

Memorandum

To: General Faculty

Date: November 9, 2020

Regarding: Faculty Senate Agenda for November 13, 2020 via Zoom

1. Call to Order
2. Roll Call
3. Minutes ([Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs Committee (Rosemary Kellison, Chair)

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

A) College of Arts, Culture, and Scientific Inquiry

1) Department of English, Film, Language, and Performing Arts

- a) [Stand Alone Interdisciplinary Certification in Musical Theatre](#)

Request: Modify

B) College of Education

1) Department of Counseling, Higher Education, and Speech-Language Pathology

- a) [Speech-Language Pathology, B.S.Ed.](#)

Request: Modify

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

- a) [Nutrition Promotion and Education Minor](#)

Request: Modify

Committee II: Graduate Programs Committee (Connie Barbour, Chair)

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

A) College of Education

1) Department of Educational Technology and Foundations.

- a) [Stand-Alone Certificate in Online Teaching](#)

Request: Add

2) Department of Counseling, Higher Education, and Speech Language Pathology

- a) [Speech Language Pathology, M.Ed.](#)

Request: Modify

Information Items:

A) College of Education

1) Department of Early Childhood through Secondary Education

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

Request: Modify

2) Department of Literacy and Special Education

a) [Special Education, Ed.S.](#)

Request: Modify

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

Information Items:

A) Update on SACSCOC and QEP

B) Update on IPC's involvement with the Strategic Plan

Committee IX: Budget Committee (Laurie Kimbrel, Chair)

Information Item: ([Addendum IV](#))

A) UWG Budget Timeline – FY22

Committee X: Rules Committee (Angela Branyon, Chair)

Information Item:

A) Full-Time Faculty Census

5. Old Business

6. New Business

7. Announcements

A) Enrollment and Recruitment Patterns, David Nickell

B) Administrator's Reports

8. Adjournment

Addendum I

Faculty Senate
Draft Meeting Minutes
October 16, 2020

1. Call to Order

Chair Williams called the meeting to order at 1:07pm.

2. Roll Call

Present:

Banford, Barbour, Barrett (sub. Peralta), Boumenir, Branyon, Cheng (sub. Bird), Corley (sub. Remshagen), DeWeese, Elman, Erben, Faucette, Fuentes, Gault, Geyer (sub. Umminger), Gordon, Graffius, Green, Gupta (sub. Schor), Hadley, Hansen, Hill (sub. Dahms), Hodges, Ivory (sub. Barnhart), Jara-Pazmino, Kellison, Kimbrel (sub. Gantner), Kniess, Koczkas (sub. Williams), Kramer, Lew Yan Voon, Ly (sub. Sinkey), MacKinnon, Mbaye, McKendry-Smith, McLean (sub. McCandless), Nickell, Ogletree, Pashia, Pazzani, Rees, Richter, Self, Scullin, Snipes, Sterling, Swift (sub. Crean), Towhidi (sub. Upson), Van Valen, Volkert, Wadlington (sub. Strickland), Wofford (sub. Kassis).

Absent:

No absences.

3. Minutes

Minutes approved with 47 in favor and 1 abstention.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Rosemary Kellison, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [ANTH 4190 Modern Shamanism](#)

Request: Add

Item approved with 49 in favor and 2 abstentions.

2) Department of Mathematics, Sciences, and Technology

- a) [ASTR 3133 Observational Astronomy](#)
Request: Add
- b) [ASTR 3683 Astronomy Research](#)
Request: Add
- c) [ASTR 4103 Stellar Astrophysics](#)
Request: Add
- d) [ASTR 4433 Galaxies and Cosmology](#)
Request: Add
- e) [ASTR 4984 Introduction to Astrophysical Literature](#)
Request: Add

Items a-e were taken as a block and were unanimously approved.

B) College of Education

- 1) Department of Sport Management, Wellness, and Physical Education
 - a) [NUTR 4300 Cultural Aspects of Food and Nutrition](#)
Request: Add

Item approved with 41 in favor and 3 abstentions.

C) University College

- 1) Department of Civic Engagement and Public Service
 - a) [SJUS 3000 Introduction to Social Justice](#)
Request: Add
 - b) [SJUS 3050 Politics of Social Justice](#)
Request: Add
 - c) [SJUS 4000 Social Justice Culture](#)
Request: Add
 - d) [SJUS 4050 Law and Social Justice](#)
Request: Add
 - e) [SJUS 4800 Social Justice Policy Analysis](#)
Request: Add

Items a-e were taken as a block and were approved with 42 in favor and 3 abstentions.

- f) [Organizational Leadership, B.S.](#)
Request: Modify

Item approved with 38 in favor and 4 abstentions.

Information Items:

A) University College

1) Department of Civic Engagement and Public Service

a) [Bachelor of Arts in Political Science](#)

Request: Deactivate

This program is being deactivated due to low enrollment. Program curricula are duplicated within the BS degree program with the exception of the foreign language requirement. However, within the BS program, students have an option of taking up to six hours of foreign language, which allows for students to complete the same curriculum within the BS that they are able to within the BA.

Committee II: Graduate Programs Committee (Connie Barbour, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [ANTH 5190 - Modern Shamanism](#)

Request: Add

Item approved with 40 in favor, 1 opposed, and 1 abstention.

B) College of Education

1) Department of Communication Sciences and Professional Counseling

a) [CEPD 9153 - Advanced Therapeutic Techniques in Counseling](#)

Request: Add

Items a and c were taken as a block and were approved with 41 in favor and 2 abstentions.

b) [CEPD 9195 Special Topics in Doctoral Professional Counseling Studies](#)

Request: Add

Item approved with 41 in favor and 2 abstentions.

c) [Professional Counseling and Supervision, Ed.D.](#)

Request: Modify

Items a and c were taken as a block and were approved with 41 in favor and 2 abstentions.

Information Items:

A) University College

1) Department of Civic Engagement and Public Service

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

Request: Modify

Due to the success of Criminology's fully online BA degree, they have opted to modify the MA to fully online, which meets state workforce needs and expands UWG's efforts to serve traditional and non-traditional students.

b) [Master of Public Administration \(Face to Face Modality\)](#)

Request: Deactivate

The transition from in-person to online modality will meet the growing needs from potential students who are usually in-service employees in public or nonprofit organizations as well as create a vital environment for the program. Since Fall 2019, all courses in the program have been offered 100% online, which has helped the program grow faster. Since 90% of the students in the program work during the day, the program now deactivates the in-person modality permanently.

Committee III: Academic Policies Committee (Emily McKendry-Smith, Chair)

Information Items:

A) DSST Exams ([Figure 1](#))

Military learners may now obtain credit for prior learning if they have taken the course equivalents for CHEM 3140 and/or CS 1020.

B) UWG Student PLA Handbook ([Figure 2](#))

The Center for Adult Learners and Veterans developed this handbook in conjunction with the Registrar's Office as a means of centralizing all information on prior learning assessment in one place. It will be hosted on the CALV website.

Committee IV: Faculty Development Committee (Mark Faucette, Chair)

Information Item:

A) Faculty Research Leave Policy

A faculty member contacted the FDC Chair regarding their concern over changes to the Faculty Research Leave Policy that limited leave to one faculty member per program per year. Chair Faucette confirmed with the Provost that there have been no changes to the Faculty Research Leave Policy.

Committee X: Rules Committee (Angela Branyon, Chair)

Action Items:

A) UWG *Policies and Procedures Manual*

1) Article IV, Section 2.F (**Figure 3**)

Request: Modify

Item approved with 41 in favor, 4 opposed, and 3 abstentions. Item will be brought to the General Faculty for a vote according to Article IV, Section 3 of the Policies and Procedures Manual. This vote will take place in mid-November 2020.

B) UWG *Faculty Handbook*,

1) Section 104.03 – 104.0301 Faculty Evaluation of Departmental Leadership (**Figure 4**)

Request: Modify

After significant discussion, a friendly amendment was proposed to amend the term “department leadership” to “department chair or equivalent.” The vote to amend the language was approved with 41 in favor, 1 opposed, and 2 abstentions. This revision is reflected in Figure 4 at the end of this document.

Following the approval of this friendly amendment, the proposal to modify Section 103.0301 in the Faculty Handbook was approved with 40 in favor, 2 opposed, and 4 abstentions.

C) UWG Academic Affairs Policies Index

1) UWG Procedure 2.4.4 Evaluation of Department Leaders (**Figure 5**)

Request: Add

As this procedure is directly related to the proposed modifications to Section 103.0301 in the Faculty Handbook, the item was approved with the following friendly amendment:

“department leadership” will hereby read “department chair or equivalent.” This revision is reflected in Figure 5 at the end of this document. The vote to approve the addition of UWG Procedure 2.4.4 to the Academic Affairs Policies Index was 40 in favor and 5 abstentions.

Committee XII: Teaching, Learning, and Assessment Committee (Rebecca Gault, Chair)

Action Item:

A) Fall Course Evaluations

Item approved with 47 in favor, 1 opposed, and 1 abstention.

Information Item:

A) [SEI Evaluation Form](#)

The Senate's Teaching, Learning, and Assessment Committee invites all faculty to review the existing Student Evaluation of Instruction instrument (last revised 2011) and submit feedback, comments, and suggestions with potential revisions to the instrument.

5. Old Business

6. New Business

A) An Expression of No Confidence in Dr. Brendan Kelly's Leadership as President of the University of West Georgia (**Figure 6**)

1) Statements from President Kelly and Interim Provost Jenks

2) Call for a Vote on sharing Addendum IX with the General Faculty and the Board of Regents

At 2:09pm, Chair Williams explained the protocol for the upcoming discussion and vote: after the introduction of a Resolution of No Confidence in President Kelly's Leadership, both President Kelly and Interim Provost Jenks will have an opportunity to respond. After which, a motion will be formally introduced and, if seconded, there will be general discussion of the motion at hand before a vote is called. Chair Williams requested speakers to utilize the raise-hand function rather than chat. (See [October 16, 2020 Zoom Meeting](#), beginning 1:14:44).

Dr. N. Jane McCandless then introduced the Resolution of No Confidence, to which both President Kelly and Interim Provost both responded. (See [October 16, 2020 Zoom Meeting](#), beginning 1:16:42).

At 3:13pm, Dr. McCandless recommended that the following motion be approved: "The Faculty Senate, as the representative body of the faculty of the University of West Georgia, declares that it has no confidence in the leadership of President Brendan Kelly." The motion was seconded. (See [October 16, 2020 Zoom Meeting](#), beginning 2:18:20).

From 3:14pm to 4:15pm, discussion of the motion took place. (See [October 16, 2020 Zoom Meeting](#), beginning 2:19:38).

At 4:15pm, Dr. Kelly indicated that he had another meeting and needed to leave, but he had taken several pages of notes and noted that he appreciated the discussion and feedback. He responded to several points made during the discussion, including a disconnect between faculty and himself, his communication efforts meeting the needs and expectations of the faculty and staff, and collaborative problem solving. (See [October 16, 2020 Zoom Meeting](#), beginning 3:19:09).

Discussion continued. At 4:36pm, Chair Williams called for the vote, to which a roll call vote was requested. (See [October 16, 2020 Zoom Meeting](#), beginning 3:41:34).

Results of the roll call vote on this Resolution were as follows:

<i>Banford, aye</i>	<i>Lew Yan Voon, aye</i>
<i>Barbour, nay</i>	<i>MacKinnon, aye</i>
<i>Barnhart, aye</i>	<i>Mbaye, abstain</i>
<i>Bird, aye</i>	<i>McCandless, aye</i>
<i>Boumenir, aye</i>	<i>McKendry-Smith, aye</i>
<i>Branyon, aye</i>	<i>Nickell, aye</i>
<i>Crean, abstain</i>	<i>Ogletree, aye</i>
<i>Dahms, aye</i>	<i>Pashia, aye</i>
<i>DeWeese, aye</i>	<i>Pazzani, aye</i>
<i>Elman, nay</i>	<i>Peralta, aye</i>
<i>Erben, aye</i>	<i>Rees, nay</i>
<i>Faucette, aye</i>	<i>Remshagen, aye</i>
<i>Fuentes, aye</i>	<i>Richter, nay</i>
<i>Gantner, nay</i>	<i>Schor, aye</i>
<i>Gault, aye</i>	<i>Scullin, aye</i>
<i>Gordon, aye</i>	<i>Self, nay</i>
<i>Graffius, nay</i>	<i>Sinkey, nay</i>
<i>Green, nay</i>	<i>Snipes, aye</i>
<i>Hadley, abstain</i>	<i>Sterling, nay</i>
<i>Hansen, aye</i>	<i>Strickland, aye</i>
<i>Hodges, nay</i>	<i>Umminger, aye</i>
<i>Jara-Pazmino, abstain</i>	<i>Upson, aye</i>
<i>Kassis, nay</i>	<i>Van Valen, aye</i>
<i>Kellison, aye</i>	<i>Volkert, nay</i>
<i>Kniess, nay</i>	<i>Williams, aye</i>
<i>Kramer, abstain</i>	

The Resolution passed with 32 in favor, 14 opposed, and 5 abstentions

Following the Roll Call Vote, Chair Williams led a discussion on whether this resolution should be taken to the General Faculty for a vote, when the vote would be held, and how it would be conducted. (See [October 16, 2020 Zoom Meeting](#), beginning 3:55:06).

Chair Williams then presided over two votes:

(1) authorization to conduct a vote on the Resolution of No Confidence among the 512 members of the General Faculty with three voting options—yes, no, and abstain—to take place within the timeframe outlined in the UWG [Policies and Procedures Manual](#). The motion passed.

(2) the method by which the outcome of the vote will be counted—either a 50% threshold with 257 votes in the majority or a plurality of the votes cast either in favor, against, or in abstention. The Faculty Senate voted in favor of a plurality of the votes cast either in favor, against, or in abstention.

It was also agreed that the vote among the General Faculty would be conducted through Qualtrics, that the ballot would be set up in such a way as to protect anonymity, and that the ballot would be sent directly to members of the General Faculty via the Qualtrics email distribution option.

The remaining Senators in attendance worked jointly to draft the following explanation of the Resolution of No Confidence to be shared with the General Faculty and the University System of Georgia Board of Regents:

On October 16, 2020, the Faculty Senate of the University of West Georgia voted No Confidence in the leadership of Dr. Brendan Kelly as President: 32 in favor, 14 against, and 5 abstentions.

Senators shared a wide range of reasons for voting this way, but the following list outlines the common concerns:

1. Lack of meaningful communication and substantive consultation
2. Lack of meaningful relationships with those he leads
3. Disrespect for the institution's past and its people
4. Disregard for the principle of shared governance
5. Fear of retaliation for speaking out

Regardless of the result of the general faculty vote, the Faculty Senate expresses its hope for—and commitment to—healing and moving the University of West Georgia forward.

As there was no quorum by the time this draft was completed at 6:22pm, Chair Williams stated that the vote to approve this explanation of the Resolution of No Confidence would take place over the weekend, with a deadline of 10am on Monday, October 19, 2020.

It was noted during the discussion that the General Faculty would not be voting on the above explanation. Instead, the General Faculty would vote on a Resolution of No Confidence that reads "The general faculty of the University of West Georgia have no confidence in the leadership of President Brendan Kelly."

7. Announcements

A) SACSCOC, Assessment, and the 5th Year Interim Report: An Update, Amanda Thomas, Director of Assessment

Our 5th Year Interim Report was favorably received by SACSCOC with very minor comments for improvement. Thanks to everyone who worked on the 5th Year Interim Report and on assessment. We are doing a great job and we need to maintain this momentum moving forward.

8. Adjournment

The meeting adjourned at 6:27pm.

Nota Bene:

As there was no quorum by the close of this meeting, two votes were held electronically via Qualtrics from October 17-19, 2020:

- 1. Authorization to move the General Faculty vote on the Resolution of No Confidence in the Leadership of President Kelly from October 19-26 to November 2-9 in order to comply with the principles of Article I.F of the By-Laws of the General Faculty, which require an advance notice of ten university business days before holding a General Faculty electronic vote. The vote passed with 41 in favor, 4 opposed, and 2 abstentions. Notice of the vote was sent to all faculty via the All-Faculty listserv on Monday, October 19, ten university business days before November 2.*
- 2. Approval of the explanation of the Resolution of No Confidence in the Leadership of President Kelly to be sent to the USG Board of Regents (see [Page 11](#) of these meeting minutes). The vote passed with 36 in favor, 5 opposed, and 5 abstentions.*

Respectfully submitted by

Colleen Vasconcellos, Executive Secretary

Figure 1

Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST)

DANTES (DSST) is a Prior Learning Assessment (PLA) originated by the United States Department of Defense to provide a mechanism for eligible military personnel and civilian employees to earn college credit by examination. Undergraduate students who have been admitted to UWG and are currently in good academic standing may seek the evaluation of DANTES (DSST) credit. Each respective academic department determines the UWG course equivalency for each PLA Assessment. Students will still be required to complete a minimum of 33 academic credit hours at UWG to satisfy academic residence, dependent upon degree requirements. Please refer to the chart below to determine course equivalency and credit earned.

DSST exams are funded by the Defense Activity for Non-Traditional Education Support (DANTES) program and the first attempt is free for eligible military personnel and civilian employees. Students must wait 30 days to retake a DSST exam, even if the student has a retake voucher. For additional testing details, contact Academic Testing Services.

Questions concerning the policy should be directed to the Office of the Registrar Transfer Team by emailing transfer@westga.edu or calling (678) 839-6438.

Subject	DANTES Exam	Score	UWG Course Equivalent	UWG Hours
Chemistry	Substance Abuse (formally Drug & Alcohol Abuse)	400	CHEM 3140	3
Computer Science	Computing and Information Technology (formally Introduction to Computing)	400	CS 1020	3

Figure 2

Prior Learning Assessment (PLA)

Student Handbook

Table of Contents

Preface	13
Definition of Prior Learning	14
Prior Learning Assessment (PLA).....	14
Earning College Credit for Prior Learning	14
Methods of Assessing Prior Learning for College Credit	15
1. <i>Departmental Examination</i>	15
2. <i>National Standardized Examination</i>	15
a. <i>College Level Examination Program (CLEP) Credit</i>	16
b. <i>AP (Advanced Placement) Credit</i>	16
c. <i>International Baccalaureate (IB) Credit</i>	17
d. <i>Defense Activity for Non-Traditional Educational Support (DANTES) Credit</i>	17
3. <i>Military Training</i>	17
4. <i>Portfolio Assessment</i>	18
a. <i>University of West Georgia PLA Policies</i>	19

Preface

This handbook is designed to provide students with information needed when seeking credit for prior learning related to specific courses at the University of West Georgia. For more information about PLA at UWG, contact the Center for Adult Learners and Veterans via email at cav@westga.edu or by phone at 678-839-5210.

Definition of Prior Learning

Prior learning is learning which is gained through life or work experiences outside of structured higher educational coursework. Many people acquire skills and knowledge through life experiences such as professional endeavors in business, the military, or other training as well as through involvement in community work, family management, travel opportunities, or personal study and development.

Prior Learning Assessment (PLA)

PLA is a process through which students **identify** areas of relevant learning from their past experiences, **demonstrate** that learning through appropriate documentation, and **submit** their materials so that they can be assessed and possibly awarded academic credit relative to specific course objectives at UWG.

Earning College Credit for Prior Learning

Broadly speaking, one of the goals of college level education is to prepare responsible, reflective citizens who adapt constructively to change. College level education also helps students become critical thinkers and problem solvers in an ever-changing world. Students can acquire learning from a variety of sources outside the traditional classroom, and they can earn appropriate credit in their work towards a degree for **verifiable college level learning** acquired through life or work experience, *not for the experience itself*. Students who acquire the level of knowledge that meets the expectations and the learning outcomes of a specific course may get credit for that course, provided the students can demonstrate proficiency in that specific course. Evaluation of demonstrated proficiency is determined by faculty members who are content experts in the field in which prior learning is believed to have occurred.

There are no limits on the amount of PLA credit that can be awarded to students, but students are required to complete a minimum of 33 academic credit hours at UWG to satisfy academic residence, depending upon degree requirements. In addition, UWG supports the transfer of PLA credit in its compliance with USG Policy 3.3.6, which can be reviewed on the website for the [Board of Regents Policy Manual](#).

Methods of Assessing Prior Learning for College Credit

1. Departmental Examination.

Several academic departments at the University of West Georgia offer the opportunity for credit by examination. The English Department, for example, allows students to write an essay evaluated by a departmental committee. Depending on the passing score, the student will be allowed to exempt English 1101 and/or 1102. The Department of International Languages and Cultures also allows students to exempt certain introductory foreign language courses. Please visit [Additional Information on Department Credit by Exam \(PDF 256K\)](#) to learn more on departmental exams, [Additional Information on Mathematics Credit-by-Exam, SAT Score \(PDF 58K\)](#) and [Additional Information on Mathematics Credit by ALEKS PPL](#) for additional information on credit options for math, and [Additional Information for English Credit-By-Exam \(PDF 57K\)](#) for additional information on credit options for English. The Criminology and Accounting departments offer challenge exams through UWG's Academic Testing Department. Passing grades are assessed \$6/credit hour charge for processing.

2. National Standardized Examination.

Credit for prior learning may be awarded through the College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), and

DANTES. Students may visit the website for the [GAtracs Transfer Tool](#) to learn more about national standardized exams accepted by UWG and other University System of Georgia institutions.

a. College Level Examination Program (CLEP) Credit.

The College Level Examination Program or CLEP is a great way to earn college credit. Credit is granted upon the successful completion of a standardized test. Not only will a person save time by not having to take a course containing material he or she already knows, but the student will also save money by not having to pay for a college class. CLEP enables a student to move through his or her freshman and sophomore years at a faster pace. At West Georgia, a “K” grade is awarded after successful completion of a CLEP exam. The grade will appear on the student transcript and evaluation records. Visit the webpage showing UWG’s [CLEP Course Exam Equivalents \(PDF 85K\)](#) and veterans are encouraged to visit the CLEP website to learn about [military funded exams](#). Students interested in taking a CLEP test at UWG can visit [Academic Testing’s webpage](#) to register.

b. AP (Advanced Placement) Credit.

The Advanced Placement (AP) Program is available through many high schools and enables a high-school student to earn credit toward college in a variety of subjects. These courses are equivalent to college freshmen/sophomore level courses. High school students who earn AP exam scores of 3 or higher and who submit official score reports to West Georgia usually receive credit for coursework. Scores of 4 or higher are required to receive credit for history exams and may also count as Honors College credit. Visit [UWG’s website \(PDF 501K\)](#) to find additional

information on AP course exam equivalents.

c. International Baccalaureate (IB) Credit.

International Baccalaureate (IB) scores are also reviewed for possible college credit. Students may receive academic credit for exams at each level depending on the score. Please review the current [IB Policy \(PDF 338K\)](#) to determine if you are eligible to receive credit.

d. Defense Activity for Non-Traditional Educational Support (DANTES) Credit.

To expand the prior learning options, UWG has begun a review of DSST exams and the UWG Academic Testing Services has applied to be an official DSST testing location.

3. Military Training.

Training and learning are a part of the military experience for active duty service members, reservists, and National Guardsmen. Military connected students are encouraged to provide UWG an official copy of their transcript from the [Community College of the Air Force \(CCAF\)](#) and their [Joint Services Transcript \(JST\)](#). Guidance to colleges and universities is provided by the American Council on Education (ACE) and veterans can learn more by viewing the [ACE website](#). UWG is a member of ACE and honors ACE credits approved by appropriate UWG instructional departments as appropriate for the program of study for students. In addition, UWG has an extensive number of military trainings for which credit has been reviewed and categorized. To ensure we continue providing credit when possible each military transcript is reviewed and compared to classes which are a part of the service members selected major. If training is found to be a possible match for credit, the Center for Adult Learners and Veterans ask for a review of learning outcomes by the

appropriate College.

4. Portfolio Assessment.

Students may be eligible to earn credit for learning experiences by completing a Portfolio. Visit [UWG Online's website](#) or the [College of Social Science's website](#) for more information on portfolios. Students use the PLA portfolio development process to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio should not only describe the relevant experience but should also identify the particular learning outcomes.

Students who are interested in submitting a portfolio for review must enroll in a 2-credit hour class ([XIDS 2002](#)) that supports a successful portfolio submission. XIDS 2002 will review the learning objectives of the class for which the portfolio submission is desired and then seek documentation/concrete evidence each learning objective has been met. In addition to a one-time enrollment in XIDS 2002, a nonrefundable fee of \$250 is assessed on each portfolio submission to support the expert review and related documentation. The availability of a portfolio submission for prior learning credit lies within each department. Students who are interested in this option should inquire with the department chair or the program coordinator about the portfolio availability or other PLA options that may exist for the class(es) for which credit is desired.

a. University of West Georgia PLA Policies.

- 1) Prospective students who fit the following criteria are eligible to participate in CPL:
 - a) They are adults; typically, 25 years of age or older.
 - b) They are non-traditional students.
 - c) They have learning experiences that could be reflected in an academic program's curriculum.
- 2) Course credit via CPL by Portfolio may not replace existing credit assessments. Course credit acquired through these means cannot be used to satisfy the minimum number of hours that must be completed in residence at UWG, nor toward minimum hours in the major field (See SACS 3.5.2, and University catalog requirements for undergraduate degrees).
- 3) Students may not conduct PLA by departmental examination, standardized test, or portfolio for any courses for which they have previously completed at UWG as a regular or audit student.
- 4) Students are required to complete CPL Prior Learning Documentation in preparation for developing portfolio(s) for credit evaluation, preferably prior to their last semester. Students will earn two hours credit and a letter grade of A-F for this course.
- 5) Students must register for Portfolio Assessment in the appropriate department(s) in the term that they will submit a portfolio for evaluation.
- 6) Credit may be awarded after the first submission; in which case, the student will be notified that credit has been granted. The assessors may specifically

outline areas for improvement and allow students to resubmit their documentation one time during the next semester. The assessors will provide a report giving specific feedback to students. Students may resubmit a revised portfolio only once for re-assessment and must include the original portfolio submission and previous assessor's feedback.

- 7) Individual departments determine how many, if any, CPL credits may be awarded.
- 8) Students can pursue Credit for Prior Learning through a variety of pathways, to include CLEP exams, departmental exams, and portfolio assessment. Portfolio assessment is available for select courses and cannot be used for courses for which CLEP and/or departmental exams are available.

Figure 3

UWG Policies and Procedure Manual

Modification of Article IV, Section 2.F

APPROVED REVISED VERSION

F. The Executive Committee of the Faculty Senate

The Faculty Senate shall include an Executive Committee with the following functions and composition.

1. Functions. The Executive Committee shall have broad responsibility for:

- a. Planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create ad hoc Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; propose any legislation to the Senate the Executive Committee may deem appropriate.
- b. Overseeing the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
- c. Interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.

2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Chair-Elect or Past Chair of the Senate, the Executive Secretary, the President of the UWG Chapter of the AAUP, the President of the University, and the Provost of the University.

Figure 4

UWG Faculty Handbook

Modification of Section 104.03 – 104.0301 Faculty Evaluation of Departmental Leadership

APPROVED REVISED VERSION

104.03 Faculty Evaluation of Departmental Leadership

To provide the faculty and administration with information on the performance of departmental leadership as defined by each academic unit, a periodic evaluation is established.

104.0301 Procedure.

An evaluation of each department chair or the equivalent as defined by each academic unit shall be conducted by the department at least once every three years (with the exception of new department chairs or the equivalent, who shall not be evaluated during their first year in office). The form of evaluation (written, oral, group, etc.) and the procedure to be used shall be determined by the department members, reviewed by the department chair or the equivalent, and approved by the dean. The procedure shall meet the following guidelines:

1. All evaluators will feel free to be candid without fear of repercussion.
2. The faculty of that department, the department chair or the equivalent, and the dean will be made privy to the information, and these parties will not divulge the contents except at the discretion of the dean.
3. The dean will keep the results of the last three evaluations of each department chair or the equivalent.

Figure 5

UWG Academic Affairs Policies Index

Approval of UWG Procedure 2.4.4, Evaluation of Department Leaders

APPROVED PROCEDURE



UWG PROCEDURE NUMBER: 2.4.4, Evaluation of Department Leaders

Authority: UWG POLICY 2.4, (Recurring Faculty Evaluations)

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.4, establishes the following procedures for compliance with UWG Policy 2.4 on Recurring Faculty Evaluations:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty information on the periodic performance evaluation of department leaders.

A. Definitions

1. Department leader - department chair (or the equivalent) or head of academic units.

B. Procedure

An evaluation of each department chair or the equivalent as defined by each academic unit shall be conducted by the department at least once every three years (with the exception of new department chairs or the equivalent, who shall not be evaluated during their first year in office). The form of evaluation (written, oral, group, etc.) and the procedure to be used shall be determined by the department members, reviewed by the department chair or the equivalent, and approved by the dean. The procedure shall meet the following guidelines:

1. All evaluators will feel free to be candid without fear of repercussion.
2. The faculty of that department, the department chair or the equivalent, and the dean will be made privy to the information, and these parties will not divulge the contents except at the discretion of the dean.
3. The dean will keep the results of the last three evaluations of each department chair or the equivalent.

C. Compliance

UWG follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (BOR Policy Manual, 8.3.5 Evaluation of Personnel)

Issued by the [title of person charged with writing procedure], the ____ day of _____, 2020.

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Figure 6

An Indictment of President Kelly for Issues of Shared Governance and Mismanagement of the University of West Georgia

We (a group of faculty) are calling for a vote of No Confidence in President Brendan Kelly. President Kelly has not honored faculty governance, has violated university policy, and has pursued initiatives that we consider detrimental to the current and future well-being of the University of West Georgia.

The university as a concept is an ancient institution, with its modern structure dating to the European Middle Ages, and its origins stretching back into antiquity. The associated concepts of academic freedom and shared governance are central and critical to the functioning and identity of the academy. Emerging in the 1100s to facilitate scholars' freedom of movement, academic freedom has come to encompass freedoms of speech unhindered by political interests. This freedom can only be protected through shared governance, which the American Association of University Professors (AAUP) formally defined a century ago as emphasizing "the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies." So crucial is faculty involvement, that the University of West Georgia's accrediting body, SACSCOC require [Standard 10.4](#) (Faculty role in governance) to be fulfilled as part of the accreditation process.

While President Kelly has attempted to exclude faculty from these processes by limiting their involvement to "curricular" matters, the institution's holistic nature ensures that virtually any change to one part of the university impacts the faculty's ability to deliver effective and high-quality instruction to students. Despite rhetorical claims of modernizing the University of West Georgia, the endurance of the university structure for hundreds of years through plagues, wars, and political and economic crises is evidence of its ability to meet any changes the 21st century may bring without rash and poorly thought-out emergency restructuring. In fact, the University of West Georgia has weathered more or equally extreme financial crises than those cited by President Kelly as the reasoning for his dictatorial actions.

Ultimately, although President Kelly possesses considerable power to reshape the university at will, his unilateral exercise of those powers without adequate consultation of faculty has severely undermined hallowed normative traditions within the academy and eroded faculty trust in the administration, leading faculty to declare that they have no confidence in his ability to lead this institution and, furthermore, that his leadership decisions are to the detriment, rather than benefit, of the University of West Georgia. Specific examples of decisions made without faculty consultation and to the detriment of the university follow.

1. College and Department Reorganization: effective July 1, 2020, President Kelly ordered the most comprehensive restructuring of academic affairs this university has seen in its history, and without any faculty input. The restructuring is best described as pandemonium, as disciplines with no common element were arbitrarily forced together into new departments, without any regard for individual programs' preferences. The restructuring devastated two previously successful programs by splitting their faculty between two different colleges, without any faculty

input on how teaching was to be realigned. New chairs, furthermore, were appointed without faculty consultation. Everything about the process of restructuring is problematic, coming from a President who at the point of its implementation had only been in his post for three months. Furthermore, it is a direct violation of University of West Georgia [Policies and Procedures Article I F](#), which states that “The President, in consultation with the Faculty Senate and other representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs.” President Kelly did not consult the Faculty Senate or the faculty in the affected colleges and departments before implementing a radical change, using budgetary matters as the excuse.

2. Personnel Concerns: In September 2020, President Kelly ordered Dr. Faye McIntyre, Dean of RCOB and the longest-serving dean on campus, to step down, pending the rushed hire of her replacement. The decision was ordered abruptly, despite continuous positive evaluations of Dean McIntyre, exceptional fund-raising abilities, and her overwhelming popularity among her faculty – and just a year before a critically important accreditation visit. This despotic decision, while problematic, is not itself in violation of University of West Georgia policies. The lack of notification of the university community, however, is another violation of [Policies and Procedures Article I F](#), which states that “Appointments shall be annual at the beginning of the fiscal year, and the University community shall be informed in writing at that time of the organizational structure and the incumbents of all positions at two levels below that of the President. If any changes are made during the year, the President shall notify in a timely manner the University community in writing of any appointments, removals, or resignations.” President Kelly did not notify the university community of this personnel change.

3. Dissolution of the Center for Diversity and Inclusion: The year 2020 has witnessed racial tensions of a kind unseen in this country since, arguably, the 1960s. In the middle of this crisis, universities around the country that did not previously have a Chief Diversity Officer on staff and a Center for Diversity and Inclusion made sure to create these positions and centers. But with an utter disregard for the concerns and needs of UWG’s student population, which currently includes over 50% of students from racial minorities, President Kelly refused to appoint a permanent Chief Diversity Officer, and dissolved the CDI. In doing so, he disregarded the recommendation of the university’s previous permanent Chief Diversity Officer, Dr. Yves-Rose Porcena, who had recommended promoting the CDO and moving the post into the Provost’s office, in order to equip the individual in that post to effect real change on campus.

4. University Budget: There has never been a year in the history of UWG when the campus started the year without a declared budget from the President. Per [University Policies and Procedures, Article II.1.c.1](#), the President must present an annual budget. As of this writing (09/26), no university budget has been shared with faculty. Furthermore, President Kelly has made a number of decisions about the University budget without consultation of Faculty Senate or its Budget committee, or even without informing the faculty. This is contrary to previous expectations and campus culture. Because the university is a community of experts in a variety of fields, soliciting that expertise from, most notably, the successful Richards College of Business, would have allowed for more effective solutions than the President could come up with alone. The President has, furthermore, repeatedly refused to communicate with faculty about the state of university budget. Finally, he showed an utter disregard for the College of

Education by abruptly removing its graduate e-tuition funds, reserved for the college's use, without consulting the faculty and without explaining his actions. Last but not least, the lack of shared budget by the President prior to the beginning of the new academic year has resulted in the inability of other administrators, including department chairs, to fulfill their duties, which include presenting an annual budget, per [Policies and Procedures Article III.2.C.2.e](#).

5. Dual Modality: Just as President Kelly did not take advantage of the vast experience available among faculty in RCOB to consider solutions for the university's budget crisis, he did not take advantage of the equally impressive faculty expertise present all across campus, including specifically in the COE, in considering optimal solutions for this Fall's on-campus courses. The model of Dual Modality, which was adopted late in the planning process over the summer, has been a source of criticism and concern among faculty at all colleges and schools on campus. All across America, teaching is regarded as a revered prerogative of the faculty, rather than of administrators. In no respectable institution in America is the modality of teaching designed by administrators and simply handed to faculty to implement, as President Kelly has done.

6. Campus Reopening and COVID Communication: During the first Senate Forum this summer, in response to the question "Is it our responsibility (i.e., as faculty) to educate students about COVID?" Interim Provost Jenks responded that "Yes. That is absolutely part of our responsibility to educate them about whatever it is that is going on in the world." ([Forum I, beginning 32:36](#)). President Kelly's reactions this fall, however, have contradicted this earlier stance, and he has repeatedly criticized faculty who have reported concerns about the risk of COVID infections on campus. In particular, when faculty on campus have notified their students about the confirmed cases among their classmates, those faculty have been reprimanded, whether officially or unofficially. In one case, when a faculty member had notified the class, while preserving the student's anonymity, that a student had tested positive and that the faculty member had to self-quarantine, a concerned mother of a student in the class contacted the President. The President's response went viral on Twitter, but has since been removed. President Kelly stated in that response: "Our COVID19 Response Team has the responsibility of notifying affected individuals, not faculty members. We have contacted the involved faculty member, and corrective actions are being taken. Causing unnecessary worry and stress to our campus community will not be tolerated." The President's harsh response in this case showed a lack of concern or respect for the well-being of faculty and students alike. Finally, the President's actions surrounding campus reopening and COVID response have recently attracted national attention to our campus, because of [an article published by a recently retired faculty member](#).

7. Communication and Information Flow on Campus: President Kelly has repeatedly refused to communicate with faculty. Even more detrimental is his refusal to communicate with deans and chairs. While previous UWG presidents regularly met with an Administrative Council that included all deans and chairs on campus, among other key stakeholders, President Kelly has cut the deans and chairs out of his regular conversations, hampering their ability to communicate and lead effectively. Furthermore, this refusal to communicate with deans and chairs is a measure of disrespect for the leaders on campus, and has resulted in a lack of crucial information flow on campus. Last but not least, in a measure that has hampered faculty's ability to communicate with each other en masse, President Kelly has removed access to the all-faculty listserv from UWG faculty and even from many individuals in other offices across campus, such as HR. While

regulations over the use of the all-faculty listserv were in existence before, President Kelly's extreme restrictions on access of faculty to the all-faculty listserv are unprecedented in the history of UWG.

8. **New Strategic Plan:** Without consulting any faculty members, President Kelly proposed a new strategic plan for the university on August 5, formulated its foundational principles (three pillars) himself, and presented them to the public in an hour-long presentation on August 11. These dates are significant because the committee (or steering team) was announced on August 21, considerably after the pillars were discussed in a video on the 5th and in greater detail on the 11th. Faculty across campus have voiced multiple concerns about this plan. First, the title of the plan "Becoming UWG" is deeply offensive to faculty who have dedicated their careers to this university, and have seen it thrive and grow. Second, the work on the plan has, to date, not consulted the Faculty Senate's Institutional Planning Committee, under whose purview the development of a new strategic plan falls. While Interim Provost Jenks has noted that the committee will be consulted after a draft of the plan has been written, this does not fulfill the requirements of the Senate committee's task. Third, the committee tasked with the work on the new strategic plan includes only one full-time faculty member. Furthermore, it was only after the committee had been publicly announced, and after significant objections from the faculty, that President Kelly agreed to add a single representative to the committee from CACSI, the largest academic unit on campus at this time. Last but not least, while President Kelly's own justification for this planning process has been that it will maximize the number of faculty involved in the process, the committee's work to date has involved hand-selecting very few faculty for focus groups, and no open invitations to all faculty to participate in the process have been offered. Worse, when he was specifically asked to respond to these concerns, he sent a written response that further offended many faculty because it did not accurately represent UWG's history – it falsely claimed that "stakeholder-based strategic planning... may be a process that is new to UWG." In this process, President Kelly has demonstrated yet again that he does not want to hear candid faculty voices, and has no regard for university history or tradition.

9. **Campus Climate:** One of the most significant concerns for many faculty who have been at this university for a number of years has been the dramatic shift in campus climate since President Kelly's arrival in March 2020. President Kelly's disregard for faculty voices has created a culture of fear, in which many fear retaliation if they voice concerns openly, rather than anonymously. The president's treatment of Dean McIntyre and of the faculty member whose case is mentioned in #6 above show that these fears are not unfounded. If this is the degree of damage that President Kelly has been able to bring upon this campus in merely six months, what will be the impact of his leadership for a year or more?

10. **President Kelly's Response to Faculty Concerns:** When faculty have attempted to engage with President Kelly in dialogue on these matters and discuss their concerns with him in public forums, he has resisted such efforts either by leaving all of the discussion to the Provost (as occurred at the September 11th Faculty Senate meeting), or by insisting that he would prefer to answer questions only in writing, but then issuing only vague or generic responses that did not address faculty concerns. Furthermore, in several instances when senior faculty members on campus have emailed Dr. Kelly, he has not responded to the emails at all. Last but not least, President Kelly refused twice, despite the request of the faculty, to call a special meeting of the

Faculty Senate to discuss faculty concerns. This is in direct violation of [Article III.A in Policies and Procedures](#), which states: “Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty.” At least five senators and ten general faculty members requested in writing a special meeting to discuss faculty concerns during the 09/11/2020 meeting of the Faculty Senate. In addition, five senators personally wrote to the President to request such a meeting. The President waited a full week before informing the Faculty Senate Chair that he will not call this meeting.

Addendum II

Stand Alone Interdisciplinary Certificate in Musical Theatre

2021-2022 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Spring

Desired Effective Year *

2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/
Department*

Department of English, Film, Language, and Performing Arts

Is this a School of
Nursing Program?*

Yes No

Is this a College of
Education Program?*

Yes No

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

Yes
 No

Is this a Senate
ACTION or
INFORMATION item?
Please refer to the
link below.*

Yes
 No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

Program
 Shared Core

If other, please
identify.

Change in Certificate classification (from embedded to stand-alone)

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

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

Program Name
Program Description

Program Name* Stand Alone Interdisciplinary Certificate in Musical Theatre

Program ID - DO 17
NOT EDIT*

Program Code - DO
NOT EDIT

Program Type*

Degree Type*

Program Description* Description

The Interdisciplinary Certificate in Musical Theatre provides students of musical theatre the opportunity to take courses in the three facets of the discipline: Theatre, Music, and Dance. Students must audition to be admitted into the certificate program. This is a 17 credit hour interdisciplinary (Music, Theatre, Dance), stand alone certificate in musical theatre.

Admission Requirements:

- Students must be degree-seeking at the University of West Georgia.
- Students must audition to be admitted into the Musical Theatre Certificate Program.

Certificate Learning Outcomes

The Interdisciplinary Certificate in Musical Theatre will:

- Provide focused introductory training in singing, dancing, and acting;
- Introduce students to the complexity of training to be a performer;
- Identify the training and skills needed to be a triple threat for the stage and film;
- Provide a safe environment for the student artist to flourish.

Student Learning Outcomes:

By the completion of this certificate, students will:

- Develop and apply acting skills to the music, scene, and dance work covered in class sessions;
- Demonstrate the ability to perform dance and movement for the Musical Theatre;
- Apply note reading skills in the rehearsal and performance of a song.

Status* Active-Visible Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Prospective Curriculum*

17 Credit Hours

THEA 1291 Voice and Movement I
THEA 2291 Developing A Character
THEA 2395 Musical Theatre Dance
THEA 3591 Musical Theatre Technique
THEA 4412 The Business of Acting
MUSC 1201 Class Piano I
MUSC 2610C Non-Music-Major Applier: Voice
[Before]Select One
MUSC 2750 Concert Choir
MUSC 2760 Chamber Singers
MUSC 2770 Opera Workshop

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The Interdisciplinary Certificate in Musical Theatre was originally proposed as an embedded certificate and should have been proposed as a stand-alone. The certificate is a recruitment tool and should be open for students outside the Theatre and Music majors. Demand for participation in this certificate will let us know if we should create a new Musical Theatre concentration in the BFA in Theatre.

Please see Rationale section in the ^{38/138}Interdisciplinary Certificate in Musical Theatre Curriculum Change to stand alone document attached.

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

SACSCOC Substantive Change

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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

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

Program Map*

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

Assessment Plan*

- I have attached the Assessment Plan.
- N/A

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

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

Interdisciplinary Certificate in Musical Theatre

Revised 9/03/2020 to submit to Curriculog to change from embedded to stand-alone certificate

Description

The Interdisciplinary Certificate in Musical Theatre provides students of musical theatre the opportunity to take courses in the three facets of the discipline: Theatre, Music, and Dance. **Students must audition to be admitted into the certificate program.**

Certificate Learning Outcomes

The Interdisciplinary Certificate in Musical Theatre will:

- Provide focused introductory training in singing, dancing, and acting;
- Introduce students to the complexity of training to be a performer;
- Identify the training and skills needed to be a triple threat for the stage and film;
- Provide a safe environment for the student artist to flourish.

Student Learning Outcomes:

By the completion of this certificate, students will:

- Develop and apply acting skills to the music, scene, and dance work covered in class sessions;
- Demonstrate the ability to perform dance and movement for the Musical Theatre;
- Apply note reading skills in the rehearsal and performance of a song.

Admission Requirements:

- Students must be degree-seeking at the University of West Georgia.
- Students must audition to be admitted into the Musical Theatre Certificate Program.

Courses:

THEA 1291: Voice & Movement I	3 credits
THEA 2291: Acting I	3 Credits
THEA 3591: Musical Theatre Technique	3 Credits
THEA 4412: The Business of Acting	3 Credits
MUSC 1201: Class Piano I	1 Credit
MUSC 2601C: Non-Music Major Applied Voice	1 Credit
Choose one:	1 Credit
MUSC 2750: Chamber Singers	
MUSC 2760: Concert Choir	
MUSC 2770: Opera Workshop	
<u>THEA 2395: Musical Theatre Dance</u>	<u>2 Credits</u>
TOTAL	17 Credits

Rationale for Interdisciplinary Certificate in Musical Theatre

The Music and Theatre Faculty attend regional and national recruitment conferences every year. Every year the demand from students seeking education in Musical Theatre increases. Because of UWG's close proximity to the Atlanta theatre and film market, it is important that we work to fulfill the demand for musical theatre training.

Employment opportunities in the Theatre and Film industries are increasing, especially in Georgia. With that comes the pressure for local actors competing with actors from across the country. We must provide an education that gives students the opportunity to train and refine their skills in order to be a true "triple threat." To be a triple threat, actors need to be proficient in acting, singing, and dancing. This certificate, if successful, will most probably lead to the creation of a Bachelor of Fine Arts degree with a concentration in Musical Theatre.

Faculty from the Theatre and Music Departments have come together to create a certificate program in Musical Theatre that will give students an introduction to the three areas that make up the musical theatre triple threat. The certificate consists of existing courses in music, three new courses developed for the BFA in Theatre with a concentration in Acting new program proposal, and one new course developed specifically for the Musical Theatre Certificate (THEA: 3591: Musical Theatre Technique). Music and Theatre courses will be taught by current faculty members; the dance course will be taught by a part-time faculty member with the required qualifications to teach in dance. The Dean of the College of Arts, Culture, and Scientific Inquiry is aware of the need to hire part-time dance faculty and prior to the re-organization, gave the go ahead to pursue the certificate.

Students must audition for the certificate because the courses require skills that not everyone embodies. The auditions will take place each semester, if need be, on an individual basis, as scheduled with music and theatre faculty who will teach in the certificate program.

This will be a stand-alone certificate, and program sheets for the certificate will be handled by the Theatre Department, with some assistance from the Music Department in order to keep track of the Music courses.

**2020-2021
Program Map
Musical Theatre Certificate
Stand Alone**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 1291	3	MUSC 2750 or 2760 or 2770	1
SEMESTER TOTAL		SEMESTER TOTAL	
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
THEA 2291	3	THEA 2395	2
MUSC 1201	1	MUSC 2601C	1
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

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

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 3591	3		
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 4412	3		
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

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

Certificate

Musical Theatre

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY14
Provide focused introductory training in singing, dancing, and acting. Introduce students to the complexity of training to be a performer.	1, 2, 3	Audition; casting in musical	casting in musical	
Introduce students to the complexity of training to be a performer.	1, 2, 3	Showcase performance	Faculty committee approval	
Introduce students to the complexity of training to be a performer.	1, 2, 3			
Provide a safe environment for the student artist to flourish.	1, 2, 3	Understanding of limits of body and voice.		

AY1 5	AY1 6	AY1 7	Interpretation & Use of Results	Improvement Plan

Speech-Language Pathology, B.S.Ed.

2021-2022 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Fall

Desired Effective Year *

2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

**School/
Department***

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Speech-Language Pathology, B.S.Ed.

Program ID - DO 17
NOT EDIT*

Program Code - DO
NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science in Education

Program Description*

This pre-professional program is designed to give candidates a basic knowledge of human communication and communication disorders in preparation for graduate study in audiology and speech-language pathology. Speech and language development, normal anatomical and acoustic bases of communication, characteristics of a variety of communicative disorders, and intervention processes are emphasized. This program does not lead to certification.

Learning Outcomes:

Develop CSD Content Knowledge, Skills, Aptitudes, and Experiences in the following:

- 1) Students will demonstrate competency in understanding speech and language development in typical and atypical, culturally/linguistically diverse populations across the life span;
- (2) Students will compare normal communication (speech, language, hearing, cognition) vs. abnormal communication across the lifespan;
- (3) Students will demonstrate knowledge of and distinguish between speech, language, and swallowing disorders including their etiology and diagnosis;
- (4) Students will summarize the clinical process, continuum of service delivery, and evidence-based practices.

Status*

Active-Visible Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

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

Core Curriculum

Area A

MATH 1001 Quantitative Skills and Reasoning
[Right] recommended

Area B

COMM 1110 Public Speaking
[Right] recommended

Area D

A course in Biology and a course in Physical Science are recommended for D1 and D2.

Area E

PSYC 1101 Introduction to General Psychology
[Right] (or)
SOCI 1101 Introductory Sociology
[Right] recommended

Core Area F: Major Specific Courses: 18 Hours (a)

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
BIOL 1010 Fundamentals of Biology
CHEM 1100 Introductory Chemistry
MATH 1401 Elementary Statistics

Physical Education Requirement: 3 Hours

PWLA 1600 Personal Wellness
[After] PWLA (activity course) 1

Courses Required for the Degree

Content Specialization: 45 Hours (a)

SLPA 3701 Introduction to Communication Disorders
SLPA 3702 Speech and Language Acquisition
SLPA 3703 Phonetics
SLPA 3704 Anatomy and Physiology of Speech and Hearing
SLPA 3705 Speech and Hearing Science
SLPA 3760 Articulation and Phonological Disorders
SLPA 3790 Introduction to Clinical Practicum: Observation
SLPA 4701 Language Disorders in Children
SLPA 4703 Introduction to Audiology
SLPA 4704 Introduction to Manual Communication
SLPA 4720 Introduction to Assessment of Speech-Language Disorders
SLPA 4721 Introduction to Neurological Communication Disorders
SLPA 4722 Multicultural Perspectives in Communication Disorders
SLPA 4724 Counseling Issues in Communication Disorders
SLPA 4784 Professional Practices Seminar in Communication Disorders

Concentration: 15 Hours (a)

CEPD 4101 Educational Psychology

**SPED 3713 Introduction to Special
Education and Mild Disabilities**

**SPED 3714 Behavior and Classroom
Management**

**SPED 4709 Special Education Policies and
Procedures**

**MEDT 3401 Integrating Technology into the
Curriculum**

Total: 123 Hours (b)

Program Notes: a. A grade of C or better is required in courses in these sections. b. The program is 120 hours plus 3 hours in PER to meet College of Education degree requirements. Students must maintain a GPA of 3.0 throughout the program. Completion of this program does not lead to certification to work in public schools. A master's degree in speech-language pathology is required to obtain full certification to work in public schools.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Proposed Program Modification:
In the B.S. in Education with a major in Speech-Language Pathology program, the following modifications are requested:
(1) Establish the minimum GPA admission requirement of 3.0

GPA Modification: The B.S. in Education with a major in Speech-Language Pathology program requires entry at the junior level (3rd year) and requires the completion of an additional 60 semester hours of specific courses which are focused on speech-language pathology and related curriculum. Certification/licensure as a Speech-Language Pathologist requires an accredited master's degree and national certification in order to work as a clinical practitioner in the State of Georgia, and in most states. The current minimum GPA (grade point average) requirement for admission into the B.S. in Education, with a major in Speech-Language Pathology program, is 3.25. However, as a program we have decided to review the current GPA requirements in consideration of the following reasons: (1) Our national certifying body, American Speech Language Hearing Association, has established a pathway for certification for Speech Language Pathology Assistants beginning in January 2020. Thus, students graduating from our undergraduate program now have an opportunity to apply for a viable entry-level position in our profession. (2) Given that students now declare majors as freshman, we want to support recruitment and retention efforts for students who are interested in our program. (3) Anecdotally, we have conditionally admitted students who had achieved a 3.0 GPA; we observed that the majority were able to successfully continue and complete the program. Prior to our recent GPA change to 3.25, our GPA requirement was a 2.7. We now believe that a middle of a 3.0 will maintain the rigor our program but allow more students to have the opportunity to complete the pre-professional program in Communication Sciences and Disorders and still obtain viable employment or gain admittance to graduate school in CSD.

*Note: The information regarding the GPA was edited in the Curriculum Schema section above to reflect 3.0.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. We are not making changes to the learning outcomes.

SACSCOC Substantive Change

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

Send questions to cjenks@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

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

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

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

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

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

Nutrition Promotion and Education Minor

2021-2022 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Fall

Desired Effective Year *

2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

**School/
Department***

Department of Sport Management, Wellness, and Physical Education

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

**If other, please
identify.**

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

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

Program Name
Program Description

Program Name* Nutrition Promotion and Education Minor

Program ID - DO 17
NOT EDIT*

Program Code - DO
NOT EDIT

Program Type*

Degree Type*

Program Description* The minor in Nutrition Promotion and Education is to provide students with a sound foundation of nutrition knowledge encompassing various aspects of the science of nutrition, to create advocates for good nutrition, and to empower future wellness, healthcare, fitness, and business professionals to share nutrition information effectively within their scope of practice.

Learning Outcomes

Having satisfied the requirements of the minor, students will be able to:

1. develop a foundation of nutrition knowledge including, but not limited to, macro- and micronutrients, sports, and lifecycle nutrition, food safety and quantity production, nutrition education and counseling, and nutrition-related policy (ACEND 2, 3, 6, 7, 8, 9, 12 13);
2. develop a deeper knowledge for the science of nutrition within an appropriate and respective scope of practice (ACEND 4); and
3. demonstrate nutrition knowledge complementary to their major field of study (ACEND 2, 4, 6).

Status* Active-Visible Inactive-Hidden

Program Location*

Health and Community Wellness Majors

Coursework to Fulfill the Requirement

CMWL 3210 Healthy Eating and Nutrition

[After] Prerequisite for the Nutrition Promotion and Education minor required in the CMWL major.

Five of the seven following courses are required to complete the minor:

NUTR 3100 Lifecycle Nutrition and Disease Management

NUTR 3200 Sports Nutrition

NUTR 3300 Nutrition-Focused Operational Management

NUTR 4100 Nutrition Education and Counseling Strategies

NUTR 4200 Fundamentals of Nutrition Policy: Poverty, Programs, Promotion and Practice

HIST 4580 American Foodways

NUTR 4300 Cultural Aspect of Food and Nutrition

Non-Health and Community Wellness Majors

Coursework to Fulfill the Requirement

CMWL 3210 Healthy Eating and Nutrition

[After] Prerequisite for Nutrition Promotion and Education minor.

Four of the seven following courses listed below are required to complete the minor:

NUTR 3100 Lifecycle Nutrition and Disease Management

NUTR 3200 Sports Nutrition

NUTR 3300 Nutrition-Focused Operational Management

NUTR 4100 Nutrition Education and Counseling Strategies

NUTR 4200 Fundamentals of Nutrition Policy: Poverty, Programs, Promotion and Practice

HIST 4580 American Foodways

NUTR 4300 Cultural Aspect of Food and Nutrition

New Core

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The two new courses to the Nutrition Promotion and Education minor are HIST 4580 and NUTR 4300. The addition of these courses to the minor will allow students more course options in completing the minor. Furthermore, this encourages greater learning opportunities. The current assessment plan will continue without any changes.

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

SACSCOC Substantive Change

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

Check all that apply to this program*

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

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

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

Program Map*

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

Assessment Plan*

- I have attached the Assessment Plan.
- N/A

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

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

Nutrition Promotion and Education Minor Program Student Learning Outcomes Assessment

Program Coordinator

Jessica Aldridge, MS, RDN, LD

Department of Sport Management, Wellness, and Physical Education

Student Learning Outcomes

Having satisfied the requirements of the minor, students will be able to:

1. develop a foundation of nutrition knowledge including, but not limited to, macro- and micronutrients, sports and lifecycle nutrition, food safety and quantity production, nutrition education and counseling, and nutrition-related policy (ACEND 2, 3, 6, 7, 8, 9, 12 13);
2. develop a deeper knowledge for the science of nutrition within an appropriate and respective scope of practice (ACEND 4); and
3. demonstrate nutrition knowledge complementary to their major field of study (ACEND 2, 4, 6).

Assessment Plan

Upon completion of credit hours for the minor students will be required to complete the following to receive accreditation:

- A pre-test and post-test will be administered through CourseDen as an evaluative benchmark for all students entering the minor. The test will be approximately 50 questions and cover a range of topics reviewed in the course. The questions will encompass foundational knowledge the student should possess upon passing the course to move on to more challenging coursework in the minor. The test will not be counted as a grade but will solely be used for assessment purposes.
(Administered in CMWL 3210 – Healthy Eating and Nutrition)
- A nutrition counseling and education project will provide an opportunity for students to practice much of what they have learned through their coursework in the minor program. Students will identify one or two volunteers who are willing to be a “client” and counsel and educate them appropriately for their given diagnoses or conditions. This project will not only draw on a variety of knowledge students have gained throughout their coursework but also require them to apply judgement of scope of practice to individual cases. The counseling and education sessions will ideally be simulated in the Wolf Wellness Center in order for students to have the most realistic environment possible. This evaluation will count for a grade in the given course.
(Administered in NUTR 4100 – Nutrition Education and Counseling Strategies)

- A Community Outreach Service Learning Project will offer students an experiential learning project to integrate class topics and provide hands-on experience. Students will be required to complete ten or more hours of community service or volunteer work at various locations suggested and/or approved by the instructor, including the Atlanta Community Food Bank, local church and community food pantries, soup kitchens, and farmer's markets. This project will serve two purposes: help community organizations achieve their objectives and allow students to gain a deeper understanding of the nutrition policies and programs about which they are learning. Students will better appreciate and understand the impact of nutrition policies and programs through this project while also learning about working in an interdisciplinary team setting. This evaluation will count for a grade in the given course.
(Administered in NUTR 4200 – Fundamentals of Nutrition Policy: Poverty, Programs, Promotion and Practice)

<u>INSTRUCTIONS</u>	<u>CUI</u>	
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Sport Management, Wellness and Physical Education
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	Minor in Nutrition Promotion and Education
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.) 4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.) 5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course. 6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	<p>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.</p> <p>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.</p> <p>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.</p> <p>**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.</p>	1
		2
		3
		4
		5
		6
		7
		8

History 4580: American Foodways

(While this syllabus is for a 100% Online Course, it can easily be taught as a Hybrid or a more traditional Face to Face Course depending on student need)

Dr. Ann McCleary Office: TLC 3211 Phone: 678-839-6041 (email preferred) Email: amcclear@westga.edu Office Hours: TBD	Dr. Colleen A. Vasconcellos Office: TLC 3208 Phone: 678-839-6032 (email preferred) Email: cvasconc@westga.edu Office Hours: TBD
---	--

Course Objectives

Are you truly what you eat? Food has played a consistent yet complicated role in the shaping of national histories, social relations, personal experiences, and cultures. We will spend the semester exploring how, by examining the various intersections between food and culture from the pre-Columbian period through the present day and across the American landscape.

Learning Outcomes

At the end of this course, students will be expected to:

- demonstrate an understanding of the important developments in the formation of American foodways and culture from the pre-Columbian era to the present.
- conduct historical research on American foodways by producing a formal research paper based on primary and secondary sources
- formulate and defend a historical argument in Standard English through written assignments and class discussion
- exhibit critical thinking skills through written assignments and class discussion
- demonstrate knowledge of American foodways as they relate to the theory and practice of public history

Special Note:

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

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

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

Course Requirements and Evaluation

Course Readings There are no textbook purchases for this class. All readings and materials are provided by us and you can find them organized by unit in CourseDen.

Attendance Verification

Please note that students who do not actively participate in the class within the first two weeks will be withdrawn by the course at the deadline set by the university. In this class, we will have three mandatory attendance checkpoints during the first week of class:

- (1) introduction assignment (2) the student contract quiz (3) the plagiarism quiz

Students who do not fulfill these requirements, which can be found in the in the *Start Here: Syllabus and Start Items Module*, will be dropped for non-participation. If you are unable to complete these assignments in the allotted time-frame and have documentation to that effect, you should contact us as soon as possible to avoid being dropped after the deadline. Please note UWG's policy on attendance verification as outlined in Section 204 of the UWG Faculty Handbook: "In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to login in to the online course-delivery system by a specific date, or to take other specified steps at the beginning of the session." If you are dropped and do not have sufficient documentation as to why you were unable to complete the attendance assignments as outlined here, that decision is final and you will not be reinstated in the course.

Course Evaluation and Grade Distribution

The course will be evaluated on a 10-pt scale: A=90-100; B=80-89; C=70-79; D=60-69; F=59-0.

Emphasis will be on clarity of ideas, reading, writing, analytical and critical thinking skills, class participation, and overall presentation. Participation in class discussions and lectures is encouraged and will form a component of the written assignment grades. There will be no extra credit offered in this class, so don't ask. Grade calculations are as follows:

- Class Participation 20%
- Reaction Papers 20%
- Comparative Recipe Analysis 10%
- Research Paper 20%
- Facebook Group Posts 10%
- Family/Community Foods Essay 10%
- 20th Century Food Case Study 10%

Please see CourseDen for more on the assignments discussed below.

Research Paper

Each student is expected to submit a 6-8 page formal research paper on the topic of his or her choice by the date specified in the syllabus. This paper is 20% of your final grade.

Family/Community Foods Essay

Students will write a 3-4 page paper on one specific food/meal/dish that has a specific or special meaning to their family and/or community. This paper is 10% of your final grade.

Comparative Recipe Analysis

Students will write a 3-4 page paper analyzing 3-6 recipes from a specified website. This paper is 10% of your final grade.

20th Century Food Case Study

Students will write a 3-4 page paper on one specific convenience food or beverage invented during the 20th century. This paper is 10% of your final grade

Reaction Papers

Students are expected to submit a 2-3 page reaction paper at the end of units 1, 3, 4, 6, and 8 in the specified Assignment Dropbox. Combined, these papers will comprise 20% of your grade.

Facebook Community Group Posts

For each unit, students will be required to make one post to our class's Facebook Community Group based on a specific prompt. Posts must contain some sort of visual item and a discussion of at least 100 words. These posts constitute 10% of your grade.

Class Participation

There are a total of **8 unit discussions** based on that unit's course material, with each discussion receiving a separate grade that will be applied towards your class participation grade. Grades received for your **mandatory introduction, student contract quiz, and plagiarism quiz** will also be counted towards your class participation grade. Each Online Unit Discussion will be graded on a 25 point scale. Late posts will not be counted towards your unit discussion grades. See the Course Overview Module for more information on Class Participation Guidelines and Grading.

Submitting Assignments to CourseDen

Assignment format: All submitted assignments must be submitted in MS word format. Papers should be double-spaced and be written in size 12 Times New Roman font, black text, with 1" margins. Parenthetical references of (pg) are required for all paraphrased or directly quoted information. The usage of any source outside of CourseDen is not allowed.

Submitting assignments late or outside of CourseDen: Late assignments and discussion posts submitted after the scheduled deadline or outside of the Assignments Dropbox will not be accepted unless you have a properly documented excuse. **Late assignments submitted without proper documentation will receive a 0. Please note that this rule is written in stone.**

The return of graded work: Assignments and discussions will be graded in one week's time of their scheduled deadlines.

In the event of technical difficulties: It is your responsibility to confirm that your assignments have been submitted properly to the Assignment Dropbox. Please check to make sure that your assignment was uploaded correctly and appears in the appropriate Assignment Dropbox.

In the event that you are having computer/wifi difficulties, please find an alternative source. **Please do not wait until the last minute to submit assignments.** You are submitting items over the Internet, and sometimes the Internet Gods get angry and withhold access. There are many things that can go wrong in the path between your computer and CourseDen. **Technical problems related to computer connections, equipment, or submitting an incomplete or incorrect assignment cannot be used as an excuse for failure to complete assignments or to participate online.**

Please be aware of alternate Internet connections and computers available through college computer labs, college Learning Resource Centers (libraries), the public library, and any friends, relatives, or neighbors and access them if your personal computer equipment is not working. **It is your responsibility to locate the computer hardware, software and Internet connections necessary to stay connected and current with your course work online.**

A Note about Academic Honesty

We will not tolerate cheating, plagiarism, or any other form of academic dishonesty in this class and our policy is one of zero tolerance. All assignments and discussion posts submitted in class must be written in your own words. Plagiarism includes paraphrasing, which may not be taking a passage word for word, but certainly does not give credit to ideas and/or information. **All assignments will be monitored by Turnitin, and plagiarizers will automatically fail the course.** We will also recommend that UWG administration take action.

Plagiarism is a serious offense and it can lead to your expulsion and/or suspension from the University. Every UWG student agrees upon their admission to the university to uphold the UWG Honor Code, which states: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” UWG students further agree that they will “refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.”

In short, don’t do it. You can find a link to the UWG Honor Code in the Course Overview Module, as well as links to pages on what constitutes plagiarism and how to avoid it in the Course Overview Module. Also, the mandatory plagiarism quiz will help you with this as well. Furthermore, assignment and discussion guidelines will give instructions on citation formats, but feel free to contact me with questions on how or what to cite. A good rule of thumb is “when in doubt, cite.”

Federal Privacy Laws and Grades

We cannot discuss grades or course progress with any student via email or over the phone. It must be in person. Furthermore, we cannot discuss grades or your progress in the course with your parents at all. If you would like to discuss any of your exam grades, your overall grade, or your progress in the course, it must be in person and we are happy to do so at any time. Just make an appointment and we'll talk.

Tentative Course Outline

Unit 1 – Intercontinental Exchanges

In this Unit, students explore the various foodways of indigenous peoples in the Americas, Europeans, and Africans, as well as the beginnings of early American foodways as they developed during this period.

Readings:

“American Foodways: An Overview,” “Food in History: The Americas,” Excerpt from Michael Twitty’s *The Cooking Gene*, “In which John Dunton eats oatcake and hare boiled in butter in a Connaught cabin (1698),” and “Seeds of Change: Savoring Africa in the New World.”

Assignments:

- Introduction, Student Contract Quiz, and Plagiarism Quiz due during Week 1
- Unit 1 Discussion: Defining Foodways
- Unit 1 Facebook Community Post on the Columbian Exchange
- Unit 1 Reaction Paper on Unit Themes

Unit 2 – Early American Foodways

This unit examines early American Foodways from the colonial to the Antebellum period.

Readings:

“Refined Crudeness in the Middle Colonies,” “In which the Holloway family eat Maize bread and salt beef succotash, Sandwich, New England (1647),” “In which Sons of Liberty drink rum punch at the Golden Ball Tavern, Boston (1769),” “Outsiders, Travelers, and Newcomers Encounter the Early South.”

Multi-Media:

2 videos of Walter Staib’s Taste of History, PBS.

Assignments:

- Unit 2 Discussion comparing 2 regional foodways
- Unit 2 Facebook Community Post on travel food narratives
- Traditional Family/Community Foods Essay

Unit 3 – The Plantation South

Foodways of the American South are explored in this Unit, with particular focus on African and African American contributions.

Readings:

"In which a slave family eat maize mush and possum on Middleburg plantation, South Carolina" (1730s), "Hog Meat and Cornpone: Food Habits in the Antebellum South," Excerpt from Judith Carney's *Black Rice*, "Potlikker: From Slave Plantations to Today."

Multi-Media:

Episode from Paul Prudhomme's Louisiana Cooking, Video on Rice Cultivation and Processing, Online Exhibit: Food and Enslavement in Early America.

Assignments:

- Unit 3 Discussion on African and African American foodways
- Unit 3 Facebook Community Post on cultural continuities seen today
- Unit 3 Reaction Paper on Unit Themes

Unit 4 – Urban and Ethnic America

In this Unit, students explore the changing nature of American foodways by examining the contributions made by the various immigrant cultures who came to America beginning in the mid-nineteenth century and stretching through the mid-twentieth.

Readings:

"Food in History: The Industrial Revolution," Excerpt from Jane Ziegelman's *97 Orchard*, "Trail Mix: Foodways on the Santa Fe and Oregon Trails," "Was the Taco Invented in Southern California?"

Multi-Media:

2 videos on Chinese-American cuisine

Assignments:

- Unit 4 Discussion on the reinvention and retention of ethnic food traditions in America
- Unit 4 Facebook Community Post on an international market visit
- Unit 4 Reaction Paper on Unit Themes

Unit 5 – Home Economics and Food Reform

Unit 5 explores food reform efforts during the early to mid-twentieth century, as well as the development of Home Economics programs in American schools.

Readings:

Excerpts from *Perfection Salad*, "Home Economics and Domestic Science Come to the Southern Table," "Clarence Saunders: The Piggly Wiggly Man," "Feeding Baby, Teaching Mother: Gerber and the Evolution of Infant Food and Feeding Practices in the US"

Multi-Media:

Video on the 1920s Kitchen, Video on Sweet Auburn Market in Atlanta

Assignments:

- Unit 5 Discussion on the Home Economics Movement
- Unit 5 Facebook Community Post on *Good Housekeeping Magazine*
- Comparative Recipe Analysis

Unit 6 – War, The Great Depression, and Government Intervention

How do American foodways change during wartime? How do Americans adjust during the Great Depression? What happens when the Federal Government gets involved? These questions and more are discussed in this unit.

Readings:

Excerpts from *Eating for Victory* and *The Square Meal*, “Curious Recipes from the Great Depression,” “The Undertaker’s Meal: Funeral Ceremonies”

Multi-Media:

Photo Essay on Soldier’s Ration Kits during WWI and WWII, a short video on Victory Gardens, a short video on Donut Dollies, and the song “Funeral Food.”

Assignments:

- Unit 6 Discussion on wartime rationing
- Unit 6 Facebook Community Post on Funeral Food
- Unit 6 Reaction Paper on Unit Themes

Unit 7 – Post War America: Food Culture and Politics

Building upon the politicization of food discussed in Unit 6, Unit 7 expands on these themes to focus on ideas of class, race, and domesticity in the post-war era through the 1970s.

Readings:

Excerpts from *The Potlikker Papers*, *Cooking in Other Women’s Kitchens*, and *My Mother was the Best Cook in the World*, “My Kitchen Was the World: Vertamae Smart Grosvenor’s Geechee Diaspora,” and “Southern Food and the Civil Rights Movement.”

Multi-Media:

Videos on Housewifery and Cooking Terms, and an interview with servers from Mary Mac’s Tea Room in Atlanta

Assignments:

- Unit 7 Discussion Comparing Kitchens through the lens of race, class, gender, or society
- Unit 7 Facebook Community Post interpreting a local restaurant and its food
- 20th Century Food Case Study

Unit 8 – Modern Foodways

In this final unit, we focus our attentions on modern American foodways as we revisit course themes, redefine American foodways, and discuss the most political food in the south: BBQ.

Readings:

Excerpts from *Bound to the Fire*, and *Savage Barbecue*, “Touring the Technological South at Krispy Kreme,” “Food Counterculture, Southern Style,” “From Collards to Maple Syrup, How Your Identity Impacts the Food You Like,” and “Food, Family, and Community: A Collection of Georgia Memories”

Multi-Media:

Interview with Gullah Chef BJ Dennis via the Southern Foodways Alliance

Assignments:

- Unit 8 Discussion on redefining American foodways
- Unit 8 Facebook Community Post on the politics of BBQ
- Unit 8 Reaction Paper
- Research Paper

NUTR 4300: Cultural Aspect of Food and Nutrition, Fall/2019**Instructor Information****Instructor:** Whitney Cutler**Class Meeting Time & Location:** online**Office Location:** N/A**Telephone (direct):** N/A**Telephone (department):** (678) 839-6530**Online Hours:** N/A**Westga email:** wcutler@westga.edu**Support for Courses**

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)[D2L UWG Online Help](#) (8 AM – 5 PM)

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

email: online@westga.edu[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)[Student Services](#)[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)[Ingram Library Services](#)[Accessibility Services](#)

Call:678-839-6428 or email:

counseling@westga.edu**College of Education Vision**

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (*National Wellness Institute*) 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

This course evaluates food and nutrition from an anthropological perspective. The course features historic and geographic roots of dietary patterns. Students examine the evolution of the human diet and explore the bio-cultural influences that shape our modern day diet. Students investigate the role culture, ethnicity, gender, economics, and religion have on food choices and eating behaviors. Students examine the nutritional benefits of ethnic foods, geographic food patterns, and nutrition-related health risks faced by various cultural groups.

Credit Hours: 3.0

Prerequisites: CMWL 3210

Co-requisites: none

Texts, Readings, and Instructional Resources

Required Text(s): none

Required reading will be posted to CourseDen.

Approaches to Instruction

Instruction in this course will be delivered online through voice recorded PowerPoints. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen and email for information and communication.

Course Objectives and Learning Outcomes

The student will:

1. Identify nutrition-related health benefits and risks faced by various cultural groups.
2. Describe the evolutionary and biological basis of human nutrition and eating patterns.
3. Explain the development of food patterns from hunter gathering and agricultural development through the globalization of foods.
4. Examine the significance of food in cultural expression.
5. Develop awareness of the diversity in which individuals and societies interact with and experience food.
6. Examine culturally competent strategies towards successful prevention and intervention of nutrition risks.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

Discussion Questions:

Discussion topics or questions will be posted weekly. Discussion questions may be taken from articles, videos or the PowerPoint lecture. Students will post an original comment with your reaction or answer to the question. These will be graded according to the thoughtfulness and engagement of the post as well as spelling and grammar. – *10 points per discussion question*

Final project:

Develop a health and nutrition promotion project for a cultural group living in the United States. You are to learn as much as you can about the cultural norms and patterns and how these norms and patterns influence health practices. Due at the end of the term. Project guidelines will be posted to CourseDen – *50 points*

Midterm Exam:

Online exam over the first half the course. – *50 points*

Final Exam:

Online exam over the second half the course. – *50 points*

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Extra Credit:

Eligibility for extra credit work will be available on a case by case basis.

Late Work:

Late work will not be accepted. Discussion questions will be open for 1 week and will not be reopened for late work.

Professional Conduct:

Students will be expected to conduct themselves in a professional manner through all email communication and through online interactions with other students.

UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information

found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

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

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

I will make every attempt to grade assignments and exams within 7-10 days of completion. I will also attempt to respond to all email communication with 24 hours during the weekday.

Class Schedule Information

****Schedule is subject to change. Updates will be posted on CourseDen.**

Week	Begin Date	End Date	Topic	Reading/Assignment/Notes
1	8/14	8/16		8/14-20 Open Drop Add

Week	Begin Date	End Date	Topic	Reading/Assignment/Notes
2	8/19	8/23	Introduction to Course	8/20: Open Drop Add Period Ends at 11:59pm
3	8/26	8/30	Food and Culture Intro	Accent on Taste Article
4	9/3	9/13	Intercultural Communication and Health Beliefs	TBA
5	9/16	9/20	Native Americans	TBA
6	9/23	9/27	Mexican and Central Americans	TBA
7	9/30	10/4	Europeans	TBA
8	10/7	10/11	Caribbean Islanders and South Americans	TBA
9	10/14	10/18	Midterm Exam	TBA

Week	Begin Date	End Date	Topic	Reading/Assignment/Notes
10	<i>10/21</i>	<i>10/25</i>	Africa	TBA
11	<i>10/29</i>	<i>11/1</i>	Asia	TBA
12	<i>11/4</i>	<i>11/8</i>	Balkans and Middle East	TBA
13	<i>11/11</i>	<i>11/15</i>	Regional Americans	TBA
14	<i>11/18</i>	<i>11/22</i>	Food and Religion	TBA
15	<i>11/25</i>	<i>11/29</i>	Thanksgiving Week	
16	<i>12/2</i>	<i>12/6</i>	Food Habits and Socio-Economic Status	12/2 Final Project Due
17	<i>12/9</i>	<i>12/13</i>	Wrap up Final Exam Final Project Due	

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

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

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops 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](#).

Full URL Support for Courses

- ❑ **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- ❑ **D2L UWG Online Help** (8 AM – 5 PM)
<https://westga.view.usg.edu/d2l/login>
- ❑ **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- ❑ **University Bookstore**
<http://www.bookstore.westga.edu/>
- ❑ **Common Language for Course Syllabi**
<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- ❑ **UWG Cares**
<http://www.westga.edu/UWGCares/>
- ❑ **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- ❑ **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- ❑ **Center for Academic Success**
<http://www.westga.edu/cas/>
- ❑ **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- ❑ **Ingram Library Services**
<http://www.westga.edu/library/>

- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28oo0-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqueffvts1f>

Addendum III

Stand Alone Certificate in Online Teaching

2021-2022 Graduate New Program Request

General Information

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

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

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2021

Program Type*

- Degree Program
- Embedded Certificate
- Stand-Along Certificate
- Minor
- Endorsement

If embedded, please list the parent program.

Instructional Technology Media & Design Instructional Technology Master's / Specialist

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department* Department of Educational Technology and Foundations

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Program Information

Program Name* Stand Alone Certificate in Online Teaching

Degree Type* Certificate

Program Description* The Certificate in Online Teaching prepares individuals to design, facilitate, and manage instruction in an online format. Participants are prepared to assume a role as leaders in online learning for their organization. The certificate consists of four courses focused on the characteristics and instructional methods of developing, delivering, assessing, and administering online courses from the classroom to the organizational system level. The Certificate in Online Teaching will be beneficial to higher education teachers, instructional designers, and administrators.

Program Location* Online

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?* Face-to-Face Online Only Hybrid

Curriculum Information

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

Type of Program* Program
 Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

Prerequisite (3 hours)

Choose one

MEDT 7461 Instructional Technology, Media, & Design

MEDT 7464 Designing Technology Enhanced Instruction

Online Teaching Certificate Courses (9 hours)

MEDT 7472 Introduction to Distance Learning

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

[After] 1. Subscription to Tk20 required (or other program assessment database as directed) 2. The Online Teaching Certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies. (Students holding a clear, renewable teaching certificate in Georgia should consider the Online Teaching Endorsement instead). 3. The Online Teaching Endorsement and the Online Teaching Certificate courses can only be taken one-per-semester. Therefore, the programs take between three and four semesters at a minimum. 4. The course MEDT 7491 is not offered in summer semesters. 5. Students must maintain a "B" average throughout the program. Students who earn a grade of "C" in a course must earn a grade of "A" in another course to compensate for the "C" grade. A grade of "C" in a second course will result in suspension from the program.

Justification and Assessment

Rationale* Our instructional technology program serves both practicing K-12 teachers and individuals who are working in the industry fields (i.e. higher education, corporations). We currently offer an endorsement in online teaching for practicing teachers through the Georgia Professional Standards Commission (GaPSC). We would like to expand this

offering to our students who are not practicing teachers. It would be beneficial for people in the industry fields to earn a certificate in online teaching.

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

1. Design and develop quality online content
2. Implement, assess, and evaluate online learning
3. Demonstrate knowledge, skills, and ability to administer/lead online learning

SACSCOC Substantive Change

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

Send questions to cjenks@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

Program Map* I have attached the Program Map.

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

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

Curriculum Map Assessment* I have attached the Curriculum Map.

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

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

PROPOSED

Student Name:

Student ID#:

University of West Georgia
Program: Online Teaching Certificate

Admission Requirements

Entry Degree: Bachelor's or Higher, 2.7 minimum GPA

Exit Degree: No Change

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Prerequisite (3 hours)				
MEDT 7461	Instructional Technology, Media, & Design	3		
MEDT 7464	Designing Technology Enhanced Instruction	3		
Online Teaching Certificate Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7472)	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning (Prerequisite or Corequisite: MEDT 7491)	3		

Notes:

1. Subscription to Tk20 required (or other program assessment database as directed)
2. The Online Teaching Certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies. (Students holding a clear, renewable teaching certificate in Georgia should consider the Online Teaching Endorsement instead).
3. The Online Teaching Endorsement and the Online Teaching Certificate courses can only be taken one-per-semester. Therefore, the programs take between three and four semesters at a minimum.
4. The course MEDT 7491 is not offered in summer semesters.
5. Students must maintain a "B" average throughout the program. Students who earn a grade of "C" in a course must earn a grade of "A" in another course to compensate for the "C" grade. A grade of "C" in a second course will result in suspension from the program.

Student Signature:	Student E-mail:
Student Phone:	Student Mailing Address:
Approved (Advisor Signature): Date:	Approved (Departmental Signature): Date:

EFFECTIVE Fall 2021

Post-Baccalaureate (Post-Bac) Online Teaching Certificate

Learning	Plan	Measure/Method	Criterion	1	2	3	24
1	2A1, 2A2,	1. How data will be collected: Candidates are	80% or more				
2	2A1, 2A2,	1. How data will be collected: Candidates are	80% or more				
3	2A1, 2A2,	1. How data will be collected: Candidates are	80% or more				

A

Assure that all academic programs have the capacity to transform lives and address the needs of the region, state, and beyond

Action 1: Continually evaluate the quality, productivity, and viability of academic programs, assuring that they are grounded in liberal arts and professional preparati

Action 2: Practice and recognize innovative and effective instruction in all academic programs and develop collaborative new models for academic-program delivery

Action 3: Expand efforts to engage students in high-impact, experiential learning activities such as internships, service learning, practicum placements, study abroad research, or related professional and creative experiences

Results	Improvement Plan

on

c

d,

<Degree Level> (<Degree level
<Program>

Learning	Plan	d	Criteria	4	5	6	7	Results
1								
2								
3								

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: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>	DEPARTMENT:	Educational Technology & Foundations			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
	PROGRAM:	Online Teaching Certificate	COURSES		Design and develop quality online content.	Implement, assess, and evaluate online learning.	Demonstrate knowledge, skill, and ability to administer / lead online learning.		
	1	MEDT 7461 or MEDT 7464 (prerequisite)			I				
	2	MEDT 7472			R, M, A	I	I		
	3	MEDT 7491			M	M, A	I		
	4	MEDT 7492				R	M, A		
	5								
	6								
	7								
	8								
	9								
	10								
	11								
	12								
	13								
	14								
	15								
	16								
	17								
	18								
	19								
	20								
	21								
	22								

Speech Language Pathology, M.Ed.

2021-2022 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

Modifications (Check all that apply)*

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

If other, please identify. Admissions requirements

Desired Effective Semester*

Fall

Desired Effective Year*

2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing Program? * Yes No

Is this a College of Education Program? * Yes No

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * Program Shared Core

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

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

Program Name

Program Description

Program Name* Speech Language Pathology, M.Ed.

Program ID - DO NOT EDIT* 16

Program Code - DO NOT EDIT

Program Type* **Master's**

Degree Type* **Master of Education**

Program Description* Applicants are accepted for the summer term only.

For admission to the graduate program in speech-language pathology, the applicant must have:

Undergraduate GPA of 3.0 or better

GACE Program Admission Assessment or exemption. Exemption scores are as follows:
SAT exemptions on score reports dated PRIOR to 7/1/19: minimum combined Critical Reading/Verbal and Mathematics score of 1000 OR Evidence Based Reading/Writing and Mathematics (from new SAT administered March 2016 forward) score of 1000
SAT exemptions on score reports dated ON or AFTER 7/1/19: minimum combined Evidence Based Reading/Writing and Mathematics score of 1080
GRE exemption: minimum combined verbal and quantitative score of 297
ACT exemption: minimum combined English and mathematics score of 43

GRE scores: Combined score (Verbal + Quantitative) of 284 or higher; Writing score of 2.5 or higher

Three strong letters of recommendation from professional references

Interview with speech-language pathology faculty by invitation only

Personal Statement/Essay

Clear criminal background check

Acceptance to the program with a bachelor's degree in an area other than Speech-Language Pathology requires prior completion of prerequisite courses in the following coursework or equivalents: Speech and Language Acquisition or Language Development; Phonetics; Anatomy and Physiology of Speech and Hearing; Audiology; and three additional speech/language courses (as judged by program faculty to provide knowledge and skills equivalent to those typically gained a bachelor's degree program in speech-language pathology)

Acceptance to the program requires prior completion of courses in the biological sciences (e.g. biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary sciences), physical sciences (physics or chemistry), social/behavioral sciences (e.g. psychology, sociology, anthropology, public health), and a stand- alone course in statistics.

Status* Active-Visible Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Prerequisites

ASHA Basic Skills: 1) Biological Science 2) Chemistry or Physics 3) Social/Behavioral Science 4) Statistics CMSD Prerequisites if bachelor's degree is not in Speech-Language Pathology 1) SLPA 3702 Speech & Language Acquisition 2) SLPA 3703 Phonetics 3) SLPA 3704 Anatomy & Physiology of the Speech & Hearing Mechanism 4) SLPA 4703 Introduction to Audiology 5) 3 additional CMSD courses approved by program faculty

Plan of Study (A,B)

SLPA 6701 Stuttering: Theory and Research

SLPA 6702 Voice and Resonance Disorders

SLPA 6704 Assessment and Treatment of Neurogenic Communication Disorders

SLPA 6707 Aural Habilitation and Rehabilitation

SLPA 6708 Advanced Articulation and Phonological Disorders

SLPA 6711 Assessment & Treatment of Communication & Swallowing Disorders in a Global Society

SLPA 6713 Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing

SLPA 6740 Motor Speech Disorders

SLPA 6741 Evaluation and Treatment of Dysphagia

SLPA 6760 Auditory Disorders

SLPA 6779 Current Trends and Issues in Speech-Language Pathology

SLPA 6784 Research Methods in Speech-Language Pathology

SLPA 6761 Methods of Clinical Management

SLPA 6794 Medical Externship in Speech-Language Pathology

[Right] (F)

SLPA 6796 School Internship: Speech-Language Pathology

[Right] (F)

Elective (May be repeated for credit) (D)

SLPA 6785 Special Topics in Speech-Language Pathology

Total Program (C) 63

(A) A grade of B or better is required in courses in these sections. (B) Substitutions must be approved by advisor. (C) 63 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students with an undergraduate degree in speech-language pathology. (D) This course may be required for remediation and/or an opportunity to gain additional experiences. (E) ALL ASHA math and science requirements must be satisfied prior to admission to the M.Ed. in Speech-Language Pathology. ASHA Standard IV-A: The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences. Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a university requirement in the statistics, biology, physical science, or chemistry areas. Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* In the M.Ed. in Speech-Language Pathology program, the following modifications are requested:

1) Modify post-baccalaureate speech-language pathology prerequisite coursework to the following:

If you have completed a bachelor's degree in another area you must have also completed prerequisite courses in the following coursework or equivalents: 1. Speech and Language Acquisition or Language Development. 2. Phonetics 3. Anatomy and Physiology of Speech and Hearing. 4. Audiology 5. Three additional speech/language courses (as judged by program faculty to provide knowledge and skills equivalent to those typically gained in a bachelor's degree program in speech-language pathology) Rationale: Entrance into a graduate program in speech-language pathology remains in high demand for students who did not have an undergraduate major in speech-language pathology. Post-baccalaureate programs in speech-language pathology vary widely in the types of courses they offer and the number of courses. These core four courses were judged to be the most important prerequisites for graduate study in speech-language pathology by the program faculty. A total of seven courses were judged to be an appropriate number of courses to have a foundation in the field.

2) All candidates must have completed courses in the biological sciences (e.g. biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary sciences), physical sciences (physics or chemistry), social/behavioral sciences (e.g. psychology, sociology, anthropology, public health), and a stand alone course in statistics.

Rationale: These courses are based on knowledge outcomes defined by the national professional association. The program is held to the standard that all students who graduate have met these requirements. It is important to make completion of these courses a prerequisite requirement so that there is no need to modify any individual's plan of study upon acceptance to UWG's M.Ed. in Speech-Language Pathology.

3) Change program note (A) to read "A grade of B or better is required in courses in these sections."

Rationale: We believe that a grade of B or higher is necessary in all courses (both academic and clinical) for students to demonstrate mastery of the American Speech Language Hearing Association's (ASHA) Knowledge and Skills Acquisition (KASA) standards. We want to ensure that the program is training high-quality professionals and meeting the standard set forth by our professional certifying body.

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

SACSCOC Substantive Change

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

Send questions to cjenks@westga.edu

Check all that apply to this program*

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

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

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

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

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

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

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

CURRENT

University of West Georgia
MASTER OF EDUCATION
COMMUNICATION SCIENCES AND DISORDERS: SPEECH LANGUAGE PATHOLOGY
Program of Study (Summer 2019)

Name: _____ SID#: _____

PLAN OF STUDY ^{A, B}	Hrs	Gr	Trf/ Sub	Hrs
	63			PREREQUISITES ^{A, B}
				24
SLPA 6701 Stuttering: Theory & Research	3			SLPA 3790 Introduction to Clinical Practicum: Observation
SLPA 6702 Voice & Resonance Disorders	3			SLPA 3702 Speech & Language Acquisition
SLPA 6704 Neurogenic Communication Disorders	3			SLPA 3703 Phonetics
SLPA 6707 Aural Habilitation/Rehabilitation	3			SLPA 3704 Anatomy & Phys. of Speech & Hearing
SLPA 6708 Advanced Articulation and Phonological Disorders	3			SLPA 3705 Speech and Hearing Science
SLPA 6711 Assess & TX of CDs in a Global Society	3			SLPA 3760 Articulation & Phonological Disorders
SLPA 6713 Neuroanatomy and Physiology	3			SLPA 4701 Language Disorders in Children
SLPA 6740 Motor Speech Disorders	3			SLPA 4703 Introduction to Audiology
SLPA 6741 Evaluation & Treatment of Dysphagia	3			
SLPA 6760 Auditory Disorders	3			
SLPA 6779 Current Trends and Issues in Speech-Language Pathology	3			
SLPA 6784 Research Seminar in Speech-Language Pathology	3			
SLPA 6790 Clinical Practicum and Methods in SLP I ^{** F}	3			
SLPA 6791 Clinical Practicum and Methods in SLP II ^{** F}	3			
SLPA 6792 Clinical Practicum and Methods in SLP III ^{* F}	3			
SLPA 6761 Methods of Clinical Management	3			
SLPA 6794 Medical Externship in Speech-Language Pathology ^{** F}	6			
SLPA 6796 School Internship in Speech-Language Pathology ^{**F}	6			
SLPA 7720 Language Disorders and Literacy	3			
ELECTIVE (May be repeated for credit) ^D				
SLPA 6785 Special Topics in Speech-Lang Pathology	3			
				TOTAL Prerequisites
				24
TOTAL PROGRAM ^C	63			

- Yes No Principles of biological sciences met through core curriculum: Course# _____ Date _____
 Yes No Principles of physical sciences met through core curriculum: Course # _____ Date _____
 Yes No Principles of mathematics met through core curriculum: Course # _____ Date _____
 Yes No Principles of soc/behav sciences met through core curriculum: Course # _____ Date _____

University of West Georgia
Master of Education: Speech Language Pathology
Program Notes
(Summer 2019)

- A A grade of C or better is required in courses in these sections.
- B Substitutions must be approved by advisor.
- C 63 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students with an undergraduate degree in speech-language pathology.
- D This special topics course may be required for remediation and/or an opportunity to gain additional experiences.
- E *ALL ASHA math and science requirements must be satisfied prior to submitting an application for the comprehensive examination. ASHA Standard IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.*
Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.
- F Internship and Externship assignments are only approved for "regional sites" to comply with "on campus" meeting requirements. No "distance learning" courses will be approved for these semesters.

****Students are expected to be available for involvement in clinical services as assigned, either on campus or off campus (or both) each semester. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments in clinic take priority over students' personal schedules, with assignments in clinic made according to times when students are not in classes. Students are expected to complete the requirements of the school internship and medical externship experiences as outlined by the off-campus supervising speech-language pathologist, in cooperation with the program requirements. The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, 375 hours must be spent in direct client/patient contact. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.**

1. Students who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program prior to admittance and enrollment in graduate speech-language pathology courses.
2. It is the student's responsibility to complete the requirements of the Program of Study, submit an Application for Graduation, sign up for the Comprehensive Examination, no later than 2 semesters prior to graduation, and submit these materials to his/her advisor.
3. Applications for field placement for SLPA 6790, SLPA 6791 and SLPA 6792 practica are required approximately 2 semesters before practicum enrollment. Check with the Office for Field Experience with application deadlines for SLPA 6790, 6791, and 6792. Students who enroll in SLPA 6796 school internship and 6794 medical externship must also apply approximately 2 semesters in advance for placement. Check with the Office for Field Experience with application deadlines for SLPA 6796. Check with the Clinic Director for application deadlines for SLPA 6794.
4. All Graduate students must attend a Graduate Orientation during the first semester of enrollment in the program. (Orientations are announced several weeks ahead of time.)

Student's Signature

Date

Advisor's Signature

Date

Master of Education: Speech-Language Pathology Program of Study REQUIRED COURSE SEQUENCE (Effective Summer 2020)				
First Year				
SUMMER	Course Description	CR HRS	SEMESTER	
SLPA 6711	Assessment and Treatment of Communication and Swallowing Disorders in a Global Society	3	1	
SLPA 6713	Neuroanatomy and Neurophysiology of Speech, Language, Hearing, and Swallowing	3	1	
SLPA 6761	Methods of Clinical Management	3	1	
Hours		9		
FALL				
SLPA 6784	Research Methods in Speech-Language Pathology	3	2	
SLPA 6708	Advanced Articulation and Phonological Disorders	3	2	
SLPA 6760	Auditory Disorders	3	2	
SLPA 6790	Clinical Practicum and Methods in Speech-Language Pathology I	3	2	
SLPA 6704	Neurogenic Communication Disorders	3	3	
Hours		15		
SPRING				
SLPA 6779	Current Trends and Issues in Speech-Language Pathology	3	3	
SLPA 6702	Voice and Resonance Disorders	3	3	
SLPA 6741	Evaluation and Treatment of Dysphagia	3	3	
SLPA 6791	Clinical Practicum and Methods in Speech-Language Pathology II	3	3	
SLPA 7720	Language Disorders and Literacy	3	3	
Hours		15		
SUMMER	Second Year		CR HRS	SEMESTER
SLPA 6740	Motor Speech Disorders	3	4	
SLPA 6701	Stuttering: Theory and Research	3	4	
SLPA 6707	Aural Habilitation and Rehabilitation	3		
SLPA 6792	Clinical Practicum and Methods in Speech-Language Pathology III	3		
Hours		12		
FALL				
SLPA 6796	School Externship: Speech-Language Pathology	3	5	
SLPA 6794	Medical Externship in Speech-Language Pathology	3	5	
Hours		6		
SPRING				
SLPA 6796	School Externship: Speech-Language Pathology	3	6	
SLPA 6794	Medical Externship in Speech-Language Pathology	3	6	
Hours		6		
TOTAL HOURS		63		

PROPOSED

**University of West Georgia
MASTER OF EDUCATION
SPEECH-LANGUAGE PATHOLOGY
Effective Summer 2022**

NAME: _____ SID#: _____ ADVISOR: _____

Plan of Study Courses ^{A, B}	Credit Hours	Gr	Prerequisites		
SUMMER 1			ASHA Basic Skills		
SLPA 6711 Assessment & Treatment of Communication Disorders in a Global Society	3			Course #	Semester
SLPA 6713 Neuroanatomy and Physiology	3		Biological Science		
SLPA 6761 Methods of Clinical Management	3		Chemistry or physics		
FALL 1			Social/behavioral science		
SLPA 6704 Neurogenic Communication Disorders	3		Statistics		
SLPA 6708 Advanced Articulation & Phonological Disorders	3		CMSD Prerequisites if bachelor's degree is not in Speech-Language Pathology *Student must take the four core courses, plus three additional CMSD courses		
SLPA 6760 Auditory Disorders	3		CORE:	Semester	Grade
SLPA 6784 Research Seminar in Speech–Language Pathology	3		SLPA 3702 Speech & Language Acquisition		
SLPA 6790 Clinical Practicum & Methods in SLP I	3		SLPA 3703 Phonetics		
SPRING 1			SLPA 3704 Anatomy & Physiology of the Speech & Hearing Mechanism		
SLPA 6702 Voice & Resonance Disorders	3		SLPA 4703 Introduction to Audiology		
SLPA 6741 Evaluation & Treatment of Dysphagia	3		PLUS 3 (Indicate below):	Semester	Grade
SLPA 6779 Current Trends & Issues in Speech Language Pathology	3				
SLPA 6791 Clinical Practicum & Methods in SLP II	3				
SLPA 7720: Language Disorders and Literacy	3				
SUMMER 2					
SLPA 6701 Stuttering: Theory and Research	3				
SLPA 6707: Aural Habilitation & Rehabilitation	3				
SLPA 6740: Motor Speech Disorders	3				
SLPA 6792: Clinical Practicum & Methods in SLP III	3				
FALL 2					
SLPA 6796: School Internship in Speech Language Pathology	6				
OR					
SLPA 6794: Medical Externship in Speech-Language Pathology	6				
SPRING 2					
SLPA 6796: School Internship in Speech Language Pathology	6				
OR					
SLPA 6794: Medical Externship in Speech-Language Pathology	6				
ELECTIVE (may be repeated for credit) ^D					
SLPA 6785: Special Topics in SLP	3				
TOTAL PROGRAM	63	TOTAL			

^A A grade of B or better is required in courses in these sections.

^B Substitutions must be approved by advisor.

^C 63 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation)

^D This course may be required for remediation and/or an opportunity to gain additional experiences.

^E *ALL ASHA math and science requirements must be satisfied prior to admission to the M.Ed. in Speech-Language Pathology.* ASHA Standard IV-A: The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a university requirement in the statistics, biology, physical science, or chemistry areas. Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

****Students are expected to be available for involvement in clinical services as assigned, either on campus or off campus (or both) each semester. Efforts will be made to consider non-academic and non-clinical schedules of students, but assignments in clinic take priority over students' personal schedules, with assignments in clinic made according to times when students are not in classes. Students are expected to complete the requirements of the school internship and medical externship experiences as outlined by the off-campus supervising speech- language pathologist, in cooperation with the program requirements. The applicant for certification in speech- language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, 375 hours must be spent in direct client/patient contact. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.**

1. Students who do not have an undergraduate degree in Speech Language Pathology must complete all the prerequisites/co-requisites for the program, including ASHA basic skills requirements, prior to admittance and enrollment in graduate speech- language pathology courses.
2. It is the student's responsibility to complete the requirements of the Program of Study, submit an application for Graduation, sign up for the Comprehensive Examination no later than 2 semesters prior to graduation, and submit these materials to his/her advisor.
3. Applications for field placement for SLPA 6796 school internship and 6794 medical externship are required to submit applications for placement to the Office of Field Experiences approximately 2 semesters before practicum enrollment.
4. All Graduate students must attend a Graduate Orientation and Clinical Orientation during the first semester of enrollment in the program. (Orientations are announced several weeks ahead of time.)

Student's Signature

Date

Advisor's Signature

Date

Elementary Education, Ed.S.

2021-2022 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

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

If other, please identify. Admissions requirement.

Desired Effective Semester*

Fall

Desired Effective Year*

2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department
- DO NOT EDIT*

Department of Early Childhood through Secondary Education

Is this a School of Nursing Program? * Yes No

Is this a College of Education Program? * Yes No

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * Program Shared Core

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

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

Program Name
Program Description

Program Name* Elementary Education, Ed.S.

Program ID - DO 16
NOT EDIT*

Program Code - DO
NOT EDIT

Program Type*

Specialist

Degree Type*

Specialist in 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 Elementary Education based on an earned Master of Education degree in Elementary Education. Any other master's degree with teacher certification must meet the content specialization requirement in the Elementary 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 Elementary Education:

Applicants must have a minimum overall graduate level 3.0 GPA.

Status*

Active-Visible Inactive-Hidden

Program Location*

Online

Curriculum Information

Plan of Study

Professional Education Sequence

Students as Learners: 6 Hours

CEPD 8102 Lifespan Human Development
[After] *or other approved course by an advisor.
ECSE 8562 Using Data to Meet the Needs of Diverse Learners
[Right] *

Societal Issues: 6 Hours

ECED 8272 Teacher as Leader
[Right] a
[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] *

[Right] a

[Right] a

ECSE 7566 Advanced Instructional Strategies for 21st Century

[Right] or

[After] **Arts and Science Content/Methods Course including any of the following courses: ECED 7260, ECSE 7276, ECED 7262, ECSE 7564, ECED 7261, READ 7201, READ 7263, READ 7271, ECSE 7274, ECSE 7275, ECSE 7276, ECSE 7277, MEDT 7461, MEDT 7472, MEDT 7472, MEDT 7491, MEDT 7492, or other similar Arts and Science courses as approved by an advisor. or**

[After] **Methods Course 3 d**

[After] **Note: Courses, including those listed here, taken as part of the Early Childhood/Elementary Education Master's Program (M.Ed.) at UWG, cannot be repeated.**

Research and Inquiry: 9 Hours (must be taken in sequence)

EDRS 8301 Educational Research Design

[Right] b

EDRS 8302 Educational Research: Theory and Practice

[Right] c

ECED 8297 Professional Seminar

ECED 8200 Oral Comprehensive Exam for the Elementary Ed.S.

Total Program: 27 Hours

Program Notes * Denotes required courses. a. ECSE 7566 and ECED 8272 should be taken early in the Ed.S. program. b. ECED 6290 or EDRS 6301 is required as a prerequisite for this course. c. ECED 8284 is required as a prerequisite for this course. d. Methods courses taken as part of the Elementary Education M.Ed. at UWG cannot be repeated.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* We are adding the requirement of three years of teaching experience in elementary grades at the T5/Master's level for admission to the program. Requiring prospective students to have at least three years of elementary level teaching experience at the T5/Master's level will improve candidates' understandings and skills necessary for teaching children in grades P-5. We are requesting that this change be effective for Fall 2021 admissions.

Additionally, we are adding the zero credit hour course ECED 8200 Oral Comprehensive Exam for Elementary Ed.S. to the program. This course will provide a CourseDen shell for information dissemination to students.

Finally, we are replacing the ECED 8284 Research Seminar with EDRS 8301 Educational Research Design and EDRS 8304 Data Analysis in Educational Research with EDRS 8302 Educational Research: Theory and Practice.

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

SACSCOC Substantive Change

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

Send questions to cjenks@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

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

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

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

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

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

CURRENT

Specialist in Education
Early Childhood/Elementary Education
Advisement Sheet/Plan of Study

ADVISEMENT SHEET/PLAN OF STUDY MUST BE FILED IN THE DEPARTMENT WITH ALL SIGNATURES BEFORE THE END OF SECOND SEMESTER.

Name: _____ ID#: 917 _____

PLAN OF STUDY	HRS.	GR	SEMESTER	SUBSTITUTION
Professional Education Sequence				
Students as Learners	6			
1. CEPD 8102 Lifespan Human Development*	3			
2. ECSE 8562 Using Data to Meet the Needs of Diverse Learners*	3			
Societal Issues	6			
1. ECED 8272 Teacher as Leader ^{a*}	3			
2. Select one of the following: ECSE 7560 Contemporary Issues in Education or EDFD 7303 Culture & Society in Education or EDFD 7305 History of American Education or EDFD 7307 Critical Issues in Education or EDFD 7309 Philosophical Foundations of Education or PTED 7246 Comparative Education	3			
Classroom Issues	6			
1. ECED 8271 Advanced Curriculum Seminar ^{a*}	3			
2. ECSE 7566 Advanced Instructional Strategies for the 21 st Century Classroom or Arts and Science Content/Methods ^d	3			
Research and Inquiry	9			
1. ECED 8284 Research Seminar ^b	3			
2. EDRS 8304 Data Analysis in Educational Research ^c	3			
3. ECED 8297 Professional Seminar	3			
Total Program	27			

PROPOSED

Specialist in Education
Early Childhood/Elementary Education
Advisement Sheet/Plan of Study

ADVISEMENT SHEET/PLAN OF STUDY MUST BE FILED IN THE DEPARTMENT WITH ALL SIGNATURES BEFORE THE END OF SECOND SEMESTER.

Name: _____

ID#: 917 _____

PLAN OF STUDY	HRS.	GR	SEMESTER	SUBSTITUTION
Professional Education Sequence				
Students as Learners	6			
1. CEPD 8102 Lifespan Human Development* or other course as approved by an advisor.	3			
Development Affecting Elementary Education				
2. ECSE 8562 Using Data to Meet the Needs of Diverse Learners*	3			
Societal Issues	6			
1. ECED 8272 Teacher as Leader ^{a*}	3			
2. Select one of the following: ECSE 7560 Contemporary Issues in Education or EDFD 7303 Culture & Society in Education or EDFD 7305 History of American Education or EDFD 7307 Critical Issues in Education or EDFD 7309 Philosophical Foundations of Education or PTED 7246 Comparative Education	3			
Classroom Issues	6			
1. ECED 8271 Advanced Curriculum Seminar ^{a*}	3			
2. ECSE 7566 Advanced Instructional Strategies for the 21 st Century Classroom OR Arts and Science including any of the following courses: ECED 7260, ECSE 7276, ECED 7262, ECSE 7564, ECED 7261, READ 7201, READ 7263, READ 7271, ECSE 7274, ECSE 7275, ECSE 7276, ECSE 7277, MEDT 7461, MEDT 7472 MEDT 7472, MEDT 7491, MEDT 7492, or other similar Arts and Science courses as approved by an advisor. OR Content/Methods ^d Note: Courses, including those listed here, taken as part of the Early Childhood/Elementary Education Master's Program (M.Ed.) at UWG, cannot be repeated.	3			
Research and Inquiry (must be taken in sequence)	9			
1. EDRS 8301 Educational Research Design ^b	3			
2. EDRS 8302 Educational Research: Theory and Practice ^c	3			
3. ECED 8297 Professional Seminar	3			
4. ECED 8200 Oral Exam	0			
Total Program	27			

Program Notes

1. * Denotes required courses.
 - a. ECED 8272 and any courses from “Classroom Issues #2” such as ECSE 7566 or Arts and Science Method courses should be taken early in the Ed.S. program.
 - b. ECED 6290 or EDRS 6301 is required as a prerequisite for EDRS 8301 Research Seminar. M.ED. level research courses taken at other institutions could satisfy this prerequisite.
 - c. EDRS 8301 is required as a prerequisite for EDRS 8302 Educational Research: Theory and Practice.
 - d. Methods courses taken as part of the Early Childhood Education M.Ed. at UWG cannot be repeated.
2. All substitution courses must be at minimum a 7000 level.
3. Admission to this program requires a professional certificate in Early Childhood/Elementary Education based on an earned Master of Education in Early Childhood/Elementary Education and at least three years of teaching experience in elementary grades at the T5/Master’s level.
4. Students must apply to graduate the semester BEFORE they plan to graduate. Application for graduation dates are
 - August 1st for Fall
 - October 1st for Spring
 - March 1st for Summer
5. Once you have an approved program of study, always use your approved program of study to register for classes. Failure to follow your approved program of study may result in a delay of your completion of the program requirements and/or graduation.
6. Note that, in accordance with the Graduate Handbook, the Department of Early Childhood Through Secondary Education policy allows graduate students to **register for up to 6 credit hours each Fall and Spring semester and up to 9 credit hours in Summer.** Please use the following link to access the ECSE policy in the graduate handbook: <https://catalog.westga.edu/content.php?catoid=10&navoid=677#graduate-course-loads>.
7. You will be required to complete Ed.S. Oral Exam the semester you plan to graduate. You will receive exam information and dates during the first 3 weeks of the semester. Oral Exam information will be housed in ECED 8200 and therefore, students must register for ECED 8200 in their final semester of the program.
8. Your plan of study is approved ONLY upon submission of this signed plan to your advisor. Students must submit a copy of this plan when emailing advisors regarding registration.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR
SIGNATURE: _____
(Designee)

DATE: _____

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE							
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Early Childhood Through Secondary Education			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
	PROGRAM:	Elementary Education Ed.S.	COURSES		Specialist's in Early Childhood Education Candidates are committed to students and their learning as demonstrated by their	Specialist's in Early Childhood Education candidates know the subjects they teach and how to teach those subjects to	Specialist's in Early Childhood Education candidates are responsible for managing and monitoring student	Specialist's in Early Childhood Education candidates think systematically about their practice and learn from experience	Specialist's in Early Childhood Education candidates are members of learning communities as evidenced by their
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)		1	CEPD 8102	I	I	I	I	I	
		2	ECED 8200						
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)		3	ECED 8271	R	R	R	R	R	
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	ECED 8272	M	M	M	M	M	
		5	ECED 8297	M	M	M	M	M	
		6	ECSE 7560	R	R	R	R	R	
		7	ECSE 7566	R	R	R	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	ECSE 8562	M	M	M	M	M	
		9	EDFD 7303	I	I	I	I	I	
		10	EDFD 7305	I	I	I	I	I	
		11	EDFD 7307	I	I	I	I	I	
		12	EDFD 7309	I	I	I	I	I	
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.	MASTERS: 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	EDRS 8301	I	I	I	I	I	
		14	EDRS 8302	R	R	R	R	I	
		15	PTED 7246	I	I	I	I	I	
		16							
		17							
		18							
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.		19							
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20							
		21							
		22							

Special Education, Ed.S.

2021-2022 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

Modifications (Check all that apply)*

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

If other, please identify. Admission requirements.

Desired Effective Semester*

Fall

Desired Effective Year*

2021

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department
- DO NOT EDIT*

Department of Literacy and Special Education

Is this a School of Nursing Program? * Yes No

Is this a College of Education Program? * Yes No

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * Program Shared Core

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

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

Program Name
Program Description

Program Name* Special Education, Ed.S.

Program ID - DO 16
NOT EDIT*

Program Code - DO
NOT EDIT

Program Type*

Degree Type*

Program Description* The EDS-SPED degree is designed to meet the needs of teachers certified in Special Education who have completed a master's degree in special education. The program consists of a minimum of 27 graduate credit hours, including an Exit Examination and Research Project. Students who do not have a master's degree in special education may qualify for entrance to the program through the completion of two 3-credit hour courses. In this program, candidates will be required to read, write, and research the major topics in Special Education. Candidates enroll in 15 hours of 7000 and 8000 level special education Content Specialization courses, and 12 hours of special education research. Most of the required courses include a designated artifact that is utilized as a part of the assessment plan for each candidate. Students may begin the program any semester. During the initial advising session, a projected sequence of courses is developed for each student. Any changes in the projected sequence need to be determined jointly between student and advisor in order for the student to be able to complete the program in a timely manner.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Degree Requirements

The program has been designed to meet the needs of individuals who wish to obtain advanced training in Special Education. Applicants with a Master's degree in special education must: Provide proof of a Master's degree in special education from an accredited institution. Present a cumulative 3.2 (4.0 scale) grade point average or higher on all graduate work. Present a clear and renewable T-5 teaching certificate in special education or service certificate in speech-language pathology. Document 2 or more years of successful experience as a special education teacher, collaborative teacher working directly with students with disabilities, or speech-language pathologist in the school setting. Applicants without a Master's degree in special education must: Provide proof of a Master's degree in education from an accredited institution. Present a cumulative 3.2 (4.0 scale) grade point average or higher on all graduate work. Present a clear and renewable T-5 teaching certificate in special education or service certificate in speech-language pathology. Document 2 or more years of successful experience as a special education teacher. Submit a personal statement of purpose, not to exceed 300 words, that identifies the applicant's reasons for pursuing graduate study. Complete two of the following prerequisite courses: SPED 6701, SPED 6709, SPED 6715, SPED 6721, SPED 6766, and SPED 6776 All out-of-state students must verify with their local certification agency to determine if sought after degree will result in a certification upgrade. The courses and experiences of the Ed.S. program require a minimum of 27 semester hours. See Area of Special Education advisors for specific program sheets and development of a program of study.

Program Areas and Requirements

Content Specialization (15 semester hours)

SPED 7701 Program Planning and Evaluation
**SPED 7704 Leadership and Administration of
Special Education Programs**
SPED 7729 Special Education Law
SPED 8704 Multicultural Issues in Education
**SPED 8771 Curriculum Design and
Implementation**

Research (12 semester hours)

**SPED 7782 Directed Research Readings in
Special Education**
SPED 8783 Readings in Research
SPED 8784 Research Seminar

Comprehensive Exam (0 credit hours)

**SPED 8795 Comprehensive Exam for the
Specialist of Education: Special Education**

Total Credits: 27 hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

- Rationale*** The special education faculty would like to modify the following Admittance Guidelines:
- 1) Change "present a cumulative 3.5 (4.0 scale) grade point average or higher on all graduate work" to: "present a cumulative 3.2 (4.0 scale) grade point average or higher on all graduate work."
 - 2) Delete "take part in an interview with program faculty. The interview may take place in person or with the use of technology (e.g. Skype, Go-to-Meeting, etc.)"
 - 3) Add "present a clear and renewable T-5 teaching certificate in special education or service certificate in speech-language pathology."
 - 4) Add "document 2 or more years of successful experience as a special education teacher, collaborative teacher working directly with students with disabilities, or speech-language pathologist in the school setting."
 - 5) Change the prerequisite criteria from four courses to two courses, if the students do not have a Master's in Special Education.
 - 6) We now offer additional courses that can serve as prerequisites. We would like to modify our list of possible prerequisites to include the following: SPED 6701, SPED 6709, SPED 6715, SPED 6721, SPED 6766, and SPED 6776.
 - 7) All out-of-state students must verify with their local certification agency to determine if sought after degree will result in a certification upgrade.

Please see the following for rationale:

- 1) The special education faculty would like to broaden our reach of the program and to be competitive with other graduate programs by decreasing the 3.5 GPA to a 3.2 GPA and removing the entrance interview requirement.
- 2) The Georgia Professional Standards Commission has the UWG Special Education Ed.S. program as an approved program for speech-language pathologists to gain a certificate upgrade. The special education faculty propose our admittance guidelines to align with the Georgia PSC.
- 3) In relation to number three, in order to reduce confusion for speech-language pathologists to which to apply for the program, and to be more relevant with the field changes to collaborative (inclusive) settings, the special education faculty would like to include speech-language pathologists and collaborative teachers.
- 4) The prerequisites are modified, as many teachers took introduction to special education courses in prior degrees.

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

SACSCOC Substantive Change

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

Send questions to cjenks@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

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

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

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

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

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

Current Proposal

Student Name: _____

Ed.S. in Special Education Program Sheet

Program Areas and Requirements	Gr.	Date Taken	Transfer/ Substitute
Content Specialization (15 semester hours)			
SPED 7701: Program Planning and Evaluation			
SPED 7704: Leadership and Administration of Special Education Programs			
SPED 7729: Special Education Law			
SPED 8704: Critical Issues in Multicultural Educational Settings			
SPED 8771: Curriculum Design and Implementation			
Research Series (12 semester hours) These classes MUST be taken in this sequence: 1) SPED 7782 2) SPED 8783 3) SPED 8784			
SPED 7782: Single Subject Research in Special Education			
SPED 8783: Readings in Research			
SPED 8784: Research Seminar			
Comprehensive Exam (0 semester hours) This course MUST be taken your final semester			
SPED 8795: Comprehensive Exam for the Specialist in Special Education (this is a zero-credit course)			
Total Credits: 27 hours			

*All classes taken for the EdS degree must be completed within a 7-year span. There may be exceptions, for example if a student is called up for military service. A maximum of 6 semester hours of graduate credit may be transferred from another accredited institution. Check the Graduate Catalog for requirements.

****We highly suggest you stick with the original program plan in your Welcome email. Not all classes are offered each semester. Many classes are offered only once per year. If you get “off track,” please work with your advisor.**

Proposed Program Plan

**UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF LITERACY AND SPECIAL EDUCATION
Education Specialist (Ed.S.) – Special Education
PROGRAM SHEET**

Name: _____

UWG ID 917#: _____

For candidates who have a Master’s Degree in Special Education:

Program Areas and Requirements	Gr.	Date Taken	Transfer/ Substitute
Content Specialization (15 semester hours)			
SPED 7701: Program Planning and Evaluation			
SPED 7704: Leadership and Administration of Special Education Programs			
SPED 7729: Special Education Law			
SPED 8704: Multicultural Issues in Education			
SPED 8771: Curriculum Design and Implementation			
Research Series (12 semester hours). These classes MUST be taken in this sequence: First: SPED 7782, Second: SPED 8783, Third: SPED 8784			
SPED 7782: Directed Research Readings in Special Education			
SPED 8783: Readings in Research			
SPED 8784: Research Seminar			
Comprehensive Exam (0 semester hours) This course MUST be taken in your final semester.			
SPED 8795: Comprehensive Exam for the Specialist of Education: Special Education (this is a zero-credit course). Take this course in your last semester in the Ed.S. program.			
Total Credits: 27 hours			

Important Notes:

- 1) You must complete all classes in the Ed.S. Program within a 7-year span. There may be exceptions, for example, if a student is called for military service. A maximum of 6 semester hours of graduate credit may be transferred from another accredited institution. Check the Graduate Catalog for requirements.

- 2) We highly suggest you stick with the original program plan in your Welcome email. Not all classes are offered each semester. Many courses are offered only once per year. If you get “off track,” please work with your advisor.

- 3) If you are an out-of-state educator, it is your responsibility to check with your state licensing agency regarding certificate upgrades.

Candidates who do NOT have a Master’s in Special Education will need to complete 6 credit hours of graduate-level Special Education coursework determined in consultation with their program advisor in their FIRST semester. You will then continue with the program plan listed on page one of this program plan.

Choose two prerequisites from the list below:
SPED 6701: Characteristics and Needs of Students with Severe Disabilities SPED 6709: Regulations and Requirements in Special Education SPED 6715: Educational Characteristics of Learners: Mild Disabilities SPED 6721: Professional Seminar SPED 6766: Basic Curriculum and Methods: General Curriculum SPED 6776: Curriculum & Instructional Strategies for Students with Severe Disabilities

Candidate’s Signature and Date

Advisor’s Signature and Date

Addendum IV

UWG Budget Timeline – FY22

- September 2020 -USG Forwards to Institutions Budget FY2022 Information
- October 2020- Institutions gather information, analyze data, divisions work with requested information from the Board to develop FY2022 Budget changes
- November 2020 –March 2021-Institutional Budget Hearings
- January 2021-Governor’s Releases Budget Recommendations
- March 2021-General Assembly Finalizes FY22 Appropriations
- April 2021-Board Approval Allocations, Tuition and Fees
- April –May 2021 Institutions Develop and Submit FY22 Budget
- May 2021 Board Approval FY22 Budget (By Institution)
- May-June 2021 FY2022 Annual Operating Budget Submitted to OPB

David Jenks, Interim Provost, notified budget committee on November 3, 2020 that the administration does not plan budget related non-renewals for the FY22 budget cycle. Only personnel related non-renewals will be pursued according to the timelines set forth in policy:

Notice of intention to not renew the contract of a non-tenured faculty member who has been awarded academic rank of instructor, assistant professor, associate professor, or professor shall be furnished, in writing, according to the following schedule:

1. At least three months before the date of termination of the contract in the faculty member’s first year of service with any of the above academic ranks at the current institution;
2. At least six months before the date of termination of the contract in the faculty member’s second year of continuous service with any of the above academic ranks at the current institution; or,
3. At least nine months before the date of termination of the contract in the faculty member’s third or subsequent continuous year of service with any of the above academic rank at the current institution.

Lecturers, senior lecturers, and principal lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

1. For lecturers, senior lecturers, or principal lecturers with less than three years of full-time continuous service in that position at the current institution, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required.
2. For lecturers, senior lecturers, or principal lecturers with three or more years but less than six years of full-time continuous service in that position at the current institution, institutions must provide non-reappointment notice at least 30 calendar days prior to the institution’s first day of classes in the semester.
3. For lecturers, senior lecturers, or principal lecturers with six years or more of full-time continuous service in those positions at the current institution, institutions must provide non-reappointment notice at least 180 calendar days prior to the institution’s first day of classes in the semester.