Memorandum

To: General Faculty

Date: November 30, 2022

Regarding: Faculty Senate Agenda for December 2, 2022 in Roy Richards Hall 102

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1. Call to Order
2. Roll Call
3. Minutes
   A) The November 11, 2022 Faculty Senate Meeting Minutes were approved electronically on November 18, 2022.
4. Administrator Reports
   A) Report from the President.
   B) Report from the Provost.
   C) Report from Kevin Gwaltney regarding QEP.
5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates
2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items (Addendum I):

A) College of Arts, Culture, and Scientific Inquiry

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

      a) Nexus in Acting

         Request: Add

   2) Department of Natural Sciences

      a) BIOL 2021 – Human Anatomy and Physiology I

         Request: Revise

B) University College

1) Department of Civic Engagement and Public Service

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

       Request: Revise

    b) [Organizational Leadership, B.S.](#)

       Request: Revise

    c) [Political Science, B.S.](#)

       Request: Revise

Committee II: Graduate Programs Committee (Patrick Hadley, Chair)

Action Items (Addendum II):

A) College of Arts, Culture, and Scientific Inquiry

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

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

       Request: Revise

    b) [Master of Music with a Concentration in Music Education, M.M.](#)

       Request: Revise

  2) Department of Natural Sciences

    a) [Biology, M.S.](#)

       Request: Revise

B) Graduate School

  1) [GRAD 7000 – Prior Learning and Work Experience](#)

    Request: Add

6. Old Business

7. New Business

8. Announcements

9. Adjourn

Addendum I

Nexus in Acting

2023-2024 Undergraduate New Program Request

General Information

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

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

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

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

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2023`

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

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

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

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

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

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

Is this an Accelerated Bachelors to Masters program related proposal?* ○ Yes ⦿ No

Program Information

Program Type* | Nexus Degree

Program Name* Nexus in Acting

Degree Type* | Nexus

Program Description* The Nexus in Acting is a two-year degree that will give students the opportunity to take courses in both basic acting and acting for the camera in order to provide a pipeline of talent to the ever-growing film and television industry in Georgia, and the live theatre industry in Atlanta. Talent agents send actors to auditions and often are responsible for the casting of film and television. By nurturing partnerships with these agents, students will have the opportunity to intern with talent agencies in order to make valuable connections and learn the business end of the industry.

Program Location＊   Carrollton

Status＊ ⦿ Active-Visible   ◯ Inactive-Hidden

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

Curriculum Information

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

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

Type of Program＊ ⦿ Program
           ◯ Shared Core

PROGRAM CURRICULUM

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

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

Step 1

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

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

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

Step 2

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

Prospective Curriculum*

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

General Education Requirements (Core Curriculum)

Core Area F

Core Area F (18 Credit Hours)
THEA 4486 is 6 credit hours, other courses are worth 3 credit hours

THEA 2291 Developing A Character
[After] OR
THEA 2292 Contemporary Scene Study
THEA 2491 Acting for the Camera
THEA 3491 Advanced Acting for the Camera
THEA 4412 The Business of Acting
THEA 4486 Internship

Justification and Assessment

Rationale* The Nexus in Acting will be the first of its kind in the USG. Combining general education with 2000, 3000, and 4000 level acting courses in a two-year degree creates a novel program in the state. Because the film and television industries are booming in Georgia (see letter of support from the Georgia Film Office), it is vital to create a pipeline of local talent for these industries. Yes, students who graduate from four-year degrees in Theatre have access to the film industry in Georgia, however we are creating a pipeline that gets actors out there faster, with courses under their belts that will assist them in the industry, and with six credit hours of internships that will allow them to learn as they work in the industry. This, as stated earlier, is unique in the state.

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

1. Demonstrate the skill to market oneself as an actor.

2. Demonstrate the ability to develop a complex, human character from scripted and/or devised dialogue.

3. Recognize and demonstrate the differences between acting for the stage and acting for the camera.

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes

Send questions to kgwaltney@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   There are no new courses for the Nexus in Acting. The internship will occur off campus, but the SCH for the internship, six credit hours, is less than 50% of the program.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

USGBOR One Step Proposal*	☑ I have attached the USGBOR One Step Proposal.
	☐ N/A (minor, embedded certificate)
Program Map*	☑ I have attached the Program Map.
Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

8

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

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

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

UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released

December 21, 2020

Point of Contacts

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Version Control

Date	Changes	USG Approved date	Website update date
12-18-2020	*Revised question 34 and 61 for clarity; Revised question 47 to include part b with the tuition comparison table for peer or competitive programs; reworded question 49 to include costs and benefits per fee; Revised question 50 related to additional costs to students; Revised question 51 to clarify the question related to indirect costs.*		

NOTE:

Italicization indicates a question or field on the in-take form

^= indicates accreditation related content

USG Routing

- ☐ *Program was part of the Annual Academic Forecast*
- ☐ *This proposal can be expedited (Nexus, established concentration with strong enrollment)*
- ☐ *This proposal requires USG integrated review*

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW
   To be completed as part of SharePoint Submission

1. *Request ID: (SharePoint Generated unique ID)*

2. *Institution Name:* **University of West Georgia**

3. *USG Sector:* **Regional Comprehensive University**

4. *School/Division/College:* **College of Arts, Culture, and Scientific Inquiry**

5. *Academic Department:* **English, Film, Languages, and Performing Arts**

6. *Proposed Program Name:* **Nexus in Acting**

7. *Major:* **Acting/Theatre**

8. *CIP Code (6 digit):*

9. *Degree Level:* **Nexus**

10. *Anticipated Implementation Semester and Year^:* **Fall 2023**

11. *Was this program listed in the most recent Academic Forecast?*
    ☐ *Yes*
    [X] *No (If no, explain why below)*

Georgia is the world's number one producer in the billion-dollar film and television industry. While there is Nexus degree in Film and Video Production, no institution offers training for performers who account for a large portion of the industry. The design of the Nexus is perfectly suited for training aspiring actors to step right into their first film, television and /or cable work.

This degree was first discussed by faculty and administrators at the start of the Fall 2022 semester as a way to prepare students for the industry while also increasing student enrollment and credit hour production. **This degree utilizes existing courses in the Theatre program, and therefore will not mean any increase in faculty or staff.**

12. *Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):*

The Nexus in Acting will provide students with an understanding of acting in film, television and for the live stage in a two-year sequence. Students will learn skills in acting for the camera and for the stage while also gaining a deeper understanding of acting as a business in terms of auditioning and marketing oneself to get the job. The internship will immediately connect students to the industry.

13. Accreditation^: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

Currently, the BA in Theatre is accredited and the BFA in Theatre (with concentrations in Acting and Design/Technology) is in Plan Approval with the National Association of Schools of Theatre. The program will pursue NAST accreditation for the Nexus in Acting degree, though they currently have criteria only for Associates, Bachelors, Masters, and Doctorate degrees.

14. Specify **SACSCOC** or other accreditation organization requirements^.
    Mark all that apply.
    ☐ Substantive change requiring notification only [1]
    ☐ Substantive change requiring approval prior to implementation [2]
    ☐ Level Change [3]
    X None

B. **STRATEGIC PLAN**

15. How does the program align with your institutional mission and function^?
    If the program does not align, provide a compelling rationale for the institution to offer the program.

    The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community. UWG is committed to academic excellence and to community engagement, offering **high-**quality undergraduate, graduate, and community programs on-campus, off-campus, and online.

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[1] See page 22 (Requiring Notification Only) of SACSCOC Substantive Change Policy and Procedures document.
[2] See page 17 (Requiring Approval Prior to Implementation) of SACSCOC Substantive Change Policy and Procedures document.
[3] See page 3 (Level Change Application) of SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document for level change requirements.

UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in the western region of the state with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21st century global society.

The proposed Nexus in Acting will provide students with courses that will train and professionalize them as they learn the art of acting (academic engagement), prepare students for the successful film, television, commercial, and live stage industry in Atlanta and the rest of the state (professional development). This training will be conducted by conscientious, caring, and expert faculty, who teach industry standards in a collaborative and safe environment (caring, student -centered community). It will be the very first of its kind and directly connect UWG aspiring actors to the flourishing Georgia film industry.

16. How does the program align with your institution's strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

UWG's Strategic Plan is about Becoming. The proposed Nexus in Acting degree embraces the act of "becoming." In this innovative, two-year degree, students will learn the art of acting and how to apply its various techniques to acting for the camera and the live stage. The eighteen credit hours outside the general education requirements will focus on experiential learning, as students will not only perform scene and monologue work in their classes, but also they will take six credit hours of an internship course that will take them to the heart of the industry. They will also take a 4000-level course that will require them to audition in front of industry professionals. All courses in acting, whether they are 2000, 3000, or 4000 level courses must be experiential. Students will apply the techniques they learn in their classes and perform for audiences of faculty, staff, students, and industry professionals. Additionally, Theatre faculty employ a teaching pedagogy that embraces UWG's Big Six:

- SUPPORT
  - I had at least one professor who made me excited about learning.
    - The nature of teaching in the Theatre program is to get to know and understand the students so that they can recognize what it takes to be an actor. Faculty in Theatre are impassioned about what they do and about teaching and handing down skills and knowledge so that students can be successful.
  - My professors cared about me as a person.
    - As stated above, because of the nature of Theatre, teaching and learning during the day, and rehearsing, learning, and producing at night, faculty and students fall into a

company model that is much like a family-experience. It is obvious in this pedagogical model that faculty care for students as people.

- o I had a mentor who encouraged me to pursue my goals and dreams.
  - ▪ Courses in acting are experiential and require the ability to critique student work in an encouraging and productive way. Theatre specializes in goals (producing an event in a specified period of time) and dreams (providing opportunities for actors and patrons to immerse themselves in the imaginative world of the play or musical being produced).

- • EXPERIENTIAL
  - o I worked on a project that took a semester or more to complete.
    - ▪ Producing film and live theatre continually take more than one semester to complete. Much work goes into devising a vision/concept for the piece, meeting with the collaborative team to create visuals that model the vision/concept, and casting the production. Student actors must continually find audition material that not only shows off their range, but also shows how they fit the role(s) for which they are auditioning. This process is continual and is not stopped by semester deadlines.
  - o I had an internship or job that allowed me to apply what I was learning in the classroom.
    - ▪ As stated earlier, the Nexus in Acting will require all students in the program to take six hours' worth of internship credit. The internship might be with one company, or with more than one. The internship will be tailored to the students' interests and abilities.
  - o I was extremely active in extracurricular activities and organizations.
    - ▪ UWG Theatre Company productions are curricular. The Theatre major in any of our degrees is expected to work within the production process to understand how to put theory to practice. Casting in UWG Theatre Company shows is competitive not only amongst theatre majors, but also with students of all majors who wish to audition.

RELEVANCE: Creating this degree goes right to the value in the strategic plan of continually evolving to meet student needs. This is a two-year degree that offers students the opportunity to go straight into the industry even before they graduate (six credit hours of internship). It also allows students to continue in the BA or BFA upon their graduation. Most importantly, this Nexus will be the first two-year degree pipeline into the GA film, television, and live theatre industries, providing homegrown talent to world-wide industries. The faculty teaching the courses for the Nexus have a proven track record of developing talent who are eventually successful in the industries:

- • Theatre Alum Eric Graise is currently a recurring character on the Peacock television series "Queer as Folk." He was a series regular on the YouTube Premium series, "Step Up: Highwater," and was a guest star in episodes of "Locke and Keye" on Netflix, among other credits.
- • Theatre Alum Gabrielle Elisabeth (Benson) spent a year in the Broadway cast of *Beautiful: The Carole King Musical*. She was in season four of Amazon Prime's series "The Marvelous Mrs. Maisel."

- Theatre Alum Candice McLellen has been cast in numerous live stage shows with Atlanta professional theatre companies such as Theatrical Outfit, Aurora Theatre, earning her Actors' Equity (the union of professional actors) card just three years after graduating.
- Theatre Alum Jarod Lewchuck just finished his second year as an actor for Montana Children's Theatre.
- Theatre Alum Stephanie Polhemus is now serving as Company Manager for Lyric Stage in Atlanta, as such, she is involved in casting, housing, and transporting of actors as well as any other logistics involving actors for the theatre.
- Theatre Alum Laurel Farley Crowe is now serving as the Director of Education for Georgia Ensemble Theatre, and as such directs all Theatre for Youth productions for the company.
- Theatre Alum Jordan Parrish who, since graduating has done multiple voice overs for local and national commercials, and film and television featured roles.

COMPETITIVENESS: This will be the first Nexus in Acting created in the USG, and certainly the first curriculum offered in a two-year degree that requires students to take upper level courses. Certainly, if approved, this degree will align with the operational definitions of Competitiveness as listed in the UWG Strategic Plan:

- Elevate institutional visibility and reputation by promoting the successes and contributions of students, faculty, staff, and alumni.
- Be distinct — design distinctive, world-class experiences inside and outside the classroom for all who "Go West," differentiating ourselves from our peers and aspirants.
- Embed excellence in service — create remarkable experiences through proactive service excellence (everyone feels "expected").
- Recruit, hire, and continually develop a high performing, diverse workforce.
- Implement a holistic, institution-wide integrated wellness framework to enhance the lives and performance of students, employees, and external communities we serve.
- Advance the front porch of the university by engineering the student athletic, artistic, and other externally-facing (or audience-centered) experiences around a culture of excellence.

PLACEMAKING: Creating a "sense of place" is vital to Theatre pedagogy. Student actors must feel that they belong and are welcome in a space in which they have to create. This is what we do. The Nexus degree in Acting will stretch that sense of place to our partners in the field, establishing internships and other opportunities for students to make contact with film industry professionals.

It is clear that the Nexus degree in Acting will align with the operational definitions of Placemaking as listed in the UWG Strategic Plan:

- Strengthen the sense of belonging and connectedness at UWG by intentionally nurturing relationships and bonds among students, faculty, staff, alumni, and communities.

- Intentionally cultivate a safe and inviting environment that seamlessly integrates diversity, equity, and inclusion in all institutional actions.
- Continuously elevate physical & digital spaces, presentation, and service to cultivate a clear, distinctive UWG identity and experience on campus and throughout the region.
- Cultivate traditions and experiences that people are eager to engage with and that enliven a sense of pride in being a part of the University of West Georgia.

C. NEED

17. *Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives?*

    ☐ *No*

    ☒ *Yes (If yes, use the space below to explain how their input informed this proposal)*

    The curriculum for the proposed Nexus in Acting degree was created by faculty who serve the industry in both educational and professional ways. The curriculum was created by the faculty who teach performance courses and shared with the rest of the Theatre instructors, who were extremely excited by the prospect of this degree. Then it was shared with the Dean and Associate Vice President of Academic Affairs at UWG who were extremely enthusiastic and supportive of the curriculum and writing a proposal to add the Nexus in Acting degree. It was then shared with industry partners, one of whom stated that not only was she supportive in her professional capacity as a Director of Education and Internships at an Atlanta-area professional theater, but also she was also excited by the prospect for her teenaged son whom she felt would succeed much more in this degree than a four-year one.

    In seeking support and partnerships with Atlanta and LA talent agents, the UWG faculty found enthusiastic support for creating a two-year degree specifically for actor training. In our conversations with agents, artistic directors, and studio administrators, they cited the booming film industry in Georgia, the fact that streaming and social media have created more opportunities for actors than what has been traditionally open to them, and that the need for young actors in each medium is profound.

18. *Does the program align with any local, regional, or state workforce strategies or plans?*

    ☐ *No*

    ☒ *Yes (If yes, please explain below)*

    The Georgia Film Academy was created to give Georgia residents the opportunity to learn about below-the-line production jobs on film or television sets so that more of our state's citizens could/can take advantage of this incredibly large industry and economic engine for Georgia. The GFA does not include any performance training in its course offerings. With the creation of this Nexus in Acting degree, we wish to provide similar opportunities on the talent side of the camera or the stage. Currently, there are over 20 casting agencies in Georgia that work with the film and television industry. In FY2022, the state filmed 412 projects: 32 feature films, 36 independent films, 269 television and episodic productions, 42 commercials, and 33 music videos.

The film industry brought in $4.4 billion, an economic record for the state, and an increase from $4 billion in 2020. (Georgia Film Office) Indeed, Georgia representative and Speaker of the House David Ralston stated, "Georgia's thriving creative arts and entertainment industries support thousands of jobs across our state. By working collaboratively between the public and private sectors we have created an economic engine that is the envy of the nation. From blockbuster motion pictures to the latest video games, Georgia-produced content is everywhere, demonstrating our competitive advantages in this multi-billion-dollar industry. For producers who are serious about having access to the best talent available and state-of-the-art facilities, Georgia is on their mind."

Investment in new studios is also growing, creating more opportunities for hiring homegrown talent that will be cultivated through this Nexus in Acting degree. Amazingly, **the statistic showing the economic growth of the film industry doesn't include other opportunities for actors such as gaming, mobile gaming, virtual reality, augmented reality, and filmed and live industry shows that businesses like Coca Cola, Delta, UPS might cast for their trade show conventions. All areas where actors are needed.**

19. Provide any additional evidence of regional demand for the program^ (e.g. prospective student interest survey data, community needs, letters of support from employers)
There isn't a two-year program like the Nexus in Acting. We believe, based on anecdotal data, that the degree will be extremely popular with students who wish to immerse themselves into the film, television, and live theatre pipelines in a shorter period of time than what it would take them if they earned a BA or BFA in the field. The Nexus in Film and Video Production provides that pipeline for behind the camera workers. It's time we provide the same pipeline for actors.

20. *Identify the partners you are working with to create a career pipeline with this program[4].^*   We have identified at least eight talent agencies, two theatre companies, and two studios who support the creation of this degree and are enthusiastic about partnering with UWG to provide internship opportunities to students.

Mark all that apply

☐ High School CTAE   ☐ TCSG programs   ☒ Employers

☐ High School STEM   ☐ Other USG institutions   ☒ Community partnerships

☒ Career academies   ☐ Other universities   ☒ Professional associations

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[4] Provide letters of support and explain the collaboration and how partners will share or contribute resources. (Consider internal pipeline programs – "off-ramp program" Nursing to integrated health or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if we can)

☐ Other (specify below)

Click or tap here to enter text.

☐ None

21. *Are there any competing programs at your own institution?*

    ☒ *No*

    ☐ *Yes (If yes, provide additional information about the competing program(s) below).*

The UWG Theatre program offers a BA in Theatre and a BFA in Theatre with a concentration in Acting. Both degrees take four years, and use the same courses that the curriculum for the Nexus in Acting contains. If anything, the BA and BFA can be places for Nexus students to go if, during the two years of their training, they decide to continue with a four-year degree.

There is a BS in Film offered by the UWG School of Communications Media and Film, however, they offer no courses in acting or performance. The Nexus in Film and Video Production offers students who wish to work behind the camera a two-year degree option, but, like the BS in Film, it doesn't offer courses in acting. The Nexus in Acting proposal focuses solely on acting both on stage and for the camera. The internship component gives students the opportunities to not only work in both the theatre and film/television industries, but it also affords them the experience of making contacts in those industries; contacts who can help them move their careers forward. UWG is especially the right fit to offer this degree because of its proximity to Atlanta, and its success in preparing students for both industries (please see p. 7 for a representative list of successful performance alumni).

The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.

UWG's service area for Workforce Development is Region 8 (please see figure below). However, UWG is located just 50 miles west of Atlanta, and is in close proximity to many film studios. We believe that with good marketing and publicity, the demand for this degree will allow us to expand to regions throughout Georgia and perhaps outside of the state (Alabama, Florida, South Carolina, Tennessee). Acting jobs nationally are expected to rise 32% and in Georgia, 41%.

Do any other higher education institutions in close proximity offer a similar program?

☒ *No*

☐ *Yes (If yes, provide a rationale for the institution to offer the program)*

Based on the program's study area, what is the employment outlook for occupations related to the program, according to the CIP to SOC crosswalk in the Qlik **IPEDS Application^**. An Excel version of the CIP to SOC crosswalk is also available from NCES. If data for the study area is not available, then use state- or national-level data.

a. Click **here** for US and Georgia occupation projections

b. Click **here** for 2026 Georgia Department of Labor data projections for the State or Georgia
    Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the
    GDOL Labor Market Explore Website

c. For a custom Georgia geography – request a Jobs EQ report from **USG Academic Affairs office.**

Related Occupation	SOC code	Current Employment [2020]	Projected Employment 2030]	# Change	% Change	Average Annual Openings
Actors (US)	27-2011	51,600	68,300	16,700	32.4	8,200
Actors (GA)	27-2011	1,970	2,780	810	41.1	340
Producers & Directors (US)	27-2012	131,000	162,500	31,600	24	15,600
Producers & Directors (GA)	27-2012	5,180	6,640	1,460	28.2	650

Entertainment Attendants and Related Workers, All Other (US)	39-3099	3,900	5,300	35.9	1400	1,100
Dancers (GA)	27-2031	110	130	20	18.2	20
Camera Operators, Television, Video, and Motion Picture (US)	27-4031	30,300	37,600	3,900	24.1	3,900
Camera Operators, Television, Video, and Motion Picture (GA)	27-4031	1,350	1,850	500	37	200

Graduates of the Nexus in Acting program will have the ability to work in a broad range of areas within the film, television, and stage industries. First and foremost, they will be performers, working within the industry as extras, day players, supporting players, etc. However, as artists, they will have the skillset to create their own work, serving as producers and directors, as well.

Using IPEDS data, list the supply of graduates in the program and related programs in the service area.^

Similar or Related Programs	CIP Code	Supply[1]	Competitor Institutions[2]
Bachelor of Fine Arts in Acting	50.0506	8/year	Brenau University
Bachelor of Arts in Theatre	50.0501	7/year	Berry College
Bachelor of Fine Arts in Performing Arts	50.0501	59/year	SCAD
Bachelor of Arts in Theatre and Performance	50.0501	12/year	Spelman College
Bachelor of Arts w/major in Theatre & Perf. Studies	50.0501	45.7/year	Kennesaw State
Bachelor of Arts with Major in Theatre	50.0501	22.7/year	UGA
Bachelor of Fine Arts in Theatre	50.0501	19/year	Columbus State
Bachelor of Fine Arts in Theatre Arts	50.0501	18.3/year	Valdosta
Bachelor of Arts in Theatre	50.0501	14.7/year	Georgia Southern
Bachelor of Arts in Theatre	50.0501	13.3/year	Columbus State
Bachelor of Arts in Theatre	50.0501	11.3/year	GC&SU
Bachelor of Arts in Theatre	50.0501	5/year	UWG
Bachelor of Arts in Theatre	50.0501	3.7/year	Clayton State
One-Year Certificate: Theatre & Entertainment Tech.	50.0502	0/year	UNG

[1] Supply = Number of program graduates last year within the study area
[2] Competitors = List other institutions that offer this program or a similar program in the area (see Question 23)

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It's important to note that all of the degrees listed above, with the exception of the one-year certificate program in Theatre & Entertainment Technology, are all four-year degrees. The attractiveness of the Nexus in Acting degree that we propose is that it is a two-year degree that not only gets the student into the real world of performance, but also does so with a six-credit hour internship requirement. As will be noted later in this proposal, students will have the opportunity to learn about the business of film/television and live theatre by interning at various talent agencies, theatre companies, and film studios. Though students in the above programs can intern during their matriculation, they are not necessarily required of the degree. Furthermore, the industry partners that we have courted are excited about the two-year degree timeframe and are enthusiastic about helping these students in the booming industry in Georgia.

22. Based on the data provided in questions **24** and **25**, discuss how this program will help address a need or gap in the labor market?^

Looking at the increase in employment opportunities for actors both nationally and statewide, it's clear that the Nexus in Acting degree will fulfill a need. It will be the only two-year degree in Acting in the state. The film industry in Georgia is the number one producer of film and television in the country. Just as the behind the line positions should be filled by citizens of Georgia, so too should the acting positions. The Nexus in Acting will create a two-year pipeline to the film, television, and stage industries in Georgia. It's also important to note that UWG is only 50 miles west of Atlanta, and is close to many studios in the western region of the state, including Pinewood Studios.

The data also shows that there are over 35,000 openings in acting and its related fields in the entertainment industry.

Using data from *O*-Net,* identify the average salary for the related occupations identified in question 24. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org. (Standard Occupation Code = SOC)

SOC Code (6 digit)	Average Salary (O-Net data)	Occupation specific technology skills & KSAs
27-2011	$23.48/hr; $49,000/year	**Technology Skills: Data base, electronic mail, spreadsheet, video creation and editing, and webpage creation software; KSAs: Knowledge: Fine Arts, English Language, Communication & Media, Sociology, Anthropology, Psychology; Skills: Critical Thinking, Social Perceptiveness, Active Listening, Speaking, Reading Comprehension; Abilities: Oral expression and comprehension, memorization, speech clarity, written comprehension, creativity.**

27-2012	$79,000	Technology Skills: Graphics or photo imaging, music or sound editing; web page creation and editing, video creation and editing, web platform development software, budgeting; KSAs: Knowledge: Communication and Media, English Language, Telecommunications, Computers & Electronics, Administration & Management; Skills: Critical Thinking, Active Listening, Monitoring, Reading Comprehension, Speaking; Abilities: Oral Expression, Deductive Reasoning, Oral Comprehension, Problem Sensitivity, Speech Clarity.
39-3099	$24,170	Technology Skills: Carpentry, Sewing, lighting hang & focus, video creation and editing; KSAs: Knowledge: English Language, computers & electronics, math, physics; Skills: Critical Thinking, Active Listening, Speaking; Abilities: Deductive Reasoning, Problem Sensitivity, Heavy Lifting.*
27-2031	$18.78/hour; $39,000 annually	Technology Skills: Electronic mail, File system, Graphics or photo imaging, video creation, webpage creation and editing software; KSAs: Knowledge: Fine Arts, English Language, Anatomy—musculature; Skills: Agility, Coordination, Active Listening, Critical Thinking, Reading or understanding music; Abilities: Gross Body Coordination, Extent Flexibility, Dynamic Strength, Stamina, Trunk Strength.
27-4031	$49,230	Technology Skills: Analytical or scientific, Electronic mail, Graphics or photo imaging, spreadsheet, video creation and editing software; KSAs: Knowledge: English Language, Computers & Electronics,

		Communications and Media, Telecommunications; Skills: Active Listening, Coordination, Judgment and Decision Making, Reading Comprehension, Speaking; Abilities: Far and Near Vision, Visualization, Oral Expression, Problem Sensitivity.

Notes: *O-net did not list technology skills or KSAs for 39-3099. The list above was created by this writer who has some knowledge about what carpenters, dressers, lighting and sound board operators, for example, do and the knowledge and skills they need to fulfill their duties. The KSAs listed for each occupation above embody the "soft" skills that employers in all fields require and seek.

23. Using **GOSA Earning and Learnings data**, what is the typical salary range 5 years after graduation from the program?

Average Salary	75th Percentile	50th Percentile	25th Percentile
1 year after graduation	$35,103	$23,881	$14,607
5 years after graduation	$52,314	$38,277	$24,403

Provide any additional comments, if needed: <mark>Done for the Bachelor's Degree. Nexus degree was not listed.</mark>

24. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^

The job outlook for actors is excellent, especially considering the growing film industry in the state. BLS states that the job outlook for actors is projected to grow eight percent from 2021-2031, which is faster than average for all occupations. Certainly, this will be reflected in Georgia as well, considering it is the number one producer of film and television in the country. The courses in the proposed Nexus in Acting program cover both acting for the stage and acting for the camera, giving students diverse training that they will need. Additionally, talent agents and theatre companies are eager to partner with UWG Theatre to provided internships to students, giving them the opportunity to learn the business side of acting, as well as the experience of acting professionally.

D. **CURRICULUM**

25. Enter the number of credit hours required to graduate^

60 Credit Hours for the Nexus in Acting (42 credit hours of general education, 18 in acting and internship courses).

26. *Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual* **here** *for more information).*

    [x] *No*

    ☐ *Yes (If yes, explain the rationale for the request in the space below)*

27. Related to SACSCOC accreditation, specify if the program format of the proposed program is a^:

Format (Check 1)		50% or more of the program is delivered online
☒	Fully on campus	☐ Yes
	Combination of on-campus and online	
☐	Combination of off-campus and online	☐ Yes
☐	Hybrid, combination delivery	☐ Yes

    This is a face-to-face degree program.

28. *Is the program synchronous or asynchronous?[5] Mark one of the options below.*

    Not applicable

    ☐ *Synchronous*

    The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

    ☐ *Asynchronous*

29. For associate's, Nexus, and bachelor's degree proposals, which **High Impact Practices[6]** (HIPs) will faculty embed into the program? Mark all that apply.

    ☒ First-Year Experiences

    ☒ Common Intellectual Experiences

    ☒ Learning Communities

    ☐ Writing-Intensive Courses

    ☒ Collaborative Assignments and Projects

    ☒ Undergraduate Research

    ☐ Diversity/Global Learning

    ☐ ePortfolios

    ☐ Service Learning, Community Based Learning

    ☒ Internships

    ☐ Capstone Courses and Projects

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[5] See SACSCOC Handbook for Institutions Seeking Initial Accreditation **here**.

[6] See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, *14*(3), 28-29).

Discuss how HIPs will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

(i.e. "Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in... etc.").

Students will be required to perform in front of an audience, whether this is in a production or for a showcase. Students will participate in six credit hours of internship experiences with industry partners. Students will take part in a capstone project in which they will perform, either live or recorded, for industry partners, faculty, and other students.

30. Does the program take advantage of any USG initiatives? **Not Applicable**

Mark all that apply, and provide a letter of support from applicable initiatives' leadership.

       [ ] eCampus   [ ] Georgia Film Academy

       [ ] FinTECH   [ ] Other: Specify Initiative Here

^For associate's, Nexus, and bachelor's degree proposals, list the specific occupational technical skills, and KSAs identified in question 27 and show how they related to the program learning outcomes. Insert more rows as needed. Complete this chart for the upper division or major curriculum only.

[1] Direct measures may include assessments, HIPs, exams, etc.

Alignment of Occupational KSAs [1]	Student Learning Outcome (s)	Direct Measure (s)	Data Source
Data base, electronic mail, spreadsheet, video creation and editing, and webpage creation software;	Demonstrate the skill to market oneself as an actor.	Create website, cover letters, resume Internship assignments	Assignments in THEA 4412 Internship report
Fine Arts, English Language, Communication & Media, Sociology, Anthropology, Psychology;	Demonstrate the ability to develop a complex, human character from scripted and/or devised dialogue	Character analyses, assessed scene and monologue work	Internship report grades
Critical Thinking, Social Perceptiveness, Active Listening, Speaking, Reading Comprehension	Recognize and demonstrate the differences between acting for the stage and acting for the camera.	Assigned and assessed scene/monologue work in various acting classes	THEA 2291: Developing a Character, THEA 2491: Acting for the Camera; THEA 3491: Advanced Acting for the Camera; THEA 4412: The Business of Acting
	Demonstrate the ability to develop a complex, human character from scripted and/or devised dialogue		

Oral expression and comprehension, memorization, speech clarity, written comprehension, creativity.	Recognize and demonstrate the differences between acting for the stage and acting for the camera.	Assigned and assessed scene/monologue work in various acting classes	THEA 2291: Developing a Character, THEA 2491: Acting for the Camera; THEA 3491: Advanced Acting for the Camera; THEA 4412: The Business of Acting
	Demonstrate the ability to develop a complex, human character from scripted and/or devised dialogue		

31. For associate's, Nexus, and bachelor's degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.
 Insert more rows as needed.

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s)[1]
Critical Thinking/Problem Solving	1-3 (please SLOs below table)	Scene work assessment; focus & concentration; adaptation;
Oral/Written Communications	1-3	Scene work assessment; character analysis assessment; webpage assessment
Team Work/ Collaboration	1-3	Acting classes-scene work and peer assessment of that work
Digital Technology	1	Development of website as self-marketing tool
Leadership	1-3	Please see above
Professionalism/ Work Ethic	1-3	Assessment by faculty and industry professionals
Career Management	1-3	THEA 4412 teaches self-marketing and auditioning technique
Global/Intercultural Fluency	1-3	Scene and monologue selection; website available worldwide

[1] Direct measures may include assessments, HIPs, exams, etc.

Nexus Student Learning Outcomes:

1. Demonstrate the skill to market oneself as an actor.
2. Demonstrate the ability to develop a complex, human character from scripted and/or devised dialogue.
3. Recognize and demonstrate the differences between acting for the stage and acting for the camera.

32. How will learning outcomes for the program be assessed?^ Attach the curriculum map for the upper division or major curriculum.

The main assessment tool for the upper division courses, THEA 3491: Advanced Acting for the Camera, THEA 4412: The Business of Acting, THEA 4486: Internship, will be final projects that include the

assessment of the faculty member of record and at least one industry professional. For example, for THEA 3491 the final project will include a reel that will be sent to one of our industry partners for assessment and then will be included on the student's website. For THEA 4412, students will audition live or through self-tape with a different industry partner and the faculty member of record for the course for assessment. Students in this class will also create or revise their websites for assessment. Lastly, THEA 4486, the six credit hours of internship, will involve an internship report that will include the student's assessment of their performance of the tasks assigned, and the knowledge they accrued in terms of what is expected of an actor when auditioning for talent agents, artistic directors, or studio executives. The report will also require the student's analysis of their ability to apply what they learned while interning to better market herself/himself as a professional actor.

Faculty will design appropriate rubrics for assessment for the projects in THEA 3491 and 4412, and will work with industry partners to create the internship report criteria and rubric.

33. How will outcomes for graduates of the program be assessed?
(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)
Faculty will set up exit interviews with students in their last semester of the degree. In those meetings, students will present their five-year plan that will include goals for each year after they graduate. Faculty will also ensure that contact information is kept up to date of recent alumni, and schedule contact with them every two years. Additionally, faculty will meet with industry partners every two years to discuss the recent graduate cohort to monitor alumni employment rates.

34. List the entire course of study required to complete the academic program.^

        Include course: prefixes, numbers, titles, and credit hour requirements
        Indicate the word "new" beside new courses
        Include a program of study

Nexus in Acting curricula:

General Education/Core Curriculum (Areas A-E): 42 credit hours

- B1: THEA 2050: Self-Staging: Oral Communication in Daily Life   (3 CH)
- C1: THEA 1100: Theatre Appreciation or FILM 2080: Introduction to the Art of Film (3 CH)

Area F:

THEA 2291: Developing a Character OR THEA 2292: Contemporary Scene Study   (3 CH)

THEA 2491: Acting for the Camera   (3 CH)

THEA 3491: Adv. Acting for the Camera (3 CH)

THEA 4412: Business of Acting (3 CH)

<u>THEA 4486: Internship (6 CH)</u>

TOTAL CH: 18 CH

Please see Appendix C for the program map of the Nexus in Acting degree.

E. IMPLEMENTATION

35. *Provide an enrollment projection for the next four academic years^ Project for four years, carryover new to next year graduates*

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2023-24	2024-25	2025-26	2026-27
Base enrollment[1]		25	30	30
Lost to Attrition (should be negative)		-3	-3	-3
New to the institution	20	20	20	20
Shifted from Other programs within your institution	5	10	10	10
Total Enrollment	25	52	57	57
Graduates	0	22	27	27
Carry forward base enrollment for next year	25	30	30	30

[1]Total enrollment for year 1 becomes the base enrollment for year 2

a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

Because this degree is targeting actors specifically and the curriculum is focused on acting for the camera, we believe we will be successful in growing enrollment with the Nexus in Acting. We will continue to target area high schools, and we will branch out to Performing Arts Magnet schools like Pebblebrook, Tri-Cities, North Fulton, etc. We will ensure that we have marketing materials that will be attractive and eye-catching that we can use on social media, in text messaging, and in hard copy format for our recruitment conferences and on campus Showcases/Preview Days.

Additionally, our industry partners have an enthusiasm for a two-year degree that serves as a consistent pipeline of talent for the industry. We were pleased that industry enthusiasm mirrored our own and encourages us to believe the program will be successful in recruiting students.

b. *If projections are significantly different than enrollment growth for the institution overall, please explain.*

Enrollment at UWG has declined in the last three years. Theatre major enrollment has declined with institutional enrollment with the exception Fall 2022, a term in which Theatre welcomed 21 new majors, an increase of seven from Fall 2021. Because of the successful film and television industry in the state, we have high hopes that this new two-year degree, the only one of its kind currently, will help to keep our enrollment growing.

36. If projected program enrollment is not realized in year two, what actions are you prepared to take?

As we are not adding any new personnel, we will need to look into other recruitment ideas to ensure that we are getting the word out about the new Nexus degree. We will partner with an Admissions representative to analyze what we are doing well and what we need to improve upon in getting our name and brand out to the prospective students.

37. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

The faculty and students in the UWG Theatre program recruit a great deal. From scheduling weekday matinees for high school classes in our November show slot, to attending state and regional Theatre conferences, to creating dynamic promotional materials, we have a plan that we are constantly trying to improve upon. Here is our recruitment plan:

- On Campus Recruitment
  - Schedule at least four weekday matinees of the show in the November performance slot
    - Show selection must be part of the high school curriculum
    - Begin marketing the Spring semester prior to the show's slot
    - Have promotional material for the Nexus degree in lobby
    - Have post-performance talk back with prospective students
    - Give them the college experience by recommending they dine on campus
    - Inform Admissions Office of HS Matinee dates so they can have a recruitment table in the lobby and speak to students
  - Attend all Showcases/Preview Days for prospective students with up-to-date and eye-catching promotional material
    - Give prospective Theatre students a tour of facilities
  - Invite high school theatre classes to campus for workshops in acting
  - In campus partnership with the Townsend Center for the Performing Arts, create an annual High School One-Act Play Festival competition that brings at least four schools to campus to perform their shows
    - Faculty will serve as judges
    - Faculty and UWG Theatre students will present a workshop
    - Prizes will be distributed to the winner and runner up of the festival

- o Participate in Wolf Tracks campus visits to give tours of facilities, allow prospective students to sit in on classes
- o All marketing materials will be distributed to Admissions and other campus partners to take with them on recruitment visits
- o Participate in High School Summer Camps offered by UWG
- o Have students create a social media campaign on TikTok especially to introduce the new degree
- Off-Campus Recruitment
  - o Schedule Recruitment Tour of at least 10 high schools in and around the western Atlanta region
    - ▪ Bring recruitment materials and introduce the Nexus degree at each tour stop
    - ▪ Ensure that there is time for high school students to ask questions about the degree
  - o Faculty will attend at least three high school shows per semester to recruit students
  - o Attend state and regional festivals/conferences for the specific goal of recruitment
  - o **Create a recruitment plan that focuses on adult-learners, specifically military veterans**
    - ▪ **Work with campus partners in the Center for Adult Learners and Veterans to create this plan**

38. Provide a brief marketing description for the program that can be used on the Georgia **OnMyLine website**. UWG offers the first and only Nexus degree in Acting. Students will take acting courses for the camera and live stage and will have the opportunity to work with industry partners to gain valuable experiences in front of the camera and live audiences. With the Nexus in Acting degree, UWG creates a two-year pipeline to the booming film and television industry as well as the Atlanta theatre scene. Worried about how to get in front of a talent agent to show your talents? UWG has formed partnerships with talent agencies in Atlanta and LA who will work with you to show you what it takes to land a role in the industry. UWG alumni are working in front of the camera on shows like *Queer as Folk, Step Up: High Water, The Marvelous Mrs. Maisel* and in front of audiences on Broadway (*Beautiful: The Carole King Musical*), in Atlanta (The Alliance Theatre, Theatrical Outfit, Aurora Theatre, Horizon Theatre, Kenny Leon's True Colors Theatre), and regionally. Come join the UWG Theatre Company: Daring, Dynamic, Defiant: Your World is Our Stage!

39. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs

    Not applicable

    Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Reviewer 1 Name   Reviewer 2 Phone Number

Reviewer 1 Title   **Reviewer 2 Name**

Reviewer 1 Institution   Reviewer 2 Title   **Reviewer 3 Name**

Reviewer 1 Email Address   Reviewer 2 Institution   Reviewer 3 Title

Reviewer 1 Phone Number   Reviewer 2 Email Address   Reviewer 3 Institution

Reviewer 3 Email Address   Reviewer 3 Phone Number

USG Reviewer Name

USG Reviewer Title

USG Reviewer Institution

USG Reviewer Email Address

USG Reviewer Phone Number

F. RESOURCES

F1. Finance^: Complete and submit the Excel budget forms and the questions below (Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

40. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

        ☒ No (Move to answer question 48)

        ☐ Yes (If yes, answer questions 47a & 47b)

    a. *What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.*

    In-State per Semester: $Enter Amount

    Out-of-State per Semester: $Enter Amount

    b. *Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:*

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

41. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

Funding used by the Theatre program for its existing degrees will be used for the Nexus. Though no additional funds will be needed, funding for the Theatre program and its co-curricular productions does need to be funded appropriately. This is currently not the case and does not meet accreditation standards. We hope with the addition of this degree, we will see an increase in student enrollment and therefore appropriate funding for the Theatre program.

42. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

Not applicable.

43. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?

No additional financial costs to the students will be part of the Nexus in Acting degree.

How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

It is hoped that revenue generated by the program will cover the direct and indirect costs for the program.

F2. Faculty^ – Explain your faculty and staff plan for the program

44. Discuss how existing courses may be incorporated into this new program:

    a. Course Development
       # of total courses in the curriculum: Excluding the 42 credit hours of core curriculum, five courses are in the curriculum. Including the core curriculum 19 courses

       # of existing courses to be part of the new program Five (all THEA courses outside the core curriculum are existing courses).
       Net number of new courses to be developed   **No new courses were developed**

    c. Comment on the costs and workload related to the new course development.
       Not applicable; no new courses were developed for this degree.

45. Explain how **current faculty and staff** will contribute to the program.^

    a. *How many faculty will be re-directed to this program from existing programs?*
       Two faculty and one administrator (Dean) will be qualified to teach the curriculum in the Nexus in Acting degree. The only redirection might be for the Dean, who regularly teaches one course a year, which has been Theatre History. She can be redirected to teach our Developing a Character course when enrollment increases.

    b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?
       No teaching loads or distribution of time will be affected at the outset. With increased enrollment we will need to increase the number of sections of courses in Acting, which may result in either overloads or the hiring of part-time faculty. We seek out this challenge.

c. List the faculty that will be redirected from their current teaching load assignments to support this new program

As stated above, the only redirection that we foresee when the program is initiated is changing the course offered by the Dean from Theatre History to Developing a Character or Contemporary Scene Study. The instructors who will be involved with this new program are:

Dr. Pauline Gagnon (Dean, CACSI)
Ms. Shelly Elman (Chair, DEFLPA)
Mr. Jonathan Kitt (Asst. Professor, Movement, Voice, Acting)

d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

All acting courses offered in the Nexus in Acting degree are already offered for the BA or BFA in Theatre degree. THEA 2291: Developing a Character is often filled, which is why we give students a choice between that course and THEA 2292: Contemporary Scene Study, which is a continuation of THEA 2291 and covers much of the same material. THEA 2291 and 2292 are offered in different semesters. The BFA is only three years old and was rolled out during COVID; it is growing slowly and therefore initially there will be room in the upper level acting courses required for students in the Nexus in Acting. Once enrollment in the Nexus and BFA degrees grows, we will offer multiple sections of courses and hire part-time faculty to help teach acting courses.

e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)
We do not expect such costs as we have a vast array of acting courses for our students already. Course development is also considered part of our faculty workload.

f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours, D, UN, UT, G)	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Harold Jonathan Kitt	Assistant Professor	THEA 2291: Developing a Character or 2292: Contemporary Scene Study, THEA 2491: Acting for the Camera, 3491: Adv. Acting for the Camera All are 3 credit hour courses; all are UG	MFA in Acting, DePaul University	**3/3**	
Rochelle Elman	Professor of Theatre/Chair, DEFLPA	THEA 2291: Developing a Character or 2292: Contemporary Scene Study, THEA 4412: The Business of Acting, THEA 4486: Internship All are 3 credit hour courses; all are UG	MFA in Direction, Wayne State University	3 courses/year	Directing encompasses teaching and coaching of acting
Pauline Gagnon	Professor of Theatre/Dean of CACSI	THEA 2291: Developing a Character or 2292: Contemporary Scene Study All are 3 credit hour courses; all are UG	Ph.D. in Acting & Directing, University of Michigan	1 course/year	

46. Explain your plan for <u>new</u> faculty and staff for the program:

    a. *How many new faculty will be needed for this program over the next four years? Enter #*
      Explanation:

      There is no plan to add faculty for this new program. If enrollment increases as we hope in the next four years, we will either use part-time faculty and/or request a new tenure-track line, if enough

revenue is generated by increased student enrollment. The new hires are not foreseen until the second or third year of the Nexus degree.

47. *How many new staff will be needed for this program over the next four years?*
We will be able to use existing staff.

    a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

    Not applicable

F3. Facilities – complete the questions below:

48. *Where will the program be offered?^ Mark all that apply*

    ☒ Main campus

    ☐ Satellite campus: Specify Here

    ☐ Other: Specify Here

    ☐ 100% Online

Will new or renovated facilities or space be needed for this program over the next four years?
☒ No

☐ Yes (*If yes, complete the table below, inserting additional rows as needed*).

Capital Costs for Needed Facilities and Space

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
New Construction					
Renovations and Infrastructure*					
Purchases: Land, Buildings etc.					
Lease space					
TOTAL Cost		**$0**	**$0**		

*Include the name of the building or location being impacted and what will need to be done.

Infrastructure includes new systems such as: water, electrical, IT networks, HVAC etc.
Not applicable

49. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

Not applicable

50. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.^

Not applicable. UWG has appropriate space for this new degree and no existing programs will be negatively impacted by the creation of this degree**.**

51. Are any of these new facilities or major renovations listed in the table above (**Question 57**) **NOT** included in the institution-level facilities master plan?

No

Will any of the following types of space be required: instructional, fine arts, meeting, study, or dedicated office?

☐ No (Move to Question 63).

☒ Yes (*If yes, complete question 62. Insert additional rows as needed*).

Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices				
Fine Arts Spaces[1]		2 acting studios 2 performance spaces		In occupancy now
Classrooms				
Meeting Rooms				
Student Study Space				
Other (Specify)				

[1]Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

Currently, the Theatre program is in direct control of two acting studio spaces that are already used for teaching acting and acting for the camera classes. Scheduling additional sections of acting classes, if needed, can be accommodated based on the current use of the spaces.

52. Are there facility needs related to accreditation?^ Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

All facilities utilized by the Theatre program specifically for performance courses (acting, directing, dance) meet NAST standards. This will not change with the addition of the Nexus in Acting degree.

F4. Technology

53. Identify any major equipment or technology integral to program start-up and operations.
List any equipment or assets over $5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1				
2				
3				
4				

5			
6			
Total Technology Costs	**0**	**0**	

No new equipment over $5,000 is needed for the Nexus in Acting degree. The Theatre program currently owns cameras, ring lights, and other materials for filming. Repair and/or replacement of this equipment should not exceed $5,000.

G. RISKS AND ASSUMPTIONS

54. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
Loss of faculty and staff in a program that is at the bare minimum of faculty and staff through continued budget cuts	Medium	Medium	Recruitment of large cohort of students each year in this program.

55. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

SACSCOC accreditation request is approved.

National Association of Schools of Theatre Plan Approval for the degree is approved.

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

Yes

Appendix – A: Letters of Support

Letters of support from industry partners that include Atlanta-area and Los Angeles based talent agencies and Atlanta-area theatre companies.

Georgia™

September 14, 2022

To Whom It May Concern:

In FY07, the direct spend of the film, television and interactive entertainment industries in Georgia was an estimated 135 million. In 2008, The Georgia Entertainment Industry Investment Act was passed. Since that time, the industry has grown exponentially -- with a direct spend of $4.4 billion in FY22.

In addition to the growth in the number and size of projects shooting in Georgia, we have also experienced a tremendous growth in the number of tax paying support service companies locating in the State, including sound stages.

In 2009, we had one purpose built sound stage complex in Georgia—Riverwood Studios in Senoia—its total stage space was 45,000 square feet. Today, Georgia has approximately 4 million square feet of purpose built and retrofitted stage space—with more to come.

To continue this unprecedented growth, we must continue to develop the workforce necessary to fill the numerous jobs needed for this industry. While the Georgia Film Academy trains crew personnel, it does not currently train actors.

It is my understanding that the University of West Georgia Theatre Program is creating a new flexible, two-year degree called the Nexus in Acting. We are excited about the possibility of this new program to help broaden and deepen the pool of talent in the state. To continue our work in growing the state's film business, Georgia must have trained actors reflecting the diversity of the state. We support this initiative and hope that it will move forward.

Best,

Lee Thomas

Director, Georgia Film Office

Deputy Commissioner, Georgia Department of Economic Development

Georgia Department of Economic Development · 75 Fifth Street, NW · Suite 1200 · Atlanta, Georgia 30308

BARON Entertainment

Baron Entertainment, Los Angeles and Atlanta

September 15, 2022

Dear Chancellor Perdue:

I am writing to support the University of West Georgia's application to establish a Nexus Degree in Acting. As the founder of a talent agency, I understand the need for a diverse group of actors ready to participate in Georgia's burgeoning film industry. Here at Baron Entertainment Group, we represent both high-profile celebrities as well as up and coming performers in Los Angeles and Atlanta. This new program will support our goal to match talented people with employment opportunities in the industry.

The Georgia Department of Economic Development noted that the film industry had a banner year last year and "set a new record with $4 billion in direct spending on productions in the state." This achievement is not a fluke. Georgia's commitment to the film industry bodes well for its continued growth. As a result, more actors will be needed to fill roles. The same report also noted, "In fiscal year 2021, 366 productions filmed in the state, represented by 21 feature films, 45 independent films, 222 television and episodic productions, 57 commercials, and 21 music videos."

In addition to meeting the needs of the Georgia Film Industry, this degree will help people find work. Training students how to act on camera and providing internships that allow participation within the industry helps actors discover a pathway to employment. The U.S. Government's Occupational Outlook Handbook notes, "Actors typically enhance their skills through formal education, and long-term training is common." This hands-on approach to training may shorten the time needed initially for actors to begin their careers. Also, the same report noted that there is "faster than average" growth in this occupation nationwide.

The Nexus in Acting is designed to be agile and create a practical course of study that will allow students to be ready for a demanding career, whether on stage, in front of the camera, or in other projects such as commercials, industrials, and voice overs. This program will not only engage students in their field of interest but also provide the film industry with well-trained young professionals. I am enthusiastic about the Baron Entertainment Group partnering with the University of West Georgia's Nexus degree in Acting by providing internship possibilities for its students.

Please do not hesitate to contact my office should you have any questions.

Sincerely,

Rod Baron

Rod Baron
Baron Entertainment Group Atlanta
(323) 969-1000

CLASSIC TALENT AGENCY

September 21, 2022

To Whom It May Concern:

I am writing to support the University of West Georgia's proposal to establish a Nexus Degree in Acting. As the Owner and Head Agent of Classic Talent Agency LLC, I understand the need for a diverse group of actors who are ready to participate in Georgia's burgeoning film industry. Classic Talent Agency LLC was started in 2014 at the beginning of the booming Entertainment Industry in Georgia. We have watched the area grow and we have helped developed actors to fill the needs in the industry, we have provided actors of all backgrounds young and old to book and appears in many productions that were filmed here in Georgia including, Stranger Things, The Walking Dead, Marvel Movies, Commercials, and many, many more productions.

The Film and Television industry is booming in Georgia, and it's vital that actors in the state are part of that boom. Not only are the acting courses that will be offered in UWG's Nexus in Acting degree important, but also the internship component is vital to students in learning the business of the film/television industry. A partnership with Classic Talent Agency and UWG will give students the opportunity to understand how talent is cast while also giving our agency much needed workers to help us manage our busy schedules.

I believe the Nexus in Acting degree proposed by UWG will help keep a steady stream of local talent employed. The industry is exploding in Georgia, and the ways in which actors are employed is growing as well. There are much more opportunities for actors and advances in technology will only increase those prospects. This is why this degree is so essential.

I look forward to partnering with the University of West Georgia's Theatre program by providing internship opportunities for its students.

Please do not hesitate to contact my office should you have any questions.

Sincerely,

Lora Vinson
Owner/Head Agent at Classic Talent Agency LLC
Lora@classictalentagency.com
www.classictalentagency.com
678-974-1890

FORWARD
THE AGENCY

October 15, 2022

To Whom It May Concern:

I am writing to support the University of West Georgia's proposal to establish a Nexus Degree in Acting. As the agent of a talent agency, I understand the need for a diverse group of actors ready to participate in Georgia's burgeoning film industry.

Forward was established in 2015 and is a selective and full service agency representing talent in commercial/print/tv/film/voiceover in the southeast and across the U.S. Forward has a strong history and track record of cultivating talent at various levels of development while launching successful careers in the entertainment industry.

The Film and Television industry is booming in Georgia, and it's vital that actors in the state are part of that boom. Not only are the acting courses that will be offered in UWG's Nexus in Acting degree important, but also the internship component is vital to students in learning the business of the film/ television industry. A partnership with our agency and UWG will give students the opportunity to understand how talent is cast while also giving our agency much needed workers to help us manage our busy schedules.

I believe the Nexus in Acting degree proposed by UWG will help keep a steady stream of local talent employed. The industry is exploding in Georgia, and the ways in which actors are employed is growing as well. There are much more opportunities for actors and advances in technology will only increase those prospects. This is why this degree is so essential.

I look forward to partnering with the University of West Georgia's Theatre program by providing internship opportunities for its students.

Please do not hesitate to contact my office should you have any questions.

Sincerely,

Jen She
Director of Fashion and Commercial Print, Forward the Agency
Jen@FWDtalent.com

3455 Peachtree Rd NE Suite 500, Atlanta, GA 30326

October 12, 2022

To Whom It May Concern:

I am writing to support the University of West Georgia's proposal to establish a Nexus Degree in Acting. As the founder of a talent agency, I understand the need for a diverse group of actors ready to participate in Georgia's burgeoning film industry.

Ultimate Model Management, Inc. (UMMI) is a premier modeling and talent agency providing top-quality models and talent to work in trade shows, print advertising, television, runway and film. The mission of UMMI is to provide placement services to companies in need of models and talent domestically and internationally. To meet our mission, we provide trained and educated models and talent who are familiar with client needs; and eager to display excellent customer service. UMMI enables its clients to execute productive events at reduced cost by absorbing the cost to train and mentor talent prior to placement. This offering results in increased revenues and an enhanced image.

The Film and Television industry is booming in Georgia, and it's vital that actors in the state are part of that boom. Not only are the acting courses that will be offered in UWG's Nexus in Acting degree important, but also the internship component is vital to students in learning the business of the film/television industry. A partnership with our agency and UWG will give students the opportunity to understand how talent is cast while also giving our agency much needed workers to help us manage our busy schedules.

I believe the Nexus in Acting degree proposed by UWG will help keep a steady stream of local talent employed. The industry is exploding in Georgia, and the ways in which actors are employed is growing as well. There are much more opportunities for actors and advances in technology will only increase those prospects. Therefore, the reason this degree is so essential.

I look forward to partnering with the University of West Georgia's Theatre program by providing internship opportunities for its students.

Please do not hesitate to contact my office should you have any questions.

Sincerely,

Rose Battle
President/CEO
Ultimate Model Management, Inc.
770-322-8528
www.ummiagency.com

GEORGIA ENSEMBLE THEATRE

September 6, 2022

To Whom it May Concern,

My name is Laurel Crowe, and I am the Education Director and Artistic Lead for Theatre for Young Audiences at Georgia Ensemble Theatre & Conservatory (GET). GET is a professional theatre company founded in 1992. I am writing you about the Nexus Degree program in acting at The University of West Georgia. Offering a Nexus Degree in acting would be of enormous benefit to both students and the theater community. As theater companies weathered the pandemic and struggled to stay afloat, many theatre practitioners left the industry for film or advanced degrees. An intensive acting degree program that sets students up for success upon graduation will create a new pipeline of trained young actors, as well as give an opportunity to older actors who never received their degree.

In Georgia, we celebrate our community of theatre artists, in a way that is supportive and nurturing. With over twenty professional theater companies in the metro-Atlanta area, there are many opportunities for new and emerging artists to find their path. At Georgia Ensemble Theatre, alone, we produce 6 mainstage productions, 3-4 Theatre for Young Audiences shows, and 2 Elder Tour productions. In addition to our producing season, we have classes and camps for young people year-round.

As someone who works with high school students, as well as post-graduate students, I have observed that there is no one path that makes sense for all students. The Nexus degree program is creating a new avenue for students who cannot afford or who may not thrive in a four-year program. I have heard from so many students that they feel stuck when it comes to the next steps for them, especially since the pandemic, and I believe a program like this will attract a strong group of young people who did not know that there was an opportunity like this for them.

I hope to see this degree program come to fruition at UWG (University of West Georgia). As a graduate of the University of West Georgia Theatre department, I am honored to write this letter and hold such pride for the growth that this program has celebrated.

Please feel free to contact me with any additional questions you may have: (404) 642-1220 or lcrowe@get.org.

Sincerely,

Laurel Crowe

ACTOR'S EXPRESS

September 15, 2022

To Whom it May Concern:

I am delighted to lend my enthusiastic support to the Nexus in Acting degree program at the University of West Georgia College of Arts, Culture, and Scientific Inquiry.

This innovative new degree program will blend classroom study with professional experience, creating an accelerated pipeline of well-trained actors to work in the bustling theatre and film/television industries in Georgia. Since the film industry brings in over $4 billion to the state annually, this program will be a critical component of both artistic and economic development.

As a professional theatre director and producer who has also worked in academia for over twenty years, I have learned through practice and experience that the craft of acting requires not only intensive study but applied practicum experience as well. One without the other is incomplete, and this new program will have its training rooted in this critical principle of blending classroom study and field application.

I applaud the University of West Georgia for leading the way with this innovative and accelerated new program of study. I hope you will give the Nexus in Acting degree program the attention and consideration it so richly deserves.

Best regards,

Freddie Ashley
Artistic Director

THE BEN FRANKLIN ACADEMY

1585 Clifton Road, N.E.

Atlanta, GA 30329

(404) 633-7404

Fax (404) 321-0610

Pamela Turner Ph.D.
Director of Theatre and Film

October 15, 2022

In Support of Nexus Degree in Acting

I am writing to support the University of West Georgia's proposal to establish a Nexus Degree in Acting. This program will allow students to prepare for a career in film while using the actual industry as their course lab. From 1972 to 2017, there were over 700 films, TV movie, TV series, and other screen products produced in Georgia. In 2020, even during the pandemic, there were 242 film productions and in 2006, when Tyler Perry Studios served to help launch Georgia's film industry boom, there was another important development in diversity casting. Rather than paying for college in one state and then adding moving expenses to a place with the prospect of steady job, graduates of a Nexus Degree can settle in during and after graduation and begin to develop contacts and a professional life. The shorter time to graduation is also an important step toward acknowledging that not all students have the resources or the interest for a four-year liberal arts program.

As more jobs in film have opened in Georgia, that has been followed by an increase in casting agents based locally and investing in local talent. One example is Jodie Feldman who has been on staff at the Alliance Theatre for many years and has now expanded her scope to film. With an increased pool of trained film actors, such casting agents are ready to draw from that source rather than starting first with stage actors. In addition to film and television jobs in Georgia, there are also increasing opportunities in voice-over work, advertising gigs, industrials, and as daily-rate extras. And, just as a student has financial advantage by training in a vibrant employment environment, so the file industry benefits from the cost containment of hiring locally.

Ruby Lerner (now Founder and CEO of Creative Capital) was my colleague as Atlanta College of Art faculty when she founded Atlanta's IMAGE film/video. The original intent was to support local independent film makers and to create a community that could build on the value of collaboration and networking. The University of West Georgia's Nexus Degree would carry that idea further in creating a trained pool that could come into film projects at the beginning and work with directors on the rise. I have also taught at Agnes Scott College (Theatre Department Chair), Emory University, and Georgia State University. Each of these institutions have stellar programs but their respective missions don't have ground for a program like Nexus. Nexus is unique in its time commitment, cost, and focus.

Currently, I am a Tony Voter and serve on the Council for the Dramatists Guild. As demonstrated by the Guild's New Media committee headed by Kristoffer Diaz, increasing numbers of playwrights are turning to writing for film, television, and virtual platforms. From that activity there is a building need for an actor pool with film training for development readings and showcases. I also teach at Ben franklin Academy-Emory, an international, interdisciplinary, college prep high school, where I've founded a training program in theatre and film that prepares those intent on a career in the performing arts to be competitive for the college of their choice. Some have also started a career straight from this program. This current generation of students are interested in more career-focused education with apprentice or intern opportunities at the undergraduate level. The Nexus Acting degree has built in an internship component that will get students in the door of the industry and also serve as a final check for students to be sure that this is the career they want.

Pamela Turner, Ph.D
Director of Theatre and film

Member of Council,
Dramatists Guild of America
Tony Voter

C0-Founding Artistic Director
multi**Shades.**atlanta
Associate Artist, AngelWorks.sma

Appendix B – Program Assessment and Curriculum Map

Nexus in Acting Program Assessment
Nexus in Acting Curriculum Map

53

Nexus in Acting Program Assessment

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AYX X	AYX X	AYX X	Interpretation & Use of Results	Improvement Plan
Demonstrate the skill to market oneself as an actor.	1, 2	Website, Headshot, Resume development; developing of audition self-tapes	Successful critique from faculty and industry partners in all projects listed left					
Demonstrate the ability to develop a complex, human character from scripted and/or devised dialogue.	1, 2, 3	Courses: THEA 2291/2, 2491, 3491, 4412	Successful matriculation from courses listed left; development of reels for website; showcase audition for industry partners					
Recognize and demonstrate the differences between acting for the stage and acting for the camera.	1, 2, 3	Courses: THEA 2291/2, 2491, 3491, 4412	Successful matriculation from courses listed left; showcase audition for industry partners that contains both on camera and live scene work/auditions					

Nexus in Acting Curriculum Map

DEPARTMENT:	English, Film, Languages, and Performing Arts			PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:	Theatre; Nexus in Acting		COURSES	Demonstrate the skill to market oneself as an actor.	Demonstrate the ability to develop a complex, human character from scripted and/or devised dialogue.	Recognize and demonstrate the differences between acting for the stage and acting for the camera.
		1	General Education (42 credit hours)			
			Area B1			
			THEA 2050			
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.			Area B2			
			XIDS 2002: Theatre & Entertainment			
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.			Area C1			
			THEA 1100			
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.		2	THEA 2291/2292		I	I
		3	THEA 2491		I	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.		4	THEA 3491	I	R	M
		5	THEA 4412	M	M	R
		6	THEA 4486	M	M	M

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.	**7**				

Appendix C – Program Map

Nexus in Acting Program Map

Nexus in Acting Program Map

<table>
<tr><td colspan="4" align="center">Academic Year
Program Map
Nexus in Acting (60 Credit Hours)</td></tr>
<tr><td colspan="4" align="center">YEAR 1</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>ENGL 1101 (Area A)</td><td>3</td><td>ENGL 1102 (Area A)</td><td>3</td></tr>
<tr><td>THEA 2050 (Area B1)</td><td>3</td><td>Area C2 course</td><td>3</td></tr>
<tr><td>THEA 2291: Developing a Character</td><td>3</td><td>MATH 1001 (Area A)</td><td>3</td></tr>
<tr><td>THEA 1100: Theatre Appreciation (Area C1)</td><td>3</td><td>Area D course (no lab)</td><td>3</td></tr>
<tr><td>XIDS 2002: Theatre & Entertainment (Area B2)</td><td>2</td><td>HIST 1111 or 1112 (Area E1)</td><td>3</td></tr>
<tr><td></td><td></td><td>THEA 1000: Theatre Laboratory</td><td>0</td></tr>
<tr><td>SEMESTER TOTAL</td><td>14</td><td></td><td></td></tr>
<tr><td></td><td></td><td>SEMESTER TOTAL</td><td>15</td></tr>
<tr><td colspan="2" align="center">Milestones</td><td colspan="2" align="center">Milestones</td></tr>
<tr><td colspan="2">• Complete ENGL 1101; Required to earn C or higher.</td><td colspan="2">• Complete ENGL 1102; Required to earn C or higher.
• Complete Math 1001</td></tr>
<tr><td colspan="4" align="center">YEAR 2</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>Area E4 Course</td><td>3</td><td>THEA 4486: Internship</td><td>6</td></tr>
<tr><td>THEA 4412: The Business of Acting</td><td>3</td><td>Area D Course (no lab)</td><td>3</td></tr>
<tr><td>POLS 1101 (Area E3)</td><td>3</td><td>HIST 2111 or 2112 (Area E2)</td><td>3</td></tr>
<tr><td>Area D Course with lab</td><td>4</td><td>THEA 3491: Adv. Acting for the Camera</td><td>3</td></tr>
<tr><td>THEA 2491: Acting for the Camera</td><td>3</td><td></td><td></td></tr>
<tr><td>SEMESTER TOTAL</td><td>16</td><td>SEMESTER TOTAL</td><td>15</td></tr>
<tr><td colspan="2" align="center">Milestones</td><td colspan="2" align="center">Milestones</td></tr>
<tr><td colspan="2">• Complete Core Area E
• Two acting courses</td><td colspan="2">• Internship
• Complete degree</td></tr>
</table>

BIOL - 2021 - Human Anatomy and Physiology I

2023-2024 Undergraduate Revise Course Request

General Information

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

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

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

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

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

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

If other, please identify.

Desired Effective Semester * Spring

Desired Effective Year * 2023

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

> Department of Natural Sciences

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

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

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

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

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

List of Faculty Senate Action and Information Items

Course Information

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

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

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

Course Prefix* BIOL   **Course Number*** 2021

Course Title* Human Anatomy and Physiology I

Long Course Title Human Anatomy and Physiology I

Course Type - DO NOT EDIT* Biology

Catalog Course Description* An introduction to the structural and functional relationships in the human body. This course will introduce the student to the background material and the organ systems associated with protection, support, and movement, as well as, the systems which control and integrate body functions. Course is designed to be taken before BIOL 2022. This course is not intended for biology or other laboratory science majors and cannot be used for credit toward those degrees.

Prerequisites Prerequisite: ((BIOL 1108 Minimum Grade: C and BIOL 1108L Minimum Grade: C) or (CHEM 1212 Minimum Grade: C and CHEM 1212L Minimum Grade: C) or (CHEM 1152 Minimum Grade: C and CHEM 1152L Minimum Grade: C) or (PHYS 1112 Minimum Grade: C and PHYS 1112L Minimum Grade: C)) or (BIOL 1107 Minimum Grade: C and BIOL 1107L Minimum grade: C) and CHEM 1211 Minimum Grade: C and CHEM 1211L Minimum Grade: C) and Concurrent Prerequisite: BIOL 2021L

Corequisites

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Status* ○ Active-Visible ○ Inactive-Hidden

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

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

If yes, indicate maximum number of credit hours counted toward graduation.* 3

Justification and Assessment

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

Rationale* This course is primarily taken by Nursing and Community Health and Wellness students. Following discussions with the nursing and science advisors it became clear that the higher pre-reqs (requiring a B in biology and chemistry courses) was a barrier toward student progression. In many cases, students took Anatomy and Physiology at other institutions as transient students and were successful both in A&P and subsequently the nursing major. In addition, in instances where a student had a single C in one of the pre-reqs and the instructor granted an override, the students were able to handle the course content.

Overall, reducing the grade requirements for this course will aid in student success, progression, and retention.

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

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

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

Syllabus* ☑ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 212

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

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

Fee Justification* N/A

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

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

Administrative Use Only – DO NOT EDIT

Course ID* 20

Criminology, B.S.

2023-2024 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.**

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

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

Modifications (Check all that apply) *

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

Desired Effective Semester * | Fall |

Desired Effective Year * | 2023 |

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department* `Department of Civic Engagement and Public Service`

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

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

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

Is this an Accelerated Bachelors to Masters program related proposal?* ⦿ 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* Criminology, B.S.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Bachelor

Degree Type*

Bachelor of Science

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

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

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

Corrections and social services in criminal justice and criminology

Policing in criminal justice and criminology

Law and legal systems in criminal justice and criminology

Diversity and global perspectives in criminal justice and criminology

Theory and philosophy in criminal justice and criminology

Social scientific research and analytic methods in criminal justice and criminology

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Criminology with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in Public Administration (MPA) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Status* ◉ Active-Visible ◯ Inactive-Hidden

Program Location * Carrollton

Curriculum Information

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area F - 18 Hours

CRIM 1100 Introduction to Criminal Justice
CRIM 2000 Survey of Criminology

CRIM Classes 12 Hours

CRIM 2272 Introduction to Law Enforcement
CRIM 2273 Criminal Procedure
[After] (or)

CRIM 2274 American Criminal Courts
CRIM 2275 Introduction to Corrections
[After] (or)

CRIM 2245 Juvenile Delinquency
CRIM 2276 Global Crime and Justice

Major Courses: 12 Hours

CRIM 3240 Criminological Theory
CRIM 4000 Research Methodology
CRIM 4003 Statistics for Social Sciences
CRIM 4284 Senior Capstone

Area Courses: 24 Hours

Global & Diversity (Pick 2): 6 Hours

CRIM 4911 Terrorism
CRIM 4248 International Comparative Justice
CRIM 4279 Race and Crime
CRIM 4231 Women in the Criminal Justice System
CRIM 4296 Violence Against Women

Legal Studies (Pick 2): 6 Hours

CRIM 3323 Criminal Law
CRIM 3900 Social Science and the Legal System
CRIM 4402 Prison Law
CRIM 4712 Law and Society
CRIM 4270 Death Penalty

Corrections & Social Services (Pick 2): 6 Hours

CRIM 3241 Corrections
CRIM 4255 Youth, Crime and Community
CRIM 4232 Family Violence
CRIM 4260 Prisoner Reentry and Community Corrections
CRIM 4293 Correctional programs
CRIM 4295 Sex Offenders

Police & Society (Pick 2): 6 Hours

CRIM 3411 Criminal Investigations
CRIM 4211 Police Deviance
CRIM 4277 Police in Society
CRIM 3501 Advanced Criminal Investigation
CRIM 4007 Crime Mapping
CRIM 4068 Conflict Management and Policing
CRIM 4251 Contemporary Issues in Policing
CRIM 4334 Human Trafficking

Supporting Courses (share with minor): 12 Hours

Any 3000 or 4000 level Course, including CRIM courses (may be shared with a minor)

ABM students can substitute the following graduate courses for the undergraduate course:

POLS 6200 Public Budgeting and Financial Management FOR POLS 4204 Public Finance

POLS 6206 Public Human Resource Management FOR POLS 4219 Public Human Resource Management

General Electives: 12 Hours

ABM students should take the following graduate courses, which would count for the undergraduate course:

POLS 6205 Administrative Law and Procedures FOR POLS 4220 Administrative Law and Government

POLS 6201 Theory of Public Administration and Ethics FOR POLS 4221 Government Organization and Administrative Theory

Total: 120 Hours

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major.

Criminology, B.S. Policing Concentration

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

General Education Requirements (Core Curriculum)

Core Area F: 18 Hours

CRIM 1100 Introduction to Criminal Justice
CRIM 2000 Survey of Criminology

CRIM Classes 12 Hours

CRIM 2272 Introduction to Law Enforcement
CRIM 2273 Criminal Procedure
CRIM 2275 Introduction to Corrections
CRIM 2276 Global Crime and Justice

Major Courses: 12 Hours

CRIM 3240 Criminological Theory
CRIM 4000 Research Methodology
CRIM 4003 Statistics for Social Sciences
CRIM 4284 Senior Capstone

Policing Concentration: 21 Hours

CRIM 3323 Criminal Law
CRIM 3411 Criminal Investigations
CRIM 3501 Advanced Criminal Investigation
CRIM 4007 Crime Mapping
CRIM 4068 Conflict Management and Policing
CRIM 4334 Human Trafficking
CRIM 4251 Contemporary Issues in Policing

Area Courses: 9 Hours

Global & Diversity (Pick 1): 3 Hours

CRIM 4911 Terrorism

CRIM 4248 International Comparative Justice

CRIM 4279 Race and Crime

CRIM 4231 Women in the Criminal Justice System

Legal Studies (Pick 1): 3 Hours

CRIM 3900 Social Science and the Legal System

CRIM 4402 Prison Law

CRIM 4712 Law and Society

Corrections & Social Services (Pick 1): 3 Hours

CRIM 3241 Corrections

CRIM 4255 Youth, Crime and Community

CRIM 4232 Family Violence

CRIM 4260 Prisoner Reentry and Community Corrections

CRIM 4293 Correctional programs

Supporting Courses (share with minor): 12 Hours

Any 3000 or 4000 level Course, includeing CRIM courses (may be shared with a minor)

General Electives: 6 Hours

Total: 120 Hours

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major.

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 Accelerated Bachelor's in Criminology to Master's in Public Administration (MPA) at the University of West Georgia allows outstanding students to begin earning credit toward the MPA degree while completing their B.S. in Criminology by allowing these exceptional students to count up to 12 credit hours for both degrees.

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

Below are the graduate courses for which students can receive credit toward both the graduate and undergraduate degree, along with the undergraduate courses they would replace.

POLS 6200 Public Budgeting and Financial Management FOR POLS 4204 Public Finance

POLS 6206 Public Human Resource Management FOR POLS 4219 Public Human Resource Management

POLS 6205 Administrative Law and Procedures FOR POLS 4220 Administrative Law and Government

POLS 6201 Theory of Public Administration and Ethics FOR POLS 4221 Government Organization and Administrative Theory

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kgwaltney@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Organizational Leadership, B.S.

2023-2024 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2023`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*   Department of Civic Engagement and Public Service

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

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

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

Is this an Accelerated Bachelors to Masters program related proposal?*   ⦿ Yes   ◯ No

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*   ⦿ Program
◯ Shared Core

If other, please identify.

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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* Organizational Leadership, B.S.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* The Bachelor of Science with a Major in Organizational Leadership (ORGL) degree prepares students to focus on the theories, practices, issues, and specific ramifications of leading an organization. The multidisciplinary curriculum provides an understanding of management, administration, human resources, ethics, and technology related to today's complex organizations in the public, private or non profit sectors.

The Organization Leadership degree has options that allow adults to earn college credit through Prior Learning Assessment (PLA) for college-level knowledge gained from relevant work experiences, professional training, military service and professional certificate programs. These experiences may be documented through transcripts from the American Council on Education (ACE), the College Level Examination Program (CLEP), departmental challenge exams, or academic credit earned through the successful evaluation of a portfolio that contains sufficient information and documentation to affirm college-level learnings.

The online Organizational Leadership program is ideal for traditional students who wish to take advantage of online course delivery, as well as for working professionals, military members, transfer students and others seeking flexible routes to degree completion. The program is delivered fully online through eMajor. eMajor is a University System of Georgia collaborative program that has delivered flexible, online degree programs through multiple USG institutions since 2012. The purpose of eMajor is to provide quality, innovative, high-demand programs through traditional institutions. Developed and maintained by committed faculty and dedicated instructional design professionals, each course is consistent in quality, design, and accessibility standards and taught by University System of Georgia faculty. A cornerstone of eMajor is the inclusion of prior learning assessments in several programs, shortening time to degree.

eMajor is a USG collaborative program which offers fully online, high-demand career degrees through traditional universities. Courses offered through eMajor are taken within the Georgia Online Virtual Instruction Enterprise Wide (GoVIEW) learning management system. The eMajor collaborative program operates by the USG collaborative calendar, which may differ slightly from institutional calendars. Additionally, eMajor courses are offered in various formats, which include 8-week condensed sessions. For the Organizational Leadership (ORGL) major offered through UWG, all courses will be offered solely in 8-week sessions, which allows students to progress swiftly through courses as needed. All eMajor courses are taught by highly qualified USG instructors.

Learning Outcomes
Students will demonstrate an understanding of organizational leadership as it relates to and impacts individuals, communities, and wider society from democratic, multicultural, and national perspectives.

Students will demonstrate through the discussion of key concepts and ideas the ability to express themselves effectively on topics and issues related to the field of organizational leadership.

Students will demonstrate critical thinking and problem-solving abilities regarding issues related to key challenges that organizations face when interacting with their environments.

Students will demonstrate an understanding of the ethical principles underlying research and practice in organizational leadership.

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Organizational Leadership with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in Public Administration (MPA) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Status* ◉ Active-Visible   ◯ Inactive-Hidden

Program Location * Online

Curriculum Information

Prospective Curriculum *

Requirement

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

Core Curriculum

Core Area F: 18 Hours

Any courses currently approved for core areas A-E may be used for Area F; however, no course may be used in more than one area. Core Area F courses must be chosen in consultation with the student's Faculty Advisor or Program Director.

Major Courses: 42 Hours

Students must complete all Major Core Courses (30 hours) and one of the concentrations (12 hours).

Major Core Courses: 30 Hours

Students must complete all courses in this area

ENGL 3405 Professional and Technical Writing
ORGL 2050 Communication for the Workplace
ORGL 3000 Reflective Seminar I: Self as Learner
ORGL 3050 Reflective Seminar II: Self in Context
ORGL 3200 Introduction to Organizational Development
ORGL 3400 Technology in Organizations
ORGL 4690 Organizational Leadership Capstone
POLS 4200 Principles of Public Administration
POLS 4204 Public Finance
POLS 4218 Project Management in the Public

Sector

POLS 4219 Public Human Resource Management

ORGL 4000 Reflective Seminar III: Transforming Self, Self-Transformation

Concentration: 12 Hours

Student must choose either the Public Service or the Social Justice concentration. Each requires completion of four, three credit, courses.

Public Service Concentration

To complete this concentration, students must take at least 12 hours (4 courses) from the following list of courses.

COMM 3330 Advanced Communication Skills
ORGL 4900 Organizational Internship
PHIL 4120 Professional Ethics
POLS 3201 Public Policy
POLS 3601 Political Analysis
POLS 4202 Interorganizational Behavior
POLS 4210 Public Management
POLS 4215 Management of Non-Profit Organizations
POLS 4217 Grant Writing for Nonprofit Organizations
POLS 4220 Administrative Law and Government
POLS 4221 Government Organization and Administrative Theory
POLS 4860 Special Topics

Social Justice Concentration

To complete this concentration, students must take at least 12 hours (4 courses) from the following list of courses.

SJUS 3000 Introduction to Social Justice
SJUS 3050 Politics of Social Justice
SJUS 4000 Social Justice Culture
SJUS 4050 Law and Social Justice
SJUS 4800 Social Justice Policy Analysis

General Electives: 18 Hours

The student must take an additional 18 hours of general electives at any level.

ABM students can substitute the following graduate courses for the undergraduate course:

POLS 6200 Public Budgeting and Financial Management FOR POLS 4204 Public Finance

POLS 6206 Public Human Resource Management FOR POLS 4219 Public Human Resource Management

POLS 6205 Administrative Law and Procedures FOR POLS 4220 Administrative Law and Government

POLS 6201 Theory of Public Administration and Ethics FOR POLS 4221 Government Organization and Administrative Theory

Total: 120 Hours

PROGRAM CURRICULUM

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Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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Justification and Assessment

Rationale* The Accelerated Bachelor's in Organizational Leadership to Master's in Public Administration (MPA) at the University of West Georgia allows outstanding students to begin earning credit toward the MPA degree while completing their B.S. in Organizational Leadership by allowing these exceptional students to count up to 12 credit hours for both degrees.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to [kgwaltney@westga.edu](#).

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

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
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SACSCOC Comments

REQUIRED ATTACHMENTS

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

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4.) Curriculum Map Assessment

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

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

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

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

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

Political Science, B.S.

2023-2024 Undergraduate Revise Program Request

Introduction

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2023`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

Department of Civic Engagement and Public Service

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

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

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

Is this an Accelerated Bachelors to Masters program related proposal?* ● 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.

88

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* Political Science, B.S.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description * The Bachelor of Science in Political Science prepares students for fulfilling careers as civic leaders and contributors to democratic societies.

Learning Outcomes
1. Describe the American Constitutional government system

2. Compare political systems.

3. Demonstrate ability to write effectively about political phenomena

4. Demonstrate the ability to speak effectively about political phenomena.

5. Demonstrate the ability to recognize when information is needed to understand and evaluate political phenomena.

6. Construct research designs to investigate systematically political phenomena

7. Illustrate the effective collection and use of information related to political phenomena

8. Produce evidence of application of political science knowledge to political phenomena

9. Provide evidence of being an informed citizen, including the understanding of and/or participation in civic communities - locally, regionally, nationally, and globally

10. Analyze political issues and phenomena using political science concepts, theories, and methods.

11. Design systematic empirical analysis to draw conclusions about the political world.

12. Synthesize solutions to political issues through examination, investigation, formulation and construction in scholarship and/or engagement.

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Political Science with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in Public Administration (MPA) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Status * ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location *

[**Carrollton**]

Curriculum Information

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area F-I: 18 Hours

(Foundations of Social Science)

Learning Outcomes same as Core Area E (see Core Curriculum)

Choose four courses from the following: 12 Hours

ANTH 1102 Introduction to Anthropology
BUSA 2106 Legal and Ethical Environment of Business
[Before]
HIST 1111 Survey of World History/Civilization I
HIST 1112 Survey of World History/Civilization II
HIST 2111 U S History I (to 1865)
[Right] (or)

HIST 2112 U S History II (since 1865)
[After]
[Right] if not taken in Area E (3 hrs. only)

MATH 1401 Elementary Statistics
PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
XIDS 2100 Arts and Ideas: Special Topics
XIDS 2300 Interdisciplinary Studies in Social Sciences
XIDS 2301 Introduction to Global Studies
[After] Any 2000 level course in ACCT, CISM, CRIM,

ECON, ENGL, GEOG, POLS, or SOCI

[After] Any 1000 or 2000 level course in CS or PSYC

[After] Foreign Language (1000 or 2000 level)

Major Courses: 33 Hours

Four upper division political science courses: 12 Hours

Of at least 3 hrs. in each of the following subfields:

Political theory **

American politics

Comparative politics

International politics

All majors must complete:

POLS 2101 Introduction to Political Science
POLS 2601 Introduction to Political Science Inquiry
POLS 4984 Senior Seminar

Six upper division political science courses: 18 Hours

Six upper division political science courses planned as a coherent whole in consultation with the student's advisor and approved by both the advisor and the department chair.

ABM students can substitute the following graduate courses for the undergraduate course:

POLS 6200 Public Budgeting and Financial Management FOR POLS 4204 Public Finance

92

POLS 6206 Public Human Resource Management FOR POLS 4219 Public Human Resource Management

POLS 6205 Administrative Law and Procedures FOR POLS 4220 Administrative Law and Government

POLS 6201 Theory of Public Administration and Ethics FOR POLS 4221 Government Organization and Administrative Theory

Note:

No more than 3 hours of directed readings or independent study may count toward the major, and none can be used to satisfy the political science subfield requirements listed above. No POLS course in which the student receives a grade lower than a "C" may count toward the major.

Electives: 27 Hours

(at least 6 hours must be upper division courses)

POLS 4186 Internship in Government
[Right] if taken, may count only as electives.

Total: 120 Hours

** PHIL 4115 may be selected to satisfy 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 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 Accelerated Bachelor's in Political Science to Master's in Public Administration (MPA) at the University of West Georgia allows outstanding students to begin earning credit toward the MPA degree while completing their B.S. in Political Science by allowing these exceptional students to count up to 12 credit hours for both degrees.

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

Below are the graduate courses for which students can receive credit toward both the graduate and undergraduate degree, along with the undergraduate courses they would replace.

POLS 6200 Public Budgeting and Financial Management FOR POLS 4204 Public Finance

POLS 6206 Public Human Resource Management FOR POLS 4219 Public Human Resource Management

POLS 6205 Administrative Law and Procedures FOR POLS 4220 Administrative Law and Government

POLS 6201 Theory of Public Administration and Ethics FOR POLS 4221 Government Organization and Administrative Theory

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to [kgwaltney@westga.edu](#).

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Addendum II

English, M.A.

2023-2024 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.**

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

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

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

If other, please identify. Eliminate comprehensive oral exam as exit requirement

Desired Effective Semester* Fall

Desired Effective Year* 2023

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

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

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

Is 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 * English, M.A.

Program ID - DO NOT EDIT * 21

Program Code - DO NOT EDIT 21

Program Type * Master's

Degree Type * Master of Arts

Program Description* The M.A. program in English equips students with the skills to engage with, interpret, and analyze multiple forms of texts as they create original forms of scholarship, theory, pedagogy, and creative and professional writing. The graduate faculty in English prepare graduate students whose knowledge of texts and their languages informs their intellectual and ethical understanding, and whose critical thinking and communication skills (in digital as well as print formats) allow them to contribute to their regional, national, and international communities in a variety of careers and positions. For regular admission to the program, a student must present an undergraduate major in English or equivalent coursework in English (3.20 GPA) from an accredited institution, three letters of recommendation from sources qualified to address the candidate's specific disciplinary strengths, and a persuasive narrative statement that articulates the candidate's reasons for pursuing a graduate degree in English. All decisions on admission will be made by the Coordinator of Graduate Studies in consultation, as needed, with members of the graduate program committee, subject to final administrative approval.

Students accepted into the program may choose from the following tracks:

Plan I (Thesis Option) consists of 30 credit hours, of which 24 are course work and 6 are thesis (ENGL 6399). Within the 24 hours of course work (8 courses), a minimum of 7 courses (21 hours) must be at the 6000-level. The 6 hours of thesis work cannot be used to satisfy this requirement for work at the 6000 level. Students on the thesis track must register for thesis hours (ENGL 6399) in the semester(s) they prepare and submit the thesis project. A minimum of 21 hours of the coursework must be in English, and students wishing to use courses from other disciplines for credit toward the degree must get approval from the Coordinator of Graduate Studies in English. Students may meet the thesis requirement by either writing a scholarly work (a minimum of 65 pages in length) or a creative writing work (a collection of poems, creative nonfiction, or fiction that includes a critical and/or theoretical introduction). The thesis must be defended and approved by the student's thesis committee, composed of the student's major professor and two other graduate faculty readers.

Plan II (Capstone Option) consists of 27 hours of coursework (9 courses) and 3 hours of Thesis (ENGL 6399). A minimum of 24 hours (8 courses) must be in English, and 21 credit hours (7 courses) must be at the 6000 level. In addition, students will complete a capstone project in their final semester of study. The 3 hours of capstone work (ENGL 6399) cannot be used to satisfy the requirement for work at the 6000 level. Critical projects should be approximately 20-35 pages, engage in original scholarly research, and demonstrate advanced mastery of pertinent critical assumptions, methodologies, and practices in the discipline. The parameters of creative projects are comparable to those of the critical project but are determined by the student's project director in accordance with the genre in which the student is writing. Critical and creative projects must be defended and approved by the student's capstone committee, composed of the student's major professor and two other graduate faculty readers.

Under both plans, students must get the approval of the Coordinator of Graduate Studies in English for their course selections each semester. An oral defense of the thesis or capstone is required. Students should consult with the Coordinator of Graduate Studies as they choose a project director and readers for their committee and will work with their committee to schedule and plan for the project defense.

All graduate students in English are required to demonstrate awareness of diversity and global studies issues by completing at least one program course with a built-in diversity element such as courses with significant content in African American literature (including film), Native American literature, Global or Postcolonial Literature, theoretical approaches focused on global/diversity perspectives or similar topics.

Students who have taken an ENGL 4XXX course as an undergraduate at West Georgia cannot receive credit toward the M.A. degree in English for the concurrent ENGL 5XXX course unless the student and/or instructor can provide evidence that the content of the course (readings, topics, etc.) is significantly different than when he/she took it as an ENGL 4XXX course. Students may repeat specific 5000 and 6000-level courses for credit, if the course covers a different subject or period (e.g. ENGL 6105: Seminar in British Literature I, Medieval Literature and ENGL 6105: Seminar in British Literature I, Renaissance Literature).

Learning Outcomes
Graduate students will be able to:

Recall, compare, and interpret canonical and non-canonical texts, rhetorical conventions, pedagogies, writers, and genres within literary and historical periods.

Apply and analyze content knowledge by using independent research and pertinent theoretical approaches in rhetorically sound critical and creative projects.

Acquire and practice professionalization skills applicable to their articulated professional goals.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Prospective Curriculum*

PROGRAM CURRICULUM

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Follow these steps to propose courses to the program curriculum.

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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Justification and Assessment

Rationale* We are aligning our program tracks to the BOR recommendation that Masters programs require 30 credit hours for completion. At the same time, we are streamlining the end of program work that students complete to provide consistency and clarity for students and to emphasize focused research-synthesis as a means of demonstrating masters level competence at the end of each student's program. This proposal eliminates our non-thesis track (previously 36 coursework hours), allowing students to choose between a thesis track and a capstone track. We are aligning these two tracks to recognize the relative research loads of each option: Plan I (Thesis) requires a substantial (minimum 65 page) research project and includes 24 hours of coursework and 6 hours of research/thesis hours, while Plan II (Capstone) requires a more tightly focused research project (approximately 25 pages) and includes 27 hours of coursework and 3 hours of research/thesis credit.

We are eliminating the previous requirement for a period-based oral exam for both tracks. Given that both of our current thesis and capstone tracks require an oral defense of the student's project, an additional oral exam is burdensome and places emphasis on canonicity rather than on what we consider to be the core strength of our program: training students as literary and pedagogical researchers and as critically-grounded creative writers. These changes will allow our program to increase its competitiveness and attract students while still providing rigorous graduate training that is relevant to the contemporary market.

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

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**
Send questions to **kgwaltney@westga.edu**

Please select all that apply.*
- ☐ This change affects 25-49% of the program's curriculum content.
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- ☑ None of these apply

Check all that apply to this program*
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- ☐ New instructional site at which more than 50% of program is offered
- ☑ Change in credit hours required to complete the program
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SACSCOC Comments

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

Master of Music with a Concentration in Music Education, M.M.

2023-2024 Graduate Revise Program Request

Introduction

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

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

If other, please identify. Admissions criteria

Desired Effective Semester* Spring

Desired Effective Year* 2023

Routing Information

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

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

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

Is 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* Master of Music with a Concentration in Music Education, M.M.

Program ID - DO NOT EDIT* 21

Program Code - DO NOT EDIT 21

Program Type* Master's

Degree Type* Master of Music

Program Description* The Master of Music in Music Education program is intended for those individuals who seek advanced training in music and music education as well as those who wish to pursue doctoral study and seek teaching positions in higher education. The program of study includes music education, history, theory, research methods, and elective curricula. Georgia educators who currently hold a valid level four (4) Standard Professional, Performance-Based Professional, Advanced Professional, Lead Professional, Life or Induction teaching certificate in Music Education will qualify for an in-field upgrade to a level 5 certificate upon successful completion of this program. This program is offered 100% online.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location* Online

Curriculum Information

Prospective Curriculum*

Program Requirements

Required Courses

MUSC 6083 Research and Methods and Materials
MUSC 6184 Seminar in Music Education
MUSC 6220 Music Theory
MUSC 6110 History and Philosophy of Music Education
MUSC 6120 Factors of Musical Learning
MUSC 6210 Music History and Literature
EDRS 6301 Introduction to Research in the Human Sciences

Electives in Supportive Graduate Courses: 9 Hours

Electives in supportive graduate Music courses and/or approved graduate courses in the College of Education. Up to nine credit hours may be taken in the following:

MUSC 6999 Thesis in Music

Total Program: 30 Hours

Graduate Recital
The recital, for which 3 credits are earned, is required in the performance-major program and may be considered for one of the approved electives in the music education program. The recital must consist of 40-60 minutes of music based on studies in Principal Applied. Each recital must be approved in a hearing at least two weeks prior to the performance. The student and accompanist are expected to demonstrate a concert-ready level of performance on all selections, as determined by a majority vote of three or more music faculty members. The performance of the recital is evaluated by the student's graduate faculty committee. A principal-applied voice recital must include works sung in English, French, German, and Italian.

Ensemble Requirements
Each graduate student majoring in Performance must participate in a conducted or coached ensemble for a total of 2 credit hours, usually for one credit per semester. The ensemble requirement may be satisfied by participation in any approved

graduate instrumental and/or vocal ensemble. The ensemble must meet a minimum of one hour per week with a faculty member and culminate in public performance.

The ensemble experience must be in the principal-applied area.

Approved Electives
All Master of Music degree programs require approved elective courses at or above the 5000 level, which must be selected in consultation with the student's advisor and/or the Head of Graduate Studies. Students may elect to take courses related to their major area of study or other approved supportive courses.

Repeating Courses
Graduate music students may repeat a course with all grades calculated in the cumulative GPA. The course number and name must be the same as the previous course. Note: MUSC 6210 - Music History and Literature and MUSC 6184 - Seminar in Music Education may be repeated as an elective if the course has a different topic.

Application for Graduation and The Faculty Committee
The graduate music student must apply for graduation one semester prior to the proposed graduation semester. This is done through the Student Services tab within the student's MyUWG account. The Faculty Committee consists of music faculty evaluating student comprehensive final exams.

Comprehensive Final Examination
A comprehensive final examination (CFE) is administered during the final semester of study to all candidates seeking a Master of Music degree. The examination is designed to help determine the student's ability to synthesize a broad body of knowledge gained through graduate study. Students may be asked questions of a practical, theoretical, or historical nature as well as specific and general questions relating to the plan of study.

At least three months before the semester of graduation, the MM in music education student should talk to the Head of Graduate Studies (HGS) and their advisors about taking the CFE.

The CFE for MM in Music Education candidates consists of questions about student coursework. It is administered as a proctored, three-hour written essay examination of approximately 2000 words. If a student has chosen the thesis-track, their thesis-defense counts as their CFE and they do not need to take the proctored essay exam.

The CFE is scheduled near the beginning of each term. Approximately three months before the exam, students who have talked to the HGS will receive prompts for CFE topics. No later than two months before the exam date students should make arrangements to take the exam at UWG (in person or virtually) or at a testing center near their residence, copying in the HGS.

In preparation for the exam, students are invited to contact their instructors of record to ask any questions that might aid their preparation for the exam; they may

also consult with the HGS. On the date of the exam, students will write their responses (approximately 2000 words total) and electronically submit them to the testing center by the end of the exam: students may use books and notes during the exam and should appropriately cite any information or prose borrowed from another source.

Upon receiving the candidate's exam, three graduate faculty from the Music Program will review it and provide feedback to the candidate. Provided that the feedback is positive, a 30-minute review of the student's exam will be scheduled with a designated music faculty member. If the exam does not meet passing criteria, the student should arrange for a rescheduled exam to be taken at least a month before the end of the term if they still wish to graduate that term. Students in the MM Music Education program may take the CFE a total of three times.

Thesis Option
Students in the Master of Music program who plan to pursue additional graduate study may wish to consider selecting the Thesis Option as part of their degree requirements. The completion of a Master's Thesis is documentation of one's scholarship and generally is considered to indicate expertise in a given area of study. Students pursuing the thesis option may register for 3, 6, or 9 hours of credit in MUSC 6999 - Thesis in Music, as approved electives.

Prior to selecting the Thesis Option, the student must establish his or her graduate faculty committee. The student will work with the committee to develop a thesis topic proposal and complete the thesis document under the direct guidance of the committee chairperson. It is expected that the manuscript will demonstrate high standards of scholarship. Once the topic has been chosen, a formal proposal is prepared. The proposal, when fully developed, must be approved by the candidate's committee. During the research and writing of the thesis document, the candidate is advised to consult regularly with the major professor and the other members of the committee. Following approval of the committee, the document must be defended orally.

Graduate Assistantships
Graduate Assistantships and Graduate Research Assistantships in Music are available on a competitive basis to qualified residential graduate students. Both in-state tuition and out-of-state tuition are waived for qualified Graduate Research Assistants.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ 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* This change addresses challenges a non-traditional student may face in procuring recommendations when several years from their undergraduate work. It also addresses the fact that recommenders have the opportunity to type their recommendation into a field as opposed to writing, signing, and uploading a more traditional recommendation "letter." Finally, the proposed change responds to encouragement of the Graduate School Dean to reconsider how recommendations inform program admission decisions.

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

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes

Send questions to kgwaltney@westga.edu

Please select all that apply. *

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

Check all that apply to this program *

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Biology, M.S.

2023-2024 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.

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

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

If other, please identify. Removing requirement for Graduate Record Exam (GRE) for admission into program.

Desired Effective Semester* Fall

Desired Effective Year* 2023

Routing Information

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School/ Department *

> Department of Natural Sciences

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

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

Is 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* Biology, M.S.

Program ID - DO NOT EDIT* 21

Program Code - DO NOT EDIT 21

Program Type* Master's

Degree Type* Master of Science

Program Description* A student entering this program is normally expected to have an undergraduate degree in biology. Students without a degree in biology or students lacking certain background courses in biology and related sciences may be expected to complete undergraduate courses to compensate for deficiencies. Applicants to the Biology Graduate Program must have a minimum undergraduate cumulative post-secondary grade point average of 2.8 on a 4.0 scale.

Graduate students must select an advising committee by the first pre-registration period following admission on any basis, or one will be selected for them by the Head of Graduate Studies.

There are two plans for degree completion. The first plan, the thesis track, is designed for students who plan to continue on with further graduate education or who plan to enter research-related careers. The second plan, the non-thesis track, is designed for students who do not plan to continue their education in biology. This plan is often preferred by secondary educators, persons interested in scientific sales, or those interested in laboratory management positions. In either case, the student, in consultation with her or his advising committee, will design a course of study to specifically meet the needs of the individual student. The specifics of the two degree programs are provided below.

Requirements
All applicants to the Biology Graduate Program must submit the following:

Three Letters of recommendation (and one additional letter from your thesis advisor for thesis track applicants)

Resume

A narrative statement (up to 1 page in length) including three components: 1) their reasons for pursuing a graduate degree in Biology; 2) the specific area(s) (sub-discipline) of Biology in which they are interested; and 3) the type of degree (thesis track or non-thesis track) they wish to pursue.

Status* ⦿ Active-Visible   ○ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Thesis Track for the M.S. Degree in Biology

BIOL 6984 Graduate Biology Seminar
[Right] **(One credit hour per course--2 credit hours required)**

BIOL 6983 Graduate Research
[Right] **(1-12 credit hours per course--12 credit hours required)**
[Left] **Graduate Courses in Biology***

[Right] **(15 credit hours required)**
BIOL 6999 Thesis
[Right] **(1 credit hour required)**

Note:

*A combination of 5000-level and 6000-level courses may be used to complete graduate degree requirements, but at least 15 credit hours in the degree program must be at the 6000 level. A topic for thesis research should be identified before the end of the second semester of the degree program. The degree candidate should submit a brief thesis proposal to the advisory committee at this time and should schedule qualifying exams before the end of the third semester. The advising committee may approve up to two course substitutions from departments other than biology if such substitutions are appropriate to the research interests or career goals of the student.

Non-Thesis Track for the M.S. Degree in Biology

BIOL 6984 Graduate Biology Seminar
[Right] **(One credit hour per course--2 credit hours required)**
BIOL 6995 Comprehensive Exam
[Right] **(1 credit hour required)**
[Left] **Graduate Courses in Biology8**

[Right] **(27 credit hours required)**

Note:

> *Up to three of these courses may be in a minor field (i.e., Education or Business) with permission of the advisory committee. A combination of 5000-level and 6000-level courses may be used to complete graduate degree requirements, but at least 15 credit hours in the degree program must be at the 6000 level. The comprehensive examination will be administered by the advisory committee before the end of the last semester of the degree program.

PROGRAM CURRICULUM

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Justification and Assessment

Rationale* We are requesting the removal of Graduate Record Exam (GRE) from the requirements for admission because this is a financial barrier for many potential applicants and the exam scores are not an accurate predictor of success in our Master's program. This will increase our potential number of applications. This is in line with the M.S. in Integrative Biology degree program offered at Kennesaw State University, which does not require GRE scores for applications.

We are requesting to reduce the total number of credit hours needed to complete our program from 36 hours to 30 hours. This change will align with the new BOR policy allowing for Master's programs to be 30 hours. The credit hour reduction will assist in recruitment by allowing the program to be competitive with similar graduate programs in our region. Note that the reduction of hours is decreasing the number of credit hours required in BIOL 6984 Graduate Biology Seminar (4 credit hours to 2 credit hours both tracks), in BIOL 6999 Thesis or BIOL 6995 Comprehensive Exam (2 credit hours to 1 credit hour both tracks), and in Graduate Courses in Biology (30 credit hours to 27 credit hours non-thesis track; 21 credit hours to 15 credit hours thesis track). The number of credit hours required in BIOL 6983 is increasing for thesis track (9 credit hours to 12 credit hours) to reflect the focus on research related to the thesis project and the time commitment necessary to complete the research. The reduction in credit hours will allow students on both tracks to have a more focused concentration of courses based on the career goals of the students.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to [kgwaltney@westga.edu](#)

Please select all that apply.*
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- ☑ None of these apply

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☑ Change in credit hours required to complete the program
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SACSCOC Comments

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GRAD - 7000 - Prior Learning and Work Experience

2023-2024 Graduate New Course Request

General Information

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Desired Effective Semester* `Spring`

Desired Effective Year* `2023`

Routing Information

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School/ Department* `Graduate School`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an academic department? *

( ) Yes   ( ) No

Is this a College of Education course? *

( ) Yes   (•) No

Does this course belong solely to the Graduate School? *

(•) Yes   ( ) No

Course Information

Course Prefix *

GRAD

Course Number * 7000

Course Title * Prior Learning and Work Experience

Course Type *

Graduate School

Catalog Course Description * This course is an administrative course for students seeking credit for prior learning or work experience. Students in this class will be assigned a faculty sponsor to assess their prior learning or work experience that could be used for credit applied to their specific degree program. Enrollment in this class does not guarantee credit will be assigned and is a 0 credit course for administrative purposes only.

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

Is this a variable credit hour course? *

☐ Yes   ☑ No

Lec Hrs * 0

Lab Hrs * 0

Credit Hrs * 0

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

☑ Yes
☐ No

If yes, indicate maximum number of credit hours counted toward graduation. * 0

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status * ⦿ Active-Visible   ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?
[3]

Grading *
[Satisfactory/Unsatisfactory - No IP]

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

Justification and Assessment

What is the rationale for adding this course? *
The Graduate School needs an administrative course at 0 credit hours to hold students seeking PLA credit. This course allows the Graduate School to assign students to a faculty member and Department to assess their work experience.

Student Learning Outcomes *
The learning outcomes are determined by the faculty member and credit being sought. The student must present a portfolio, oral defense, creative work, or other means that demonstrates significant mastery of the learning outcomes of the course the student is seeking credit.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus * ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

⦾ Library Resources Need Enhancement

**Present or Projected
Annual Enrollment*** 25

**Will this course have
special fees or tuition
required?*** ☐ Yes

☑ No

**If yes, what will the
fee be?*** 0

Fee Justification

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