

## Memorandum

To: General Faculty

Date: November 9, 2022

Regarding: Faculty Senate Agenda for November 11, 2022 in Roy Richards Hall 102

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1. Call to Order
2. Roll Call
3. Minutes
  - A) The October 14, 2022 Faculty Senate Meeting Minutes were approved electronically on October 17, 2022.
4. Administrator Reports
  - A) Report from the President.
  - B) Report from the Provost.
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 Natural Sciences
    - a) [GEOG - 3100 - Introduction to Science Pedagogy](#)  
Request: Add
    - b) [GEOL - 3100 - Introduction to Science Pedagogy](#)  
Request: Add
    - c) [PHYS - 3100 - Introduction to Science Pedagogy](#)  
Request: Add
    - d) [BIOL - 4411 - Scientific Communication](#)

Request: Add

- e) [CHEM - 4411 - Scientific Communication](#)

Request: Add

- f) [GEOG - 4411 - Scientific Communication](#)

Request: Add

- g) [GEOL - 4411 - Scientific Communication](#)

Request: Add

2) Department of Education

- a) [Nexus in Digital Entertainment, Esports, and Game Development](#)

Request: Add

- b) [Sport Management, B.S.](#)

Request: Revise Program

**Information Item (Addendum II):**

- A) The UPC approved 45 courses to receive the undergraduate research HIP designation.

A list of these courses is included in Addendum II.

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

**Action Items (Addendum III):**

- A) College of Arts, Culture, and Scientific Inquiry

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

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

Request: Modify

- b) [English, M.A.](#)

Request: Modify

2) Department of Natural Sciences

- a) [BIOL - 5411 - Scientific Communication](#)

Request: Add

- b) [CHEM - 5411 - Scientific Communication](#)

Request: Add

- c) [GEOG - 5411 - Scientific Communication](#)

Request: Add

- d) [GEOL - 5411 - Scientific Communication](#)

Request: Add

B) College of Education

1) Department of Leadership, Research, and School Improvement

a) [School Improvement, Ed.D.](#)

Request: Modify

C) Graduate Catalog 2022- 2023

1) Graduate Course Loads (**Addendum IV**)

Request: Modify

2) The University Year and Definition of a Credit Hour (**Addendum V**)

Request: Add

**Committee III: Academic Policies Committee (Brandy Chambless, Chair)**

**Action Item ([Addendum VI](#)):**

A) Policy Statement About Offering Content in an Alternate Format

Request: Revise

**Information Item ([Addendum VII](#)):**

A) Off-Campus and Correspondence Requirements for Undergraduate Degrees

**Committee V: Institutional Planning Committee (Jonathan Corley, Chair)**

**Information Item**

A) The HelpWest Benevolence Committee has published the UWG Cookbook. Proceeds from cookbook sales form one of the main sources of HelpWest funds. The cookbook can be ordered at [this site](#), and it costs \$18.65 plus tax. Copies should be ordered by December 9<sup>th</sup>, with pick up available through December 16<sup>th</sup>.

6. Old Business

7. New Business

8. Announcements

9. Adjourn

## **Addendum I**

# GEOG - 3100 - Introduction to Science Pedagogy

## 2023-2024 Undergraduate New Course Request

### Introduction

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2023

### Routing Information

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College - School/  
Department\*

Department of Natural Sciences

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

Is this a College of Education course?  Yes  No

Is this an Honors College course?  Yes  No

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

## Course Information

Course Prefix\*

Course Number\* 3100

Course Title\* Introduction to Science Pedagogy

Long Course Title Introduction to Science Pedagogy

Course Type\*

**Catalog Course Description\*** This course is the prerequisite for student assistants hired to TA the Physics, Geography, and Geology introductory lab courses. The course will start with a general training of: decorum, behavior, professionalism, grading, knowing the specifics of each lab, and how to help the students in lab. This general training will be the first two meetings of the course. The remainder of the course will be online covering selected reading/ journal articles that relate to teaching and pedological methods.

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 1

Lab Hrs\* 0

Credit Hrs\* 1

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

If yes, indicate maximum number of credit hours counted 1  
6

toward graduation?\*

toward graduation.\*

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

**Prerequisites** None

**Concurrent Prerequisites** none

**Corequisites** None

**Cross-listing** PHYS 3100, GEOL 3100, GEOG 3100

**Restrictions** None

**Is this a General Education course?\***  Yes  No

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

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

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

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

**Grading\***


**Justification and Assessment**

**Rationale\*** This course is the prerequisite for student assistants hired to TA the Physics and, Geography, Geology introductory lab courses. The course will start with a general training of instructional techniques and pedagogical methods as well as professional development activities related to teaching and TAs' duties. This course is required for the students who are taking BS to MAT track (Education track).

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

1. Students will be able to learn instructional techniques and pedagogical methods that can be used by TAs in a classroom, laboratory, workshop or individual learning settings.
2. Students will be able to participate in professional development activities related to teaching and TAs' duties such as behavior, professionalism, grading and keeping records.

### **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\*** 24

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

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

**Fee Justification** na

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

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



## **Crosslistings for GEOG - 3100 - Introduction to Science Pedagogy**

**GEOG - 3100 - Introduction to Science Pedagogy (parent proposal)**

**This proposal does not have any active crosslisted proposals.**

# **PHYS/GEOG/GEOL 3100 SYLLABUS**

## **Introduction to Science Pedagogy**

<b>INSTRUCTOR</b>	David Mertins	Randa Harris
<b>OFFICE</b>	TLC 2135	Callaway 251
<b>E-MAIL ADDRESS</b>	<a href="mailto:dmertins@westga.edu">dmertins@westga.edu</a>	<a href="mailto:rharris@westga.edu">rharris@westga.edu</a>
<b>PHONE</b>	678 839 4095	678 839 4056

**Times:** Once a week TBA only meets in person first 2 meetings.

**Course Description:** This course is the prerequisite for student assistants hired to TA the Physics and, Geography, Geology introductory lab courses. The course will start with a general training of: decorum, behavior, professionalism, grading, knowing the specifics of each lab, and how to help the students in lab. This general training will be the first two meetings of the course. The remainder of the course will be online covering selected reading/ journal articles that relate to teaching and pedagogical methods.

### **Course Objectives:**

1. Students will be able to learn instructional techniques and pedagogical methods that can be used by TAs in a classroom, laboratory, workshop or individual learning settings.
2. Students will be able to participate in professional development activities related to teaching and TAs' duties such as behavior, professionalism, grading and keeping records.

**Prerequisites:** None

**ORGANIZATION:** The first two meetings of this course are training for being a TA. The rest of the course will be online through courseDen. Each week a reading assignment will be posted. The student must write a one page summary and reflection about the article. This can then be submitted online via CourseDen. There will roughly be twelve reading responses throughout the semester. There will be a short video presentation by each student teaching a simple concept during the semester (i.e. ~ how to solve the roots of a quadratic equation). Last would be a final end of semester project of a more in depth study into a pedagogy/teaching/related idea. This final project can be a video lecture of a longer subject, a PowerPoint presentation given virtually over a concept or methodology, or the detailed write up and design of a lesson plan/ lab/ experiment/ etc.

### **GRADING PLAN**

*Reading Responses 80%*

*Teaching concept presentation 10%*

*Final Project 10%*

Letter grade:

A 100-90

B 89-80

C 79-70

D 69-60

F 59-0

**Late Assignments:** Reading responses uploaded past the due date in courseDen will be penalized -20 points.

**ATTENDANCE:** You are required to be physically here for the first two meetings of the course during general TA training. The rest of the course will be online.

### **CHEATING POLICY**

Cheating (False representation of another's work as one's own) will not be tolerated, and the repercussions of cheating will range from receiving a zero on that assignment or test, to receiving a failing grade in the course. All occurrences of cheating will be reported to the University.

### **University-Wide Policies:**

You are expected to be familiar with all of the information and requirements of university policy. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. All university-wide policies can be found at:

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

# GEOL - 3100 - Introduction to Science Pedagogy

## 2023-2024 Undergraduate New Course Request

### Introduction

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Desired Effective  
Semester\*

Fall

Desired Effective  
Year\*

2023

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Is this a College of Education course?  Yes  No

Is this an Honors College course?  Yes  No

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

## Course Information

Course Prefix\*

Course Number\* 3100

Course Title\* Introduction to Science Pedagogy

Long Course Title Introduction to Science Pedagogy

Course Type\*

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 1

Lab Hrs\* 0

Credit Hrs\* 1

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

If yes, indicate maximum number of credit hours counted 1

toward graduation?\*

toward graduation.\*

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

**Prerequisites** None

**Concurrent Prerequisites** None

**Corequisites** None

**Cross-listing** PHYS 3100, GEOL 3100, GEOG 3100

**Restrictions** None

**Is this a General Education course?\***  Yes  No

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

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

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

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

**Grading\***


**Justification and Assessment**

**Rationale\*** This course is the prerequisite for student assistants hired to TA the Physics and, Geography, Geology introductory lab courses. The course will start with a general training of instructional techniques and pedagogical methods as well as professional development activities related to teaching and TAs' duties. This course is required for the students who are taking BS to MAT track (Education track).

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### **Resources and Funding**


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


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

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

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

**Fee Justification** na

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## **Crosslistings for GEOL - 3100 - Introduction to Science Pedagogy**

**GEOL - 3100 - Introduction to Science Pedagogy (parent proposal)**

**This proposal does not have any active crosslisted proposals.**



# PHYS - 3100 - Introduction to Science Pedagogy

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Desired Effective  
Semester\*

Fall

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Year\*

2023

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

Is this a College of Education course?  Yes  No

Is this an Honors College course?  Yes  No

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

## Course Information

Course Prefix\*

Course Number\* 3100

Course Title\* Introduction to Science Pedagogy

Long Course Title Introduction to Science Pedagogy

Course Type\*

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Is this a variable credit hour course?  Yes  No

Lec Hrs\* 1

Lab Hrs\* 0

Credit Hrs\* 1

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

If yes, indicate maximum number of credit hours counted 1

toward graduation?\*

toward graduation.\*

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

**Prerequisites** None

**Concurrent Prerequisites** None

**Corequisites** None

**Cross-listing** PHYS 3100, GEOL 3100, GEOG 3100

**Restrictions** None

**Is this a General Education course?\***  Yes  No

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

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

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

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

**Grading\***

**Justification and Assessment**


**Rationale\*** This course is the prerequisite for student assistants hired to TA the Physics and, Geography, Geology introductory lab courses. The course will start with a general training of instructional techniques and pedagogical methods as well as professional development activities related to teaching and TAs' duties. This course is required for the students who are taking BS to MAT track (Education track).

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#### **1.) Syllabus**

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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\*** 24

**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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## **Crosslistings for PHYS - 3100 - Introduction to Science Pedagogy**

**PHYS - 3100 - Introduction to Science Pedagogy (parent proposal)**

**This proposal does not have any active crosslisted proposals.**

# BIOL - 4411 - Scientific Communication

## 2023-2024 Undergraduate New Course Request

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Desired Effective  
Semester\*

Fall

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College - School/  
Department\*

Department of Natural Sciences

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

Is this a College of Education course?  Yes  No

Is this an Honors College course?  Yes  No

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

## Course Information

Course Prefix\*

Course Number\* 4411

Course Title\* Scientific Communication

Long Course Title Scientific Communication

Course Type\*

Catalog Course Description\* Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

**Prerequisites** none

**Concurrent Prerequisites** none

**Corequisites** none

**Cross-listing** BIOL 4411,CHEM 4411, GEOG 4411, GEOL 4411, PHYS 4411

**Restrictions** none

**Is this a General Education course?\***  Yes  No

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

- Area A
- Area B
- Area C
- Area D
- Area E

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

**Type of Delivery (Select all that apply)\***

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

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

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment


**Rationale\*** This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master's in Applied Teaching (MAT). This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

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

- 1) Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.
- 2) Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.



## REQUIRED ATTACHMENTS

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### 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** na

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## **Crosslistings for BIOL - 4411 - Scientific Communication**

**BIOL - 4411 - Scientific Communication (parent proposal)**

**This proposal does not have any active crosslisted proposals.**

# SCIENTIFIC COMMUNICATION

## CHEM/BIOL/PHYS/GEOG/GEOL 4411/5411

**Instructor:** Dr. Julie Talbot

**Office:** Boyd Building 215

**Office Hours:** M, 2:00-5:00 p.m., W 3:00-5:00, TR, 2:30-5:00 p.m., and by appointment  
Feel free to stop by any time my door is open. If I can't meet with you then, I'll be happy to arrange a time when we can meet.

**Phone:** (678) 839-4093

**Email:** jtalbot@westga.edu

**Textbook:** *Critical Thinking, Science, and Pseudoscience: Why We Can't Trust our Brains*, by Caleb W. Lack & Jacques Rousseau

**Prerequisites:** ENGL 1102 or equivalent

**Course Description and Objectives:** Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.

Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

### Course Policy and Evaluation:

**Attendance:** The class will meet three days a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements.

**In-Class Discussions:** This course will focus on communicating science both orally and in writing to a non-scientific audience. As such, class participation will be an essential part of the course grade. As part of this, you will write a short reflection paper that will be due at the beginning of the next class.

**Reading Quizzes:** The reading for this course will be essential. To encourage students to come to class prepared to participate in discussions, a reading quiz will be given almost every class.

**Writing:** You will write two pieces of persuasive writing. For each one, you will turn in a rough draft, which will be critiqued by your classmates and the instructor, and then be given an opportunity to re-write the paper for a larger part of the class grade.

**Talks:** Every student will give one talk on a scientific topic, aimed at an audience that is unfamiliar with that area of science.

**Graduate Credit:** For those students wishing to earn graduate credit for this course, they will be expected to choose one of the topics listed as a case study in the course schedule and act as the moderator for

**Academic Honesty:** While students are encouraged to cooperate as they learn, study, and do homework, the final product--be it a test, lab report, or homework assignment--is expected to be the individual work of the student. Cheating (False representation of another's work as one's own) will not be tolerated, and the repercussions of cheating will range from receiving a zero on that assignment or test, to receiving a failing grade in the course.

**Extra Credit:** If there is a lecture on a science-related topic, I may give extra credit for attendance at such an event. Otherwise, there will be no extra credit given to individual students.

**Cell Phones:** Disrupting class is discourteous to both the instructor and the rest of the class. Please turn off your cell phone before the beginning of class. If your cell phone does ring in class, I give one warning, and then take one percentage point off your final grade for every ring thereafter. Cell phones may NOT be used for any reason during tests, and must be turned off and put away during the test.

**Students with Special Needs:** If you need special accommodations, you are encouraged to meet with me as soon as possible to discuss them.

**Incompletes:** A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

**University-Wide Policies:** You are expected to be familiar with all of the information and requirements of university policy. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. All university-wide policies can be found at:

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

**Evaluation:**

(Undergraduate)		(Graduate)	
Reading Quizzes:	10%	Reading Quizzes:	10%
Class Participation:	30%	Class Participation:	20%
Rough Draft of first Paper:	5%	Leading Class Discussion:	10%
Final Draft of first Paper:	10%	Rough Draft of first Paper:	5%
Scientific Talk	10%	Final Draft of first Paper:	10%
Rough Draft of second Paper:	10%	Scientific Talk	10%
Final Draft of second Paper:	25%	Rough Draft of second Paper:	10%
		Final Draft of second Paper:	25%

Final grades will be assigned according to the following scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	< 60

## Course Schedule

Week	Material Covered
1	The Hallmarks of Science – the Scientific Method
2	Scientific Literacy
3	Differentiating between Science and Pseudoscience
4	Critical Thinking
5	Experimental Design
6	Evaluating Sources
	<b>Rough Draft 1 due</b>
7	Logic and Persuasion
8	Rhetorical Devices
	<b>Final Paper 1 due</b>
9	Use and Misuse of Data and Statistics
10	Case Study: Astrology
11	Talks
12	Case Study: Intelligent Design
13	Case Study: Vaccines
	<b>Rough Draft 2 due</b>
14	Case Study: The Age of the Universe
15	Case Study: Stereotypes
Exams	<b>Final Paper due</b>

# CHEM - 4411 - Scientific Communication

## 2023-2024 Undergraduate New Course Request

### Introduction

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

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

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College - School/ Department\*

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

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

Is this an Honors College course?\*  Yes  No

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

## Course Information

Course Prefix\*

CHEM

Course Number\* 4411

Course Title\* Scientific Communication

Long Course Title Scientific Communication

Course Type\*

Biology

Chemistry

Geography

Geology

Physics

Catalog Course Description\*

Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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



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

**Prerequisites** none

**Concurrent Prerequisites** none

**Corequisites** none

**Cross-listing** BIOL 4411, CHEM 4411, GEOG 4411, GEOL 4411, PHYS 4411

**Restrictions** none

**Is this a General Education course?\***  Yes  No

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

- Area A
- Area B
- Area C
- Area D
- Area E

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

**Type of Delivery (Select all that apply)\***

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

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

**Grading\***

Undergraduate Standard Letter


## Justification and Assessment

**Rationale\*** This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master's in Applied Teaching (MAT). This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

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

- 1) Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.
- 2) Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

## 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** na

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

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

## **Crosslistings for CHEM - 4411 - Scientific Communication**

**CHEM - 4411 - Scientific Communication (parent proposal)**

**This proposal does not have any active crosslisted proposals.**

# GEOG - 4411 - Scientific Communication

## 2023-2024 Undergraduate New Course Request

### Introduction

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2023

### Routing Information

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College - School/  
Department\*

Department of Natural Sciences

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

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

Is this an Honors College course?\*  Yes  No

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

## Course Information

Course Prefix\*

GEOG

Course Number\* 4411

Course Title\* Scientific Communication

Long Course Title Scientific Communication

Course Type\*

Biology

Chemistry

Geography

Geology

Physics

Catalog Course Description\*

Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

**Prerequisites** none

**Concurrent Prerequisites** none

**Corequisites** none

**Cross-listing** Biol 4411, CHEM 4411, GEOG 4411, GEOL 4411, PHYS 4411

**Restrictions** none

**Is this a General Education course?\***  Yes  No

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

- Area A
- Area B
- Area C
- Area D
- Area E

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

**Type of Delivery (Select all that apply)\***

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

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

**Grading\***


## Justification and Assessment

**Rationale\*** This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master's in Applied Teaching (MAT). This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

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

- 1) Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.
- 2) Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

## 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** na

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

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## **Crosslistings for GEOG - 4411 - Scientific Communication**

**GEOG - 4411 - Scientific Communication (parent proposal)**

**This proposal does not have any active crosslisted proposals.**



# GEOL - 4411 - Scientific Communication

## 2023-2024 Undergraduate New Course Request

### Introduction

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

Desired Effective  
Semester\*

Fall

Desired Effective  
Year\*

2023

### Routing Information

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College - School/  
Department\*

Department of Natural Sciences

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

Is this a College of Education course?  Yes  No

Is this an Honors College course?  Yes  No

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

## Course Information

Course Prefix\*

Course Number\* 4411

Course Title\* Scientific Communication

Long Course Title Scientific Communication

Course Type\*

**Catalog Course Description\*** Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

**Prerequisites** none

**Concurrent Prerequisites** none

**Corequisites** none

**Cross-listing** Biol 4411,CHEM 4411, GEOG 4411, GEOL 4411, PHYS 4411

**Restrictions** na

**Is this a General Education course?\***  Yes  No

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

- Area A
- Area B
- Area C
- Area D
- Area E

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

**Type of Delivery (Select all that apply)\***

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

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

**Grading\***

Undergraduate Standard Letter


## Justification and Assessment

**Rationale\*** This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master's in Applied Teaching (MAT). This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

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

- 1) Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.
- 2) Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

## REQUIRED ATTACHMENTS

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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** na

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

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

## **Crosslistings for GEOL - 4411 - Scientific Communication**

**GEOL - 4411 - Scientific Communication (parent proposal)**

**This proposal does not have any active crosslisted proposals.**

# Nexus in Digital Entertainment, Esports, and Game Development

## 2023-2024 Undergraduate New Program Request

### General Information

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

Desired Effective Semester\*

Desired Effective Year\*

- Program Type\*  Degree Program  
 Embedded Certificate  
 Stand-Alone Certificate  
 Endorsement  
 Minor

If embedded, please list the parent program.

### Routing Information

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School/ Department\*

Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing or School of Communication, Film and Media course?\*

Yes

No

Is this a College of Education Program?\*

Yes

No

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

Yes

No

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

Yes

No

### Program Information

Program Type\*

Nexus Degree

Program Name\*

Nexus in Digital Entertainment, Esports, and Game Development

Degree Type\*

Nexus

**Program Description\*** The Digital Entertainment, Esports and Game Development Nexus will give students a broad understanding of the digital entertainment aspects of the market sector. Academic institutions, along with practitioners have embraced Esports' commercial, educational, and research potential as a sport. Students will deepen their knowledge and practice in action-oriented curricula designed to meet the needs of the increasingly competitive gaming industry. That knowledge and practice also apply to the career path in Esports. In order to support the process, UWG provides Esports-focused curricula to deliver unique features within the Esports industry.

This Nexus degree is based on content in digital entertainment, Esports, and game development. The Georgia Film Academy (GFA) launched the specific courses within the proposed Nexus Degree in 2021. The GFA "is a collaboration between the University System of Georgia and the Technical College System of Georgia. GFA has now certified over 10,000 students who were trained on Antman, Thor, Godzilla, Spiderman, Walking Dead, Insatiable, Zombieland 2, The Originals, Ozark – over 100 major Feature film and TV productions. This same approach to workforce development via industry partnerships is now being applied to Digital Media, Gaming and Esports" (Harris, 2021). The Nexus in Digital Entertainment, Esports and Game Development will have the flexibility to be applied to many bachelor's degrees at UWG giving students multiple pathways for degree completion. This could include Bachelor's degrees in Computing, Interdisciplinary Studies, Marketing, Mass Communication, and Sport Management. The three, six-credit hours courses (GFA 1500, GFA 3510, and GFA 3520) in digital entertainment, Esports, and game development provide students with high-impact experiences through the partnership with GFA, and industry partners (Skillshot Media). The Nexus degree will allow students to gain an Associate's Degree and a valuable GFA Certification in an effort to be equipped and employable after just two years of course work. All credit hours can be applied to multiple Bachelor's degrees at UWG and students will be encouraged to pursue a Bachelor's Degree in their area of interest after completing the Nexus degree.

Program Location : Carrollton Campus and Skillshot Media - 2470 Lindbergh Ln NE, Atlanta, GA 30324

**Program Location\***

Other (for "other," specify street address in Rationale box above)

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

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

## Curriculum Information

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

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

**Type of Program\***  Program  Shared Core




## PROGRAM CURRICULUM

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

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

### Step 1

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



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

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

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

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

### Step 2

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

Prospective Curriculum\*

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

General Education Requirements (Core Curriculum)

### New Core

GFA Courses

GFA 1500 Intro Dgtl Entrnmnt, Esprt & Game

GFA 3510 Dig Entertnmt & ESprt Evnt Des

GFA 3520 Dig Entrtmnt & Esprt Creat Dev

GFA 4000 Film, Television & Digital

Entertainment Apprenticeship

## Justification and Assessment

**Rationale\*** According to the Georgia Department of Economic Development (2019), Esports contribute more than \$750 million annually to the state's economy. The growth of this industry has created workforce demands that make it imperative there are enough college graduates to fill the job openings in this industry. Additionally, Georgia is one of only a few states Esports is a sanctioned high school competition creating a sustainable pipeline of students with interest, and enthusiasm about the major. The System's intent in creating the nexus degree was to provide students with career-oriented academic options. The proposed Nexus in Digital Entertainment, Esports, and Game Development will increase the number of innovative, career-oriented degree programs in the System that prepare students to succeed in a high-demand industry.

Additionally, the Nexus degree will allow students to gain an Associate's Degree and a valuable GFA Certification in an effort to be equipped and employable after just two years of coursework. This degree could also provide a synergistic pathway for students in our related degree programs (Bachelor's degrees in Computing, Interdisciplinary Studies, Marketing, Mass Communication, and Sport Management). Lastly, students will also have opportunities to continue gaining knowledge and experiences in our related graduate programs in Digital and Social Media Communication and Sport Management.

Each course offered through the Georgia Film Consortium has a set of course-level learning outcomes. GFC faculty provide the first step of course-level learning outcome evaluation through a system in which selected outcomes are assessed as "exceeds expectations, meets expectations, or did not meet expectations," in addition to the numerical student grade.

Areas identified for improvement via course outcomes by GFC faculty or affiliate institutions (via program coordinators) will be documented and acted upon, usually as course-specific improvements. This data is also used to inform the process of major course revisions (hands-on assessments, readings, multimedia, etc.), and these results will be provided to each affiliate institution for inclusion in general education assessment activities. GFA gathers feedback from the GFC Academic Advisory Council for improvement based on course outcome learning assessments results and other data touch points. The AAC's feedback is provided to GFA Instructional Designers and the faculty Subject Matter Experts. The provided suggestions are incorporated into course redesign.

The target range for meeting the standard is 70% (Exceeds 90+%, Meets 70-89%, Does not Meet <70%)

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

1. Demonstrate professional skills in the fields of digital entertainment, esports, and game development.
2. Demonstrate knowledge of digital entertainment industry standards, organizational structure, professional equipment, and event procedures.
3. Demonstrate knowledge of digital entertainment industry competencies and work habits including standard procedures and protocols.

### SACSCOC Substantive Change


Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

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

### **REQUIRED ATTACHMENTS**

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

#### **1.) USGBOR One Step Proposal**

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

#### **2.) Program Map and/or Program Sheet**

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

#### **3.) Academic Assessment Plan/Reporting**

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

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

#### **4.) Curriculum Map Assessment**


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


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

- Program Map\***  I have attached the Program Map.

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

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

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

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





**UNIVERSITY SYSTEM OF GEORGIA**

# USG Academic Degree Program Application

Released

Updated Version: Summer 2022

## Point of Contacts

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## Version Control

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>
8/19/2022	<i>Attach as a WORD document only – no PDFs. Use Times New Roman 12pt. font.</i>	8/19/2022	8/19/2022
8/19/2022	<i>All questions are required for ALL degree levels.</i>	8/19/2022	8/19/2022
8/19/2022	<i>Some charts have been modified/deleted for consistency and to reduce redundancy.</i>	8/19/2022	8/19/2022
8/19/2022	<i>Signature page must be fully completed. Any addendums must be signed off by CBO.</i>	8/19/2022	8/19/2022
8/19/2022	<i>External Reviews for Doctoral Degrees are the responsibility of the Institution. See Prompt 30 for more information.</i>	8/19/2022	8/19/2022

### NOTE:

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

^= indicates accreditation related content

## USG Routing Only

- Program was part of the Annual Academic Forecast*
- This proposal requires USG integrated review*

*XThis proposal can be expedited (Nexus, established concentration with strong enrollment)*

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## **USG ACADEMIC PROGRAM APPLICATION**

### **A. OVERVIEW**

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 Education*
5. Academic Department: *Sport Management, Wellness, and Physical Education*
6. Proposed Program Name: *Nexus in Digital Entertainment, Esports, and Game Development*
7. Major: *Digital Entertainment, Esports, and Game Development*
8. CIP Code (6 digit): *50.1001 - Arts, Entertainment, and Media Management, General*
9. Degree Level: *Nexus*
10. Anticipated Implementation Semester and Year<sup>^</sup>: *Fall 2023*
11. Was this program listed in the most recent Academic Forecast?  
 Yes  
 No (If no, explain why below)

*This proposal was not listed in the previous UWG Academic Forecast due to the quick turnaround from conception to implementation, this initiative meets the latest market needs in high-demand careers regarding Esports. As the Esports industry becomes increasingly popular, high school and college/university students have a keen interest in finding career paths in the Esports industry. This Digital Entertainment, Esports and Game Development Nexus degree provides students with numerous opportunities to establish their ability to work in this growing industry within Georgia, nationally, and internationally. This program initiative can increase student enrollment and success.*



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

*The Digital Entertainment, Esports and Game Development Nexus will give students a broad understanding of the digital entertainment aspects of the market sector. Academic institutions, along with practitioners have embraced Esports' commercial, educational, and research potential as a sport. Students will deepen their knowledge and practice in action-oriented curricula designed to meet the needs of the increasingly competitive gaming industry. That knowledge and practice also apply to the career path in Esports. In order to support the process, UWG provides Esports-focused curricula to deliver unique features within the Esports industry.*

*This Nexus degree is based on content in digital entertainment, Esports, and game development. The Georgia Film Academy (GFA) launched the specific courses within the proposed Nexus Degree in 2021. The GFA “is a collaboration between the University System of Georgia and the Technical College System of Georgia. GFA has now certified over 10,000 students who were trained on Antman, Thor, Godzilla, Spiderman, Walking Dead, Insatiable, Zombieland 2, The Originals, Ozark – over 100 major Feature film and TV productions. This same approach to workforce development via industry partnerships is now being applied to Digital Media, Gaming and Esports” (Harris, 2021). The Nexus in Digital Entertainment, Esports and Game Development will have the flexibility to be applied to many bachelor’s degrees at UWG giving students multiple pathways for degree completion. This could include Bachelor’s degrees in Computing, Interdisciplinary Studies, Marketing, Mass Communication, and Sport Management. The three, six-credit hours courses (GFA 1500, GFA 3510, and GFA 3520) in digital entertainment, Esports, and game development provide students with high-impact experiences through the partnership with GFA, and industry partners (Skillshot Media). The Nexus degree will allow students to gain an Associate’s Degree and a valuable GFA Certification in an effort to be equipped and employable after just two years of course work. All credit hours can be applied to multiple Bachelor’s degrees at UWG and students will be encouraged to pursue a Bachelor’s Degree in their area of interest after completing the Nexus degree.*

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

*Not applicable.*

14. Specify **SACSCOC** or other accreditation organization requirements<sup>^</sup>.

Mark all that apply.

Substantive change requiring notification only <sup>1</sup>

Substantive change requiring approval prior to implementation <sup>2</sup>

Level Change <sup>3</sup>

None

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<sup>1</sup> See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

<sup>2</sup> See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

<sup>3</sup> See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

## 15. B. STRATEGIC PLAN

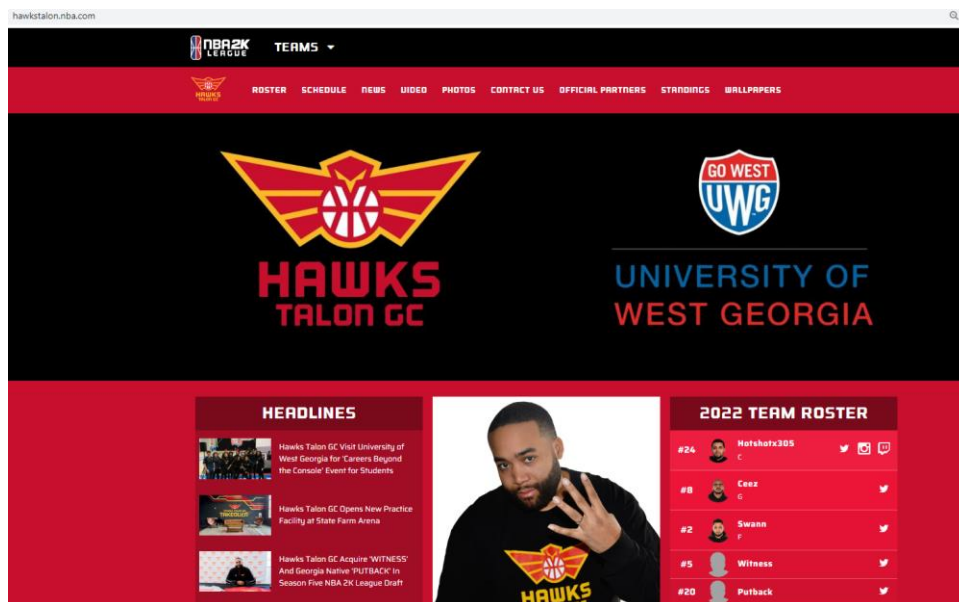
How does the program align with the System Wide/Strategic Plan Context (within mission fit):

*The University System of Georgia strategically supports programs that develop expertise in emerging fields that strategically address the needs of the state of Georgia by producing graduates with marketable skills, knowledge, and experience. The Strategic Plan emphasizes the importance of adopting programs that align with industry demands. The proposed nexus degree was developed in partnership with industry leaders to ensure it prepares students who are able to meet workforce demands. According to the Georgia Department of Economic Development (2019), Esports contributes more than \$750 million annually to the state's economy. The growth of this industry has created workforce demands that make it imperative there are enough college graduates to fill the job openings in this industry. Additionally, Georgia is one of only a few states Esports is a sanctioned high school competition creating a sustainable pipeline of students with interest, and enthusiasm about the major. The System's intent in creating the nexus degree was to provide students with career-oriented academic options. The proposed Nexus in Digital Entertainment, Esports, and Game Development will increase the number of innovative, career-oriented degree programs in the System that prepare students to succeed in a high-demand industry.*

16. 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." This Nexus degree will engage students in a broad range of the industry-related disciplines for academic success. The program will provide professional knowledge and practice through innovative and interdisciplinary focus. For example, industry experts and UWG faculty/staff have already had a major impact throughout the UWG community as it relates to Esports. This includes a [UWG Gaming and Esports Living Learning Community](#), the creation of a [state-of-the-art esports facility](#) opportunities for UWG Esports [student involvement](#), and [varsity teams](#) trained by an [Esport Coach](#) hired by UWG in 2022. Students also have the opportunity to serve as play-by-play and color announcers on the stream (Shoutcast) of live competitions via WOLF Radio. Additionally, students have had opportunities to collaborate with UWG staff to [host and manage Georgia High School Association sanctioned Esports tournaments](#) and benefit from the university [partnership](#) with The Hawks Talon Gaming Club through competitive internships. Please see Appendix A for a complete list of links associated with the Nexus Degree.*



17. 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.

*Relevance, Competitiveness, and Placemaking are the primary three strategic priorities of the 2021-2026 UWG Strategic Plan, "Becoming UWG." The proposed Nexus degree aligns with the three strategic priorities as follows:*

**Relevance:** *The new Nexus program will incorporate valuable, experiential learning opportunities inside and outside the classroom. We will ensure students have meaningful, hands-on projects that take a semester or more to complete. These unique experiences will be led by faculty/staff at UWG and industry experts at [Skillshot Media](#). The experiences include three, six-credit hour courses at Skillshot Media, assisting facility/event management at UWG Esports events, shout casting/broadcasting from our Coliseum and Varsity Esport/Facility, and opportunities with the Hawks Talon Gaming.*

**Competitiveness:** *UWG has strategically dedicated resources in the area of digital entertainment, Esports and game development in an effort to elevate institutional visibility and the contributions of students, faculty, and staff. The administrative team, faculty, and staff recognize the unique position we are able to leverage for our students being just 40 west of Atlanta: one of the major global Esports hubs. UWG students have multiple opportunities to be involved in digital entertainment, Esports, and game development. Some of these opportunities have been event management, shoutcasting, esports team recruitment, tournament creation, and partnering with faculty on researched-based projects. Offering the Nexus degree and certification will provide a vehicle for our students to be "workforce-ready" after their sophomore year.*

**Placemaking:** *The proposed program will strengthen the sense of belonging and connectedness at UWG by collaborating with the UWG varsity Esports teams/players/coaches and the Esports Recreation program in the University Center. Working along side the Esports events at UWG will provide authentic, experiential-based opportunities for the students completing the Nexus degree. The nurturing relationships and bonds among students, faculty, staff, and communities will elevate students' connectedness and engagement contributing to retention efforts.*

*The UWG programs that will embed the Nexus degree have been designed with a focus on experiential-oriented curriculums, student-centered teaching, market-driven instruction, and mutually beneficial partnerships. Faculty and industry experts will commit to the holistic development of students by delivering cutting-edge knowledge based on skills that industry employers demand. The academically rigorous program will prepare students to compete for entry-level managerial positions in Esports brand marketing organizations, fantasy games web coordinators, college Esports programs, Esports events operation firms, or digital entertainment managers.*

*The new program fits into the academic portfolio of UWG exceptionally well. There are no competing nexus degrees here at UWG. This degree will offer a unique career preparation pathway for UWG students. Secondly, the new degree program articulates well into multiple bachelor degrees offered at UWG. Lastly, UWG has developed a thriving on-campus [Esports community](#). In 2020, UWG acquired an eSports varsity team that has successfully competed in regional and national competition. This team is attracting student to UWG interested in eSports. UWG is also constructing practice and virtual reality playing areas on campus in which student can work and play. Additionally, the Richard College of Business has an Gaming and eSports student organization that caters to fans of video gaming. This group gathers to discuss, debate, and play games together. The new degree will allow students to turn their interest into a successful career.*

*Existing Courses to be included in the Nexus in Digital Entertainment, Esports and Game Development program beyond the 42 credit hours of general education courses include:*

- GFA 1500: Introduction to Digital Entertainment, Esports, and Game Development (6 credits)
- GFA 3510: Digital Entertainment and Esports Event Design (6 credits)

- GFA 3520: Digital Entertainment and Esports Creative Development (6 credits)

## B. NEED

18. To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?

*The demand for the workforce equipped with the required applied knowledge for this industry is evidenced by Esports organizations based in Atlanta. For example, [Generation Esports](#) is an Esports platform organization connecting with middle school students through college in education and real-world job opportunities. [Georgia Film Academy](#) (GFA) has embraced Esports as the Georgia's multi-billion-dollar entertainment industry in partnership with [Skillshot Media](#). Skillshot Media is an organization in Atlanta for multi Esports platforms, including Esports tournaments, supporting digital entertainment production, community management, brand management, and education. GFA has indicated the need to train Georgians for the high-demand careers in the Esports and video gaming industry throughout the Nexus degree program. Also, Georgia is home to Atlanta Esports Alliance with professional franchised Esports teams, including the Atlanta Reign (Overwatch League), Hawks Talon GC (NBA 2K League), the Atlanta Faze (Call of Duty League), and Ghost gaming (Valorant League). Additionally, "broadly regarded as the Esports capital of the nation, the City of Atlanta annually hosts more than 39,000 gamers and Esports enthusiasts each November for the world's largest digital festival – DreamHack. The GDEcD estimates that the state will have nearly 12,000 direct and indirect jobs in digital entertainment this year, with an estimated economic impact of \$550 million." ([Georgia Entertainment News, 2020](#)).*

*Georgia has become a winner of Esports growth and Atlanta is being called the nation's Esports capital ([DeMuth, 2021](#)). According to Asante Bradford, Georgia Department of Economic Development industry engagement manager, there are three reasons for the state's Esports dominance: 1) the Georgia film tax credit legislation enacted in 2005 that provides incentives for game publishers and broadcasters, 2) the availability of skilled talent, and 3) the quality of life, including the relatively low cost of doing business ([DeMuth, 2021](#)). Skillshot, a leading Esports provider, will provide a 47-acre community centering of Esports at Uptown Atlanta, and the new space will provide classroom and training space for local students ([Esports Insider, 2021](#)).*

19. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives or other evidence of demand (e.g. employment sector trends, clearly defined learner demand, complement to an existing program, meeting a persistent, new, or emerging demand for knowledge and innovation).

No

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

*All GFA courses were created through discussions with industry partners and the Georgia Department of Economic Development, who showcased the need for specific workforce training within the exponentially growing digital entertainment and Esports industry.*

*Faculty at UWG have been invested opportunities in digital entertainment, Esports, and game development in recent years. This includes new academic programs, related courses, research, and partnerships within the industry. In this instance, our university administrative team and representatives from the Esports community in Atlanta, such as Skillshot Media, Ghost Gaming, and Talon GC recommended the GFA Nexus Certification for students at UWG.*

*In April 2021, UWG formed an Esports Advisory Council. The members are twenty-seven faculty, staff, student representatives, and an Esports coach. The council leads the UWG Esports initiatives through collaboration and communication. There are five sub-committees (i.e., steering, facility and broadcasting, research, curriculum, communication and student engagement). Drs. Jon Preston (Provost and Senior Vice President) and André Fortune (Vice President for Student Affairs) are on the Steering sub-committees of the Esports Advisory Council. Drs. Brian*

*Mosier (Chair of Sport Management, Wellness, and Physical Education department), Bradford Yates (Dean of the School of Communication, Film, and Media), and Duane Yodar (Chair of Computing and Mathematics) lead the curriculum committee and are supported by all stakeholders represented by the Esports Advisory Council. The Esports Advisory Council has approved this proposed curriculum and desires to support to the program's development.*

20. Identify the partners you are working with to create a career pipeline with this program<sup>4</sup>.<sup>^</sup>

Mark all that apply

- High School CTAE
  - High School STEM
  - Career academies
  - TCSG programs
  - Other USG institutions
  - Other universities
  - Employers
  - Community partnerships
  - Professional associations
  - Other (specify below)
- Skillshot Media - 2470 Lindbergh Ln  
NE, Atlanta, GA 30324  
Letters of Support are in **Appendix C***
- None

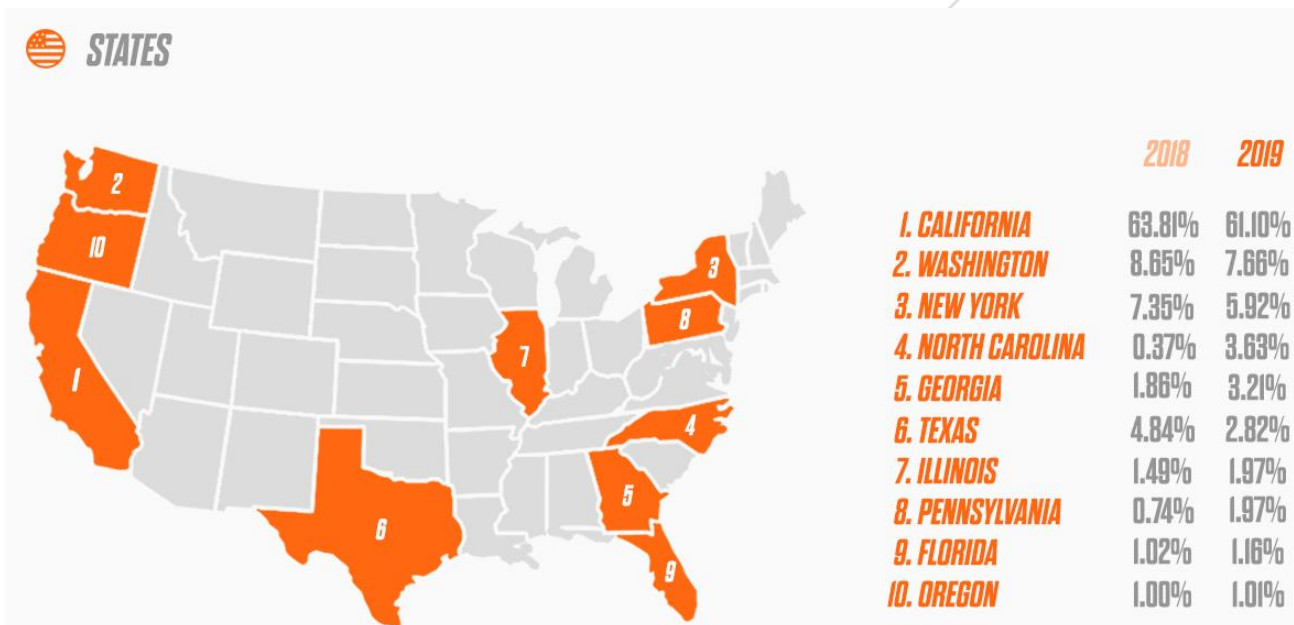
21. Are there any competing or complementary programs at your own institution?

No

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

22. 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.

The program will fulfill labor market and supply demands beyond the region to include the entire state of Georgia. The job opportunities amount in the Esports industry has grown 185.74 percent when comparing the first two quarters of 2019 to the first two quarters of 2018, and Georgia is one of the states that fast growing Esports job market. The proposed program have the potential to meet national needs as well ([Esports Insider, 2019](#)).



23. 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 our investigation, the Georgia Film Academy (GFA) launched Esports programs offering students exposure, training, and placement in the Esports industries at Georgia State University in 2020. Georgia State University partners with GFA to offer GFA 1500-Introduction to Digital Entertainment, Esports, and Game Development and 3510-Digital Entertainment and Esports Event Design, and GFA 3520 Digital Entertainment and Esports Creative Development. (<https://cmii.gsu.edu/students/Esports/#1582312069546-cf99d1fd-6d84>).

The Nexus degree is a need at UWG to meet market/workforce demand. This degree could also provide a synergistic pathway for students in our related degree programs (Bachelor's degrees in Computing, Interdisciplinary Studies, Marketing, Mass Communication, and Sport Management). Lastly, students will also have opportunities to continue gaining knowledge and experiences in our related graduate programs in [Digital and Social Media Communication](#) and [Sport Management](#).



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

Similar or Related Degrees/Programs	CIP Code	Supply <sup>1</sup> (Graduates/Completers)	Competitor Institutions <sup>2</sup>
Bachelor of Science in Computer Game Design and Development	11.0204	49/year	Kennesaw State University
Certificate of Less than One Year In Digital Entertainment, Esports, and Game Development	50.0102	4/year	Atlanta Metropolitan State College
Bachelor of Science with a Major in Game Development	11.0204	0/year 21 majors	Georgia State University
Bachelor of Arts with a Major in Game Design	11.0204	0/year 71 majors	Georgia State University
Certificate of Less than One Year with Option in Sports Media	09.0906	26/year	University of Georgia
Bachelor of Science with a Major in Sports Management	31.0504	89/year	Middle Georgia State University
Bachelor of Science in Film and Digital Media	09.0702	43/year	University of North Georgia

<sup>1</sup> Supply = Number of program graduates last year within the study area

<sup>2</sup> Competitors = List other USG institutions that offer this program or a similar program in the area (see [Question 23](#))

25. Based on the program’s study area, what is the employment outlook for occupations related to the program. 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. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

**Possible resources:**

- Click [here](#) for US and Georgia occupation projections
- 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](#)
- For a custom Georgia geography – request a Jobs EQ report from [USG Academic Affairs office](#).

- Using data from *O\*-Net*, identify the average salary for the related occupations identified in question.

**Labor Market/Career Placement Outlook/Salary:**

Occupation	O*Net <sup>1</sup>	Current Employment	% Growth	Average Salary (O-Net data)	Experienced Salary (O-Net data)
Game Development ( <i>Video Game Designers</i> )	15-1255	199,400 (US)	13%	\$79,890	\$168,200
		20,940 (GA)	14%	\$77,930	\$126,490
Game Development ( <i>Software Developer</i> )	15-1252	1,847,900 (US)	22%	\$120,730	\$168,570
		28,170 (GA)	26%	\$117,150	\$163,410
Game Publishing ( <i>Web and Digital Interface Designers</i> )	15-1255	199,400 (US)	13%	\$79,890	\$126,490
		3,670 (GA)	12%	\$77,930	\$168,200
Live Production ( <i>Film and Video Editors</i> )	27-4032	33,000 (US)	33%	\$62,680	\$138,910
		1,300 (GA)	45%	\$49,100	\$103,040
Event Management ( <i>Entertainment and Recreation Manager</i> )	11-9072	573,000(US)	7%	\$62,000	\$124,120
		28,430 (GA)	8%	\$59,740	\$100,450
Broadcast Distribution ( <i>Broadcast Technicians</i> )	27-4012	28,400 (US)	11%	\$44,740	\$90,850
		1,240 (GA)	15%	\$34,170	\$77,290
On-Air Talent ( <i>Broadcast Announcers</i> )	27-3011	30,700 (US)	10%	\$37, 630	\$155,000
		960 (GA)	2%	\$36,560	\$152,160

<sup>1</sup>National Center for O\*NET Development. *O\*NET OnLine*. Retrieved [include date] from <https://www.onetonline.org/>

26. 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?

*(Provide letters of support and explain the collaboration and how partners will share or contribute resources. Consider internal pipeline programs – “off-ramp programs,” Nursing to integrated health, or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if possible).*

*National employment trends indicate that there will be over 500,000 new job openings in the digital entertainment and Esports sector. Job projections in Georgia are in demand for 14,700 new jobs in the next eight years and an average of*



8,310 job openings per year. Conversely, USG institutions are currently producing less than 300 graduates per year in these job sectors as noted in question 25. Additionally, IPEDS data indicate that in 2019-20, for-profit and private institutions produced 250 bachelors and associate degree graduates in computer occupations and 2,351 in entertainment and recreation management occupations. These data demonstrate an unmet demand of 5,409 positions on an annual basis. **Letters of Support are in Appendix C.**

27. Using data from *O\*-Net*, identify the average salary for the related occupations identified in question. 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](http://onetonline.org). (Standard Occupation Code = SOC)

Occupation	SOC Code (6 digit)	Occupation specific technology skills and KSAs
<b>15-1255</b>  <b>Web and Digital Interface Designers (including video games)</b>	15-1255	<b>Technology Skills:</b> <ul style="list-style-type: none"> <li>● Graphics or photo imaging software</li> <li>● Data base user interface and query software</li> <li>● Development environment software</li> </ul> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>● Computers and Electronics</li> <li>● Communications and Media</li> <li>● Design</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● Programming</li> <li>● Complex Problem Solving</li> <li>● Reading Comprehension</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>● Originality</li> <li>● Fluency of Ideas</li> <li>Oral Comprehension</li> </ul>
<b>15-1252</b>  <b>Software Developers</b>	15-1252	<b>Technology Skills:</b> <ul style="list-style-type: none"> <li>● Data base management system software</li> <li>● Web platform development software</li> <li>● Development environment software</li> </ul> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>● Computers and Electronics</li> <li>● Engineering and Technology</li> <li>● Administration and Management</li> </ul> <b>Skills:</b>

		<ul style="list-style-type: none"> <li>● Time Sharing</li> <li>● Active Learning</li> <li>● Systems Analysis</li> </ul> <p><b>Abilities:</b></p> <ul style="list-style-type: none"> <li>● Originality</li> <li>● Fluency of Ideas</li> </ul> <p>Critical Thinking</p>
<p><b>27-4032</b></p> <p><b>Film and Video Editors</b></p>	27-4032	<p><b>Technology Skills:</b></p> <ul style="list-style-type: none"> <li>● Graphics or photo imaging software</li> <li>● Web platform development software</li> <li>● Video creation and editing software</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Communications and Media</li> <li>● Telecommunications</li> <li>● Computers and Electronics</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Judgment and Decision Making</li> <li>● Writing</li> <li>● Critical Thinking</li> </ul> <p><b>Abilities:</b></p> <ul style="list-style-type: none"> <li>● Perceptual Speed</li> <li>● Problem Sensitivity</li> </ul> <p>Category Flexibility</p>
<p><b>11-9072</b></p> <p><b>Entertainment and Recreation Managers</b></p>	11-9072	<p><b>Technology Skills:</b></p> <ul style="list-style-type: none"> <li>● Cloud-based data access and sharing software</li> <li>● Project management software</li> <li>● Enterprise resource planning ERP software</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Customer and Personal Service</li> <li>● Administration and Management</li> <li>● Computers and Electronics</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Coordination</li> <li>● Management of Personnel Resources</li> <li>● Management of Financial Resources</li> </ul> <p><b>Abilities:</b></p> <ul style="list-style-type: none"> <li>● Oral Expression</li> <li>● Written Comprehension</li> </ul> <p>Oral Comprehension</p>

<p><b>27-4012</b></p> <p><b>Broadcast Technicians</b></p>	<p>27-4012</p>	<p><b>Technology Skills:</b></p> <ul style="list-style-type: none"> <li>● Computer aided design CAD software</li> <li>● Graphics or photo imaging software</li> <li>● Video creation and editing software</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Telecommunications</li> <li>● Communications and Media</li> <li>● Computers and Electronics</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Equipment Maintenance</li> <li>● Operations Monitoring</li> <li>● Troubleshootings</li> </ul> <p><b>Abilities:</b></p> <ul style="list-style-type: none"> <li>● Near Vision</li> <li>● Problem Sensitivity</li> </ul> <p>Oral Comprehension</p>
<p><b>27-3011</b></p> <p><b>Broadcast Announcers</b></p>	<p>27-3011</p>	<p><b>Technology Skills:</b></p> <ul style="list-style-type: none"> <li>● Data base user interface and query software</li> <li>● Enterprise resource planning ERP software</li> <li>● Video creation and editing software</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Telecommunications</li> <li>● Communications and Media</li> <li>● Computers and Electronics</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Speaking</li> <li>● Social Perceptiveness</li> <li>● Reading Comprehension</li> </ul> <p><b>Abilities:</b></p> <ul style="list-style-type: none"> <li>● Speech Clarity</li> <li>● Oral Expression</li> </ul> <p>Selective Attention</p>

Notes:

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

Average Salary	75 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile
1 year after graduation	\$46,144	\$33,554	\$22,760
5 years after graduation	\$61,071	\$44,584	39,709

Provide any additional comments, if needed:

29. 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?^

*As previously mentioned, the job market demand for program graduates is excellent, as are their salary prospects for a two-year credential. The demand for live production professionals are expected to increase 45% in the state of Georgia. According to O\*-Net Online, the future is bright in all but one of the (SOC) categories (Event Management) for this degree program, and even that sector will experience 7-8% growth in the next 8 years.*

### C. CURRICULUM

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

**60 hours**

31. 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)

32. 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
<input type="checkbox"/> Combination of on-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/> Combination of off-campus and online	<input type="checkbox"/> Yes
<input checked="" type="checkbox"/> Both on-campus and online with off-campus courses	<input checked="" type="checkbox"/> Yes

33. Is the program synchronous or asynchronous?<sup>5</sup> Mark one of the options below.

<sup>5</sup> See SACSCOC Handbook for Institutions Seeking Initial Accreditation [here](#).

*X 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*

*The program will be offered in both synchronous face-to-face and asynchronous fully-online formats. Offering a face-to-face and online program will allow students regionally and nationally to complete the program. In addition, offering the program in both modalities will provide access to both traditional and adult learners. UWG and Skillshot Media has invested in technology that allows for synchronous live streaming for students to have face-to-face and fully-online access to instruction simultaneously. UWG has invested in classroom technology that allows for synchronous live streaming for students to have face-to-face and fully-online access to instruction at the same time; additionally, course content can be recorded and viewed asynchronously for flexibility in meeting students' work and life schedules. This degree program will provide a full range of online (synchronous and asynchronous) and face-to-face access.*

34. For **ALL** degree proposals, which **High Impact Practices**<sup>6</sup> (HIPs) will faculty embed into the program? Mark all that apply.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Internships                     | <input checked="" type="checkbox"/> First-Year Experiences                 |
| <input type="checkbox"/> Common Intellectual Experiences            | <input type="checkbox"/> Undergraduate Research                            |
| <input type="checkbox"/> Diversity/Global Learning                  | <input type="checkbox"/> Capstone Courses and Projects                     |
| <input type="checkbox"/> ePortfolios                                | <input checked="" type="checkbox"/> Learning Communities                   |
| <input type="checkbox"/> Service Learning, Community Based Learning | <input checked="" type="checkbox"/> Writing-Intensive Courses              |
|   | <input checked="" type="checkbox"/> Collaborative Assignments and Projects |

35. For **ALL** degrees, 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.").

*As part of the 42 hours of Core, students will take two writing intensive courses (ENGL 1101 and ENGL 1102). Student will also have the opportunity to participate in a first-year seminar and Living Learning Community (UWG Gaming and Esports). In the 18 hours beyond the Core, student will engage in courses that include the following HIPs: collaborative assignments, capstone projects and internships. For example, students will have the opportunity to execute professional events and tournaments, build a portfolio, and receive tangible training with industry leaders. Further, the program culminates with unique and competitive internship opportunities that lead to careers in this industry (Harris, 2021). Additionally, hosting the Esports events/broadcast on UWG's campus will extend the opportunities for students.*

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<sup>1</sup> Direct measures may include assessments, HIPs, exams, etc.

<sup>6</sup> 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).

36. Does the program take advantage of any USG initiatives?

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

eCampus

Georgia Film Academy

FinTECH

Other: Specify Initiative Here

37. For **ALL** 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) <sup>1</sup>
Critical Thinking/Problem Solving	Applying principles of Esports management and other relevant disciplines to identify solutions.	Students' performance in GFA 1500, 3510, and 3520
Oral/Written Communications	Communicate effectively in a variety of professional contexts.	Students' performance on ENGL 1101 and 1102, and GFA Esports Courses 1500, 3510, and 3520
Team Work/ Collaboration	Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.	Students' performance GFA 1500, 3510, 3520
Digital Technology	Applying principles of Esports management and other relevant disciplines to identify solutions.	Students' performance on GFA 1500, 3510, 3520
Leadership	Recognize professional responsibilities and make informed judgments in Esports practice based on legal and ethical principles.	Students' performance in GFA 1500, 3510, and 3520
Professionalism/ Work Ethic	Communicate effectively in a variety of professional contexts. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. Recognize professional responsibilities and make informed judgments in Esports	Students' performance in GFA 1500, 3510, and 3520

	practice based on legal and ethical principles.	
Career Management	Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.	Students' performance in GFA 1500, 3510, and 3520
Global/Intercultural Fluency	Describe the digital entertainment, Esports and game development industry ecosystem, types of companies, and job positions within the industry.	Students' performance in GFA 1500

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

*The Curriculum Map (see **Appendix B**) describes in which course the Program Learning Outcomes will be: Introduced, Reinforced, and Mastered. Table 1 below delineates the learning outcome for each required course in the program of study and the assessment tool for each outcome. Student learning will be measured at the course level through hands-on assignments and traditional and non-traditional assessments (tests, quizzes, homework, etc.).*

<b>GFC Undergraduate Course Level Outcomes - Digital Entertainment, Esports and Game Development Nexus</b>					
The success criteria for meeting the standard listed is 70% (Exceeds 90+%, Meets 70-89%, Does not Meet <70%)					
<b>GFA 1500 Introduction to Digital Entertainment, Esports and Game Development</b>	<b>Assessment / KPI</b>	<b>n-values</b>	<b>Exceeded</b>	<b>Met</b>	<b>Below</b>
Describe the digital entertainment, Esports and game development industry ecosystem, types of companies, and job positions within the industry.	Lesson 9 - Assignment				
Describe the event process for a live-streamed digital entertainment event.	Lesson 8 - Assignment				
Describe the tools and technologies used in digital entertainment, Esports and game development.	Lesson 9 - Test				
Identify key historical events of digital entertainment, Esports and game development.	Midterm Test 2				
<b>GFA 3510 Digital Entertainment and Esports Event Design</b>	<b>Assessment / KPI</b>	<b>n-values</b>	<b>Exceeded</b>	<b>Met</b>	<b>Below</b>
Design a live digital entertainment and Esports event, from concept to completion.	Lesson 11 - Quiz				
Identify digital entertainment and Esports industry-standard equipment, software and terminology.	Lesson 15 - Quiz				

Identify ethical guidelines and common legal requirements in digital entertainment and Esports event production.	Lesson 13 - Quiz				
Develop a professional-quality proposal for a live digital entertainment or Esports event.	Lesson 9 - Assignment				
<b>GFA 3520 Digital Entertainment and Esports Creative Development</b>	<b>Assessment / KPI</b>	<b>n-values</b>	<b>Exceeded</b>	<b>Met</b>	<b>Below</b>
Describe the job descriptions and responsibilities for produced segments as an analyst, host, play by play, or interviewer in professional Digital Entertainment and Esports events	Midterm Exam				
Demonstrate appropriate presentation techniques for on-camera hosting	Lesson 9 - Homework				
Demonstrate proficiency with essential equipment and procedures for live-casting Digital Entertainment and Esports events	Final Exam				
Create a professional pitch, including a demo reel, resume and query letter	Lesson 16 - Assignment				
Identify the similarities and differences of different Hosting and Casting roles	Lesson 5 - Assignment				
<b>GFA 4000 Film, Television and Digital Entertainment Apprenticeship</b>	<b>Assessment / KPI</b>	<b>n-values</b>	<b>Exceeded</b>	<b>Met</b>	<b>Below</b>
Describe pathways within a specific film, television or digital entertainment industry career.	Lesson 4 - Assignment				
Create an industry standard email inquiry for job placement in an entry-level position in the film, television or digital entertainment industry.	Lesson 10 - Assignment				
Demonstrate OSHA recognized safety standards.	OSHA 10 Training				
Create a portfolio of work specific to chosen industry career.	Assignment 15				
Describe industry apprenticeship experience, including hard and soft skills developed.	Semester long assignments - 20 Daily Entries Journals				

39. 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)*

*The program will solicit feedback from Esports Advisory Council meetings with invited industry members every two years by the faculty, chairs, and deans. The attainment of GFA Digital Entertainment, Esports, and Game Development Certificate and employment rates of the graduates will be monitored. Additionally, data from the Georgia Degrees Pay [website](#) will be utilized in measuring outcomes for graduates.*

40. 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

*Core Curriculum (60)*



- A. *Essential Skills*
  - ENGL 1101 English Composition I (3 hours)
  - ENGL 1102 English Composition II (3 hours)
  - MATH 1001 (or 1111) Quantitative Skills and Reasoning (3 hours)
- B. *Institutional Priorities*
  - B-1 Oral Communication (3 hours)
  - Elective course in B (2 hours)
- C. *Humanities/Arts*
  - Elective course in C-1 (3 hours)
  - Elective course in C-2 (3 hours)
- D. *Science, Math, Technology*
  - BIOL 1010 (and 1010L) Fundamentals of Biology and Laboratory (4 hours)
  - Non-Lab Science (3 hours)
  - Elective course in D-2 (3 hours)
- E. *Social Sciences*
  - HIST 1111 or 1112 Survey of World History/Civilization I and II (3 hours)
  - HIST 2111 or 2112 United States History I and II (3 hours)
  - POLS 1101 American Government (3 hours)
  - Elective course in E (3 hours)
- F. *Program Related Courses (Nexus Courses)*
  - GFA 1500: Introduction to Digital Entertainment, Esports, and Game Development (6 credits)
  - GFA 3510: Digital Entertainment and Esports Event Design (6 credits)
  - GFA 3520: Digital Entertainment and Esports Creative Development (6 credits)

## D. IMPLEMENTATION

41. Provide an enrollment projection for the next four academic years<sup>^</sup>

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2023-24	2024-25	2025-26	2026-27
Base enrollment <sup>1</sup>		35	38	56
Lost to Attrition (should be negative)		2	2	3
New to the institution	25	25	50	50

Shifted from Other programs within your institution	10	10	5	5
<b>Total Enrollment</b>				
Graduates	0	30	35	50
Carry forward base enrollment for next year	35	38	56	58

<sup>1</sup>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.)

*Based on interactions with students at Preview Days and high school students/coaches who visited UWG for the Georgia High School Association 2022 Spring Championship, there is an untapped market for students interested in digital entertainment, Esports and game development. While university and high school students are interested in Esports, there is still a lack of opportunities to learn and prepare for their careers regarding this industry in the university setting. Per the demands of students and the Esports industry, Esports programs in academia have attracted attention by Esports has been embraced as a sport (Leis et al., 2021). STEM students are one market focused in Esports and video gaming, but the business aspects of Esports and Esports tournaments with professional teams/players are another key factor in distinguishing the vast opportunities to gain employment in the industry. It can be noted the highest Esports revenue streams are sponsorship, media rights, and merchandise and tickets (Newzoo, 2020). If students want to aim for a game design career, STEM opportunities will be offered. However, there are significant opportunities for Esports careers are Esports events management, Esports management/marketing/sponsorship, Esports content broadcasting, Esports digital entertainment, Esports pro-team/player management, etc.*

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

*Based on the anticipated enrollment, we believe the steady demand for the program enrollment grow in relation to the institution.*

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

*If projected program enrollment is not realized by year two, the institution will redirect resources to programs that exhibit opportunity for growth.*

43. 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?

*We will establish a four-pronged system of marketing and recruitment that utilizes campus partnerships for optimal outreach. We will first work with University Communications and Marketing (UCM) to create promotional materials for the Nexus degree. Our campus Admissions office will then connect the promotional materials to the degree and assist in distributing materials to high schools. High school counselors and related teachers will distribute promotional materials. Students will receive the promotional materials and begin conversations with advisors, Admissions representatives, etc. Our goal is to create marketing and outreach opportunities by highlighting student success on social media outlets, recruiting from high school summer camps at UWG, highlighting alumni success and job/internship opportunities, and working with the Foundation to create scholarships.*

*Recruiting for the program at the university level will be facilitated via outreach to new students through UWG's Showcase and Preview Days for prospective students. These events create hands-on demos and engaging activities for students who visit campus. Recruitment will also be facilitated through the promotion of the related degrees as part of the personalized Wolf Tracks campus visits for prospective students who are interested in the digital entertainment, Esports and game development fields.*

*Recruiting for the program at the College level will include conducting outreach to prospective students through College Preview Days (typically held in spring); establish partnerships between UWG's : Computing, Interdisciplinary Studies, Marketing, Mass Communication, and Sport Management programs with High School Counselors and teachers in related areas.; serve as the liaison for the University Communications and Marketing team and programs; work in tandem to create printed and digital promotional material program to be used both online and during Showcase and Preview Day events; distribute marketing materials to UWG Admissions representatives for high school visits, etc.; and continue to establish "pipeline" relationships with 2 year schools and technical colleges in order to promote the new degree.*

*Recruiting for the program at the Department/Program level will begin with leveraging our existing advising process to guide lower-division students to the related major that best fits their academic preparation in order to increase UWG's overall graduation rate. The department will: examine data and UWG degree migration patterns; promote the Nexus through high school summer camps; create high school field trips; collect and showcase student success along with job placement for the program and use this information to post on social media, recruiting and marketing materials etc.; and work with the foundation to identify possible donors/alumni to establish scholarships for students.*

*Recruiting to adult learners and underrepresented and special populations of students will be facilitated through a partnership with UWG's Center for Adult Learners and Veterans on campus to recruit non-traditional students. We will also advertise and recruit through online and professional societies aligned with affinity groups, such as the Richard Tapia Celebration of Diversity in Computing Conference, Minority Trailblazers in Sport, etc. The Nexus/GFA Certificate could be attractive to alumni that are working out of their credentialed field. Any alumni can get the Nexus/GFA Certificate in 18 hours because the General Education curriculum will be satisfied.*

*The Georgia Film Academy also promotes the Nexus courses included in the proposed degree via diverse media including video advertisement (<https://vimeo.com/641550354>). This program will also be marketed through the UWG Esports website and social media. The program will be advertised through the UWG Esports varsity team, first-year*

seminar classes, and promoted by UWG collegiate media outlets. Also, the program's promotion will be conducted to high school Esports teams, coaches, and video game communities nearby UWG. The online format will also be promoted via the Georgia OnMyLine website.

44. Provide a brief marketing description for the program that can be used on the Georgia [OnMyLine website](#).

*The Digital Entertainment, Esports, and Game Development Nexus Degree is designed to meet the demands of Georgia's growing entertainment and sports industry. The program of study has been developed with direct input from industry leaders, ensuring that graduates of this degree are well equipped with the skills needed to work in this high-demand career field. The action-oriented curricula prepares students for the exciting careers in the Esports and video gaming industry throughout Georgia. Students can enroll part-time or full-time and courses are available on a continuous schedule.*

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.

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

***Note:** It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.*

**Reviewer 1 Name**

Reviewer 1 Title  
 Reviewer 1 Institution  
 Reviewer 1 Email  
 Address  
 Reviewer 1 Phone  
 Number

**Reviewer 2 Name**  
 Reviewer 2 Title  
 Reviewer 2 Institution  
 Reviewer 2 Email Address  
 Reviewer 2 Phone Number

**Reviewer 3 Name**

Reviewer 3 Title  
 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

**E. 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.)*

45. 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 and 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 and fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

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

*Not Applicable*

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

*Not Applicable*

48. 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*

49. 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.  
*Revenue generated by the program can be used to support both direct program costs as well as indirect costs associated with the anticipated growth in student enrollment.*

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

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

a. Course Development

# of total courses in the curriculum: **17 courses (60 hours)**

# of existing courses to be part of the new program **17 courses (60 hours)**

Net number of new courses to be developed **Enter # None. The courses GFA courses are approved and developed.**

b. Comment on the costs and workload related to the new course development.

*There will be no cost or workload related to the new course development.*

51. 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?

**None**

- 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 new teaching load or distribution of time will be impacted. Both faculty and staff will continue to work collaboratively with all current initiatives, HIPs and research efforts related to digital entertainment, Esports, and game development.*

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

*No faculty will be redirected.*

- 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.

*The faculty teaching the approved GFA courses (1500, 3510, and 3520) are supplied by the USG. There will be no financial implications associated with this Nexus Degree.*

- e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

*No such costs are expected. If future courses are developed, the course development is considered part of a faculty member's 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 and title, credit hours, D, UN, UT, G)	Academic Degrees and Coursework (relevant to courses taught, including institution and major; list specific graduate coursework, if needed)	Other Qualifications and Comments (related to courses taught)

<p>Wooyoung William Jang (Ph.D.) – Program Coordinator for Digital Entertainment, Esports, and Game Development Nexus Degree</p>	<p><i>Assistant Professor</i></p>	<p><b>Fall 2022</b>  <i>XIDS 2002 – Esports Games and Events 2 credits UG;</i>  <i>SPMG 7685 Esports in Institutions of Higher Education – 3 credits, G</i>  <b>Spring 2022</b>  <i>SPMG 4685 – Intro to Esports Management – 3 credits, UG</i>  <b>Summer 2021</b>  <i>SPMG 4685 – Intro to Esports Management – 3 credits, UG</i></p>	<p><i>B.S., Golf Management, Kyung Hee University, 2011</i>   <i>M.S., Sport Management, University of Georgia, 2014</i>   <i>Ph.D., Sport Management, Indiana University, 2020</i></p>	<p><i>Wooyoung William Jang (Ph.D.) is an Assistant Professor at University of West Georgia in the Department of Sport Management, Wellness, and Physical Education within the Sport Management program. His research interests focus on exploring different aspects of consumer behavior, primarily in the context of esports. His second line of research examines how sport consumers perceive sport venues' social and physical environments. He has published several research papers in well-known journals, including the European Sport Management</i></p>
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				<i>Quarterly (ESMQ), International Journal of Sports Marketing and Sponsorship (IJSMS), Computers in Human Behavior (CHB), and Sport Marketing Quarterly. He has presented his research projects at national and international sport management and marketing conferences, including the North American Society for Sport Management (NASSM) and the Sport Marketing Association (SMA).</i>
<i>Faigle, Whitney (P) Georgia Film Academy D: GFA Instructors</i>	<i>Instructor</i>	<b>Fall 2022</b> <i>GFA-1500-1-202203</i> <i>Introduction to Digital Entertainment,</i>	<b>Bachelors</b> <i>BA, Psychology Syracuse University</i>	<b>Professional Experience</b> <i>Esports Event Producer Atlanta Reign Homestand</i>

		<p><i>Esports and Game Development, 6 (U)</i></p> <p><b><i>**Compliant**</i></b></p>	<p><i>Weekend The Overwatch League (OWL) is a professional Esports league for the video game Overwatch, produced by its developer Blizzard Entertainment. The two day Atlanta Reign Homestand Weekend, which took place at the Cobb Energy Performing Arts Centre in Atlanta, Georgia, featured four matches per day among eight Overwatch League teams. The Homestand saw a sold-out crowd of 2,700 attendees for both days. Sponsors for the event included Bud Light and Atlanta based</i></p>
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				<p>company Coca-Cola. About the League's plan to hold matches in the 2020 season locally, Activision-Blizzard Esports Leagues President and CEO Pete Vlastelica said, "It's showing us the model can work."</p>
<p>van Rossum, Cooper (P) Georgia Film Academy D: GFA Instructors</p>		<p><b>Fall 2022</b> GFA-3520-1-202203 Digital Entertainment and Esports Creative Development, 6 (U) <b>**Compliant**</b></p>	<p><b>Bachelors</b> BA, Advertising and Graphic Design Georgia College</p>	<p><b>Professional Experience</b> Director of Digital Arts / Marketing Director The Mount Vernon School, Atlanta, GA 2017-2020 Develop and execute marketing strategies to increase student enrollment. Create multi-disciplinary curriculum to increase digital literacy of students and faculty.</p>

				<p><b>Industry Experience</b>  Account Manager,  Knock Out  City Skillshot  Media Group,  Atlanta, GA,  May 2022-Current  Work directly with  Velan  Studios (publisher)  to establish  Knockout City  as the premier  option for  scholastic  and community-  centric Esports  programs.</p> <p><b>Industry Experience</b>  Board Member  GSEF (Georgia  Scholastic  Esports Foundatio  n), Atlanta, GA,  Summer 2021-  Current  Assist GFA  1500/3510  professors to co  produce on-air</p>
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				<p><i>broadcasts for end-of-year projects by managing acquisition of collegiate and high school Esports, on-air graphics, and day-of player/team management and communication. Assist in the training of GFA 1500/3510 students in core fundamentals of on-air casting (play by-play, color, analyst desk). Consulting on the status of High School Scholastic Esports in Georgia as a member of the Advisory Council to GHSA. Co-production of state-based, scholastic Esports league.</i></p>
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				<p><b>Industry Experience</b></p> <p><i>Co-Director and Tournament Organizer, 2019-Current</i></p> <p><i>Coach Rivals</i></p> <p><i>Moderate a national community of 400+ scholastic Esports coaches. Manage registration, scheduling, team building for summer leagues and events.</i></p> <p><i>Coordinate sponsorships and partner deals with Cloud 9 Training Grounds, EsportsGear, WeThink, GWOOP.Host, cast, produce, create graphics for live-stream events.</i></p> <p><b>Industry Experience</b></p>
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				<p><i>Esports Casting, Play-By-Play, Live-event Production, 2019-Current</i></p> <p><i>Georgia High School Association, PlayVS, HSEL, Special Olympics of Illinois</i></p> <p><i>Organized, hosted, and/or produced live cast playoffs, state-championships, and community events.</i></p> <p><b>Industry Experience</b></p> <p><i>Esports Coach 2017-2020, January 2022-Current</i></p> <p><i>The Mount Vernon School, Atlanta, GA</i></p> <p>/</p> <p><i>WeThink/Learn 4 Life</i></p> <p><i>Planned, executed, and hosted Season 1</i></p>
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				<p><i>in-person State Championship for League of Legends and Rocket League. Established Mount Vernon's Esports program in League of Legends and Rocket League. Play VS "Super Coach" and regional representative focused on recruitment and on-boarding of new coaches and programs. Develop educational content for Esports coaches while coaching HS League of Legends and Rocket League.</i></p> <p><b>Experience</b></p> <p><b>Founder</b></p>
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				<p><i>PHNX Gaming Foundation (Non-profit), Atlanta, GA, June 2021-Current</i></p> <p><i>Providing micro-grants to support underfunded scholastic Esports programs.</i></p> <p><b><i>Qualification</i></b></p> <p><i>Cooper Fiscus-van Rossum has been dedicated to expanding and enriching the experience of scholastic Esports coaches and players competing both in Georgia and in national leagues for many years.</i></p> <p><i>After more than seven years as a strategic marketer and graphic designer working</i></p>
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				<p><i>with companies in the Travel, Education, Tech, and Real Estate industries, he took a call to spear-head a scholastic Esports program during the inaugural year of varsity high school Esports in Georgia. During his time as head coach for The Mount Vernon School League of Legends and Rocket League program, Mr. Fiscus van Rossum produced and hosted the 2020 State Championship (League of Legends/Rocket League) in coordination</i></p>
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				<p><i>with PlayVS and the Georgia High School Association. Since then, Mr. Fiscus-van Rossum has gone on to co-found a national professional organization for High School and Collegiate Esports coaches (that specializes in coach education and league operation), founded a non-profit that provides grants for underfunded scholastic programs, produced and cast live-streamed Esports state championships and playoff matches for national titles,</i></p>
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				<p><i>worked with Cloud9 Training Grounds on a Scholastics Training Beta Program, became a board member of the Georgia Scholastic Esports Foundation (GSEF), and worked with Skillshot and Velan Studios to continue furthering the development of scholastic Esports in Georgia. Mr. van Rossum is on the cutting edge of Georgia's now thriving Esports industry and understands its ecosystem and the talents needed to help it continue</i></p>
--	--	--	--	---

				<p><i>to grow into the future. He has assisted other GFA Esports instructors in planning live events for students that prepared them to walk right into actual event opportunities. Although Esports is on the rise, Cooper shares lots of historical anecdotes with students, including the fact that Esports actually began in the 1970s as a way to increase interest in and revenue for video games.</i></p>
<p><i>McArdle, Kate (F) Georgia Film</i></p>		<p><b>Fall 2022</b> <i>GFA-2000-1-202203 GFA Film</i></p>	<p><i>BA, Liberal Arts 2013 Antioch University</i></p>	<p><b>Professional Experience</b></p>

<p><i>Academy D: GFA Instructors</i></p>		<p><i>and Television Production Internship, 6 (U) **Compliant** GFA-4000-1-202203 Film, Television and Digital Entertainment Apprenticeship, 6 (U) **Compliant**</i></p>	<p><i>Director of Career Development and Alumni Relations, Columbia College, Hollywood, CA</i>  <b>Professional Experience</b>  <i>Director of Original Programming, USA Networks</i>  <b>Professional Experience</b>  <i>MovieSet.com</i>  <b>Professional Experience</b>  <i>Director of Production, Brave New Films /Robert Greenwald Productions</i>  <b>Professional Experience</b>  <i>Director, Production and Development, Zima and Entertainment</i>  <b>Professional Experience</b></p>
--	--	--	---

				<p><i>Vice President of Development and Production, Spelling Entertainment Professional Experience Vice President, Creative Affairs, Michael Douglas Productions</i></p> <p><b>Qualification</b></p> <p><i>Kate McArdle is the Director of Film Workforce Development and Capstone Projects at the Georgia Film Academy. Ms. McArdle spent the first 20 years of her career working as a producer and creative executive in the entertainment industry. As a development executive, she worked with writers and producers to create content for television and</i></p>
--	--	--	--	--

				<p><i>theatrical feature films. As a high-level cable executive at USA Cable network and as a producer with actor Michael Douglas, she was in charge of creating the stories that would become mainstream entertainment. After many years in entertainment, Kate decided to use her experience in "telling stories" to reach out to the next generation and help them chart their own career courses. As a consultant, Kate began working with Universities and film programs, offering lectures and workshops designed to help students on their own career paths.</i></p>
--	--	--	--	---



				<p><i>This consulting work lead to a position with Columbia College in Los Angeles as the Director of Career Development and Alumni Relations where she spent three and a half years advising students on career paths and helping them to secure jobs in the entertainment industry.</i></p>
--	--	--	--	---

52. Explain your plan for new faculty and staff for the program:

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

*Explanation: We will evaluate faculty need in collaboration with the GFA as they serve multiple institutions. As the program continues to grow, GFA will need additional instructors for GFA 1500, 3510, and 3520 to meet student demand.*

53. *How many new staff will be needed for this program over the next four years?*

*If numbers exceed growth predictions, UWG will need to hire part-time faculty instructors to cover additional sections.*

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

*Dr. William Jang will be needed for faculty support as the program coordinator.*

**F3. Facilities – complete the questions below**

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

- Main campus
- Satellite campus: Specify Here
- Other: Specify Here
- 100% Online

The core courses (42 hours) A-E will be offered in fully online, on-campus, and hybrid formats that best meet student need.  
 Area F will be offered F2F/hybrid at Skillshot Media and/or the UWG Varsity Esports Facility  
 (University of West Georgia – College of Education Building 1601 Maple St, Carrollton, GA 30118)

**If the program is 100% online and will use only existing faculty, remaining facilities questions can be skipped.**

55. 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.

General Education classes can be taken in the delivery of their choosing and those spaces are not included in the table below

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 <sup>1</sup>				
Classrooms				
Meeting Rooms				
Student Study Space				
Other (Specify)		Skillshot Media 2470 Lindbergh Ln NE, Atlanta, GA 30324		Fall, Spring, Summer

<sup>1</sup>Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

56. If the anticipated program includes labs or “other” specialized spaces, please describe specific requirements for these rooms, including equipment.

*Skillshot Media is turnkey Esports solution provider based in Atlanta, Georgia. They provide the technological equipment necessary to develop skill in consulting, tournament & league operations, live-broadcast, branded video content, brand activation, and live Esports events.*

57. What building(s) will be used to accommodate these programs? Please indicate specific building areas or room numbers where possible. If new construction, leasing, or land acquisition is required, please describe those plans.

*Other than courses taken as a part of the UWG General Education curriculum, the Nexus courses will be delivered at Skillshot Media 2470 Lindbergh Ln NE, Atlanta, GA 30324*

58. What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?

*There will be no additional cost for facilities investments.*

**F4. Technology**

59. 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)

*N/A - No equipment or assets over \$5,000 are necessary.*

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1				
2				
3				
4				
5				
6				
	<b>Total Technology Costs</b>	<b>0</b>	<b>0</b>	

**F. RISKS AND ASSUMPTIONS**

60. 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
There is a risk that many students will not be able to find reliable transportation to Skillshot Media to participate in the approved GFA courses.	Medium	Medium	UWG Faculty have partnered with the GFA instructors to offer courses at GFA locations (Skillshot Media) and the main UWG campus.
There is a risk that the GFA courses will be at capacity.	Medium	Medium	UWG will partner with the GFA to be sure UWG students have access to all GFA courses.

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

*Because 30 percent (18 semester credit hours (SCH) of the 60 SCH program total) of the proposed Nexus in Digital Entertainment, Esports and Game Development will be offered through a partnership with Title IV entities – Georgia Film Consortium – and at an off-campus instructional site – Skillshot Media, Atlanta, GA, UWG would be required to submit two notifications to SACSCOC before program start. Once submitted, UWG may implement the program before receiving a response from SACSCOC. Should questions arise about the proposed program. SACSCOC will contact UWG's institutional accreditation liaison for clarifications or requests for additional information.*

## G. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

Yes

## Appendix A

### UWG and Esports Links

- **Official Esports Webpage:** <https://www.westga.edu/Esports/index.php>
- **On-Campus Student Involvement** (University Recreation, Game Room, UWG Gaming and Esports Club, Living Learning Community, African American Gamers United Club): <https://www.westga.edu/Esports/student-involvement.php>
- **UWG Esports News** (Hawks Talon and College Park Skyhawks partnership, Hosting GHSA, Peach Belt Conference): <https://www.westga.edu/Esports/Esports-news.php>
- **Esports Course Offerings:** <https://www.westga.edu/Esports/Esports-course-offerings.php>
- **Esports Twitch:** [https://www.twitch.tv/uwg\\_Esports](https://www.twitch.tv/uwg_Esports)
- **Esports Instagram:** [https://www.instagram.com/uwg\\_Esports/](https://www.instagram.com/uwg_Esports/)
- **WOLF Sports Network Website:** <https://www.wolfssportsnetwork.com>
- **WOLF Sports Network Twitter:** <https://www.twitter.com/thewolfsports>
- **WOLF Sports Network Instagram:** <https://instagram.com/thewolfsports>
- **Faculty Info and Esports Research:**

Dr. Wooyoung (William) Jang, Assistant Professor in Sport Management, Wellness, and Physical Education department at University of West Georgia

Peer-reviewed Journal Esports Research Publications by Dr. Jang: <https://www.researchgate.net/profile/Wooyoung-Jang-2/research>

## Appendix B – Curriculum Map

<b>INSTRUCTIONS</b> 1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)  2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)  3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)  4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)  5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.  6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	<b>CURRICULUM MAPPING TEMPLATE</b>						
	DEPARTMENT:				PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:		COURSES		Demonstrate professional skills in the fields of digital entertainment, esports, and game development.	Demonstrate knowledge of digital entertainment industry standards, organizational structure, professional equipment, and event design.	Demonstrate knowledge of digital entertainment industry competencies and work habits including standard procedures and protocols.	
		1	GFA 1500 (6 hours)	Introduced	Introduced	Introduced	
		2	GFA 3510 (6 hours)	Reinforced/Mastered	Reinforced/Mastered	Reinforced	
		3	GFA 3520 (6 hours)	Reinforced	Reinforced	Reinforced/Mastered	
	<b>INTRODUCED:</b> 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.  <b>REINFORCED:</b> 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.  <b>MASTERED:</b> 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.	4	GFA 4000 (6 hours)	Mastered	Mastered	Mastered	
		5					
		6					
		7					
		8					
		9					
		10					
		11					
		12					
		13					
	14						
	15						
	16						
	17						
	18						
	19						
	20						
	21						
	22						

## Appendix C - Letters of Support



THE UNIVERSITY SYSTEM OF GEORGIA  
GEORGIA FILM ACADEMY  
270 WASHINGTON STREET, S.W.  
ATLANTA, GEORGIA 30334

GEORGIA FILM<sup>®</sup>  
ACADEMY

404-962-3084  
404-962-3095  
JEFFREY.STEPAKOFF@USG.EDU  
GEORGIAFILMACADEMY.ORG

July 5, 2022

Dr. Jon Preston  
Provost and Senior Vice President of Academic Affairs  
University of West Georgia  
1601 Maple St., Carrollton, GA 30118

Dr. Preston,

On behalf of the Georgia Film Academy, I write to express support for the new Nexus in Digital Entertainment, Esports & Game Development to be offered by the University of West Georgia.

The program will be a collaboration between the multiple departments at University of West Georgia and the Georgia Film Consortium, part of the GFA's undergraduate consortium.

This new professional training program is critical to a key mission of the Film Academy and our stakeholders, building a permanent and sustainable entertainment industry in our state. Part of the vision for this new concentration is to help build out a full and complementary statewide set of programs and coursework which will support the state's much needed Digital Entertainment, Esports, and Game Development fields. West Georgia's new Nexus degree is intentionally designed to work synergistically with other degree programs so that state resources are used efficiently and collaboratively.

If Georgia is to have its own sustainable business, we must begin by professionally training all areas of the Digital Entertainment sector, incentivizing them to stay in our state. This new Nexus Degree at University of West Georgia will do just that, serving as a key part of the state's entertainment industry education pipeline, both training students and helping to ensure that they can enter this industry.

The Film Academy views this new program as a critical component of our efforts to build Georgia's creative workforce and the associated creative community that drive the industry as well as all businesses in the state which rely on these fields.

As part of our strong support for and partnership with UWG, the Film Academy, through its revenue-sharing model, intends to make curriculum, instructors, and resources available, meeting the needs of the Digital Entertainment & Esports cognate.

If I can provide any further detail, please don't hesitate to be in touch. All best!

Jeffrey Stepakoff  
Executive Director, Georgia Film Academy

*"Meeting the needs of the state's growing film industry by providing hands-on experience on major film and television productions."*  
[www.georgiafilmacademy.org](http://www.georgiafilmacademy.org)



August 3, 2022

Dr. Jon Preston  
Provost and Senior Vice President of Academic Affairs  
University of West Georgia  
1601 Maple St., Carrollton, GA 30118

Dr. Preston,

I am delighted to convey the Georgia Game Developers Association's support of the University of West Georgia's Nexus in Digital Entertainment, Esports & Game Development program. This alliance between UWG and the Georgia Film Academy fills an important hole in the state's education offerings.

The continuing success and rapid growth of the state's creative industries not only brings in billions in revenue for the state and expands Georgia's reputation as THE place to do business, but it also ensures that our best and brightest minds stay here to build businesses rather than leaving to find opportunity.

It is especially important to help the state stay competitive as the entertainment landscape continues to shift dramatically. Audiences now demand an interactive experience that traditional entertainment programs cannot provide. An innovative program like Nexus allows for the kind of flexibility and breadth of study now required. Game development, VR, livestreaming and the like have not been around very long, but are already undergoing dramatic changes even as their revenue continues to mushroom. Students need new programs like Nexus if they hope to stay competitive to these and future evolutions.

Thank you for your consideration, and please do not hesitate to contact my office with any questions you may have.

Andrew Greenberg  
Executive Director, Georgia Game Developers Association

[info@ggda.org](mailto:info@ggda.org)  
[www.ggda.org](http://www.ggda.org)  
[www.siegecon.net](http://www.siegecon.net)





August 8, 2022

Dr. Jon Preston

Provost and Senior Vice President of Academic Affairs

University of West Georgia

1601 Maple St., Carrollton, GA 30118

Dr. Preston,

Esports is uniquely positioned in the campus culture to touch upon a variety of talents and disciplines. When the Peach Belt Conference became the first collegiate sports conference to sponsor an Esports championship, we outlined to our membership the opportunities this endeavor presented.

The University of West Georgia has also recognized the collaborative potential of Esports and game development and are in the process of creating what could very well become a blueprint for other institutions of higher learning.

The Nexus in Digital Entertainment, Esports & Game Development certification program is the realization of the full potential that Esports and its associated practices entail and I can think of no better University to chart this path.

Ken Gerlinger

Assistant Commissioner, Director of Esports

Peach Belt Conference

Signature:

503 BLACKBURN DR. MARTINEZ, GA 30907  
PHONE: 706-860-8499  
FAX: 706-650-8113



**TO:**

Dr. Jon Preston  
Provost and Senior Vice President of  
Academic Affairs  
University of West Georgia  
1601 Maple St., Carrollton, GA 30118

**DATE:**

**August 11 2022**

**Dr. Preston,**

On behalf of Skillshot Media, I am delighted to express support for the University of West Georgia's Nexus in Digital Entertainment, Esports & Game Development program.

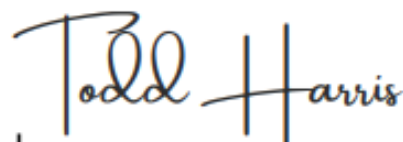
Since 2019 Skillshot has been working as a key industry partner of the Georgia Film Academy to develop Georgia's workforce in service of the booming digital entertainment industry. The Esports industry is brand new and already over \$1B in revenue. The Gaming industry is over \$180B and larger than Film and Music combined. And the opportunity around the broad Metaverse industry is projected to reach \$5 trillion by 2030 according to a McKinsey & Company report, with \$108 billion impact specific to gaming in the Metaverse.

I have seen first-hand the employment opportunities being a co-founder of Hi-Rez Studios, now the largest game developer in Georgia with over 450 employees.


The Digital Entertainment industry will continue to be attracted to Georgia as long as we have a trained workforce for this new creative medium. This Nexus Degree at the University of West Georgia is perfectly aligned with future industry needs and can be delivered efficiently via a partnership with the Georgia Film Academy and its industry partners.

If I can provide any further detail or assistance please contact me.


**Regards,**



**Todd Harris**  
Skillshot Media  
Founder & CEO

 **Phone.**  
404-808-7016

 **Email.**  
tharris@skillshot.com

 **Address.**  
2470 Lindbergh Ln NE,  
Atlanta, GA 30324

# Sport Management, 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.

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

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

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

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

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

Desired Effective Semester \*

Desired Effective Year \*

### Routing Information

# Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department\*

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\*** Sport Management, B.S.

**Program ID - DO NOT EDIT\*** 20

**Program Code - DO NOT EDIT** 20

**Program Type\***

**Degree Type\***

**Program Description\*** The University of West Georgia Sport Management program is designed to serve society by developing responsible leaders for the multi-faceted sport industry. It is our goal to be recognized for our:

action-oriented curriculum in which the students learn by practicing and performing those tasks they will be expected to do in their professional positions;

student-centered teaching that is the product of the faculty's commitment to the holistic development of our students;

market-driven instruction that is cutting edge and ensures that the knowledge bases, skills, and competencies we seek to instill in our students are those that are demanded by industry employers;

managerially relevant research that is designed to improve decision making and assist in overcoming organizational challenges;

mutually beneficial partnerships with sport properties that are developed to further solidify the bond between industry and the University.

Recognizing that the sport industry is ever-changing, the program is committed to being sensitive to the dynamics that could affect the relevance of the instruction. In summary, the faculty is committed to the advancement of knowledge and practice in the sport industry through the creation and delivery of relevant educational programs, conducting and disseminating research, and working collaboratively with industry organizations.

The Accelerated Bachelor's to Master's Degree Pathway in Sport Management at the University of West Georgia allows outstanding students who major in Sport Management to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in Sport Management allows exceptional students to count up to twelve (12) hours in the M.S. in Sport Management.

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

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

**Program Location\***

Carrollton

## Curriculum Information

## Requirement

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

Core Curriculum

### Core Area F: 18 Hours

**CISM 2201 Foundations of Business and Spreadsheet Analysis**

**SPMG 2600 Introduction Sport Management**

**[After] Approved Electives (1000-2000 level) 12 Credit Hours**

### Physical Education Requirement: 3 Hours

**PWLA 1600 Personal Wellness**

**[After] PWLA (any one-hour activity course) 1 Credit Hour**

### Courses Required for the Degree

### II. Required Professional Content: 18 Hours (a)

**SPMG 3661 Sociology of Sport**

**SPMG 3664 Economics and Finance in Sport**

**SPMG 3665 Communication in Sport**

**SPMG 3670 Practicum**

111

**SPMG 4584 Pre-Internship Seminar in Sport**

## **I. Professional Content Electives: 15 Hours**

(choose 5) (a)

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

- SPMG 6130 Research and Assessment in Sport for SPMG 4680 Applied Research Method in Sport.
- SPMG 6140 Strategic Sales and Marketing for Sport Organizations for SPMG 4665 Sport Marketing and Promotion
- SPMG 6200 Intercollegiate Athletics Management for SPMG 4685 Special Topics
- SPMG 6300 Intro to Sport Analytics for SPMG 4685 Special Topics

**PHED 4603 Advanced Concepts of Personal Training**

**SPMG 3660 Managerial Ethics and Governance in Sport**

**SPMG 3662 Management and Leadership in Sport Organizations**

**SPMG 3663 Sport Facility Management**

**SPMG 4665 Sport Marketing and Promotion**

**SPMG 4668 Human Resource Management in Sport**

**SPMG 4680 Applied Research Methods in Sport Management**

**SPMG 4685 Special Topics in Sport Management**

**SPMG 4005 Diversity and Inclusion in Sport**

**SPMG 4010 Sport Event Management**

**SPMG 4015 Fitness Management**

**SPMG 4020 Foundational Management of Intercollegiate Athletics**

**SPMG 4025 International Sport**

**SPMG 4030 Sales and Promotion in Sport**

**SPMG 4035 Social Media and Sport**

**SPMG 4040 Sport Analytics and Fan Engagement**

**SPMG 4045 Sport Management Entrepreneurship in Sport**

**SPMG 4000 Collegiate Recreation**

## **Internship or Additional Coursework (a)**

**SPMG 4686 Internship**

**[Right] (b)**

**[Right] or**



**[After] Professional Content Electives 12 Credit Hours**

**(Choose 4 from list above)**

### **III. Related Content - University approved minor: 15 Hours**

See College of Education advisor for recommendations

### **Total: 123 Hours**

(a) Requires admission to SPMG upper-level coursework.

(b) Must have all course work complete and overall GPA of at least 2.5 prior to enrollment in SPMG 4686.

No appeal process for students with less than 2.0 GPA

### **Sport Management Admission and Retention Requirements**

In order to be admitted to Sport Management upper-level coursework, students must meet the following criteria:

#### **Current UWG Students**

Minimum overall GPA of 2.0.

Successful completion of Areas A-E.

Successful completion of 15 of the 18 hours in Area F, including SPMG 2600 with a grade of C or better.

#### **Transfer Students**

Transfer students will be admitted to Sport Management upper-level coursework once they have met the criteria for current UWG students.

Transfer students who lack up to two courses in Areas A-E may take SPMG 2600 - Introduction Sport Management concurrently with SPMG 3661 - Sociology of Sport and SPMG 3665 - Communication in Sport during their first semester at UWG in addition to the one or two courses they lack in Areas A-E.

## **Areas A through E**

Students must complete all of the Area A-E requirements prior to taking courses from the professional content area. Transfer students who lack up to two courses in Areas A-E may take specified courses concurrently during their first semester of enrollment at UWG.

## **Area F**

Students must complete at least 15 of the 18 hours required in Area F prior to taking professional content courses. This includes SPMG 2600 - Introduction Sport Management that must be passed with a grade of C or better.

## **Professional Content Courses**

Students must have a minimum overall GPA of 2.0 in order to enroll in any professional content courses.

Students must complete all professional content courses with a grade of C or better.

Students must maintain a minimum overall GPA of 2.0 while in the junior and senior years.

In order to enroll in the internship, students must have a minimum overall GPA of 2.5.

## **Related Content**

Students should work cooperatively with their academic advisor to select a university approved minor to complete the program. Students must declare their minor and be advised regarding that minor by an advisor from the college where the minor is housed. Recommended minors include accounting, biology, business administration, creative writing, economics, English, finance, management, marketing, mass communications, psychology, and sociology.

## **Accelerated Bachelor's to Master's Degree Eligibility Requirements**

Students applying for the ABM Pathway in Sport Management must:

- Have completed at least 90 hours toward a B.S. in Sport Management.
- Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.
- Have a UWG GPA of 3.2 or higher and must maintain that GPA while they are undergraduates.
- Meet all admission requirements for the M.S. in Sport Management with the exception of the complete B.S. in Sport Management.

## PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses from the Program


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

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

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

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

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


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

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

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

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

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

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

## Justification and Assessment

**Rationale\*** The Accelerated Bachelor's to Master's (ABM) Degree Program at the University of West Georgia allows outstanding students to begin earning credit toward an M.S. in Sport Management while completing their B.S. in Sport Management allowing these exceptional students to count up to 12 hours for both degrees.

Upon completion of the undergraduate B.S. in Sport Management, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.S. in Sport Management graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree. If students are interested in pursuing a specific concentration within the M.S. in Sport Management, they should work with their advisor to ensure they take the most appropriate courses.

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

- SPMG 6130 Research and Assessment in Sport for SPMG 4680 Applied Research Method in Sport.
- SPMG 6140 Strategic Sales and Marketing for Sport Organizations for SPMG 4665 Sport Marketing and Promotion
- SPMG 6200 Intercollegiate Athletics Management for SPMG 4685 Special Topics
- SPMG 6300 Intro to Sport Analytics for SPMG 4685 Special Topics

**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](mailto: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.



### **Accelerated Bachelor's to Master's Degree Pathway in Sport Management**

The Accelerated Bachelor's to Master's Degree Pathway in Sport Management at the University of West Georgia allows outstanding students who major in Sport Management to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in Sport Management allows exceptional students to count up to twelve (12) hours in the M.S. in the Sport Management.

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

### **Eligibility Requirements**

Students applying for the ABM Pathway in Sport Management must:

- Have completed at least 90 hours toward a B.S. in Sport Management
- Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.
- Have a UWG GPA of 3.2 or higher and must maintain that GPA while they are undergraduates.
- Meet all admission requirements for the M.S. in Sport Management with the exception of the complete B.S. in Sport Management.

### **Application Process**

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

### **Acceptance to the Pathway**

Once a student has been accepted to the pathway the student should follow the plan of study prescribed by the program and take the courses approved for the ABM pathway. Students will be classified as an undergraduate student. Once the student has earned the bachelor's degree with a satisfactory undergraduate grade point average and has earned a grade of "B" or better in graduate coursework, the student's classification will be changed to a graduate student.

**Approved Graduate Courses**

The table below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for the following courses (in the M.S. in Sport Management). Undergraduate students admitted to the ABM pathway should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below. If students are interested in pursuing a specific concentration within the M.S. in Sport Management, they should work with their advisor to ensure they take the most appropriate courses.

Choose from the following:

Graduate Course	Replaced Undergraduate Course
SPMG 6130 Research and Assessment in Sport	SPMG 4680 Applied Research Method in Sport
SPMG 6140 Strategic Sales and Marketing for Sport Organizations	SPMG 4665 Sport Marketing and Promotion
SPMG 6200 Intercollegiate Athletics Management	SPMG 4685 Special Topics
SPMG 6300 Intro to Sport Analytics	SPMG 4685 Special Topics



## **Addendum II**

DATE: October 28, 2022

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. Jeffrey Zamostny, Director of the Office of Undergraduate Research, on behalf of the Undergraduate Research Committee

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on October 14 and October 24, 2022 to review courses that were submitted by faculty members to receive the Undergraduate Research High Impact Practice attribute in Banner. Courses were submitted and reviewed by the committee in accordance with the guidelines set out in [this document](#), as approved by the Faculty Senate in Fall 2021.

The following table indicates the Undergraduate Research Committee’s recommended designations for each course. Per the previously linked document (especially Appendix B and Appendix C), each course receives three designations:

- The first, UR1-4, indicates the course’s level as determined by UWG guidelines in Appendix B of the document.
- The second (ZURP) is common to all courses and is the USG-mandated code that means “Undergraduate Research course meets institution’s criteria as a High Impact Practice for Undergraduate Research” (Appendix C).
- The third (ZUR1-4) is the USG-mandated code that corresponds to the number of contact hours the student is engaged in undergraduate research. This is based on information self-reported by faculty. Per Appendix C, ZUR1 involves research or a creative project requiring 30 or fewer contact hours, ZUR2 requires 31-50 contact hours, ZUR3 requires 51-100 contact hours, and ZUR4 requires 101 or more contact hours.

Per page 2 of the guidelines, the Undergraduate Research Committee is now submitting its recommendations to the Faculty Senate Undergraduate Programs Committee for review and approval, after which approved designations will be forwarded to the Registrar.

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Recommended UWG UR designation	USG ZUR designation (contact hours)
ANTH 3170	Religion in America	Marjorie Snipes	All future sections	3	2
ART 2000	Oral Communication and the Visual Arts	Maria Lundin	All future sections	1	1

ART 4400	Graphic Design Studio Problems	Bryan Perry	All future sections	3	2
BIOL 4315	Bacterial Genetics	William Kenyon	All future sections	2	2
BIOL 4440	Aquatic Ecology	Heidi Banford	All future sections	3	3
BIOL 4728	Bacterial Pathogenesis	William Kenyon	All future sections	2	2
BIOL 4983	Advanced Undergraduate Biology Research	Melissa Johnson	All future sections	4	3
BIOL 4986	Biological Internship	Melissa Johnson	All future sections	2	2
CMWL 3110	Program Evaluation in Community Settings	Jonathan Howard	All future sections	3	4
CMWL 4103	Applied Research Methods in Health and Community Wellness	Jamie Brandenburg	All future sections	4	4
ENGL 4000	Studies in British Literature I	Maria Doyle	All future sections	2	2
ENGL 4002	Studies in British Literature II	Maria Doyle	All future sections	2	2
ENGL 4003	Studies in American Literature I	Maria Doyle	All future sections	2	2
ENGL 4005	Studies in American Literature II	Maria Doyle	All future sections	2	2
FREN 4100	French Film Internship	Robert Kilpatrick	All future sections	2	2
GEOG 4084	Geography Capstone	Andy Walter	All future sections	4	4
GEOG 4600	Applied Climatology	Shea Rose	All future sections	3	1
HIST 4441	Modern Ireland	Michael de Nie	All future sections	3	3
HIST 4467	US Women's History to 1890	Stephanie Chalifoux	All future sections	3	2

HIST 4468	US Women's History since 1890	Stephanie Chalifoux	All future sections	3	3
HIST 4485	Special Topics: African American Religion	Larry O. Rivers	Specific section CRN 13292 (Sp 23)	2	1
HONR 2102	Sophomore Honors Colloquium: Inquiry	Janet Donohoe	All future sections	2	2
HONR 4102	Senior Honors Colloquium	Janet Donohoe	All future sections	4	3
MUSC 2600C	Principal Applied: Voice	Dawn Neely	All future sections	2	1
MUSC 3702	Western Music since 1825 and World Music	Elizabeth Kramer	Specific section CRN 10759 (Sp 23)	2	2
MUSC 4600C	Principal Applied: Voice	Dawn Neely	All future sections	2	1
PHIL 4240	Philosophy and Ethics of Love and Sex	Rosemary Kellison	Specific section CRN 13217 (Sp 23)	3	2
POLS 1101	American Government	J. Salvador Peralta	Specific sections CRN 10359, 13414 (Sp 23)	2	2
POLS 4403	Latin American Politics	J. Salvador Peralta	All future sections	3	2
PSYC 4030	History and Philosophy of Psychology	James Head	All future sections	3	4
PSYC 4085	Horizon Seminar: Life Stories	James Head	Specific sections Not on course bulletin as of 10/22/22	3	4
PSYC 4700	Ecopsychology	Kathleen Skott-Myhre	All future sections	2	2
SOCI 1160	Intro to Social Problems	Corey Waters	All future sections	1	1
SOCI 3603	Sociology of Gender	Elroi Windsor	Specific sections	2	2

			CRN 11342, 13132 (Sp 23)		
SPAN 4484	Senior Capstone	Jeffrey Zamostny	All future sections	4	4
THEA 1111, 1112	Performance and Production	Amy Cuomo	All future sections	2	3
THEA 2111, 2112, 3111, 3112	Performance and Production	Amy Cuomo	All future sections	2	2
THEA 3394	Directing	Amy Cuomo	All future sections	3	3
THEA 4111	Production and Performance Capstone	Amy Cuomo	All future sections	4	4
THEA 4486	Internship	Amy Cuomo	All future sections	3	4
XIDS 2002-H	What do you know about the Honors College?	Jeffrey Zamostny	All future Honors (H) sections	2	2

## **Addendum III**

# 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.

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

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

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

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

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

**If other, please identify.** Program requirement

**Desired Effective Semester\***

**Desired Effective Year\***

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department

Department of 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\***

**Degree Type\***

**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 among the following three degree options:

Plan I (Thesis Option) consists of 30 credit hours, of which 27 are course work and 3 are thesis (ENGL 6399). Within the 27 hours of course work (9 courses), a minimum of 7 courses (21 hours) or 80% of the coursework must be at the 6000-level. The 3 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 24 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 prose that includes a critical and/or theoretical introduction). The thesis must be approved by the student's thesis committee, composed of the student's major professor and two other graduate faculty readers.

Plan II (Non-Thesis Option) consists of 36 credit hours (12 courses), of which a minimum of 30 hours must be in English. Students in this plan must also get approval from the Coordinator of Graduate Studies in English to take courses outside the department. Within the 36 hours of coursework, a minimum of 9 courses (27 hours) or 80% of the coursework must be at the 6000 level.

Plan III (Capstone Option) consists of 30 hours of coursework (10 courses). A minimum of 27 hours (9 courses) must be in English, and 21 credit hours (7 courses) or 80% of the coursework must be at the 6000 level. In addition, students will complete a capstone project over the course of one of their final two semesters of study. 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.

Upon completion of all course work, the candidate for the M.A. under all options listed above must pass a comprehensive oral exam based on three reading lists in the areas of British literature, American literature, and a Specialty. All reading lists must be agreed upon by the candidate and faculty examiner for each area. This oral examination may be retaken once. For students completing the thesis and capstone options, a separate oral defense of the thesis or capstone is also required. See the Coordinator of Graduate Studies in English for details about the comprehensive oral examination required for all three options and for the oral defense required for the thesis and capstone options.

Under all three plans, students must get the approval of the Coordinator of Graduate Studies for their course selections. See the Coordinator of Graduate Studies for required advisement before registering for classes each term.

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).

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

**Program Location\***

## Curriculum Information

**Prospective Curriculum\***

## PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses


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

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

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

### Step 2 - Adding New Courses

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


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

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

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

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

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

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

## Justification and Assessment

**Rationale\*** The former Graduate Foreign Language Requirement will be replaced with the following embedded diversity/global studies requirement:

"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."

In making this change, we are bringing our program in line with best practices in English M.A. programs across the nation. The former FL requirement for graduate students created a graduation bottleneck, as a number of students come into the programs from other BA programs in English (non-UWG), where the 2002 course in an international language is not required. Thus, our requirement for students to have completed a 2002-level course with a B or A created graduate delays for several students. The goal of this requirement--to enhance students' awareness and appreciation for diversity and global knowledge--will be fulfilled by diversity elements in existing classes, designated with an attribute each semester as classes are built and when course descriptions are published. Students who need the international language competency for a Ph.D. program that requires it are encouraged to do so at the undergraduate level or take the requisite classes during their M.A. program. Also, the change does not affect the international language courses our English students take as their requirement at the undergraduate level.

**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](mailto: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.
  - 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. 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.

### **Program Sheet: M.A. in English, University of West Georgia**

[**Note:** These outlines are for planning purposes; please consult with the Coordinator of Graduate Studies about your individual progress and plans. Students may apply for and enter the program in any semester—fall, spring, or summer. Students may change their track designation and thus change the required number of courses and graduation requirements. The order of classes taken depends on course offerings and student preference. Assistantships are not required but are included here to illustrate workload expectations for students with a GRA or GTA.]

#### **Sample Two-Year Plan: Thesis Track\***

<b>Time</b>	<b>Courses</b>	<b>Assistantship</b>	<b>Examinations</b>
Fall Semester 1	American Lit II – 3h British Lit I – 3h	GA (3h Writing Center & 10h research/week)	
Spring Semester 1	British Lit II (Diversity and Global Perspectives attribute**) – 3h Special Topics – 3h	GA (3h Writing Center & 10h research/week)	
Summer Semester 1	American Lit I – 3h Special Topics – 3h		
Fall Semester 2	Special Topics – 3h British Lit II – 3h	TA (3h Writing Center & 10h assisting FYW instructor in Engl 1101/week)	
Spring Semester 2	American Lit II – 3h Thesis Hours – 3h	TA (13h assisting in 2000-level course/week)	Thesis completion & defense
Summer Semester 2	Oral Exam Reading Hours (no credit toward degree)		Oral Exam
<b>Total</b>	<b>30 credit hours (plus thesis &amp; oral exam)</b>		

\*Please note: In the Thesis Track, no more than **two (2)** 5000-level courses count as credit toward the degree. 5000-level graduate courses are graduate sections of upper-level undergrad courses.

\*\*Topic seminars in American Lit I, American Lit II, British Lit I, British Lit II and Special Topics may be designated each term as fulfilling the Diversity and Global Perspectives requirement, based on the specific seminar topic and content. Students may fulfill that requirement with any 3-hour 6000-level seminar designated as Diversity and Global Perspectives.

**Sample Two-Year Plan: Non-Thesis Track\***

<b>Time</b>	<b>Courses &amp; Credit Hours</b>	<b>Assistantship</b>	<b>Notes</b>
Fall Semester 1	American Lit II –3h British Lit I – 3h	GA (3h Writing Center & 10h research/week)	
Spring Semester 1	British Lit II – 3h Special Topics – 3h 5000-level course – 3h	GA (3 h Writing Center & 10h research/week)	
Summer Semester 1	American Lit I (Diversity and Global Perspectives Attribute**)- 3h Special Topics – 3h		
Fall Semester 2	Special Topics – 3h American Lit II – 3h British Lit II – 3h	TA (3 h Writing Center & 10h assisting FYW instructor in Engl 1101)	
Spring Semester 2	British Lit I – 3h 5000-level course – 3h	TA (13h assisting in 2000-level course/week)	
Summer Semester 2	Oral Exam Reading Hours (no credit toward degree)		Oral Exam
<b>Total</b>	<b>36 credit hours (plus oral exam)</b>		

\*Please note: In the Non-Thesis Track, no more than **three (3)** 5000-level courses count as credit toward the degree. 5000-level graduate courses are graduate sections of upper-level undergrad courses.

\*\*Topic seminars in American Lit I, American Lit II, British Lit I, British Lit II and Special Topics may be designated each term as fulfilling the Diversity and Global Perspectives requirement, based on the specific seminar topic and content. Students may fulfill that requirement with any 3-hour 6000-level seminar designated as Diversity and Global Perspectives.



**Sample Two-Year Plan: Capstone Track\***

<b>Time</b>	<b>Courses &amp; Credit Hours</b>	<b>Assistantship</b>	<b>Examinations</b>
Fall Semester 1	American Lit II – 3h British Lit I – 3h	GA (3h Writing Center & 10h research)	
Spring Semester 1	British Lit II – 3h Special Topics – 3h	GA (3 h Writing Center & 10 h research)	
Summer Semester 1	American Lit I – 3h Special Topics – 3h		
Fall Semester 2	Special Topics – 3h British Literature II – 3h	TA (3 h Writing Center & 10h assisting FYW instructor in Engl 1101)	
Spring Semester 2	American Lit II (Diversity and Global Perspectives Attribute**) – 3h 5000-level course – 3h	TA (3h Writing Center & 10h assisting in 2000-level)	Capstone completion & defense
Summer Semester 2	Oral Exam Reading Hours (no credit toward degree)		Oral Exam
<b>Total</b>	<b>30 credit hours (plus capstone and oral exam)</b>		

\*Please note: In the Capstone Track, no more than **three (3)** 5000-level courses count as credit toward the degree. 5000-level graduate courses are graduate sections of upper-level undergrad courses.

\*\*Topic seminars in American Lit I, American Lit II, British Lit I, British Lit II and Special Topics may be designated each term as fulfilling the Diversity and Global Perspectives requirement, based on the specific seminar topic and content. Students may fulfill that requirement with any 3-hour 6000-level seminar designated as Diversity and Global Perspectives.

# 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](mailto:curriculog@westga.edu).

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

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

**If other, please identify.** Admission requirements (delete GRE requirement for admission)

**Desired Effective Semester\***

**Desired Effective Year\***

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department

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\***

**Degree Type\***

**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 among the following three degree options:

Plan I (Thesis Option) consists of 30 credit hours, of which 27 are course work and 3 are thesis (ENGL 6399). Within the 27 hours of course work (9 courses), a minimum of 7 courses (21 hours) or 80% of the coursework must be at the 6000-level. The 3 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 24 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 prose that includes a critical and/or theoretical introduction). The thesis must be approved by the student's thesis committee, composed of the student's major professor and two other graduate faculty readers.

Plan II (Non-Thesis Option) consists of 36 credit hours (12 courses), of which a minimum of 30 hours must be in English. Students in this plan must also get approval from the Coordinator of Graduate Studies in English to take courses outside the department. Within the 36 hours of coursework, a minimum of 9 courses (27 hours) or 80% of the coursework must be at the 6000 level.

Plan III (Capstone Option) consists of 30 hours of coursework (10 courses). A minimum of 27 hours (9 courses) must be in English, and 21 credit hours (7 courses) or 80% of the coursework must be at the 6000 level. In addition, students will complete a capstone project over the course of one of their final two semesters of study. 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.

Upon completion of all course work, the candidate for the M.A. under all options listed above must pass a comprehensive oral exam based on three reading lists in the areas of British literature, American literature, and a Specialty. All reading lists must be agreed upon by the candidate and faculty examiner for each area. This oral examination may be retaken once. For students completing the thesis and capstone options, a separate oral defense of the thesis or capstone is also required. See the Coordinator of Graduate Studies in English for details about the comprehensive oral examination required for all three options and for the oral defense required for the thesis and capstone options.

Under all three plans, students must get the approval of the Coordinator of Graduate Studies for their course selections. See the Coordinator of Graduate Studies for required advisement before registering for classes each term.

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).

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

**Program Location\***

## Curriculum Information

**Prospective Curriculum\***

## PROGRAM CURRICULUM


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


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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses


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

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

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

### Step 2 - Adding New Courses

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


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

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

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

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

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

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

<b>Justification and Assessment</b>
-------------------------------------

**Rationale\*** Action: Delete GRE for admission to program

Rationale: Across the nation, graduate programs in the Humanities are dropping the GRE requirement for admission; thus, in deleting it we are following best practices in the industry. Specifically, the GRE requirement presents an equity issue, as the over \$200 fee for taking it especially hurts students from lower-income, rural, and first-generation college, and military families. Moreover, our other admission requirements (3.2 GPA minimum, 3 letters of recommendation, personal statement, transcripts) are very much sufficient for a stringent review of our applicant pool. Dropping this requirement will significantly improve recruitment to our program.

New catalog language for admission:

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.

**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](mailto: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.
  - 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 documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

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

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

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

### **3.) Academic Assessment Plan/Reporting**

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


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


### **4.) Curriculum Map Assessment**

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

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

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

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

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

### Program Sheet: M.A. in English, University of West Georgia

[**Note:** These outlines are for planning purposes; please consult with the Coordinator of Graduate Studies about your individual progress and plans. Students may apply for and enter the program in any semester—fall, spring, or summer. Students may change their track designation and thus change the required number of courses and graduation requirements. The order of classes taken depends on course offerings and student preference. Assistantships are not required but are included here to illustrate workload expectations for students with a GRA or GTA.]

#### **Sample Two-Year Plan: Thesis Track\***

<b>Time</b>	<b>Courses</b>	<b>Assistantship</b>	<b>Examinations</b>
Fall Semester 1	American Lit II – 3h British Lit I – 3h	GA (3h Writing Center & 10h research/week)	
Spring Semester 1	British Lit II (Diversity and Global Perspectives attribute**) – 3h Special Topics – 3h	GA (3h Writing Center & 10h research/week)	
Summer Semester 1	American Lit I – 3h Special Topics – 3h		
Fall Semester 2	Special Topics – 3h British Lit II – 3h	TA (3h Writing Center & 10h assisting FYW instructor in Engl 1101/week)	
Spring Semester 2	American Lit II – 3h Thesis Hours – 3h	TA (13h assisting in 2000-level course/week)	Thesis completion & defense
Summer Semester 2	Oral Exam Reading Hours (no credit toward degree)		Oral Exam
<b>Total</b>	<b>30 credit hours (plus thesis &amp; oral exam)</b>		

\*Please note: In the Thesis Track, no more than **two (2)** 5000-level courses count as credit toward the degree. 5000-level graduate courses are graduate sections of upper-level undergrad courses.

\*\*Topic seminars in American Lit I, American Lit II, British Lit I, British Lit II and Special Topics may be designated each term as fulfilling the Diversity and Global Perspectives requirement, based on the specific seminar topic and content. Students may fulfill that requirement with any 3-hour 6000-level seminar designated as Diversity and Global Perspectives.

**Sample Two-Year Plan: Non-Thesis Track\***

<b>Time</b>	<b>Courses &amp; Credit Hours</b>	<b>Assistantship</b>	<b>Notes</b>
Fall Semester 1	American Lit II –3h British Lit I – 3h	GA (3h Writing Center & 10h research/week)	
Spring Semester 1	British Lit II – 3h Special Topics – 3h 5000-level course – 3h	GA (3 h Writing Center & 10h research/week)	
Summer Semester 1	American Lit I (Diversity and Global Perspectives Attribute**)- 3h Special Topics – 3h		
Fall Semester 2	Special Topics – 3h American Lit II – 3h British Lit II – 3h	TA (3 h Writing Center & 10h assisting FYW instructor in Engl 1101)	
Spring Semester 2	British Lit I – 3h 5000-level course – 3h	TA (13h assisting in 2000-level course/week)	
Summer Semester 2	Oral Exam Reading Hours (no credit toward degree)		Oral Exam
<b>Total</b>	<b>36 credit hours (plus oral exam)</b>		

\*Please note: In the Non-Thesis Track, no more than **three (3)** 5000-level courses count as credit toward the degree. 5000-level graduate courses are graduate sections of upper-level undergrad courses.

\*\*Topic seminars in American Lit I, American Lit II, British Lit I, British Lit II and Special Topics may be designated each term as fulfilling the Diversity and Global Perspectives requirement, based on the specific seminar topic and content. Students may fulfill that requirement with any 3-hour 6000-level seminar designated as Diversity and Global Perspectives.

**Sample Two-Year Plan: Capstone Track\***

<b>Time</b>	<b>Courses &amp; Credit Hours</b>	<b>Assistantship</b>	<b>Examinations</b>
Fall Semester 1	American Lit II – 3h British Lit I – 3h	GA (3h Writing Center & 10h research)	
Spring Semester 1	British Lit II – 3h Special Topics – 3h	GA (3 h Writing Center & 10 h research)	
Summer Semester 1	American Lit I – 3h Special Topics – 3h		
Fall Semester 2	Special Topics – 3h British Literature II – 3h	TA (3 h Writing Center & 10h assisting FYW instructor in Engl 1101)	
Spring Semester 2	American Lit II (Diversity and Global Perspectives Attribute**) – 3h 5000-level course – 3h	TA (3h Writing Center & 10h assisting in 2000-level)	Capstone completion & defense
Summer Semester 2	Oral Exam Reading Hours (no credit toward degree)		Oral Exam
<b>Total</b>	<b>30 credit hours (plus capstone and oral exam)</b>		

\*Please note: In the Capstone Track, no more than **three (3)** 5000-level courses count as credit toward the degree. 5000-level graduate courses are graduate sections of upper-level undergrad courses.

\*\*Topic seminars in American Lit I, American Lit II, British Lit I, British Lit II and Special Topics may be designated each term as fulfilling the Diversity and Global Perspectives requirement, based on the specific seminar topic and content. Students may fulfill that requirement with any 3-hour 6000-level seminar designated as Diversity and Global Perspectives.

# BIOL - 5411 - Scientific Communication

## 2023-2024 Graduate New Course Request

### General Information

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

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

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School/ Department\*

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

Is this a College of Education course?  Yes  No

## Course Information

Course Prefix\*

BIOL

Course Number\* 5411

Course Title\* Scientific Communication

Course Type\*

Biology

Chemistry

Geography

Geology

Physics

**Catalog Course Description\*** Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites none

Concurrent Prerequisites none

Corequisites none

**Cross-listing** BIOL 5411,CHEM 5411,GEOG 5411, GEOL 5411, PHYS 5411

**Restrictions** none

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

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

**Grading\***

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


## Justification and Assessment

**What is the rationale for adding this course?\*** This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Masters of Arts in Teaching (MAT) in approximately one year. This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

**Student Learning Outcomes\***

- 1) Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.
- 2) Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

### 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\*** 10

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

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

**Fee Justification** na

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# SCIENTIFIC COMMUNICATION

## CHEM/BIOL/PHYS/GEOG/GEOL 4411/5411

**Instructor:** Dr. Julie Talbot

**Office:** Boyd Building 215

**Office Hours:** M, 2:00-5:00 p.m., W 3:00-5:00, TR, 2:30-5:00 p.m., and by appointment  
Feel free to stop by any time my door is open. If I can't meet with you then, I'll be happy to arrange a time when we can meet.

**Phone:** (678) 839-4093

**Email:** jtalbot@westga.edu

**Textbook:** *Critical Thinking, Science, and Pseudoscience: Why We Can't Trust our Brains*, by Caleb W. Lack & Jacques Rousseau

**Prerequisites:** ENGL 1102 or equivalent

**Course Description and Objectives:** Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.

Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

### Course Policy and Evaluation:

**Attendance:** The class will meet three days a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements.

**In-Class Discussions:** This course will focus on communicating science both orally and in writing to a non-scientific audience. As such, class participation will be an essential part of the course grade. As part of this, you will write a short reflection paper that will be due at the beginning of the next class.

**Reading Quizzes:** The reading for this course will be essential. To encourage students to come to class prepared to participate in discussions, a reading quiz will be given almost every class.

**Writing:** You will write two pieces of persuasive writing. For each one, you will turn in a rough draft, which will be critiqued by your classmates and the instructor, and then be given an opportunity to re-write the paper for a larger part of the class grade.

**Talks:** Every student will give one talk on a scientific topic, aimed at an audience that is unfamiliar with that area of science.

**Graduate Credit:** For those students wishing to earn graduate credit for this course, they will be expected to choose one of the topics listed as a case study in the course schedule and act as the moderator for

**Academic Honesty:** While students are encouraged to cooperate as they learn, study, and do homework, the final product--be it a test, lab report, or homework assignment--is expected to be the individual work of the student. Cheating (False representation of another's work as one's own) will not be tolerated, and the repercussions of cheating will range from receiving a zero on that assignment or test, to receiving a failing grade in the course.

**Extra Credit:** If there is a lecture on a science-related topic, I may give extra credit for attendance at such an event. Otherwise, there will be no extra credit given to individual students.

**Cell Phones:** Disrupting class is discourteous to both the instructor and the rest of the class. Please turn off your cell phone before the beginning of class. If your cell phone does ring in class, I give one warning, and then take one percentage point off your final grade for every ring thereafter. Cell phones may NOT be used for any reason during tests, and must be turned off and put away during the test.

**Students with Special Needs:** If you need special accommodations, you are encouraged to meet with me as soon as possible to discuss them.

**Incompletes:** A grade of incomplete will only be given when course requirements are not completed due to circumstances beyond the control of the student.

**University-Wide Policies:** You are expected to be familiar with all of the information and requirements of university policy. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. All university-wide policies can be found at:

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

**Evaluation:**

(Undergraduate)		(Graduate)	
Reading Quizzes:	10%	Reading Quizzes:	10%
Class Participation:	30%	Class Participation:	20%
Rough Draft of first Paper:	5%	Leading Class Discussion:	10%
Final Draft of first Paper:	10%	Rough Draft of first Paper:	5%
Scientific Talk	10%	Final Draft of first Paper:	10%
Rough Draft of second Paper:	10%	Scientific Talk	10%
Final Draft of second Paper:	25%	Rough Draft of second Paper:	10%
		Final Draft of second Paper:	25%

Final grades will be assigned according to the following scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	< 60

## Course Schedule

Week	Material Covered
1	The Hallmarks of Science – the Scientific Method
2	Scientific Literacy
3	Differentiating between Science and Pseudoscience
4	Critical Thinking
5	Experimental Design
6	Evaluating Sources
	<b>Rough Draft 1 due</b>
7	Logic and Persuasion
8	Rhetorical Devices
	<b>Final Paper 1 due</b>
9	Use and Misuse of Data and Statistics
10	Case Study: Astrology
11	Talks
12	Case Study: Intelligent Design
13	Case Study: Vaccines
	<b>Rough Draft 2 due</b>
14	Case Study: The Age of the Universe
15	Case Study: Stereotypes
Exams	<b>Final Paper due</b>

# CHEM - 5411 - Scientific Communication

## 2023-2024 Graduate New Course Request

### General Information

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Desired Effective Semester\*

Fall

Desired Effective Year\*

2023

### Routing Information

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

School/ Department\*

Department of Natural Sciences

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

Is this a College of Education course?  Yes  No

## Course Information

Course Prefix\*

CHEM

Course Number\* 5411

Course Title\* Scientific Communication

Course Type\*

Biology

Chemistry

Geography

Geology

Physics

Catalog Course Description\*

Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites none

Concurrent Prerequisites none

Corequisites none

**Cross-listing** BIOL 5411,CHEM 5411,GEOG 5411, GEOL 5411, PHYS 5411

**Restrictions** none

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

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

**Grading\***

**Type of Delivery (Select all that apply)\***

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


## Justification and Assessment

**What is the rationale for adding this course?\*** This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Master of Arts in Teaching (MAT) in approximately one year. This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

**Student Learning Outcomes\***

- 1) Students will be able to distinguish between science and pseudoscience, and identify the characteristics of each one.
- 2) Students will be able to explain the scientific principles governing a well-known pseudoscience topic to a non-scientist.

### **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\*** 10

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

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

**Fee Justification** na

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

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



# SCIENTIFIC COMMUNICATION

## CHEM/BIOL/PHYS/GEOG/GEOL 4411/5411

**Instructor:** Dr. Julie Talbot

**Office:** Boyd Building 215

**Office Hours:** M, 2:00-5:00 p.m., W 3:00-5:00, TR, 2:30-5:00 p.m., and by appointment  
Feel free to stop by any time my door is open. If I can't meet with you then, I'll be happy to arrange a time when we can meet.

**Phone:** (678) 839-4093

**Email:** jtalbot@westga.edu

**Textbook:** *Critical Thinking, Science, and Pseudoscience: Why We Can't Trust our Brains*, by Caleb W. Lack & Jacques Rousseau

**Prerequisites:** ENGL 1102 or equivalent

**Course Description and Objectives:** Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

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### Course Policy and Evaluation:

**Attendance:** The class will meet three days a week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester. Such written notice does not imply a waiver of course requirements.

**In-Class Discussions:** This course will focus on communicating science both orally and in writing to a non-scientific audience. As such, class participation will be an essential part of the course grade. As part of this, you will write a short reflection paper that will be due at the beginning of the next class.

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**Talks:** Every student will give one talk on a scientific topic, aimed at an audience that is unfamiliar with that area of science.

**Graduate Credit:** For those students wishing to earn graduate credit for this course, they will be expected to choose one of the topics listed as a case study in the course schedule and act as the moderator for

**Academic Honesty:** While students are encouraged to cooperate as they learn, study, and do homework, the final product--be it a test, lab report, or homework assignment--is expected to be the individual work of the student. Cheating (False representation of another's work as one's own) will not be tolerated, and the repercussions of cheating will range from receiving a zero on that assignment or test, to receiving a failing grade in the course.

**Extra Credit:** If there is a lecture on a science-related topic, I may give extra credit for attendance at such an event. Otherwise, there will be no extra credit given to individual students.

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**Students with Special Needs:** If you need special accommodations, you are encouraged to meet with me as soon as possible to discuss them.

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**Evaluation:**

(Undergraduate)		(Graduate)	
Reading Quizzes:	10%	Reading Quizzes:	10%
Class Participation:	30%	Class Participation:	20%
Rough Draft of first Paper:	5%	Leading Class Discussion:	10%
Final Draft of first Paper:	10%	Rough Draft of first Paper:	5%
Scientific Talk	10%	Final Draft of first Paper:	10%
Rough Draft of second Paper:	10%	Scientific Talk	10%
Final Draft of second Paper:	25%	Rough Draft of second Paper:	10%
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Final grades will be assigned according to the following scale:

A	90-100
B	80-89
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F	< 60

## Course Schedule

Week	Material Covered
1	The Hallmarks of Science – the Scientific Method
2	Scientific Literacy
3	Differentiating between Science and Pseudoscience
4	Critical Thinking
5	Experimental Design
6	Evaluating Sources
	<b>Rough Draft 1 due</b>
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11	Talks
12	Case Study: Intelligent Design
13	Case Study: Vaccines
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15	Case Study: Stereotypes
Exams	<b>Final Paper due</b>

# GEOG - 5411 - Scientific Communication

## 2023-2024 Graduate New Course Request

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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 course?  Yes  No

## Course Information

Course Prefix\*

GEOG

Course Number\* 5411

Course Title\* Scientific Communication

Course Type\*

Biology

Chemistry

Geography

Geology

Physics

**Catalog Course Description\*** Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

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Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites none

Concurrent Prerequisites none

Corequisites none

**Cross-listing** BIOL 5411,CHEM 5411,GEOG 5411, GEOL 5411, PHYS 5411

**Restrictions** none

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

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

**Grading\***

**Type of Delivery (Select all that apply)\***

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


## Justification and Assessment

**What is the rationale for adding this course?\*** This course will be part of the Accelerated Bachelor's to Master's (ABM) program that will allow science majors to graduate and get a Masters of Arts in Teaching (MAT) in approximately one year. This course is aimed at science majors who are interested in becoming teachers after they graduate, and who will need to be able to communicate complicated scientific concepts to a broad audience.

**Student Learning Outcomes\***

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**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\*** 10

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

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

**Fee Justification** na

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# SCIENTIFIC COMMUNICATION

## CHEM/BIOL/PHYS/GEOG/GEOL 4411/5411

**Instructor:** Dr. Julie Talbot

**Office:** Boyd Building 215

**Office Hours:** M, 2:00-5:00 p.m., W 3:00-5:00, TR, 2:30-5:00 p.m., and by appointment  
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**Prerequisites:** ENGL 1102 or equivalent

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**Evaluation:**

(Undergraduate)		(Graduate)	
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Class Participation:	30%	Class Participation:	20%
Rough Draft of first Paper:	5%	Leading Class Discussion:	10%
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Final Draft of second Paper:	25%	Rough Draft of second Paper:	10%
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Final grades will be assigned according to the following scale:

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## Course Schedule

Week	Material Covered
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2	Scientific Literacy
3	Differentiating between Science and Pseudoscience
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5	Experimental Design
6	Evaluating Sources
	<b>Rough Draft 1 due</b>
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13	Case Study: Vaccines
	<b>Rough Draft 2 due</b>
14	Case Study: The Age of the Universe
15	Case Study: Stereotypes
Exams	<b>Final Paper due</b>

# GEOL - 5411 - Scientific Communication

## 2023-2024 Graduate New Course Request

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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 course?\*  Yes  No

## Course Information

Course Prefix\*

GEOL

Course Number\* 5411

Course Title\* Scientific Communication

Course Type\*

Biology

Chemistry

Geography

Geology

Physics

**Catalog Course Description\*** Science Communication is a one-semester, three-hour course. This course will discuss the nature of science, what it means to be scientifically literate, how to distinguish science from pseudoscience, and how to make a persuasive argument regarding a scientific topic. The course is cross-listed in Physics, Chemistry, Geography, Geology, and Biology.

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Concurrent Prerequisites none

Corequisites none

**Cross-listing** BIOL 5411,CHEM 5411,GEOG 5411, GEOL 5411, PHYS 5411

**Restrictions** none

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

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

**Grading\***

**Type of Delivery (Select all that apply)\***  
 Carrollton or Newnan Campus: Face-to-Face  
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**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\*** 10

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

**Fee Justification** na

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# SCIENTIFIC COMMUNICATION

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# School Improvement, Ed.D.

## 2023-2024 Graduate Revise Program Request

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

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

**If other, please identify.** Admissions Requirements

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department  Department of Leadership, Research, and School Improvement

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\*** School Improvement, Ed.D.

**Program ID - DO NOT EDIT\*** 21

**Program Code - DO NOT EDIT** 21

**Program Type\***

**Degree Type\***

**Program Description\*** The mission of the Doctor of Education in School Improvement Program is to develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK - 12 schools.

It is the goal of our program and its faculty that our graduates:

Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.

Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement.

Conduct research that can be applied to initiate and sustain PK - 12 school improvement.

Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

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

**Program Location\***

## Curriculum Information

## Program Overview

The mission of the Doctor of Education in School Improvement Program is to develop, support, and encourage educational leaders as scholarly practitioners prepared to initiate and lead systematic and sustainable improvement in PK - 12 schools.

It is the goal of our program and its faculty that our graduates:

Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.

Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement.

Conduct research that can be applied to initiate and sustain PK - 12 school improvement.

Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

The program requires 60 credit hours. The program may be completed in three years; however, many students require four years or more to complete the program of study.

## Application Process

Admission to the Doctor of Education in School Improvement Program is highly competitive. Each spring and summer, all timely and complete applications meeting the minimum recommended requirements are thoroughly reviewed by several faculty members. All applicants, including previous UWG students, must complete all steps of the application process as outlined below. Only completed applications received by the deadline will be considered.

Complete the online application for graduate admissions. You must identify your Area of Concentration on the application. The online application requires a \$40.00 non-refundable application fee.

All applicants must have earned a Master's degree from a regionally or nationally accredited institution.

A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale is required for all graduate course work.



**Vitae:** A vitae listing education and employment history, experience with school improvement, and awards and recognitions. Provide your current and complete contact information, including an active email address. Also include the contact information for three professional references.

**Official Transcripts:** Request official transcripts from degree-granting institutions for undergraduate and graduate work. Place the transcripts in this packet in their original, sealed envelopes (it cannot be treated as official if it has been opened). Or the university may send e-scripts to [graduate@westga.edu](mailto:graduate@westga.edu).

**Essay:** Complete a 750-1,000 word essay that discusses your professional goals related to school improvement. In your essay, include any literature (e.g., research article) that has informed your professional practice or otherwise influenced you. (Include appropriate APA citations)

**Writing Sample:** Submit previously written work (5-10 pages in length) that you feel demonstrates your writing abilities. Written work can include papers from graduate degree work or work reports.

International applicants must follow procedures and timelines of the UWG International Student Admissions and Programs Office (ISAP).

Finalists will be selected for a telephone or virtual interview.

## **Transfer of Credits**

In this 60 credit-hour program, the core 48 credit-hours must be taken at UWG as per the student's program of study. A maximum of 12 semester hours of graduate credit for area of concentration courses may be transferred from another accredited institution or applied from previous coursework at the University of West Georgia, subject to the following conditions:

work must have been completed within seven years of the date of admission to the Ed.D. degree program;

work must have been applicable toward a graduate degree at the institution where the credit was earned;

the coursework must be approved by the Ed.D. Director.

courses must have been taken post Master's degree; (normally 7000 level courses or above)

the courses must meet the thematic requirements for the AoC; and

a grade of B or higher must have been earned in the coursework.

## **AoC (Area of Concentration)**

The Area of Concentration (or AoC) in the School Improvement program provides a specialized, thematic concentration to the student's studies. Made up of 15 credit hours of electives and the student's dissertation, the AoC comprises a student's focus within the program. Specific AoC's are developed in conjunction with various departments within the College of Education at the University of West Georgia. Currently, the available AoC's include:

English to Speakers of Other Languages (ESOL)

Elementary Education

Educational Leadership

Instructional Technology

K-12 Online Learning

Media Specialist

Reading

School Counseling

Special Education (General Curriculum)

## **For Georgia Students only**

The Doctor of Education in School Improvement Degree is approved by the Georgia PSC for a certificate upgrade for students who enter the program with Georgia certification in Educational Leadership, English to Speakers of Other Languages, Elementary Education, Instructional Technology, K-12 Online Learning, Media Specialist, Reading, School Counseling, and/or Special Education General Curriculum.

The following conditions/restrictions apply:

The student must enter the program with the qualifying certification area already on their Georgia certificate as a clear renewable field,

The student must select the applicable, qualifying certification area as their minimum 15-hour Area of Concentration. In order to receive a certification upgrade as a part of the Ed.D. in School Improvement, the hours must be taken at UWG as a part of this degree program,

Educational Leadership students must meet the specific position requirements, and

The program does not lead to initial certification.

It is the responsibility of the applicant/student to check the upgrade possibilities at the GAPSC Certificate Upgrade Advisor.

## **General Academic Standards**

Graduate students must maintain a cumulative grade point average of 3.0 or higher to remain in Good Academic Standing. Students must be in Good Academic Standing to be eligible to graduate and admission to candidacy. Student's must also maintain good standing on major program assessments, or will face intervention and consequences.

A student will be dismissed from the program if he or she earns two C's, one F or two U's in dissertation hours, or a combination of a C in coursework and a U in dissertation hours.

## **Academic Standing**

In addition to the University of West Georgia academic requirements, the Doctor of School Improvement Program uses a student review process to monitor student progress within the Ed.D. program.

Each student is reviewed regularly regarding the following:

Academic progress and standards,

Ethical, legal, and professional standards and performance in the program, and

Progress on major program assessments.

Students not performing at the required level, not making significant progress

toward completion of the dissertation, or judged to be in noncompliance with the ethical, legal, and professional standards of the program will be notified, and may

face action which includes but is not limited to completing a Student Development Plan, placement on academic or other probation, or dismissal from the program.

## **Program of Study**

### **Core Content School Improvement (18 hours):**

**EDSI 9923 The Culturally Proficient Leader:  
Building Inclusive Environments**

**EDSI 9925 Policy Analysis for School  
Improvement**

**EDSI 9933 Leadership for Change**

**EDSI 9941 Organizational Theories and School  
Improvement**

**EDSI 9942 Advanced Instructional Practices to  
Improve Schools**

**EDSI 9943 Advanced Principles of School  
Improvement**

### **Elective (Select any one) (3 hours):**

**EDLE 8304 Leadership for Organizational  
Change and Improvement**

**EDLE 8305 Effective Management to Promote  
Student Learning**

**EDLE 8306 Instructional Leadership for  
Improving**

**EDLE 8312 School Finance and Resource  
Management**

**EDLE 8324 Ethical Leadership in Education**

**EDLE 8329 Leadership for Equity and  
Excellence**

**CEPD 8102 Lifespan Human Development**

**MEDT 8461 Diffusion of Innovations**

**MEDT 8463 Issues in Instructional Technology**

**MEDT 8465 Human Performance Improvement**

**ECSE 7560 Contemporary Issues in Education**

**ECED 7273 Family/Community Involvement for  
School Improvement**

**CEPD 8194 Research: Mixed Methods Analysis**

**[After] Or any other approved 7000 or above course**

## **Research (12 hours):**

**EDSI 9960 Research Design**  
**EDSI 9961 Quantitative Research Methods**  
**EDSI 9962 Qualitative Research Methods**  
**EDSI 9171 Program Evaluation**

## **Doctoral Seminar (3 hours):**

**EDSI 9901 Doctoral Seminar**

## **Dissertation (9 hours):**

**EDSI 9998 Research for Doctoral Dissertation**

## **Area of Concentration (AoC) (15 hours)**

## **Total Program: 60 hours**

### **Program Notes:**

- 1. Courses in the (AoC) Area of Concentration (15 hours) may be taken at designated times during the plan of studies.**
- 2. Up to 12 credit hours of post-Masters' coursework may be transferred in for doctoral credit in the Area of Concentration and hours may be taken after admission to candidacy and with the approval of the advisor.**
- 3. Additional program policies are outlined on the School Improvement Doctoral Program website.**

## PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses


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

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

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

### Step 2 - Adding New Courses

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


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

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

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

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

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

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

<b>Justification and Assessment</b>
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**Rationale\*** We would like to make two admissions changes:

1. Remove the required letters of recommendation
2. Include in the required resume/vita for applicants to include the contact information of three professional references

Per request of the Graduate School, the School Improvement faculty reviewed the letter of recommendation requirement. Since this is not a strong evidentiary source faculty reviewers use during the application review process, the faculty request to remove the letters of recommendation requirement and instead ask applicants to list the contact information for three professional references on their resume/cv.

**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](mailto: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.
  - 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. 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.



## **Addendum IV**

## CURRENT VERSION

### Graduate Course Loads

#### *Maximum Course Load for all Graduate Students*

Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Director of Graduate Studies or Dean for their college or school. Some programs may require additional levels of approval.

Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.

#### *College of Education Policy on Graduate Course Load*

During Fall and Spring semesters, Department of Early Childhood Through Secondary Education graduate students are permitted to take 6 credit hours.

During Summer Session, for COE graduate programs, 9 credit hours is considered a full graduate load.

#### *Graduate Course Loads for Financial Aid Eligibility*

To be eligible for Federal Student Aid (FSA), a graduate student must be enrolled at least half time. To be enrolled half time, a student must be taking at least half the course load of a full-time student. Full-time enrollment for a graduate student is 9 credit hours and half-time enrollment is 5 credit hours. These minimum enrollments apply consistently across all terms: Fall, Spring, and Summer.

	Fall	Spring	Summer
Full-Time	9	9	9
Half Time	5	5	5

#### *Graduate Course Loads for Graduate Assistantship Eligibility*

Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 6 semester credit hours, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 3 semester credit hours.

	Fall	Spring	Summer
Minimum Required Enrollment	6	6	3

## PROPOSED REVISED VERSION

### Graduate Course Loads

#### *Maximum Course Load for all Graduate Students*

Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Dean of the Graduate School. Some programs may require additional levels of approval.

Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.

#### *Graduate Course Loads for Financial Aid Eligibility*

To be eligible for Federal Student Aid (FSA), a graduate student must be enrolled at least half time. To be enrolled half time, a student must be taking at least half the course load of a full-time student. Full-time enrollment for a graduate student is 6 credit hours and half-time enrollment is 3 credit hours. These minimum enrollments apply consistently across all terms: Fall, Spring, and Summer.

	Fall	Spring	Summer
Full-Time	6	6	6
Half Time	3	3	3

Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 6 **graduate** semester credit hours related to their program of study, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 3 semester credit hours.

	Fall	Spring	Summer
Minimum Required Enrollment	6	6	3

## **Addendum V**

## **PROPOSED NEW POLICY**

### **The University Year and Definition of a Credit Hour**

The University is organized on the semester system. There are two semesters (fall and spring) of approximately 15 weeks, two eight-week sessions concurrent with each fall and spring semester, a three-week term in May, and summer semesters of approximately four and eight weeks.

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. Prior Learning or Work Experience).

## **Addendum VI**

## CURRENT POLICY

### Transfer Credit Evaluation Policy

Transfer credit is generally accepted from regionally post-secondary accredited institutions, so long as similar credit is offered at the University of West Georgia. Credit earned at a non-regionally accredited institution may be reviewed on a case-by-case basis. The following stipulations on the evaluation of transfer credit will be upheld:

1. Academic credit allowed for work done at another institution within a given period of time may not exceed the normal amount of credit that could have been earned at this University during that time. Students are required to complete a minimum of 33 academic credit hours at UWG to satisfy academic residence, dependent upon degree requirements.
2. According to Board of Regents policy, if a student transfers to UWG with an A.A. or A.S. degree from an institution within the University System of Georgia, the student will receive full credit for having completed Core Areas A - E. If the major differs between the A.A. or A.S. degree program and the major the student decides to pursue at UWG, there may be additional courses required at the 1000 or 2000 level that are specific to that degree major and/or are prerequisite for higher level courses that the student would have to take (example: Some majors require the student to have had Precalculus or Calculus I to enroll in some higher-level courses in the program of study. If the student had College Algebra as a part of his/her A.A. or A.S. program, he/she would still receive credit for having completed the Math section of Area A of the Core, but he/she would still be required to take Precalculus or Calculus I to complete the requirements of the major.). The Core credit policy does not apply to career degrees (A.A.S. and A.S.); in those cases, each course is evaluated individually and credit is given in areas where comparable courses are offered at West Georgia, including some courses that may be counted as Core or electives.
3. Dual/Joint Enrollment Credit: College credit earned at an accredited institution prior to high school graduation will be considered as transfer credit if the student was enrolled as a joint enrollment/early admission student.
4. The Board of Regents and the Technical College System of Georgia have established the Complete College Georgia Articulation Agreement between USG institutions for the transferring of General Education Courses. UWG has created a more expansive agreement with West Georgia Technical College (see Transfer Equivalency Tool to view transferable courses).
5. A student that previously attended a non-regionally accredited institution will need to provide a course syllabus for the UWG department chair of the respective transferring course to review for possible UWG credit. The faculty credentials who taught the transferring course may be requested. There is no appeal beyond the department chair decision on UWG equivalents. Contact the Office of the Registrar for additional information.

6. Provided all other stipulations regarding transfer credits are met, UWG will grant transfer credit for all transferable courses with a grade of “D” or higher, except for ENGL 1101 and ENGL 1102, which require a minimum grade of “C”. Not all transferable courses may be eligible to count in the degree program per program regulations (see specific degree program for more information). a. Examples of courses that are not transferable: practicums, fieldwork, workshops, internships, capstones, directed studies, upper-level seminars, career courses (i.e., cosmetology), developmental courses, and education extension and correspondence. b. Transfer course equivalencies may be viewed at <http://westga.edu/transfer>. Courses listed reflect results from previously reviewed transcripts and is not a formal evaluation of credits. An official transcript must be sent from each institution that a student has attended for transfer credits to be evaluated.
7. For transfer and Readmitted students admitted Fall 2020 or later who have repeated a transferable course at a previous post-secondary institution(s), only the highest grade will be transferred and calculated into the Transfer GPA. For transfer courses that are repeated at UWG, and a higher grade is achieved, the repeated transfer course will be excluded from the Transfer GPA. a. UWG students who are approved to convert to transient status, please refer to the Transient Student Status policy in this catalog for additional information.
8. A student who previously attended a regionally accredited institution of higher education and transfers to UWG may be eligible for Academic Renewal for coursework taken three or more years prior to the term of enrollment at UWG. Students have two options to apply for Academic Renewal: a. Contact Undergraduate Admissions during the admissions process. b. Contact Student Solutions before the end of their third semester of enrollment or by the end of one calendar year from enrollment or re-enrollment, whichever comes first.
9. Students who experience problems with the transfer of credit should contact the Office of the Registrar to determine the nature of the problem. If the problem is not resolved, students should contact the University Chief Transfer Officer in the Office of the Provost to seek resolution to the problems.
10. The University System of Georgia Board of Regents authorizes the Office of the Provost and Vice President for Academic Affairs to make decisions about exceptions on a case-by-case basis when questions arise about course substitutions in the Core Curriculum.



## PROPOSED REVISED POLICY

### Transfer Credit Evaluation Policy

Transfer credit is generally accepted from regionally post-secondary accredited institutions, so long as similar credit is offered at the University of West Georgia. Credit earned at a non-regionally accredited institution may be reviewed on a case-by-case basis. The following stipulations on the evaluation of transfer credit will be upheld:

1. **Undergraduate coursework may not substitute or transfer more than one level (e.g., a 1000-level course may not be substituted or accepted in transfer to replace a 3000-level course or vice versa). In rare cases and for some disciplines, there may be alignment between the learning outcomes and rigor of a transferred course and a UWG course that is two levels higher or lower. UWG may allow an exception to this policy for such cases if approved by the program coordinator, department chair or equivalent administrator, and the institution's Chief Transfer Officer.**
2. Academic credit allowed for work done at another institution within a given period of time may not exceed the normal amount of credit that could have been earned at this University during that time. Students are required to complete a minimum of 33 academic credit hours at UWG to satisfy academic residence, dependent upon degree requirements.
3. According to Board of Regents policy, if a student transfers to UWG with an A.A. or A.S. degree from an institution within the University System of Georgia, the student will receive full credit for having completed Core Areas A - E. If the major differs between the A.A. or A.S. degree program and the major the student decides to pursue at UWG, there may be additional courses required at the 1000 or 2000 level that are specific to that degree major and/or are prerequisite for higher level courses that the student would have to take (example: Some majors require the student to have had Precalculus or Calculus I to enroll in some higher-level courses in the program of study. If the student had College Algebra as a part of his/her A.A. or A.S. program, he/she would still receive credit for having completed the Math section of Area A of the Core, but he/she would still be required to take Precalculus or Calculus I to complete the requirements of the major.). The Core credit policy does not apply to career degrees (A.A.S. and A.S.); in those cases, each course is evaluated individually and credit is given in areas where comparable courses are offered at West Georgia, including some courses that may be counted as Core or electives.
4. Dual/Joint Enrollment Credit: College credit earned at an accredited institution prior to high school graduation will be considered as transfer credit if the student was enrolled as a joint enrollment/early admission student.
5. The Board of Regents and the Technical College System of Georgia have established the Complete College Georgia Articulation Agreement between USG institutions for the transferring of General Education Courses. UWG has created a more expansive agreement with West Georgia Technical College (see Transfer Equivalency Tool to view transferable courses).
6. A student that previously attended a non-regionally accredited institution will need to provide a course syllabus for the UWG department chair of the respective transferring course to review for possible UWG credit. The faculty credentials who taught the transferring course may be requested. There is no appeal beyond the department chair decision on UWG equivalents. Contact the Office of the Registrar for additional information.

7. Provided all other stipulations regarding transfer credits are met, UWG will grant transfer credit for all transferable courses with a grade of “D” or higher, except for ENGL 1101 and ENGL 1102, which require a minimum grade of “C”. Not all transferable courses may be eligible to count in the degree program per program regulations (see specific degree program for more information). a. Examples of courses that are not transferable: practicums, fieldwork, workshops, internships, capstones, directed studies, upper-level seminars, career courses (i.e., cosmetology), developmental courses, and education extension and correspondence. b. Transfer course equivalencies may be viewed at <http://westga.edu/transfer>. Courses listed reflect results from previously reviewed transcripts and is not a formal evaluation of credits. An official transcript must be sent from each institution that a student has attended for transfer credits to be evaluated.
8. For transfer and Readmitted students admitted Fall 2020 or later who have repeated a transferable course at a previous post-secondary institution(s), only the highest grade will be transferred and calculated into the Transfer GPA. For transfer courses that are repeated at UWG, and a higher grade is achieved, the repeated transfer course will be excluded from the Transfer GPA. a. UWG students who are approved to convert to transient status, please refer to the Transient Student Status policy in this catalog for additional information.
9. A student who previously attended a regionally accredited institution of higher education and transfers to UWG may be eligible for Academic Renewal for coursework taken three or more years prior to the term of enrollment at UWG. Students have two options to apply for Academic Renewal: a. Contact Undergraduate Admissions during the admissions process. b. Contact Student Solutions before the end of their third semester of enrollment or by the end of one calendar year from enrollment or re-enrollment, whichever comes first.
10. Students who experience problems with the transfer of credit should contact the Office of the Registrar to determine the nature of the problem. If the problem is not resolved, students should contact the University Chief Transfer Officer in the Office of the Provost to seek resolution to the problems.
11. The University System of Georgia Board of Regents authorizes the Office of the Provost and Vice President for Academic Affairs to make decisions about exceptions on a case-by-case basis when questions arise about course substitutions in the Core Curriculum.

## **Addendum VII**

## **Off-Campus and Correspondence Requirements for Undergraduate Degrees**

Dr. Gwaltney, our SACSCOC liaison, discovered two errors in our undergraduate catalog that we should probably correct as soon as possible.

### **Issue One:**

Under the Requirements for Undergraduate Degrees section of our UG catalog, we restrict the number of credit hours that can be earned off-campus hours to 30 hours. This is a problem because we have been offering degrees at off-campus sites for years and we intend to expand those offerings in Douglasville and Newnan.

### **Issue Two:**

Under that same section, we state that we can take up to 30 hours of extension or correspondence credit hours. This is a problem because an institution must be authorized to accept correspondence credit hours by SACSCOC and Dr. Gwaltney can find no record of UWG receiving SACSCOC credit to do so.

### **Solution:**

The VPAA will remove the language in our UG Catalog pertaining to both of these issues. We will complete an administrative form in Curriculog to have these removed from all affected programs.