression of social and civic engagement and the ability of poetry to give voice to the importance of and the costs of speaking out. Students will read, think, and write critically about a variety of social-minded poets from different eras and poetry that responds to events such as the Women's March and the 2016 Presidential Election. The goal is to explore texts that encourage examination of the external (cultural milieu) and the internal (personal beliefs) and discover how language and voice are the most important tools we have to create change.

Stephanie Chalifoux	Making HERstory: What Do You Know About the US Women's Movement?	In the last decades of the 20th century, American women questioned preconceived notions about their roles and abilities in society leading to one of the largest rights movements in US history. This course will explore the goals, actions, and efforts by diverse women to gain rights and liberties.
Terrie Ponder	#adulting: learning life skills in digital world	This course will help students navigate the real world of adulting by practicing and mastering life skills that are needed in college and beyond. These skills will be taught with the integration of appropriate technologies, apps, and other digital tools that are designed for each specific purpose being addressed. #adulting #success #goals #life #money
Tiffany Powers	Leadership and Identity through the Looking Glass	Understanding who you are as an individual and using your talents and abilities as a leader can feel like a complex and daunting task, but the hallmarks of influential living and leadership can be surprisingly simple. In fact, the core concepts of leadership and identity are so simple and important that they often pop up in children's storybooks and young adult literature. In this course, we will examine life and leadership lessons through the eyes of many classic and modern children's characters and their fascinating fictional narratives.
Vicki Griffin	Vampires: Myths, Legends, and Marxism	This course will examine the fascinating existence of vampires from a sociological viewpoint. During the course, we will discover how folklore began in Medieval Europe and the effects it had on society. We will discuss the backstory of vampire legends in the U.S. We will also see how the sociological theory of capitalism can be seen in the principles of vampirism by reviewing works by Marx and other articles.