

Georgia Southwestern State University

General Faculty Meeting

Thursday, April 25, 2025 at 3:00p.m.

Nursing Auditorium

1. Call to Order

- a. Approval of Agenda

2. Approval of Minutes

- a. December 6, 2024

3. Brief Reports

- a. President Michelle Johnston
- b. Interim Provost Rachel Abbott

4. Standing Committee Activity Reports

- a. Academic Affairs – Brian Smith
- b. Business and Finance – John Stovall
- c. Faculty Affairs – Robert Bennett
- d. Faculty Development – Manoj Thapa
- e. Global Engagement and High Impact Practices – Anish Dave
- f. Graduate Affairs – Thelma Sexton
- g. Institutional Effectiveness – Michele McKie
- h. Institutional Review Board – Joseph Comeau
- i. Instructional Technology – Sai Mukkavilli
- j. QEP – Jennifer Ryer
- k. Student Affairs – Sally Merritt
- l. Faculty Senate – Jamie MacLennan

5. New Business

a. Academic Affairs

i. Curriculum Changes

- 1. Program Deactivation – B.A. Art
- 2. Major change -Elementary Education – Major Change
- 3. Major change – Health Science
- 4. Major Change - Criminal Justice
 - a. Deletion of Social Justice concentration
 - b. Addition of Pre-Law concentration
 - c. Revision of Law Enforcement concentration
- 5. Major change- Communication and Emerging Media
- 6. Major change - English
- 7. Major change – History
- 8. Major change – Political Science
- 9. Major change – Music
- 10. Minor change - History
- 11. Minor change – English
- 12. Minor change - Political Science

13. Certificate change – Pre-Law Studies
14. Certificate Change – Strategic Communication
15. Certificate Change – Persuasion, Argument & Advocacy
16. Certificate Change – Media Production & Culture
17. Certificate Change – Journalism
18. Certificate Change – Health Communication

ii. New Curriculum

1. Certificate in Data Sciences
2. Certificate in Sports, Leadership, and Communication

iii. Core revisions

1. Addition ENGL 2170 to Institutional Priorities
2. Addition Engl 2160 to Arts, Humanities, and Ethics
3. Addition ECON 1101 to Social Sciences

iv. General Business

1. Proposed Revision of General Associate Degree and General Baccalaureate Degree Requirements

v. Academic Affairs Policy

1. Academic Affairs Bylaws
2. Academic Affairs Statues

b. b) Graduate Affairs

- i. MSN – readmission policy
- ii. MSN – course revision (adding pre-and co-requisites)
- iii. MAT – new program
- iv. Graduate Withdrawal Policy
- v. Nursing double counted courses

- vi. Double Canes program: Computer Science and Information Technology BS / Computer Science MS"

c. c) Faculty Affairs

- i. Handbook Revisions
- ii. USG Core Values Statement

d. d) Faculty Development

- i. FDG form and instructions revisions

6. Additional Concerns

7. Announcements

8. Adjourn

Georgia Southwestern State University General Faculty Meeting – Minutes (Unapproved)

Drake, Johnston, A Stovall, MacLennan, Carter, Bryan, B. Smith, Argo, Robinson, Berggren, Bragg, Megginson, Peavy, Gurnack, Hodges, LeJeune, Nichols, Shiller, Kostov, Long, Gosa, Hasbreck (?). Mulleuns-Forman, Swords, Dykes, Teasley, Pfeiffer, Bivins, Bachhofer, Ouzts, Snider, Slocumb, M. Smith, Harvey, Sexton, Watson, Stanley, Mellingsen, Davis, Dahlgren, Cho, Laughlin, Sha, Meader, Martin, Amarachintha, Thepa, Gugg, Brown, Taylor, Hart, Jones, Mallett, Cheokas, Iordanova, Iordanov, Pritchett, Wu, Amic (?), Fisk, Orton Grissett, Kaus, Dearmin, J. Stovall, Waldrip, Jacobs, Moir, Ryer, Yeung, Parkinson, Cotter, Palmer, Godoy, Merritt, Eearly, Bidwell

Friday, December 6, 2024 at 3:00 p.m.

Nursing Auditorium

1. Call to Order (3:10 PM)

- a. Approval of Agenda Laughlin moves to approve. Robinson seconds. Passes unanimously.

2. Approval of Minutes

- a. August 7, 2024 Smith moves to approve, Bryant seconds passes unanimously.
- b. May 3, 2024 Smith moves to approve, Bryant seconds, passes unanimously.

3. Brief Reports

- a. President Michelle Johnston
 - i. Thanks for the holiday party and warm welcome.
 - ii. Thanks for your creativity and dedication to campus
 - iii. Commencement: 587 degrees granted at winter ceremony.
 - iv. BOR meeting:
 - 1. GSW recognized 4th semester in row for largest percentage increase in sector (8.6).
 - 2. New award Percentage increase in 6-year graduation rate. We were top in the system. 7.9 percentage point increase.
 - v. New budget process. Designed to be community wide.
 - 1. 17 Budget hearings. Doing work to determine priorities within our strategic plan (and revise our strategic and master plans)
 - a. 8 million in new requests: 4.4. million in short term. We anticipate 1.5 new state appropriations.
 - i. Some additional tuition and fundraising could

help with that.

2. Feb 25th is meeting with the USG

vi. Facilities

1. Griffin Bell on target for early April
2. Library is in process – Likely in the fall semester.
3. Science building – in the design phase

vii. 13 Program presentations: regarding the ASPIRE process.

1. Programs presenting goals and plans.
2. Very excited about the future and plans.
3. My job to work with ideal and realistic standards that make sense for us (rather than just arbitrary number).

viii. SACSCOC meetings this week

1. It is the meeting where they make our final decision. Meeting is on Tuesday, will communicate after the meeting.

ix. New Dean of Nursing and Health Sciences. Dr. Courtney Ross, joins in mid-January.

1. Thanks Dr. Teasley for her service in leading that college.

x. Leadership retreat for Monday Dec 16th.

1. Morning: emergencies workshop.
2. Afternoon: NISS will be briefing on our engagement.

xi. Planning open fora (after not meeting goal for this semester).

xii. Questions:

1. Do we get any money with USG awards?
 - a. Budgeting process means that good numbers does equal better budgets.

b. Provost Jill Drake

- i. Thanks for to Dr. Johnston for her great work and changes to the culture.
- ii. Broad themes of the semester: appreciative of commitment to continuous improvement.
- iii. Celebrations. Weddings. Children. Record Giving for day of giving, which is based on support for our work
 1. 51st in universities in the south for the US News
 2. Great events and volunteering.
 3. Lots of publications and presentations. Outsized impact for our size
 4. New hires across colleges and great moves around campus.
 - a. Judy Orton Grisette in Experiential learning.

- iv. NISS: System level effort to help us improve.
 - 1. First cohort to work with them in the system
 - 2. Get 125k of professional development
 - 3. Diagnostic and playbook phase.
 - a. Recommendations in the spring.
 - b. Dr. Davis is Co-project lead.
- v. ASPIRE
 - 1. Inspires higher creativity and accountability.
- vi. HAIL
 - 1. SACSSOS really likes our QEP (Applauded us)
 - 2. Administration and SACSOS are impressed with our commitment to the QEP.
 - 3. 17 stand alone course, 1 cluster, 2 blocs, and 1 hail program (Communication and Emerging Media). Nursing to come.
- vii. GIFTS – Record number of faculty to participate in this program. Getting us good feedback.
- viii. Post tenure review. Annual evaluations
 - 1. Leadership training with Dr. Jenkins.
 - 2. Faculty evaluation training for the Deans on the 17th
 - a. Video available on request
 - 3. Looking at handbook language – clarity and transparency
 - a. Senate will work on this
- ix. Record enrollment
 - 1. So much overload and part time. Thank you for supporting our growth.
- x. Self-evaluations are due January 10th.
- xi. Graduation – please be involved.

4. Standing Committee Activity Reports

- a. Academic Affairs – Brian Smith
 - i. 5 meetings
 - ii. Subcommittees met
 - iii. Covered all range of changes and advised administration
 - iv. Minuets posted early spring
 - v. Plant for spring: redoing bylaws to process more in line with practice
- b. Business and Finance – John Stovall
 - i. See Dr. Johnston's notes
 - ii. Committee excited by the process

- iii. Met twice
 - iv. Budget numbers coming over break, will meet to prep for the Feb 25th meeting.
- c. Faculty Affairs – Robert Bennett (Benjamin)
 - i. Met 3 times
 - ii. Working in probationary credit language that got sent back
 - iii. Considering academic dishonesty policy language
- d. Faculty Development – Manoj Thapa
 - i. Met 1 in person and lots of email
 - ii. Reviewed 29 FDG, 32k in request. Most were well done
 - iii. Needs some additional clarity for the form.
 - iv. Remember limits on meal allowance caps
 - v. Bryan Davis – issue with expenses will not be paid more 60 days after the event. Is there a way around this? Asking the committee work through this.
- e. Global Engagement and High Impact Practices – Anish Dave
 - i. Delivered by Iordanova
 - ii. Met 3 times in person.
 - iii. Worked on HIP grants and study abroad
- f. Graduate Affairs – Thelma Sexton
 - i. 3 meetings planned. Midterm meeting canceled for lack of a topics.
 - ii. Work reflected in this meeting's agenda
- g. Institutional Effectiveness – Michele McKie
 - i. Met on Oct 24th. Two subgroups
 - 1. Assessment review
 - 2. Strategic plan taskforce
- h. Institutional Review Board – Joseph Comeau
 - i. Delivered by Grissett
 - ii. Met 1 time, reviewed 4 applications
- i. Instructional Technology – Sai Mukkavilli
 - i. Delivered by Fisk
 - ii. Met twice
 - iii. Discussed issues of tech training and infrastructure
 - 1. Key issues
 - 2. Standards of credential security
 - 3. Shift to VIOP is in progress. Saves a lot of money. Plan is early next semester. Training is forthcoming
- j. QEP – Jennifer Ryer

- i. Delivered by Dahlgren
 - ii. Met approx. 6 times
 - iii. 3 events for all of campus, plus one specifically for COBAC
 - iv. Lots of approved materials. 21 HAIL courses
- k. Student Affairs – Sally Merritt
 - i. Met 3 times
 - ii. Faculty concerns about student conduct and electronic communication. Making recommendations about language changes
 - iii. Remind faculty they can use syllabus can include classroom expectations and resources are updated.
 - iv. Updated the wellness and mental health areas.
 - v. New BOR policy that we responded to
- l. Faculty Senate – Jamie MacLennan
 - i. Met monthly
 - ii. Voted on the business that you see
 - iii. Ad hoc transition committee to work with Dr. Johnston.
 - iv. USG faculty council: met 3 times. Lot of talk about LPP and faculty evaluation
 - 1. LPP – Dr. Spirou – Ultimately the decision is at the institutional level. Institutions may be asked, and justify a refusal.
 - a. Senate is working to clarify the process here.
 - 2. Evaluations – Doesn't seem to think evaluations are inflated. There isn't a goal here.
 - a. Wants institutional clarity and consistency.
 - 3. If you are interested in serving in this role, let Dr. MacLennan know.
 - v. Shared governance matters. We need to be part of it. Especially with our receptive administration.

5. New Business

- a) **Academic Affairs Carter moves to consider items 1,4,5,7,8,9,10,11 as a block, Davis seconds. Approved unanimously.**
 - a. **Davis moves to approve block. Smith seconds Passes unanimously**
 - i. Bachelor of Integrated Studies – Curriculum Change (amends curriculum sheet to say integrated studies). Passed as part of Block
 - ii. Proposal for a New Program (certificate) – Project Management Davis moves to approve, Carter seconds. Passes unanimously
 - iii. Withdrawal Policy, Bryant moves to approve Jacobs Seconds.
 - Clarification offered that is just a recommendation.**
 - Motion to approve withdrawn. Smith moved to recommend, Gurnack seconded.

Recommendation approved unanimously.

iv. BSED Special Education - Curriculum change - Passed as part of Block

v. Wildlife Biology - Certificate revision - Passed as part of Block

vi. Research Applications and Methods – New certificate. Smith moves to Approve. Gurnack seconds. Passes unanimously

vii. B.S. Chemistry - Curriculum change - Passed as part of Block

viii. BFA Art – Curriculum change - Passed as part of Block

ix. BFA Art – Curriculum Change (Integrative Studies Track) - Passed as part of Block

x. B.S. Information Technology – Curriculum change - Passed as part of Block

xi. Institutional Priority - Class deletion (THEA 1110) - Passed as part of Block

xii. Proposal to remove foreign language requirement – Bryant moves to approve, Smith seconds.

All vote to approve accept, Davis, Robinson, Iordanov, Iordanova, and Gugg.

b) Graduate Affairs

a. Carter moves to consider all graduate affairs items as a block, Jacobs seconds. Motion passes

b. Carter moves to accept the block, Iordanova seconds. Block passes unanimously

i. M.Ed. Middle Grades Language Arts – Deactivation Bloc carter, Nellie) (passes unanimously)

ii. M.Ed. Middle Grades Mathematics – Deactivation

6. Additional Concerns

a. Iordanova – Taste of the world. Please reach out to get more participate etc. Can also apply for hip grants to make it go.

7. Announcements

a. Study abroad to china over the summer promote as an option

b. Undergraduate research symposium April 18th

c. Opening night Rylander show ELF.

d. Feb 5th Superbowl in nursing

8. Adjourn 4:28



Proposal For Program Deactivation

Program Deactivation Information

Department Initiating Proposal:

* Department of Visual Arts

Semester to be Effective:

* Spring

Year to be Effective:

* 2025

Faculty Member Submitting Proposal:

* Laurel Robinson

Department Chair/Unit Head email address for approval:

* Dept. of Visual Arts - Laurel Robinson

Undergraduate or Graduate Program?:

* Undergraduate

List item(s) to be deactivated:

Program Type(s)

BA degree

ProgramTrack(s)

Program(s)

BA in Art

Justification

Select one or more of the following to indicate why the proposed deactivation will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Program on low producing program list (indicate how long):

In over 50 years, this program has never had 10 graduates/year

Other:

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Laurel Robinson

Faculty Member Signature:

GSW SACSCOC Liaison Signature:

...3534303634

Laurel Robinson

Department Chair/Unit Head
Signature:

11/26/2024, 5:31 PM

Date:

...3033333938

Brian Smith

Committee on Academic Affairs
Signature:

02/04/2025, 4:58 PM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:

Proposed Requirements:

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet: *

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Accept * ☒

...3931333333

Jennifer Dickens

Faculty Member:

04/07/2025

Date:

...3830383636

Rachel Abbott

Department Chair/Unit Head
Signature:

04/07/2025, 10:30 AM

Date:

...3232303232

Bryan Davis

SACSCOC Liaison Signature:

04/07/2025, 10:32 AM

Date:

...3438313939

Brian Smith

Committee on Academic Affairs
Signature:

04/16/2025, 11:00 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

Current with HPER 2050

MAJOR/ELECTIVE REQUIREMENTS: 62 HOURS

Required Courses (50 Hrs	Term	Grade	FE
MATH (9 hrs)			
MATH 3002 Geometry	3		0
MATH 3003 Probabilit	3		0
MATH 3004 Algebra fi	3		0
READING (12 hrs)			
EDRG 3360 Literacy In:	3		45
EDRG 3160 Early Liter	3		45
EDRG 3280 Literature	3		45
EDRG 3260 Intermedi	3		45
ELEMENTARY EDUCATION (21 HRS)			
EEDC 310C Instruction	3		45
EEDC 3350 The Early Learner			45
EEDC 340C Designing I	3		45
EEDC 3450 Org & Mgr	3		45
EEDC 4200 Science foi	3		45
EEDC 4250 Social Stuc	3		45
EEDC 4550 Assessmer	3		45
OTHER (8 hrs)			
HPER 2050 PE for ECE	2		0
EDSP 3000 The Except	3		15
EDUC 320C Instruction	3		0
Student Teaching (12 hrs)			
EEDC 4910 Best Practi	3		45
EEDC 4950 Opening Si	0		60
EEDC 4970 Student Te	3		495
EEDC 4980 Student Te	3		
EEDC 4990 Student Te	3		




Proposed without HPER 2050

MAJOR/ELECTIVE REQUIREMENT: 60 HOURS

Required Courses (50 Hrs	Term	Grade	FE
MATH (9 hrs)			
MATH 3002 Geometry	3		0
MATH 3003 Probabilit	3		0
MATH 3004 Algebra fi	3		0
READING (12 hrs)			
EDRG 3020 Language	3		15
EDRG 3160 Early Liter	3		15
EDRG 3280 Literature	3		15
EDRG 3260 Intermedi	3		15
EARLY CHILDHOOD (21 hrs)			
EEDC 3100 Math Metl	3		15
EEDC 3400 Teaching ii	3		45
EEDC 3450 Org & Mgr	3		45
EEDC 3650 Integrated	3		30
EEDC 4200 Science foi	3		15
EEDC 4250 Social Stuc	3		15
EEDC 4550 Assessmer	3		30
OTHER (8 hrs)			
EDSP 3000 The Except	3		15
EDUC 3200 Instructio	3		0
Student Teaching (12 hrs)			
EEDC 3600 Self Expres	3		30
EEDC 4950 Opening Si	0		60
EEDC 4970 Student Te	3		495
EEDC 4980 Student Te	3		
EEDC 4990 Student Te	3		


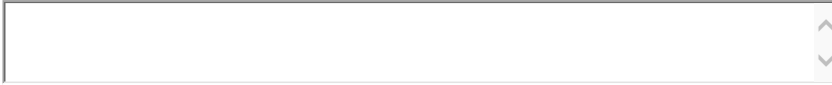
Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

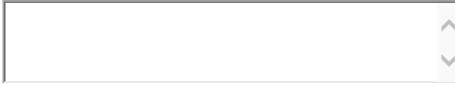

Select Area of Change:	* <input type="text" value="Major Curriculum"/> 	
Faculty Member Submitting Proposal:	* <input type="text" value="Benjamin Meador"/>	
Department Chair/Unit Head email address for approval:	* <input type="text" value="Health Sciences - Leisa Easom"/> 	
Undergraduate or Graduate Program?:	* <input type="text" value="Undergraduate Course"/> 	
Proposed Effective Date for Curriculum Change:	* <input type="text" value="08/01/2025"/>	Degree & Program Name (e.g. BFA, Art): * <input type="text" value="BS XSCI"/>
Present Requirements: * No call-out for MATH 1111 in Area F/Field of Study. Additional requirements has language requiring COMM 1110 or THEA 1110.		Proposed Requirements: * MATH 1111 added to Field of study electives list. Additional requirements note that if MATH 1111 or higher math is not taken in the core, MATH 1111 or higher must be used to complete the Field of Study elective requirement. MATH 1401 removed from core listing area to minimize confusion (1401 will only ever be counted in Field of Study for XSCI majors). COMM 1110/THEA 1110 additional requirements language removed.

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.


Improving student learning outcomes:	
Adopting current best practice(s) in field:	MATH 1111 has long been the suggested math pathway for XSCI. Faculty feel this math background is sufficiently important to coursework that it warrants setting out a specific requirement under the new IMPACTS setup.
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	Cleanup. The additional requirement "Speech or demonstrated competence in Speech is a requirement for this program. COMM 1110 or THEA 1110 may be taken to satisfy this requirement" has not been being enforced. We have no data indicating that current core and major coursework is insufficient for communication competence or significantly affected by the specific completion of COMM 1110 or THEA 1110. This language is being removed from the additional requirements section.

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Source(s) of Data:	

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	We do not yet have data built from a cohort of students who have not completed MATH 1111 coming through the in-major coursework. However, at the faculty observational level, we have always seen clear grade differentiation by algebraic-math capability, and have every reason to support the long-standing KRAAC suggestion for the MATH 1111 minimum.
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

*XSCI Curriculum Sheet Update.pdf

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Accept * ☒

...3131323430

Benjamin Meador

Faculty Member:

02/19/2025

Date:

...3738353539

Leisa Eason

Department Chair/Unit Head

Signature:

02/20/2025, 7:00 AM

Date:

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Bryan Davis

SACSCOC Liaison Signature:

02/20/2025, 7:13 AM

Date:

...3235333032

Brian Smith

Committee on Academic Affairs

Signature:

03/04/2025, 5:04 PM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate

Signature:

Date:

Dean of the Faculty Signature:

Date:

B.S. in Exercise Science

NAME

ADVISOR

gswID#

Effective Catalog Year: 2024-2025

IMPACTS CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang (2000 level)(3), HIST 2600 (2), HIST 2800			
INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 24			
SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2			
Math & Quantitative Reasoning (3 hrs; min	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grad	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Non-Science Majors Only (Minimum 10 hours):			
Lab Science -	4		
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Cours	3		
	3		
Optional Lab (if CHEM or BIOL)			
Social Science (6 credits)	Hrs	Term	Grade
ECON 2105, PSYC 1101, SOCI 1101,	3		
HIST 1111 OR 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
BIOL 2251K Anatomy & Physiology I	4		
BIOL 2252K Anatomy & Physiology II	4		
XSCI 2180 Intro to Exercise Science	1		
MATH 1401 Elementary Statistics	3		
PSYC 2103 Human Growth & Development	3		
Select one:	3		
XSCI 2500, MATH 1113, MATH 1120, HPER 2050			
ACCT 2101, BIOL 2260K, PSYC 2001, BUSA 2106			

Additional Requirements	
<input type="checkbox"/> GA HISTORY	<input type="checkbox"/> US HISTORY
<input type="checkbox"/> GA CONSTITUTION	<input type="checkbox"/> US CONSTITUTION
<input type="checkbox"/> UNIV 1000	

Prior Degree/ Major:	
Earned at:	
Comments:	
Completed by:	Date:

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (54 hrs)	Hrs	Term	Grade
XSCI 2090 Athletic Training	3		
HPER 2100 First Aid & Safety	2		
XSCI 2300 Exercise Nutrition	3		
XSCI 3240 Kinesiology	3		
XSCI 3240L Kinesiology Lab	1		
XSCI 3250 Test & Measurements	3		
XSCI 3260 Exercise Physiology	3		
XSCI 3260L Exercise Phys. Lab	1		
XSCI 3280 Exercise Testing	3		
XSCI 3300 Strength & Conditioning	3		
XSCI 3300L Strength and Cond. Lab	1		
XSCI 3310 Exercise Leadership	3		
XSCI 3450 Exercise and Aging	3		
XSCI 3900 Clinical Exercise Physiology	3		
XSCI 3910 Research Methods	3		
Field Hours: Practicum & Internship (8-16 hrs)			
XSCI 3330 E.S. Practicum	4		
XSCI 4100/4110/4120 E.S. Internship (4-12)			
Advisor-Approved E.S.-Related Elective Courses (6-14 hrs)			
3000-4000 level (6 hrs)			
	3		
	3		
Any level (0-8 hrs)			

ADDITIONAL REQUIREMENTS
Minimum grade of "C" required in all required major and professional courses. Speech or demonstrated competence in Speech is a requirement for this program. COMM 1110 or THEA 1110 may be taken to satisfy this requirement. Course rotations for this curriculum will likely require enrollment in summer classes.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses. A minimum of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.
Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives. Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

B.S. in Exercise Science

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2025-2026

IMPACTS CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang (2000 level)(3), HIST 2600 (2), HIST 2800			
INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 24			
SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2			
Math & Quantitative Reasoning (3 hrs; min	Hrs	Term	Grade
MATH 1001*, 1101*, 1111, 1113, or 1120			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grad	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Non-Science Majors Only (Minimum 10 hours):			
Lab Science -	4		
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Cours	3		
	3		
Optional Lab (if CHEM or BIOL)			
Social Science (6 credits)	Hrs	Term	Grade
ECON 2105, PSYC 1101, SOCI 1101,	3		
HIST 1111 OR 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
BIOL 2251K Anatomy & Physiology I	4		
BIOL 2252K Anatomy & Physiology II	4		
XSCI 2180 Intro to Exercise Science	1		
MATH 1401 Elementary Statistics	3		
PSYC 2103 Human Growth & Development	3		
Select one:	3		
MATH 1111*, MATH 1113*, MATH 1120*, HPER 2050			
ACCT 2101, BIOL 2260K, PSYC 2001, BUSA 2106			
XSCI 2500			

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	

Prior Degree/ Major: _____	
Earned at: _____	
Comments: _____	

Completed by: _____	Date: _____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (54 hrs)	Hrs	Term	Grade
XSCI 2090 Athletic Training	3		
HPER 2100 First Aid & Safety	2		
XSCI 2300 Exercise Nutrition	3		
XSCI 3240 Biomechanics	3		
XSCI 3240L Biomechanics Lab	1		
XSCI 3250 Test & Measurements	3		
XSCI 3260 Exercise Physiology	3		
XSCI 3260L Exercise Phys. Lab	1		
XSCI 3280 Exercise Testing	3		
XSCI 3300 Strength & Conditioning	3		
XSCI 3300L Strength and Cond. Lab	1		
XSCI 3310 Exercise Leadership	3		
XSCI 3450 Exercise and Aging	3		
XSCI 3900 Clinical Exercise Physiology	3		
XSCI 3910 Research Methods	3		
Field Hours: Practicum & Internship (8-16 hrs)			
XSCI 3330 E.S. Practicum	4		
XSCI 4100/4110/4120 E.S. Internship (4-12)			
Advisor-Approved E.S.-Related Elective Courses (6-14 hrs)			
3000-4000 level (6 hrs)			
	3		
	3		
Any level (0-8 hrs)			

ADDITIONAL REQUIREMENTS
Minimum grade of "C" required in all required major and professional courses.
*If MATH 1111 or higher is not taken in the math/reasoning core, MATH 1111, MATH 1113, or MATH 1120 must be used to complete the Field of Study elective requirement.
This curriculum will likely require enrollment in summer classes.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses.
A <u>minimum</u> of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.
Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.



Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change:	* Major Curriculum		
Faculty Member Submitting Proposal:	* Bryan Davis		
Department Chair/Unit Head email address for approval:	* Dept. of Psych/Sociology - Jamie MacL		
Undergraduate or Graduate Program?:	* Undergraduate Course		
Proposed Effective Date for Curriculum Change:	* 08/01/2025	Degree & Program Name (e.g. BFA, Art):	* BS in Criminal Justice
Present Requirements:		Proposed Requirements:	
* SOCIAL JUSTICE (12 hrs plus 27 from General or Law Enforcement) SJUS 3000 Intro to Social Justice 3 SJUS 3050 Politics and Social Justice 3 SJUS 4000 Social Justice Culture 3 SJUS 4050 Law and Social Justice 3 SJUS 4800 Social Justice Policy Analysis 3		* The Concentration is being removed	

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	eMajor is discontinuing the courses dues to low enrollment.

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	
Source(s) of Data:	

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	
Other:	
Attach a copy of the current curriculum sheet and the proposed curriculum sheet:	* BSCJ_Curriculum_Sheets.pdf

Accept * ☒

...3633353037

Bryan Davis

Faculty Member:

03/14/2025

Date:

...3136353632

Jamie MacLennan

Department Chair/Unit Head

Signature:

03/14/2025, 8:19 AM

Date:

...3338383836

Bryan Davis

SACSCOC Liaison Signature:

03/14/2025, 8:21 AM

Date:

...3131373734

Brian Smith

Committee on Academic Affairs

Signature:

04/16/2025, 10:57 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate

Signature:


Date:

Dean of the Faculty Signature:


Date:


Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: * 

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: * 

Undergraduate or Graduate Program?: * 

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:

* The eMajor CLC has proposed the addition of another Concentration as an option for Criminal Justice students. Presently, the students may choose between a General Studies or Law Enforcement. The Social Justice concentration is no longer being offered via eMajor. This proposal would add a Pre-Law concentration for those who may be contemplating a legal route, but desire to remain within Criminal Justice.

Proposed Requirements:

* The proposed Criminal Justice Pre-Law Concentration would entail the same core & major courses, but the student would take
CRJU 4110 - The Law of Criminal Evidence
CRJU 4500 - Management of Forensics
POLS 3100 - Constitutional Law
CRJU 3800- Race, Ethnicity, and Criminal Justice
CRJU 3810- Victimology

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of
State/Federal/Outside Accrediting Agencies:

Other:

The Curriculum Leadership Committee proposed this course of action at the committee/conference last Summer as part of a strategy to continue to grow CJ program enrollment at the various institutions. The CLC proposed the use of courses currently in the criminal justice curriculum for the concentration. In the concentration, students will complete 4 of the 5 proposed courses below:

CRJU 4110 - The Law of Criminal Evidence
CRJU 4500 - Management of Forensics
POLS 3100 - Constitutional Law
CRJU 3800- Race, Ethnicity, and Criminal Justice
CRJU 3810- Victimology

While this concentration will not prepare students for the LSAT, it will expose students to concepts and scenarios that can assist in their exploration of a possible career in law. Once approved, the concentration will be available for students who participate in the eMajor collaborative. No additional faculty will be needed to teach the proposed courses. If approved, eMajor will create digital and print materials advertising the participating institutions and their available concentrations.

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

This arose as a proposal from CLC members in an effort to enhance enrollment within the eMajor CJ program by offering and marketing additional program concentrations in which CJ students may be interested.

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

eMajor will be collecting student feedback via questionnaires and course feedback.

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Materials for each course as well as student performance within the new concentration will be evaluated by the CLC during their governance activities.

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

*combinedfile.pdf

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept* ☒

...3936353531

Brandon Bell

Faculty Member:

04/07/2025

Date:

...3431363537

Jamie MacLennan

Department Chair/Unit Head
Signature:

04/08/2025, 1:40 PM

Date:

...3335303531

Bryan Davis

SACSCOC Liaison Signature:

04/08/2025, 1:47 PM

Date:

...3033383630

Brian Smith

Committee on Academic Affairs
Signature:

04/16/2025, 10:43 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

NEW

ADVISOR

gswID#

Effective Catalog Year: 2024-2025

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Additional Requirements				
<input type="checkbox"/> GA HISTORY		<input type="checkbox"/> US HISTORY		
<input type="checkbox"/> GA CONSTITUTION		<input type="checkbox"/> US CONSTITUTION		
<input type="checkbox"/> UNIV 1000				

[illegible]

Pre-Law (12 hrs plus 27 from General or Law Enforcement)			
POLS 3100 Constitutional Law	3		
CRJU 3800 Race, Ethnicity, and CJ	3		
CRJU 3810 Victimology	3		
CRJU 4110 Law of Criminal Evidence	3		
CRJU 4500 Management of Forensics	3		

ADDITIONAL REQUIREMENTS

Minimum grades of "C" required in Field of Study and all major and minor courses.

*Students may either receive the General CJ Degree or the CJ Degree with a concentration in Law Enforcement. For the General Degree only, students take 42 hours of classes listed under "General Criminal Justice Degree." Students wishing to concentrate in Law Enforcement will take 33 hours of courses listed under "Law Enforcement Concentration" area plus 6 additional hours of classes listed under "General Criminal Justice Degree." For the General CJ Degree, students will take 39 hours from either area.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.

Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major:	_____
Earned at:	_____
Comments:	_____ _____
Completed by:	_____ Date: _____

B.S. in CRIMINAL JUSTICE eMajor

OLD

NAME

ADVISOR

gsWD#

Effective Catalog Year: 2024-2025

IMPACTS CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang (2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2),POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 hrs; min grade of C)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C)	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Non-Science Majors Only (Minimum 10 hours):			
Lab Science -	4		
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -	3		
	3		
Optional Lab (if CHEM or BIOL)			
Social Science (6 credits)	Hrs	Term	Grade
ECON 2105, PSYC 1101, SOCI 1101, HIST 1111, HIST 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
CRJU 1100 Intro to Criminal Justice	3		
CRJU 2100 Intro to Law Enforcement	3		
CRJU 2200 The Judicial Process	3		
SPAN 1001 Elementary Spanish	3		
Select two of the following electives (6 hrs)			
COMM 1100 Human Communications (eCore) OR COMM 1110 Fundamentals of Speech	3		
SPAN 2034 Spanish for CJ	3		
PHIL 2020 Logic and Critical Thinking	3		
SOCI 1160 Social Problems	3		
POLS 2201 State and Local Government	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements

GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	

Courses Not Listed Above:	Hrs	Term	Grade

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (21 hrs)	Hrs	Term	Grade
CRJU 3100 Criminal Law	3		
CRJU 3110 Criminal Procedures	3		
CRJU 3200 Criminology	3		
CRJU 3300 Corrections	3		
CRJU 3700 Research Methodology	3		
CRJU 4700 Ethical Issues in CJ	3		
CRJU 4800 Senior Capstone	3		
GENERAL CRIMINAL JUSTICE DEGREE (39 hrs from either concentration)			
CRJU 3250 Crime and Media	3		
CRJU 3350 Drugs in America	3		
CRJU 3400 Juvenile Delinquency & Justice	3		
CRJU 3500 Criminal Investigations	3		
CRJU 3501 Criminal Investigations II	3		
CRJU 3710 Special Topics in CJ	3		
CRJU 3800 Race, Ethnicity, and CJ	3		
CRJU 3810 Victimology	3		
CRJU 4000 Internship in CJ	3		
CRJU 4300 Community Corrections	3		
CRJU 4350 Family Violence	3		
CRJU 4500 Management of Forensics	3		
PSYC 3850 Forensic Psychology	3		
SOCI 3800 Dev of Criminal Behavior	3		
POLS 3100 Constitutional Law	3		
LAW ENFORCEMENT (12 hrs plus 27 from General or Social Justice)			
CRJU 3600 Criminal Justice Administration	3		
CRJU 4110 Law of Criminal Evidence	3		
CRJU 4200 Profiling Serial Offenders	3		
CRJU 4210 Terrorism and CJS	3		
CRJU 4600 Police Problems and Practices	3		
SOCIAL JUSTICE (12 hrs plus 27 from General or Law Enforcement)			
SJUS 3000 Intro to Social Justice	3		
SJUS 3050 Politics and Social Justice	3		
SJUS 4000 Social Justice Culture	3		
SJUS 4050 Law and Social Justice	3		
SJUS 4800 Social Justice Policy Analysis	3		

ADDITIONAL REQUIREMENTS

Minimum grades of "C" required in Field of Study and all major and minor courses.

**Students may either receive the General CJ Degree or the CJ Degree with a concentration in Law Enforcement. For the General Degree only, students take 42 hours of classes listed under "General Criminal Justice Degree." Students wishing to concentrate in Law Enforcement will take 33 hours of courses under the "Law Enforcement Concentration" area plus 6 additional hours of classes listed under "General Criminal Justice Degree." For the General CJ Degree, students will take 39 hours from either area

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.

Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major:


Earned at:

Comments:


Completed by: Date:


Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: * 

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: * 

Undergraduate or Graduate Program?: * 

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:

* At present, the Criminal Justice Law Enforcement Concentration curriculum requires the following courses:
CRJU 3600 Criminal Justice Administration
CRJU 4110 Law of Criminal Evidence
CRJU 4200 Profiling Serial Offenders
CRJU 4210 Terrorism and CJS
CRJU 4600 Police Problems and Practices

Proposed Requirements:

* The eMajor CJ Curriculum Leadership Committee (CLC) adopted a change to the eMajor CJ Law Enforcement Concentration to better align with the information it concluded prospective LE-oriented students should have. The proposed concentration change is:

CRJU 3500 Criminal Investigations
CRJU 3501 Criminal Investigations II
CRJU 3600 Criminal Justice Administration
CRJU 3810 Victimology
CRJU 4600 Police Practices & Issues

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

After much discussion and in light of the Social Justice concentration being withdrawn, the CLC decided that the learning outcomes for Law enforcement- oriented students would be better met for the LE concentration with the proposed courses.

Adopting current best practice(s) in field:

LE Officer, including initial responding units are increasingly called upon to conduct investigations as opposed to referring all cases to a specialized investigative unit. Officers need to be better prepared with a better understanding of Victimology.

Meeting mandates of
State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

This proposal originated from within the CLC membership, which is comprised of philosopher-practitioners with substantial experience in the field of public safety.

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

eMajor CLC will continually monitor and discuss student success, opinionnaires, and discuss at each annual CLC academic retreat.

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

In the same manner as above, CLC will actively monitor student success outcomes with tests, assignments, etc.

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

* 41a Proposal for Curriculum Change BS Criminal Justice 3rd Proposal.pdf

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept * ☒

...3138383032

Brandon Bell

Faculty Member:

04/16/2025

Date:

...3831363631

Jamie MacLennan

Department Chair/Unit Head

Signature:

04/16/2025, 6:37 PM

Date:

...3533383639

Bryan Davis

SACSCOC Liaison Signature:

04/17/2025, 7:09 AM

Date:

...3138343530

Brian Smith

Committee on Academic Affairs

Signature:

04/17/2025, 9:52 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate

Signature:

Date:

Dean of the Faculty Signature:

Date:

B.S. in CRIMINAL JUSTICE eMajor

NAME _____
ADVISOR _____

gswID# _____
Effective Catalog Year: 2024-2025

IMPAIRS CORE: 60 HOURS			
Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang (2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2),POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 hrs; min grade of C)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C)	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Non-Science Majors Only (Minimum 10 hours):			
Lab Science - _____	4		
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses - _____	3		
_____	3		
Optional Lab (if CHEM or BIOL)			
Social Science (6 credits)	Hrs	Term	Grade
ECON 2105, PSYC 1101, SOCI 1101,	3		
HIST 1111, HIST 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
CRJU 1100 Intro to Criminal Justice	3		
CRJU 2100 Intro to Law Enforcement	3		
CRJU 2200 The Judicial Process	3		
SPAN 1001 Elementary Spanish	3		
Select two of the following electives (6 hrs)			
COMM 1100 Human Communications (eCore) OR	3		
COMM 1110 Fundamentals of Speech			
SPAN 2034 Spanish for CJ	3		
PHIL 2020 Logic and Critical Thinking	3		
SOCI 1160 Social Problems	3		
POLS 2201 State and Local Government	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS _____ (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	

Courses Not Listed Above:	Hrs	Term	Grade

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS			
Major Core (21 hrs)	Hrs	Term	Grade
CRJU 3100 Criminal Law	3		
CRJU 3110 Criminal Procedures	3		
CRJU 3200 Criminology	3		
CRJU 3300 Corrections	3		
CRJU 3700 Research Methodology	3		
CRJU 4700 Ethical Issues in CJ	3		
CRJU 4800 Senior Capstone	3		
GENERAL CRIMINAL JUSTICE DEGREE (39 hrs from either concentration)			
CRJU 3250 Crime and Media	3		
CRJU 3350 Drugs in America	3		
CRJU 3400 Juvenile Delinquency & Justice	3		
CRJU 3500 Criminal Investigations	3		
CRJU 3501 Criminal Investigations II	3		
CRJU 3710 Special Topics in CJ	3		
CRJU 3800 Race, Ethnicity, and CJ	3		
CRJU 3810 Victimology	3		
CRJU 4000 Internship in CJ	3		
CRJU 4300 Community Corrections	3		
CRJU 4350 Family Violence	3		
CRJU 4500 Management of Forensics	3		
PSYC 3850 Forensic Psychology	3		
SOCI 3800 Dev of Criminal Behavior	3		
POLS 3100 Constitutional Law	3		
LAW ENFORCEMENT (12 hrs plus 27 from General or Social Justice)			
CRJU 3600 Criminal Justice Administration	3		
CRJU 4110 Law of Criminal Evidence	3		
CRJU 4200 Profiling Serial Offenders	3		
CRJU 4210 Terrorism and CJS	3		
CRJU 4600 Police Problems and Practices	3		
SOCIAL JUSTICE (12 hrs plus 27 from General or Law Enforcement)			
SJUS 3000 Intro to Social Justice	3		
SJUS 3050 Politics and Social Justice	3		
SJUS 4000 Social Justice Culture	3		
SJUS 4050 Law and Social Justice	3		
SJUS 4800 Social Justice Policy Analysis	3		

ADDITIONAL REQUIREMENTS
Minimum grades of "C" required in Field of Study and all major and minor courses. **Students may either receive the General CJ Degree or the CJ Degree with a concentration in Law Enforcement. For the General Degree only, students take 42 hours of classes listed under "General Criminal Justice Degree." Students wishing to concentrate in Law Enforcement will take 33 hours of courses under the "Law Enforcement Concentration" area plus 6 additional hours of classes listed under "General Criminal Justice Degree." For the General CJ Degree, students will take 39 hours from either area.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses. A <u>minimum</u> of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level. If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives. Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives. Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major:	_____
Earned at:	_____
Comments:	_____
Completed by:	_____ Date: _____

B.S. in CRIMINAL JUSTICE eMajor

NAME
ADVISOR

gswID#

NEW

Effective Catalog Year: 2025-2026

IMPACTS CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang (2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 hrs; min grade of C)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C)	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Non-Science Majors Only (Minimum 10 hours):			
Lab Science -	4		
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -	3		
Optional Lab (if CHEM or BIOL)	3		
Social Science (6 credits)	Hrs	Term	Grade
ECON 2105, PSYC 1101, SOCI 1101,	3		
HIST 1111, HIST 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
CRJU 1100 Intro to Criminal Justice	3		
CRJU 2100 Intro to Law Enforcement	3		
CRJU 2200 The Judicial Process	3		
SPAN 1001 Elementary Spanish	3		
Select two of the following electives (6 hrs)			
COMM 1100 Human Communications (eCore) OR COMM 1110 Fundamentals of Speech	3		
SPAN 2034 Spanish for CJ	3		
PHIL 2020 Logic and Critical Thinking	3		
SOCI 1160 Social Problems	3		
POLS 2201 State and Local Government	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	Hrs	Term	Grade
GA HISTORY			US HISTORY
GA CONSTITUTION			US CONSTITUTION
UNIV 1000			

Courses Not Listed Above:	Hrs	Term	Grade

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (21 hrs)	Hrs	Term	Grade
CRJU 3100 Criminal Law	3		
CRJU 3110 Criminal Procedures	3		
CRJU 3200 Criminology	3		
CRJU 3300 Corrections	3		
CRJU 3700 Research Methodology	3		
CRJU 4700 Ethical Issues in CJ	3		
CRJU 4800 Senior Capstone	3		
GENERAL CRIMINAL JUSTICE DEGREE (39 hrs from either concentration)			
CRJU 3250 Crime and Media	3		
CRJU 3350 Drugs in America	3		
CRJU 3400 Juvenile Delinquency & Justice	3		
CRJU 3500 Criminal Investigations	3		
CRJU 3501 Criminal Investigations II	3		
CRJU 3710 Special Topics in CJ	3		
CRJU 3800 Race, Ethnicity, and CJ	3		
CRJU 3810 Victimology	3		
CRJU 4000 Internship in CJ	3		
CRJU 4300 Community Corrections	3		
CRJU 4350 Family Violence	3		
CRJU 4500 Management of Forensics	3		
PSYC 3850 Forensic Psychology	3		
SOCI 3800 Dev of Criminal Behavior	3		
POLS 3100 Constitutional Law	3		
LAW ENFORCEMENT (12 hrs plus 27 from General)			
CRJU 3500 Criminal Investigations			
CRJU 3501 Criminal Investigations II			
CRJU 3600 Criminal Justice Administration			
CRJU 3108 Victimology			
CRJU 4600 Police Practices & Issues			
Pre-Law (12 hrs plus 27 from General or Law Enforcement)			
POLS 3100 Constitutional Law	3		
CRJU 3800 Race, Ethnicity, and CJ	3		
CRJU 3108 Victimology	3		
CRJU 4100 Law of Criminal Evidence	3		
CRJU 4500 Management to Forensics	3		


ADDITIONAL REQUIREMENTS
Minimum grades of "C" required in Field of Study and all major and minor courses. **Students may either receive the General CJ Degree or the CJ Degree with a concentration in Law Enforcement. For the General Degree only, students take 42 hours of classes listed under "General Criminal Justice Degree." Students wishing to concentrate in Law Enforcement will take 33 hours of courses under the "Law Enforcement Concentration" area plus 6 additional hours of classes listed under "General Criminal Justice Degree." For the General CJ Degree, students will take 39 hours from either area.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses. A <u>minimum</u> of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level. If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives. Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives. Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.


Prior Degree/ Major:	
Earned at:	
Comments:	
Completed by:	Date:


Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: * 

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: * 

Undergraduate or Graduate Program?: * 

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:

* Major Core Electives: IT 2000 Web Design
IT 2010 Audio-Video Production Tech I
IT 3000 Advanced Web Design
IT 3020 Audio-Video Production Tech II
ARTF 1020 2D Design Concepts & Color
ARST 3081 Beginner Photography I
ARST 3170 Beginner Digital Arts I
ARTS 4170 Intermediate Digital Arts II
ARTS 4171 Advanced Digital Arts III
ARTS 4172 Advanced Digital Arts IV
BUSA 3105 Communications in the Bus Env
COMM 3000 Video Production II
COMM 3040 Integrated Comm & Theory
COMM 3110 Interpersonal Communication
COMM 3115 Business & Prof Speaking
COMM 3135 Persuasion
COMM 3150 Philosophy/Ethics of Comm
COMM 3400 Health Communication
COMM 3500 Small Group Communication
COMM 3650 Performance Studies
COMM 3700 Sports Communication
COMM 3800 Digital Cultures
COMM 4080 Studies in New Media
COMM 4100 Media & Popular Culture
COMM 4200 Creating for Online Media
COMM 4300 Social Media
COMM 4440 Games & Culture
COMM 4500 Gender & Communication
COMM 4545 Issues in Comm & Media Studies
COMM 4550 Platform Studies
COMM 4700 Internship in Communication
COMM 4770 Special Topics
ENGL 2200 Intro to Professional Communication
ENGL 4300 Risk & Crisis Communication
ENGL 4310 Communication in Organizations
MKTG 3840 Marketing Communications

Proposed Requirements:

* New Major Core Electives:
ARST 3081 Beginner Photography I
ARST 3170 Beginner Digital Arts I
ARTF 1020 2D Design Concepts & Color
ARTS 4170 Intermediate Digital Arts II
ARTS 4171 Advanced Digital Arts III
ARTS 4172 Advanced Digital Arts IV
BUSA 3105 Communications in the Bus Env
COMM 3000 Video Production II
COMM 3040 Integrated Comm & Theory
COMM 3110 Interpersonal Communication
COMM 3115 Business & Prof Speaking
COMM 3135 Persuasion
COMM 3150 Philosophy/Ethics of Comm
COMM 3200 Journalism
COMM 3250 Interviewing as Investigative Practice
COMM 3400 Health Communication
COMM 3500 Small Group Communication
COMM 3550 Communicating Data Visually
COMM 3650 Performance Studies
COMM 3700 Sports Communication
COMM 3800 Digital Cultures
COMM 3900 Data Literacy
COMM 4080 Studies in New Media
COMM 4100 Media & Popular Culture
COMM 4200 Creating for Online Media
COMM 4300 Social Media
COMM 4350 Visual Communication
COMM 4440 Games & Culture
COMM 4500 Gender & Communication
COMM 4545 Issues in Comm & Media Studies
COMM 4550 Platform Studies
COMM 4700 Internship in Communication
COMM 4770 Special Topics
Comm 4800 Independent Study in COMM Research
ENGL 2200 Intro to Professional Communication
ENGL 4300 Risk & Crisis Communication
ENGL 4310 Communication in Organizations
IT 2000 Web Design
IT 2010 Audio-Video Production Tech I
IT 3000 Advanced Web Design
IT 3020 Audio-Video Production Tech II
MKTG 3840 Marketing Communications

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Student capstone surveys

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Assignments from classes will be included in program assessment

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

*Comm Major Revisions.xls

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsw.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsw.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept * ☒

...3939373938

Jonathan Carter
Faculty Member:

04/07/2025

Date:

...3934333034

Julie Megginson
Department Chair/Unit Head
Signature:

04/07/2025, 3:31 PM

Date:

...3237363836

Bryan Davis
SACSCOC Liaison Signature:

04/07/2025, 4:08 PM

Date:

...3531393536

Brian Smith
Committee on Academic Affairs
Signature:

04/16/2025, 11:04 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

NAME
ADVISOR

Effective Catalog Year: 2025-2026

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

UNIVERSITY POLICIES AND PRACTICES	
Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses	
A <u>minimum</u> of 120 semester hours must be completed for graduation.	
39 semester hours must be upper division work at the 3000-4000 level.	
If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.	
Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.	
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.	

[illegible]

Prior Degree/Major:	
Earned at:	
Comments:	
Completed by:	Date:

Proposal For Curriculum Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:

Proposed Requirements:

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Supporting Data:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet: *

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept* ☒

...3330353837

Michael Moir

Faculty Member:

09/17/2024

Date:

SACSCOC Liaison Signature:

Date:

...3834353737

Michael Moir

Department Chair/Unit Head
Signature:

09/17/2024, 1:08 PM

Date:

...3737313239

Brian Smith

Committee on Academic Affairs
Signature:

02/04/2025, 4:58 PM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 12/02/2024 3:09:05 PM

B.A. in ENGLISH

NAME _____
 ADVISOR _____

AREAS A-F: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001,1101,1111,1113,1120,1401	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2112, 2121, 2122, 2131, or 2132	3		
English majors must select in Area F the literature courses not selected in Area C to complete the three course requirement in Area F.			
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10 hrs min) Area D Lists	Hrs	Term	Grade
Lab Science-List A			
Lab (if CHEM or BIOL)			
NonLab/Lab Science-List A or B			
Optional Lab (if CHEM or BIOL)			
Course from List A, B, or C			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, HIST 1111, HIST 1112, PSYC 1101, SOCI 1101			
Area F (18 hrs)	Hrs	Term	Grade
ENGL 2111,2112,2121,2122,2131,2132	3		
ENGL 2111,2112,2121,2122,2131,2132	3		
ENGL 2111,2112,2121,2122,2131,2132	3		
English majors must select in Area F the literature classes not selected in Area C to complete the three course requirement.			
*Foreign Language 2001	3		
*Foreign Language 2002	3		
ENGL 2150	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements			
_____ GA HISTORY	_____	US HISTORY	
_____ GA CONSTITUTION	_____	US CONSTITUTION	
_____ UNIV 1000			

Prior Degree/
 Major: _____
 Earned at: _____

 Comments: _____

 Completed by: _____ Date: _____

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswID# _____

Effective Catalog Year: 2023-2024

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (18 hrs)	Hrs	Term	Grade
Required for all English majors:			
**ENGL Elective	3		
**ENGL Elective	3		
**ENGL Elective	3		
ENGL 3220 Advanced Composition	3		
ENGL 3100 Intro to Literary and Cultural Theory	3		
ENGL 4965 Senior Capstone Seminar	3		
Choose an area of study:		Term	Grade
General Option (Fully Online) (18hrs)			
ENGL 4120 or 4800	3		
American Literature	3		
British Literature	3		
ENGL 4070 Editing or ENGL 4360 Style	3		
ENGL 3250, 3260, 3375, or 3385	3		
ENGL 3240 Tech Writ or ENGL 3270 Reports			
Literature Option (18 hrs)			
ENGL 4120 or ENGL 4800	3		
ENGL 3510, 3520, 4200, 4210, or 4220	3		
ENGL 3410, 3420, or 4230	3		
British Lit (pre 1785)	3		
British Lit (post 1785)	3		
**ENGL Elective	3		
Professional Writing Option (18 hrs)			
ENGL 3240 Tech Writ or ENGL 3270: Reports	3		
ENGL 4300: Risk or ENGL 4310 Comm in Org	3		
ENGL 4025 Teach and Tut or ENGL 4035 Rhet	3		
ENGL 4070 Editing or ENGL 4360: Style	3		
ENGL 3250, 3260, 3375, or 3385	3		
**ENGL Elective	3		
***Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade
Free Electives (6-10 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

ADDITIONAL REQUIREMENTS
Minimum grade of "C" required in all English, Area A, Area F, and major courses.
*Area F: Foreign Language must be intermediate level beyond RHSC (CPC).
Select Area F elective course from lower level literature, humanities, fine arts, foreign language or prerequisites to major courses.
**Major required English elective courses must be 3000 level or above.
NOTE: Required Courses for Literature Option
Any of the upper-level British or American Lit courses will fulfill the English B.A. requirements in this area. Students are encouraged to study the requirements for the B.A. with Teacher Certification if they want to be certified at a later date.

***Minor, Certificate, and Elective Hours
Minor, certificate, and/or electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Area A, Area F and all major courses.
A <u>minimum</u> of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill the requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

B.A. in ENGLISH

NAME _____
 ADVISOR _____

AREAS A-F: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1001, 1101, 1111, 1113, 1120, 1401	3			
Area B (4-5 hrs)	Hrs	Term	Grade	
CIS 1000(3), COMM 1110(3), ENGL 2200(3), Foreign				
Lang (2000 level)(3), HIST 2600(2), HIST 2800(3),				
INTL 2000(1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3)				
SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2110, 2120, 2130, Phil 2010	3			
If English majors select an ENGL course for Area C, they must select a different ENGL course to complete the requirements in Area F.				
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A				
Lab (if CHEM or BIOL)				
NonLab/Lab Science-List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				
Area E (12 hrs)	Hrs	Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 Wrld Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
ECON 2105, HIST 1111, HIST 1112, PSYC 1101, SOCI 1101				
Area F (18 hrs)	Hrs	Term	Grade	
ENGL 2150 Intro to English Studies	3			
Select 1 (3 hrs)				
ENGL 2110 World Literature	3			
ENGL 2120 British Literature	3			
ENGL 2130 American Literature	3			
Select 4, incl. at least 1 ENGL course (12 hrs)				
ENGL 2200 Intro to Professional Communication	3			
ENGL 2210 Intro to Creative Writing	3			
ENGL 2220 Intro to Rhetoric and Writing	3			
AMST 2001 Intro to American Studies	3			
WGSS 2001 Intro to Women, Gender, and Sexuality	3			
PHIL 2010 eCore Intro to Philosophy	3			
Foreign Language (Any Level)	3			
Physical Education (4 hrs)	Hrs	Term	Grade	
PEDS 1010 Lifetime Fitness	1			
PEDS 2000 CPR/First Aid	2			
PEDS (Activity)	1			
Additional Requirements				
GA HISTORY		US HISTORY		
GA CONSTITUTION		US CONSTITUTION		
UNIV 1000				
UNIVERSITY POLICIES AND PRACTICES				
Minimum grade of "C" required in Area A, Area F and all major courses.				
A minimum of 120 semester hours must be completed for graduation.				
39 semester hours must be upper division work at the 3000-4000 level.				
If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.				
Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.				
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.				

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswID# _____

Effective Catalog Year: 2025-2026

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (9 hrs)	Hrs	Term	Grade
Required for all English majors:			
ENGL 4960 Senior Capstone: A Professional Future	3		
ENGL 4965 Senior Capstone Seminar	3		
ENGL 4980 Internship (or a Practicum Course?)	3		
Major Electives (18-21 hrs)		Term	Grade
Among electives, select at least two literature courses, at least two writing courses, and at least one course in cultural diversity.			
ENGL 3100 Literary Theory (Lit)	3		
ENGL 3215 Grammar and Its Discontents (Wri, Cul D)	3		
ENGL 3220 Advanced Composition (Wri)	3		
ENGL 3240 Technical Writing (Wri)	3		
ENGL 3250 Writing Fiction (Wri)	3		
ENGL 3260 Writing Nonfiction (Wri)	3		
ENGL 3270 Reports and Proposals (Wri)	3		
ENGL 3375 Writing Poetry (Wri)	3		
ENGL 3410 Southern Literature (Lit, Cul D)	3		
ENGL 3420 African American Literature (Lit, Cul D)	3		
ENGL 3465 Gaming and Narrative (Lit)	3		new
ENGL 3470 Global Literatures in English (Lit, Cul D)	3		renamed
ENGL 3480 Contemporary Literature (Lit)	3		new
ENGL 3485 Fantasy and Science Fiction (Lit)	3		
ENGL 3490 Literature and Law (Lit)	3		new
ENGL 3495 Literature and Technology (Lit)	3		new
ENGL 3500 Publishing Practicum*	3		new
ENGL 4025 Teaching & Tutoring Writing (Wri)	3		
ENGL 4035 Rhetoric (Wri)	3		
ENGL 4050 Writing for Civic Engagement (Wri)	3		
ENGL 4070 Professional Editing (Wri)	3		
ENGL 4120 Shakespeare (Lit)	3		
ENGL 4170 Irish Literature (Lit, Cul D)	3		
ENGL 4230 Multiethnic U.S. Literature (Lit, Cul D)	3		
ENGL 4300 Risk and Crisis Communication (Wri)	3		
ENGL 4310 Communication in Organizations (Wri)	3		
ENGL 4360 Prose Style (Wri)	3		
ENGL 4800 Major Authors (Lit)	3		
ENGL 4940 Special Topics in Lit & Lang (Lit)	3		
ENGL 4980 English Internship *	3		renamed
**Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade
Free Electives (12-15 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
ADDITIONAL REQUIREMENTS			
Minimum grade of "C" required in all English, Area A, Area F, and major courses.			
*If students take both ENGL 3500 and ENGL 4980, one will count for Major Core and one will count for Major Electives (very tentative)			
**Minor, Certificate, and Elective Hours			
Minor, certificate, and/or electives must include a minimum total of 9 semester hours of 3000 level or above coursework.			
Prior Degree/ Major _____ Earned at: _____ Comments: _____ Completed by: _____ Date: _____			

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change:

* Major Curriculum

Faculty Member Submitting Proposal:

* Glenn Robins

Department Chair/Unit Head email address for approval:

* Dept. Chair History/Political Science -

Undergraduate or Graduate Program?:

* Undergraduate Course

Proposed Effective Date for Curriculum Change:

* 08/01/2025

Degree & Program Name (e.g. BFA, Art):

* History

Present Requirements:

* Field of Study (18hrs):
HIST 1111 or 1112
HIST 2111 or 2112
HIST 2500
WGSS 2101, SOSC 1101 or HIST 2800
Choose Two 1000-2000 courses (9 hrs)
Any CHIN, COMM, CSCI, ECON, POLS,
SOSC, SPAN, WGSS

Major Requirements (30 hrs):

HIST 4500 Capstone Seminar

*European Hist

*US History

*Non-West Hist

HISTORY ELECTIVES:

*History

*History

*History

*History

*History

*History

Proposed Requirements:

* Field of Study (18hrs):
HIST 1111 or 1112
HIST 2111 or 2112
POLS 2101
WGSS 2101, SOSC 1101 or HIST 2800
Choose Two 1000-2000 courses (9 hrs)
Any CHIN, COMM, CSCI, ECON, EDUC, POLS,
SOSC, SPAN, WGSS

Major Requirements (30 hrs):

HIST 4500 or POLS 4950

*Global Hist

*US History

HISTORY ELECTIVES:

*History

*History

*History

*History

*History

*History

*History

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

These changes align with the department's decision to become an Integrated Learning HAIL program.

Meeting mandates of
State/Federal/Outside Accrediting Agencies:

Other:

These changes are driven by two primary factors: 1] the loss of a faculty line, 2] the program's status as an LPP

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Student surveys always indicate a desire for maximum flexibility among Field of Study and Major requirements and these changes address these desires.

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

POLS 2101 will replace HIST 2500 in the department's current assessment plan. HIST 4500/POLS 4950, whichever is taught, will fulfill the assessment requirement of the department's current plan.

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

*Old and New Major Sheets.pdf

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept* ☒

...3438363336

Glenn Robins

Faculty Member:

04/01/2025

Date:

...3237383933

Glenn Robins

Department Chair/Unit Head
Signature:

04/01/2025, 12:15 PM

Date:

...3337303835

Bryan Davis

SACSCOC Liaison Signature:

04/01/2025, 2:35 PM

Date:

...3335313136

Brian Smith

Committee on Academic Affairs
Signature:

04/16/2025, 10:58 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

B.A. in HISTORY

OLD

NAME

ADVISOR

IMPACTS CORE: 60 HOURS

Institutional Priority (4-6 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang (2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 credits; min gr	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Lab Science -			
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -			
Optional Lab (if CHEM or BIOL)			
Course from List A, B, or C			
Social Science (8 credits)	Hrs	Term	Grade
SOCI 1101, PSYC 1101, ECON 2105,	3		
HIST 1111, HIST 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
HIST 1111 or 1112 Wld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
HIST 2500	3		
WGSS 2101, SOSC 1101 or HIST 2800	3		
Choose Two 1000-2000 courses (9 hrs)			
Any CHIN, COMM, CSCI, ECON, POLS, SOSC, SPAN, WGSS			
	3		
	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswID#

Effective Catalog Year: 2024-2025

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (30 hrs)	Hrs	Term	Grade
HIST 4500 Capstone Seminar	3		
*European Hist	3		
*US History	3		
*Non-West Hist	3		
HISTORY ELECTIVES:			
*History	3		
*History	3		
*History	3		
*History	3		
*History	3		

Minor or Certificate Required(16-18 hrs)	Hrs	Term	Grade

Free Electives (12-15 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

ADDITIONAL REQUIREMENTS
Minimum grade of "C" required in social science, major, minor, and certificate courses, unless otherwise noted.
*History electives must be upper division and approved by advisor.

Minor, Certificate, and Elective Hours
Minor, certificate, and/or electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses.
A minimum of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.
Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours.
If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior	
Degree/Major:	
Earned at:	
Comments:	
Completed by:	Date:

B.A. in HISTORY

New

NAME _____

ADVISOR _____

IMAPCTS CORE: 60 HOURS

Institutional Priority (4-6 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang (2000 level)(3), HIST 2800 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 credits; min gr	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Lab Science -			
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -			
Optional Lab (if CHEM or BIOL)			
Course from List A, B, or C			
Social Science (6 credits)	Hrs	Term	Grade
SOCI 1101, PSYC 1101, ECON 2105,	3		
HIST 1111, HIST 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
POLS 2101	3		
WGSS 2101, SOSC 1101 or HIST 2800	3		
Choose Two 1000-2000 courses (9 hrs)			
Any CHIN, COMM, CSCI, ECON, EDUC, POLS, SOSC, SPAN, WGSS			
	3		
	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswID# _____

Effective Catalog Year: 2025-2026

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (30 hrs)	Hrs	Term	Grade
HIST 4500 or POLS 4950	3		
*Global Hist	3		
*US History	3		
HISTORY ELECTIVES:			
*History	3		
*History	3		
*History	3		
*History	3		
*History	3		
*History	3		

Minor or Certificate Required(18-19 hrs)	Hrs	Term	Grade

Free Electives (12-15 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

ADDITIONAL REQUIREMENTS
Minimum grade of "C" required in social science, major, minor, and certificate courses, unless otherwise noted.
*History electives must be upper division and approved by department chair.

Minor, Certificate, and Elective Hours
Minor, certificate, and/or electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses.
A minimum of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.
Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours.
If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior
Degree/Major: _____
Earned at: _____
Comments: _____
Completed by: _____ Date: _____

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:

* Major Core Requirements (30 hrs):

1. POLS 3205 Intro to Comparative Politics
2. POLS 3105 or POLS 4630
3. POLS 4700 Political Philosophy
4. One American Politics* 4000 level
5. POLS 4950 Senior Research

6-10. Select Five POLS Electives:

Proposed Requirements:

* Major Core Requirements (30 hrs):

1. POLS 4700 or POLS 4710 or POLS 4760
POLS 4700 Political Philosophy
POLS 4710 Modern Political Ideologies
POLS 4760 American Pol Thought

2. POLS 4100 or POLS 4460 or 4470
POLS 4100 Amer Pol Parties & IG
POLS 4460 The Legislative Process
POLS 4470 American Presidency

3. POLS 3105 or POLS 4630 or POLS 4690
POLS 3105 International Law
POLS 4630 International Relations
POLS 4690 American Foreign Policy

4. POLS 4950 Sen. Research or HIST 4500

5-10. Select Six 3-4000 POLS Electives:

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

1. We surveyed the curriculum requirements of every comparable USG Political Science degree, and found that the most successful peer in terms of student enrollment and success (Savannah State) had the most flexible curriculum. Accordingly, we are adding flexibility to our curriculum without sacrificing a lot in terms of basic breadth.

Adopting current best practice(s) in field:

2. PoliSci is seeking to be a HAIL program starting in 2025-26. As such, we are allowing HIST 4500 to substitute for POLS 4950 in anticipation of both courses being taught as Integrated Learning HAIL courses which will merge History and Political Science students.

Meeting mandates of State/Federal/Outside Accrediting Agencies:

3. The USG has designated the Political Science program a Low Producing Program (LPP). Making the curriculum more flexible should allow more students to consider it, including e.g. transfers who may not have as many hours left to take.

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

In a Fall 2022 internal survey of Political Science students, flexibility emerged as a singularly important factor for students when deciding which courses to take. Eighty percent of Political Science majors surveyed worked more than 15 hours a week at a paid job, and time of day was far and away the most important factor in choosing classes. Because Political Science, due to productivity concerns, cannot offer as many upper division classes as before, it is important to increase flexibility on the curriculum sheet to try and achieve some balance.

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

We will continue to survey students about their lives and how our curriculum matches that.

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

We will monitor student time-to-graduation under the new curriculum sheet, and track our overall number of majors and course enrollments. In addition, HIST 4500 will gather student performance data from Political Science students in the same way that POLS 4950 has for program assessment purposes.

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

*Political Science - Old and New Curriculum Sheets.pdf

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Accept* ☒

...3134323539

John LeJeune

Faculty Member:

03/11/2025

Date:

...3736303038

Glenn Robins

Department Chair/Unit Head

Signature:

03/20/2025, 1:57 PM

Date:

...3031363032

Bryan Davis

SACSCOC Liaison Signature:

03/21/2025, 7:27 AM

Date:

...3335383833

Brian Smith

Committee on Academic Affairs

Signature:

04/16/2025, 10:56 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate

Signature:

Date:

Dean of the Faculty Signature:

Date:

B.S. in POLITICAL SCIENCE

NAME _____
ADVISOR _____

gswID# _____
Effective Catalog Year: 2024-2025

IMPACTS CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang (2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2),POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 hrs; min grade	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Non-Science Majors Only (Minimum 10 hours):			
Lab Science -	4		
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -	3		
	3		
Optional Lab (if CHEM or BIOL)			
Social Science (6 credits)	Hrs	Term	Grade
SOCI 1101, PSYC 1101, ECON 2105,	3		
HIST 1111, HIST 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
POLS 2101 Introduction to Political Science	3		
POLS 2401, SOSC 1101 or SOSC 2101	3		
Choose Two 1000-2000 courses (6 hrs)			
Any CHIN, CRJU, ECON, FREN, HIST, POLS, PSYC, SOCI, SOSC, SPAN, WGSS			
	3		
	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (30 hrs)	Hrs	Term	Grade
POLS 3205 Intro to Comparative Politics	3		
POLS 3105 or POLS 4630	3		
POLS 4700 Political Philosophy	3		
One American Poltics* 4000 level	3		
POLS 4950 Senior Research	3		
Select Five POLS Electives:			
POLS 3210 Modern European Govt	3		
POLS 3310 Civil Wars & Revolutions	3		
POLS 4100* Amer Pol Parties & IG	3		
POLS 4460* The Legislative Process	3		
POLS 4470* American Presidency	3		
POLS 4570* Constitutional Law I	3		
POLS 4580* Constitutional Law II	3		
POLS 4690 American Foreign Policy	3		
POLS 4710 Modern Political Ideologies	3		
POLS 4730 Religion & Politics	3		
POLS 4760 American Pol Thought	3		
POLS 4900 Special Topics Class	3		
POLS 4920 Pol Sci Internship	3		
POLS 4930 Pre-Law Internship	3		
EURO 3234 Intro to European Union	3		
Free Electives (30 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

ADDITIONAL REQUIREMENTS and Notes
Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, and in all major and minor courses. *Asterisked elective POLS classes are considered options for the one required American Politics course. **If a statistics course is taken for a minor, this requirement becomes a non-social science elective.

Elective Hours
Electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses.
A <u>minimum</u> of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.
Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/	
Major:	
Earned at:	
Comments:	
Completed by:	
Date:	

B.S. in POLITICAL SCIENCE

NAME

ADVISOR

gswID#

Effective Catalog Year: 2025-2026

IMPACTS CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3),			
Foreign Lang (2000 level)(3), HIST 2600 (2), HIST 2800(3),			
INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2),POLS 2401(3),			
SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 hrs; min grade	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Non-Science Majors Only (Minimum 10 hours):			
Lab Science -	4		
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -	3		
	3		
Optional Lab (if CHEM or BIOL)			
Social Science (6 credits)	Hrs	Term	Grade
SOCI 1101, PSYC 1101, ECON 2105,	3		
HIST 1111, HIST 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
POLS 2101 Introduction to Political Science	3		
POLS 2401, SOSC 1101 or SOSC 2101	3		
Choose Two 1000-2000 courses (6 hrs)			
Any CHIN, CRJU, ECON, FREN, HIST, POLS, PSYC,			
SOCI, SOSC, SPAN, WGSS			
	3		
	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (30 hrs)	Hrs	Term	Grade
POLS 4700 or POLS 4710 or POLS 4760	3		
POLS 4700 Political Philosophy			
POLS 4710 Modern Political Ideologies			
POLS 4760 American Pol Thought			
POLS 4100 or POLS 4460 or 4470	3		
POLS 4100 Amer Pol Parties & IG			
POLS 4460 The Legislative Process			
POLS 4470 American Presidency			
POLS 3105 or POLS 4630 or POLS 4690	3		
POLS 3105 International Law			
POLS 4630 International Relations			
POLS 4690 American Foreign Policy			
POLS 4950 Sen. Research or HIST 4500	3		
Select Six 3-4000 POLS Electives:			
3000 or 4000 POLS elective	3		
3000 or 4000 POLS elective	3		
3000 or 4000 POLS elective	3		
3000 or 4000 POLS elective	3		
3000 or 4000 POLS elective	3		
3000 or 4000 POLS elective	3		
EURO 3234 may be taken as a POLS elective			
Free Electives (30 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

ADDITIONAL REQUIREMENTS and Notes

Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, and in all major and minor courses. EURO 3234 Intro to European Union is the same as POLS 3200 and may be taken as a 3-4000 POLS elective.

Elective Hours

Free Electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study, and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.

Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/

Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements: *
Foreign Language Requirement - 4-6 hrs

Proposed Requirements: *
Remove Foreign Language Requirement

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet: *

Accept * ☒

...3433393833

Julie Megginson

Faculty Member:

04/16/2025

Date:

...3236373730

Julie Megginson

Department Chair/Unit Head

Signature:

04/16/2025, 12:32 PM

Date:

...3839313238

Bryan Davis

SACSCOC Liaison Signature:

04/16/2025, 2:15 PM

Date:

...3034383634

Brian Smith

Committee on Academic Affairs

Signature:

04/16/2025, 3:11 PM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate

Signature:

Date:

Dean of the Faculty Signature:

Date:

B.A. in MUSIC

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

OLD

NAME _____

gswd# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

IMPACTS CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign Lang (2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 credits; min gr	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Lab Science -			
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -			
Optional Lab (if CHEM or BIOL)			
Social Science (6 credits)	Hrs	Term	Grade
SOCI 1101, PSYC 1101, ECON 2105,	3		
HIST 1111, HIST 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
MUSC 151 Applied Music, Freshman	1		
MUSC 152 Applied Music, Freshman	1		
MUSC 251 Applied Music, Sophomore	1		
MUSC 252 Applied Music, Sophomore	1		
MUSC 1201 Elementary Harmony I	3		
MUSC 1202 Elementary Harmony II	3		
MUSC 1211 Sight Singing I	1		
MUSC 1212 Sight Singing II	1		
MUSC 1401 Group Piano I	2		
MUSC 1402 Group Piano II	2		
MUSC 2213 Sight Singing III	1		
MUSC 2214 Sight Singing IV	1		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	

Minor, Certificate, and Elective Hours
Minor, certificate, and/or electives must include a minimum total of 12 semester hours of 3000 level or above coursework.

Prior Degree/Major	
Earned at:	
Comments:	
Completed by:	Date:

UNIVERSITY POLICIES AND PRACTICES
Study, and all major courses.
A minimum of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.
Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Major Core (2 hrs)	Hrs	Term	Grade
MUSC 3000 Piano Proficiency	1		
MUSC 4800 Senior Capstone Project	1		
Major Core Electives (Select 22 hrs)	Hrs	Term	Grade
MUSC 1150 History of Rock and Roll	3		
MUSC 2203 Intermediate Harmony	3		
MUSC 2400 Intro to Conducting	1		
MUSC 3020 Music in Film	3		
*MUSC 3040 Chamber Singers	1		
*MUSC 3120 Small Ensemble	1		
MUSC 3155 Music Hist: Ancient to Baroque	3		
MUSC 3165 Music Hist: Classical to Modern	3		
MUSC 3180 Music History: Multi-Cultural	3		
MUSC 3190 Music History: Amer Music	3		
MUSC 3131 Pop Music and Culture	3		
MUSC 3200 Brass Techniques	1		
MUSC 3204 Advanced Harmony	3		
MUSC 3210 Woodwind Techniques	1		
MUSC 3220 String Techniques	1		
MUSC 3230 Percussion Techniques	1		
MUSC 3240 Perf & Teach Meth-Cirm Inst	1		
MUSC 3250 Voice Techniques	2		
MUSC 3300 Choral Conducting	1		
MUSC 3310 Instrumental Conducting	1		
MUSC 351 Applied Music, Junior	1		
MUSC 352 Applied Music, Junior	1		
MUSC 3400 Junior Recital	1		
MUSC 451 Applied Music, Senior	1		
MUSC 452 Applied Music, Senior	1		
MUSC 4114 Video Game Music	3		
MUSC 4124 Video Game Music II	3		
MUSC 4134 History of Video Game Music	3		
MUSC 4150 Diction for Singers	2		
MUSC 4242 History of Jazz	3		
MUSC 4601 Composing Video Game Music I	2		
MUSC 4602 Composing Video Game Music II	2		
MUSC 4603 Composing Video Game Music III	2		
MUSC 4700 Internship in Music	6		
*MUSC 4900 Special Topics in Music	1 to 3		
Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade
Foreign Language (4-6 hrs)	Hrs	Term	Grade
Select One:			
Foreign Language 1000 or above,			
MUSC 3250, MUSC 4150, MUSC 4900			
Select One:			
Foreign Language 1000 or above,			
MUSC 3250, MUSC 4150, MUSC 4900			
Free Electives (12-15 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
FOREIGN LANGUAGE REQUIREMENT			
Four to six hours is required. Select any combination of the following:			
Foreign Language courses numbered 1000 or above, MUSC 3250, MUSC 4150, or MUSC 4900.			

ADDITIONAL REQUIREMENTS
*Courses may be repeated for credit.
MUSC 0990 must be taken 7 semesters with a grade of Satisfactory.
Students are required to participate in a major performance organization every semester in residence.
Must pass Senior Capstone Project with a minimum grade of "C".
Must pass the Piano Proficiency test.

NAME _____

ADVISOR _____

Instructional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3),			
Foreign Lang (2000 level)(3), HIST 2600 (2), HIST 2800(3),			
INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3),			
SOCI 1200(3), SOSOC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 credits; min grade of C)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C)	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10 hrs min)	Hrs	Term	Grade
Course Options			
Lab Science -			
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -			
Optional Lab (if CHEM or BIOL)			
Social Science (6 credits)	Hrs	Term	Grade
SOCI 1101, PSYC 1101, ECON 2105,	3		
HIST 1111, HIST 1112	3		
Field of Study (18 hrs)	Hrs	Term	Grade
MUSC 151 Applied Music, Freshman	1		
MUSC 152 Applied Music, Freshman	1		
MUSC 251 Applied Music, Sophomore	1		
MUSC 252 Applied Music, Sophomore	1		
MUSC 1201 Elementary Harmony I	3		
MUSC 1202 Elementary Harmony II	3		
MUSC 1211 Sight Singing I	1		
MUSC 1212 Sight Singing II	1		
MUSC 1401 Group Piano I	2		
MUSC 1402 Group Piano II	2		
MUSC 2213 Sight Singing III	1		
MUSC 2214 Sight Singing IV	1		

Additional Requirements				
_____ GA HISTORY		_____ US HISTORY		
_____ GA CONSTITUTION		_____ US CONSTITUTION		
_____ UNIV 1000				

Minor, certificate, and/or electives must include a minimum total of 12 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES

Study, and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Math & Quantitative Reasoning, the extra hour earned will count in Free Electives.

Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

gswID# _____

Required Major Core (4 hrs)	Hrs	Term	Grade
MUSC 3000 Piano Proficiency	1		
MUSC 4800 Senior Capstone Project	3		
**Major Core Electives (Select 23-29 hrs)	Hrs	Term	Grade
MUSC 1150 History of Rock and Roll	3		
MUSC 2203 Intermediate Harmony	3		
MUSC 2400 Intro to Conducting	1		
MUSC 3020 Music in Film	3		
*MUSC 3040 Chamber Singers	1		
*MUSC 3120 Small Ensemble	1		
MUSC 3155 Music Hist: Ancient to Baroque	3		
MUSC 3165 Music Hist: Classical to Modern	3		
MUSC 3180 Music History: Multi-Cultural	3		
MUSC 3190 Music History: Amer Music	3		
MUSC 3131 Pop Music and Culture	3		
MUSC 3200 Brass Techniques	1		
MUSC 3204 Advanced Harmony	3		
MUSC 3210 Woodwind Techniques	1		
MUSC 3220 String Techniques	1		
MUSC 3230 Percussion Techniques	1		
MUSC 3240 Perf & Teach Meth-Clrm Inst	1		
MUSC 3250 Voice Techniques	2		
MUSC 3300 Choral Conducting	1		
MUSC 3310 Instrumental Conducting	1		
MUSC 351 Applied Music, Junior	1		
MUSC 352 Applied Music, Junior	1		
MUSC 3400 Junior Recital	1		
MUSC 451 Applied Music, Senior	1		
MUSC 452 Applied Music, Senior	1		
MUSC 4114 Video Game Music	3		
MUSC 4124 Video Game Music II	3		
MUSC 4134 History of Video Game Music	3		
MUSC 4150 Diction for Singers	2		
MUSC 4242 History of Jazz	3		
MUSC 4601 Composing Video Game Music I	2		
MUSC 4602 Composing Video Game Music II	2		
MUSC 4603 Composing Video Game Music III	2		
MUSC 4700 Internship in Music	1 to 6		
*MUSC 4900 Special Topics in Music	1 to 3		

[illegible]

All baccalaureate programs require at least 21 hours of upper division courses in the major field and at least 39 hours of upper division work overall.

Courses may be repeated for credit.

MUSC 0990 must be taken 7 semesters with a grade of Satisfactory.

Students are required to participate in a major performance organization every semester in residence.

Must pass Senior Capstone Project with a minimum grade of "C".

Must pass the Piano Proficiency test.

passed by faculty on 12/6/24

PROPOSAL TO CHANGE RULES FOR BACHELOR OF ARTS DEGREE IN UNDERGRADUATE HANDBOOK

**Proposed by Michael Moir, Chair & Professor, English & Modern Languages
7/31/2024**

Language to be deleted:

9. Candidates for the B.A. degree must present credit for at least six hours of foreign language at the level specified by individual majors. International students from non-English speaking countries who achieve the required TOEFL or IELTS score for admission to GSW will satisfy the foreign language requirements for the degree they are pursuing at GSW. These students will still need to fulfill total credit hour requirements for the B.A. degree by taking six elective hours to fill the credits allotted for foreign language.

a. International students from English-speaking countries must meet the foreign language requirement either through a CLEP exam in another language or through foreign language courses. Multilingual students who are residents of the United States may fulfill their foreign language requirements either by taking the appropriate CLEP tests or by taking the required foreign language courses.

Rationale for Change:

- Passing foreign language courses has been a barrier to graduation for students in the BA in English program. Also, since we only offer Intermediate-level instruction in Spanish, students who either did not take Spanish or did not take any foreign language in high school have to take 6 hours of Elementary Spanish as well, leading to a 'hidden requirement' in the degree program. (see attached documentation)
- The English RAC now recommends making foreign language courses optional. Foreign language courses at any level will still be an option in the major field area for the English BA (see attached documentation).
- Due to a shortage of foreign language faculty on campus (we have only one full-time instructor to teach Spanish, plus a part-time instructor who teaches Elementary Chinese) and the expanding needs of FYE for dual-enrollment sections of Elementary Spanish, we do not currently have the resources to offer Intermediate-level language courses on campus, and we do not believe that students should be required to take eCore classes to complete the degree program. (eCore does not offer 1000-level language courses.)
- The BA in English is currently the only degree program on campus that still requires 6 hours of foreign language credit. All other BA programs have already dropped this requirement.
- This requirement has long been unpopular with students and has presented a recruiting barrier for the BA in English, as students who might have chosen our degree program elect instead to pursue a course of study that lacks a foreign language requirement.

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:
II. Select five: from a bank of courses

Proposed Requirements:
II. Select five: from a bank of courses

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet: *

Accept * ☒

...3037343036

Glenn Robins

Faculty Member:

03/31/2025

Date:

...3936353239

Glenn Robins

Department Chair/Unit Head

Signature:

03/31/2025, 12:47 PM

Date:

...3736363635

Bryan Davis

SACSCOC Liaison Signature:

03/31/2025, 2:56 PM

Date:

...3435323735

Brian Smith

Committee on Academic Affairs

Signature:

04/16/2025, 10:57 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate

Signature:

Date:

Dean of the Faculty Signature:

Date:

OLD

gswID#

Effective Catalog Year: 2024-2025

OLD

Additional Requirements:	
Minimum grade of "C" in all course work counted toward minor.	No
3000-4000 level course can be used to satisfy requirements in both a major and a minor program.	

Degree/ Major:	
Earned at:	
Comments:	
Completed by:	Date:

HISTORY MINOR

NAME New

gswID# _____

ADVISOR _____

Effective Catalog Year: 2025-2026

18 Hours Minimum

Select one (1) Course (3 hrs)	Hrs	Term	Grade
POLS 2101 Intro to Political Science	3		
HIST 2800 The African Diaspora	3		
Select 5 courses (15 hrs.)			
HIST 3470 Public History Field School	3		
HIST 3570 Civil War-Reconstruction	3		
HIST 3810 History of Georgia	3		
HIST 4050 Early Modern Europe	3		
HIST 4100 19th Cent Europe	3		
HIST 4150 The Renaissance & Reformation	3		
HIST 4160 History of Medicine	3		
HIST 4500 Capstone Seminar	3		
HIST 4540 US History, 1877-1920	3		
HIST 4551 US History 1920 to 1945	3		
HIST 4560 American Popular Culture	3		
HIST 4561 US Social History	3		
HIST 4562 History of American Women	3		
HIST 4563 History of Sexuality	3		
HIST 4605 Colonial Latin America	3		
HIST 4606 Modern Latin America	3		
HIST 4780 History of the Middle East	3		
HIST 4783 Islamic World to 1405	3		
HIST 4784 Islamic World since 1405	3		
HIST 4900 Special Topics in History	3		
HIST 4920 History Internship	3		

Additional Requirements:

Minimum grade of "C" in all course work counted toward minor. No 3000-4000 level course can be used to satisfy requirements in both a major and a minor program. A student may complete more than one HIST 4900 for the minor.

Degree/

Major: _____

Earned at: _____

Comments: _____

Completed
by: _____

Date: _____

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements: Proposed Requirements:

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet: *

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept * ☒

...3537393132

Michael Moir

Faculty Member:

04/01/2025

Date:

...3230333833

Michael Moir

Department Chair/Unit Head

Signature:

04/01/2025, 2:17 PM

Date:

...3431333137

Bryan Davis

SACSCOC Liaison Signature:

04/01/2025, 2:37 PM

Date:

...3031303030

Brian Smith

Committee on Academic Affairs

Signature:

04/16/2025, 10:58 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate

Signature:

Date:

Dean of the Faculty Signature:

Date:

ENGLISH MINOR

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2021-2022

18 Hours

Required Courses (6 hrs)	Hrs	Term	Grade
ENGL 3100 Intro to Literary & Cultural Theory	3		
ENGL 3220 Advanced Composition	3		
Choose One Complete Track (12 hrs)			
Literature Track	Hrs	Term	Grade
ENGL 2111 World Literature I	3		
Select one (3 hrs):			
ENGL 2121 British Literature I	3		
ENGL 2122 British Literature II	3		
ENGL 2131 American Literature I	3		
ENGL 2132 American Literature II	3		
Upper Level Courses (6 hrs):			
*British Literature	3		
**American Literature	3		
Professional Writing Track	Hrs	Term	Grade
ENGL 2200 Intro to Professional Writing	3		
Select one (3 hrs):			
ENGL 4300 Risk and Crisis Communication	3		
ENGL 4310 Comm in Org	3		
Select Two (6 hrs):			
ENGL 3240 Technical Writing	3		
ENGL 3250 Writing Fiction	3		
ENGL 3260 Creative Nonfiction	3		
ENGL 3270 Reports, Proposals, Presentations	3		
ENGL 3380 Songwriting and Poetry	3		
ENGL 4025 Composition Studies	3		
ENGL 4035 Rhetoric	3		
ENGL 4060 Writing Studies and Gender	3		
ENGL 4070 Professional Editing	3		
ENGL 4080 Travel Writing	3		
ENGL 4360 Prose Style	3		

Additional Requirements:
<p>Minimum grade of "C" in all course work counted toward minor. No 3000-4000 level course can be used to satisfy requirements in both a major and a minor program.</p> <p>*Any British Literature course 3000 level or above.</p> <p>**Any American Literature course 3000 level or above.</p>

Advisor Signature _____ Date: _____

English Department Signature _____ Date: _____

Degree/ Major: _____
Earned at: _____

ENGLISH MINOR

NAME _____

gswID# _____

ADVISOR _____

18 Hours

Required Courses (3 hrs)	Hrs	Term	Grade
ENGL 2150 Intro to English Studies	3		
Elective Courses (15 hrs)	Hrs	Term	Grade
Select one (3 hrs):			
ENGL 2110 World Literature	3		
ENGL 2120 British Literature	3		
ENGL 2130 American Literature	3		
ENGL 2160 Studies in Genre Fiction	3		
Select one (3 hrs):			
ENGL 2210 Intro to Creative Writing	3		
ENGL 2220 Intro to Writing Studies	3		
AMST 2001 Intro to American Studies	3		
PHIL 2010 Intro to Philosophy	3		
WGSS 2001 Intro to Women's & Gender Studies	3		
Select three (9 hrs):			
ENGL 3010 Literature for Young Adults	3		
ENGL 3100 Literary & Cultural Theory	3		
ENGL 3215 Grammar & Its Discontents	3		
ENGL 3220 Advanced Composition	3		
ENGL 3240 Technical Writing	3		
ENGL 3250 Writing Fiction	3		
ENGL 3260 Writing Creative Nonfiction	3		
ENGL 3270 Reports, Proposals, & Presentations	3		
ENGL 3280 Digital Narrative	3		
ENGL 3375 Writing Poetry	3		
ENGL 3390 Poetry & Popular Music	3		
ENGL 3410 Southern Literature	3		
ENGL 3420 African American Literature	3		
ENGL 3470 Global Literatures in English	3		
ENGL 3485 Fantasy & Science Fiction	3		
ENGL 3490 Horror & the Supernatural	3		
ENGL 3500 Publishing Practicum	3		
ENGL 4025 Teaching & Tutoring Writing	3		
ENGL 4035 Rhetoric	3		
ENGL 4070 Professional Editing	3		
ENGL 4080 Travel Writing	3		
ENGL 4120 Shakespeare	3		
ENGL 4170 Irish Literature	3		
ENGL 4230 Multiethnic Literature of the US	3		
ENGL 4310 Communication in Organizations	3		
ENGL 4410 Gaming & Narrative	3		
ENGL 4420 Literature & Law	3		
ENGL 4430 Literature & Technology	3		
ENGL 4500 Contemporary Literature	3		

Additional Information

Minimum grade:
3000-4000 level
major and a minor

Advisor Signature

English Department

Degree/
Major:

Earned at:

Comments:

Completed
by:

Effective Catalog Year: 2025-2026

Requirements:

Grade of "C" in all course work counted toward minor. No single course can be used to satisfy requirements in both a major and minor program.

Signature _____ Date: _____

Date: _____

Department Signature _____ Date: _____

Date: _____

Date: _____

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change:

* Minor Curriculum ☒

Faculty Member Submitting Proposal:

* John LeJeune

Department Chair/Unit Head email address for approval:

* Dept. Chair History/Political Science - ☒

Undergraduate or Graduate Program?:

* Undergraduate Course ☒

Proposed Effective Date for Curriculum Change:

* 08/01/2025

Degree & Program Name (e.g. BFA, Art):

* Political Science

Present Requirements:

* Required Courses (18 hrs)

1. POLS 2101 Intro to Political Science (3 hrs)
2. Upper Division Pol Sci Elective (3 hrs)
3. Upper Division Pol Sci Elective (3 hrs)

4. Select one (3 hrs):

POLS 4100 American Political Parties-IG
POLS 4460 Legislative Process
POLS 4470 American Presidency
POLS 4570 Constitutional Law I

5. Select one (3 hrs):

POLS 4580 Constitutional Law II
POLS 4700 Political Philosophy
POLS 4760 Amer Political Thought

6. Select one (3 hrs):

POLS 3205 Comparative Politics
POLS 3210 Modern European Govt
POLS 4690 American Foreign Policy

Proposed Requirements:

* Required Courses (18 hrs)

1. POLS 2101 Intro to Political Science (3 hrs)
2. Select five upper division electives (15 hrs)

An updated and complete list of offered upper division classes, existing and currently proposed, is then included on the curriculum sheet.

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

1. We surveyed the curriculum requirements of every comparable USG Political Science degree, and found that the most successful peer in terms of student enrollment and success (Savannah State) had the most flexible curriculum. Accordingly, we are adding flexibility to our curriculum. Generally speaking, making the curriculum more flexible should allow more students to consider it, including e.g. transfers who may not have as many hours left to take.

Adopting current best practice(s) in field:

We are giving students more flexibility to choose their own path, and to craft a political science minor that makes the most sense for their own career ambitions.

Meeting mandates of

State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

In a Fall 2022 internal survey of Political Science students, flexibility emerged as a singularly important factor for students when deciding which courses to take. Eighty percent of Political Science majors surveyed worked more than 15 hours a week at a paid job, and time of day was far and away the most important factor in choosing classes. Because Political Science, due to productivity concerns, cannot offer as many upper division classes as before, it is important to increase flexibility on the curriculum sheet to try and achieve some balance.

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

The minor program is assessed in the POLS 2101 Intro to Political Science course. This will continue to be the case. We will also track whether more students graduate with a Political Science minor.

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

*PoliSci Minor Combined Curriculum Sheets.pdf

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Accept* ☒

...3236343837

John LeJeune
Faculty Member:

03/11/2025

Date:

...3339353938

Glenn Robins
Department Chair/Unit Head
Signature:

03/20/2025, 1:56 PM

Date:

...3839363336

Bryan Davis
SACSCOC Liaison Signature:

03/21/2025, 7:28 AM

Date:

...3034313235

Brian Smith
Committee on Academic Affairs
Signature:

04/16/2025, 10:56 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

POLITICAL SCIENCE MINOR

NAME

gswID#

ADVISOR

Effective Catalog Year: 2024-2025

18 Hours

Required Courses (18 hrs)	Hrs	Term	Grade
POLS 2101 Intro to Political Science	3		
Upper Division Pol Sci Elective	3		
Upper Division Pol Sci Elective	3		
Select one (3 hrs):			
POLS 4100 American Political Parties-IG	3		
POLS 4460 Legislative Process	3		
POLS 4470 American Presidency	3		
POLS 4570 Constitutional Law I	3		
Select one (3 hrs):			
POLS 4580 Constitutional Law II	3		
POLS 4700 Political Philosophy	3		
POLS 4760 Amer Political Thought	3		
Select one (3 hrs):			
POLS 3205 Comparative Politics	3		
POLS 3210 Modern European Govt	3		
POLS 4690 American Foreign Policy	3		

Additional Requirements:

Minimum grade of "C" in all course work counted toward minor. No 3000-4000 level course can be used to satisfy requirements in both a major and a minor program.

Degree/
Major:

Earned at:

Comments:

Completed
by:

Date:

Advisor Signature

Date

Political Science Department Signature

Date

POLITICAL SCIENCE MINOR

NAME _____

ADVISOR _____

18 Hours

Required Courses (18 hrs)	Hrs	Term	Grade
POLS 2101 Intro to Political Science	3		
Select five (15 hrs):			
POLS 3100 Constitutional Law	3		
POLS 3101 Law and Education	3		
POLS 3105 International Law	3		
POLS 3200 Intro to the European Union	3		
POLS 3201 Law and Sports	3		
POLS 3205 Comparative Politics	3		
POLS 3210 Modern European Govt	3		
POLS 3301 Law and Religion	3		
POLS 3310 Civil Wars and Revolutions	3		
POLS 4100 American Political Parties-IG	3		
POLS 4460 Legislative Process	3		
POLS 4470 American Presidency	3		
POLS 4570 Constitutional Law I	3		
POLS 4580 Constitutional Law II	3		
POLS 4630 International Relations	3		
POLS 4690 American Foreign Policy	3		
POLS 4700 Political Philosophy	3		
POLS 4710 Modern Political Ideologies	3		
POLS 4730 Religion and Politics	3		
POLS 4760 Amer Political Thought	3		
POLS 4900 Special Topics in Poli Sci	3		
POLS 4920 Political Science Internship	3		
POLS 4930 Pre-Law Internship	3		
POLS 4950 Senior Research	3		

Advisor Signature _____

Date _____

Political
Science
Department
Signature _____

Date _____

gswID# _____

Effective Catalog Year: 2025-2026

Additional Requirements:
Minimum grade of "C" in all course work counted toward minor. No 3000-4000 level course can be used to satisfy requirements in both a major and a minor program.

Degree/	
Major:	
Earned at:	
Comments:	
Completed	
by:	Date:

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements: Proposed Requirements:

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet: *

Accept ☒

...3638373337

Brian Smith
Faculty Member:

03/13/2025

Date:

...3732373438

Glenn Robins
Department Chair/Unit Head
Signature:

03/13/2025, 12:54 PM

Date:

...3739373835

Bryan Davis
SACSCOC Liaison Signature:

03/13/2025, 4:35 PM

Date:

...3436333833

Brian Smith
Committee on Academic Affairs
Signature:

04/16/2025, 10:56 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

Current Pre-Law Studies Certificate

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

18 Hours Minimum

9 Hours must be at the 3000 level or above

Required Courses (9 hrs)	Hrs	Term	Grade
POLS 2301 Law and Society	3		
POLS 3105 International Law	3		
POLS 4570 or POLS 4580 Con Law I or II**	3		
Additional Courses	Hrs	Term	Grade
Select three from the list below:			
ENGL 2200 Intro to Professional Comm	3		
BUSA 2106 The Environment of Business	3		
ENGL 3240 Technical Writing	3		
ENGL 3270 Reports, Proposals, and Pres.	3		
CRJU 3100 Criminal Law*	3		
POLS 4570 or POLS 4580 Con Law I or II	3		
EURO 4130 EU Law and Legal Systems	3		
POLS 4930 Pre-Law Internship	3		

Additional Requirements and notes

A grade of "C" or higher is required in all Pre-Law Certificate coursework.

*CRJU 3100 has a pre-requisite of CRJU 1100.

**Con Law I and II may be taken in any order.

Advisor Signature

Date

Pre-Law Studies Coordinator Signature

Date

Pre-Law Studies Certificate

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2025-2026

18 Hours Minimum

9 Hours must be at the 3000 level or above

Required Courses (9 hrs)	Hrs	Term	Grade
POLS 2301 Law and Society	3		
Additional Courses	Hrs	Term	Grade
Select five from the list below:			
ENGL 2200 Intro to Professional Comm	3		
BUSA 2106 The Environment of Business	3		
CRJU 2200 The Judicial Process	3		
ENGL 3240 Technical Writing	3		
ENGL 3270 Reports, Proposals, and Pres.	3		
CRJU 3100 Criminal Law*	3		
POLS 3101 Law and Education	3		
POLS 3105 International Law	3		
POLS 3201 Law and Sports	3		
POLS 3301 Law and Religion	3		
POLS 4570 Con Law I	3		
POLS 4580 Con Law II	3		
EURO 4130 EU Law and Legal Systems	3		
POLS 4930 Pre-Law Internship	3		

Additional Requirements and notes

A grade of "C" or higher is required in all Pre-Law Certificate coursework.

*CRJU 3100 has a pre-requisite of CRJU 1100.

**Con Law I and II may be taken in any order.

Advisor Signature

Date

Pre-Law Studies Coordinator Signature

Date



Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:

*Required Courses (3 hrs)
COMM 3135 Persuasion
Select (12-15 hrs)
BUSA 3105 Communications in the Business Environment
CIS Desktop & Multimedia
MKTG 3800 Principles of Marketing
*MKTG 4830 Marketing Communication
*MKTG 4840 Social Media Marketing
ENGL 2200 Intro to Professional Writing
ENGL 3140 Technical Writing
ENGL 4310 Communication in Organizations
ENGL 4300 Risk and Crisis Communication
IT 2000 Web Design
IT 3000 Web Design
COMM 3110 Business & Prof Speaking
COMM 3150 Philosophy/Ethics of Comm
COMM 4200 Creating for Online Media
COMM 4300 Social Media
COMM 4700 Internship in Communication
COMM 4770 Special Topics

Proposed Requirements:

*Required Courses (3 hrs)
COMM 3135 Persuasion
Select (12-15 hrs)
BUSA 3105 Communications in the Business Environment
COMM 2500 Strategic Communication *
COMM 3110 Business & Prof Speaking
COMM 3150 Philosophy/Ethics of Comm
COMM 4200 Creating for Online Media
COMM 4300 Social Media
COMM 4700 Internship in Communication*
COMM 4770 Special Topics*
ENGL 2200 Intro to Professional Writing
ENGL 3140 Technical Writing
ENGL 4300 Risk and Crisis Communication
ENGL 4310 Communication in Organizations
IT 2000 Web Design
IT 3000 Web Design
MKTG 3800 Principles of Marketing
MKTG 4830 Marketing Communication
MKTG 4840 Social Media Marketing

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Assignments in Comm 3135

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

*Strat Comm Revisions.xls

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept* ☒

...3037333432

Jonathan Carter
Faculty Member:

04/07/2025

Date:

...3938313531

Julie Megginson
Department Chair/Unit Head
Signature:

04/07/2025, 3:37 PM

Date:

...3839373635

Bryan Davis
SACSCOC Liaison Signature:

04/07/2025, 4:12 PM

Date:

...3132393837

Brian Smith
Committee on Academic Affairs
Signature:

04/16/2025, 11:01 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

CERTIFICATE IN STRATEGIC COMMUNICATION

NAME _____
ADVISOR _____

gswID# _____
Effective Catalog Year: 2024-2025

15-18 Hours

Required Courses (3 hrs)	Hrs	Term	Grade
COMM 3135 Persuasion	3		
Select (12-15 hrs)	Hrs	Term	Grade
BUSA 3105 Communications in the Business Environment	3		
CIS Desktop & Multimedia	3		
MKTG 3800 Principles of Marketing	3		
*MKTG 4830 Marketing Communication	3		
*MKTG 4840 Social Media Marketing	3		
ENGL 2200 Intro to Professional Writing	3		
ENGL 3140 Technical Writing	3		
ENGL 4310 Communication in Organizations	3		
ENGL 4300 Risk and Crisis Communication	3		
IT 2000 Web Design	3		
IT 3000 Web Design	3		
COMM 3110 Business & Prof Speaking	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		

Additional Requirements:
* Requires prerequisite: MKTG 3800 Principles of Marketing
Minimum grade of "C" in all course work counted towards Certificate.
COMM 4770 Special Topics may be repeated for credit if the topics differ.
Students are encouraged to take COMM 3135 as the last course in the certificate.

Advisor Signature _____ Date _____

Department Chair Signature _____ Date _____

Degree/ Major:	_____
Earned at:	_____
Comments:	_____
Completed by:	_____
Date:	_____

CERTIFICATE IN STRATEGIC COMMUNICATION

NAME _____

ADVISOR _____

15-18 Hours

Required Courses (3 hrs)	Hrs	Term	Grade
COMM 3135 Persuasion	3		
Select (12-15 hrs)	Hrs	Term	Grade
BUSA 3105 Communications in the Business Environment	3		
COMM 2500 Strategic Communication *	3		
COMM 3110 Business & Prof Speaking	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4350 Visual Communication	3		
COMM 4700 Internship in Communication*	3		
COMM 4770 Special Topics*	3		
ENGL 2200 Intro to Professional Writing	3		
ENGL 3140 Technical Writing	3		
ENGL 4300 Risk and Crisis Communication	3		
ENGL 4310 Communication in Organizations	3		
IT 2000 Web Design	3		
IT 3000 Web Design	3		
MKTG 3800 Principles of Marketing	3		
MKTG 4830 Marketing Communication	3		
MKTG 4840 Social Media Marketing	3		

Advisor Signature _____ Date _____

Department Chair Signature _____ Date _____

Approval for Comm 2500, 4700, and 4770	
Comm 2500	<div style="display: flex; justify-content: space-between; width: 80%;"> <div>Signature of Chair or Advisor</div> <div>Date</div> </div>
Comm 4700	<div style="display: flex; justify-content: space-between; width: 80%;"> <div>Signature of Chair or Advisor</div> <div>Date</div> </div>
Comm 4770	<div style="display: flex; justify-content: space-between; width: 80%;"> <div>Signature of Chair or Advisor</div> <div>Date</div> </div>

Signature of Chair or Advisor

Date

TION

gswID#

Effective Catalog Year: 2025-2026

Additional Requirements:

* Requires approval from the certificate advisor before taking

Minimum grade of "C" in all course work counted towards Certificate.

COMM 4770 Special Topics may be repeated for credit if the topics differ.

Students are encouraged to take COMM 3135 as the last course in the certificate.

Degree/

Major:

Earned at:

Comments:

Completed

by:

Date:

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:

*Required Courses (3 hrs)
COMM 4145 Rhetorical Criticism
Select (12-15 hrs)
COMM 3135 Persuasion
COMM 3150 Philosophy/Ethics of Comm
COMM 3500 Small Group Communication
COMM 3800 Digital Culture
COMM 4440 Games & Culture
COMM 4500 Gender & Communication
COMM 4545 Issues in Comm & Media Studies
COMM 4700 Internship in Communication
COMM 4770 Special Topics
ENGL 3100 Lit and Cultural Theory
ENGL 4035 Rhetoric

Proposed Requirements:

*Required Courses (3 hrs)
COMM 4145 Rhetorical Criticism
COMM 3135 Persuasion
Select (12-15 hrs)
Comm 2145 Rhetoric and Digital Life*
COMM 3150 Philosophy/Ethics of Comm
Comm 3350 Communicating Data Visually
COMM 3800 Digital Culture
Comm 3900 Data Literacy
COMM 4500 Gender & Communication
COMM 4700 Internship in Communication*
COMM 4770 Special Topics*
ENGL 3100 Lit and Cultural Theory
ENGL 4035 Rhetoric
PSYC 3365 Biopsychology
PSYC 3390 Cross Cultural Psychology
PSYC/SOCI 3311 Social Psychology

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet: *

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept* ☒

...3938323434

Jonathan Carter
Faculty Member:

04/16/2025

Date:

...3435373030

Julie Megginson
Department Chair/Unit Head
Signature:

04/16/2025, 12:12 PM

Date:

...3938333330

Bryan Davis
SACSCOC Liaison Signature:

04/16/2025, 2:14 PM

Date:

...3237383334

Brian Smith
Committee on Academic Affairs
Signature:

04/16/2025, 3:11 PM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

CERTIFICATE IN RHETORIC

NAME

ADVISOR

gswID#

Effective Catalog Year: 2024-2025

15-18 Hours

Required Courses (3 hrs)	Hrs	Term	Grade
COMM 4145 Rhetorical Criticism	3		
Select (12-15 hrs)	Hrs	Term	Grade
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3500 Small Group Communication	3		
COMM 3800 Digital Culture	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
ENGL 3100 Lit and Cultural Theory	3		
ENGL 4035 Rhetoric	3		

Additional Requirements:

Minimum grade of "C" in all course work counted towards Certificate.

COMM 4770 Special Topics may be repeated for credit if the topics differ.

Students are encouraged to take COMM 4145 as the last course in the certificate.

Advisor Signature

Date

Department Chair Signature

Date

Degree/
Major:

Earned at:

Comments:

Completed by:

Date:

CERTIFICATE IN Persuasion, Argument & Adv

NAME _____
 ADVISOR _____

15-18 Hours

Required Courses (6 hrs)	Hrs	Term	Grade
COMM 4145 Rhetorical Criticism	3		

COMM 3135 Persuasion 3

Select (9-12 hrs)	Hrs	Term	Grade
Comm 2145 Rhetoric and Digital Life*	3		
COMM 3150 Philosophy/Ethics of Comm	3		
Comm 3350 Communicating Data Visually	3		
COMM 3800 Digital Culture	3		
Comm 3900 Data Literacy	3		
COMM 4500 Gender & Communication	3		
COMM 4700 Internship in Communication*	3		
COMM 4770 Special Topics*	3		
ENGL 3100 Lit and Cultural Theory	3		
ENGL 4035 Rhetoric	3		
PSYC 3365 Biopsychology	3		

PSYC 3390 Cross Cultural Psychology 3

PSYC/SOCI 3311 Social Psychology 3

Advisor Signature

Date

Department

Chair

Signature

Date

Approval for Comm 2145, 4700, and 4770

Comm 2145

Signature of Chair or Advisor

Date

Comm 4700

Signature of Chair or Advisor

Date

Comm 4770

Signature of Chair or Advisor

Date



roccacy

gswID#

Effective Catalog Year: 2025-2026

Additional Requirements:

Minimum grade of "C" in all course work counted towards Certificate.

COMM 4770 Special Topics may be repeated for credit if the topics differ.

Students are encouraged to take COMM 4145 as the last course in the certificate.

* Requires approval from the certificate advisor before taking

Degree/

Major:

Earned at:

Comments:

Completed

by:

Date:

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:

* Required Courses (3 hrs)
COMM 3600 Media Criticism
Select (12-15 hrs)
AMST 2001 Intro to American Studies
IT 2000 Intro to Web Design
IT 2010 Audio-Video Prod. I
IT 3000 Advanced Web Design
IT 3020 Audio-Video Prod. II
CIS 2000 Desktop & Multimedia
MUSC 3131 Pop Music & Culture
PSYC 3340 Mass Media Influences
CSCI 4820 Princ of Comp Graphics
ENGL 3250 Writing Fiction
WGSS Intro to WGSS
COMM 3000 Video Production II
COMM 3800 Digital Cultures
COMM 4080 Studies in New Media
COMM 4100 Media and Popular Culture
COMM 4200 Creating for Online Media
COMM 4300 Social Media
COMM 4440 Games & Culture
COMM 4545 Issues in Comm & Media Studies
COMM 4550 Platform Studies
COMM 4500 Gender & Communication
COMM 4700 Internship in Communication
COMM 4770 Special Topics

Proposed Requirements:

* Required Courses (3 hrs)
COMM 4350 visual Communication
Select (12-15 hrs)
ARST 3070 Beginning Digital Arts 1
ARST 3081 Beginning Photography I
ARTS 3102 Ethics of Intl Photography
CIS 2000 Desktop & Multimedia
COMM 3000 Video Production II
COMM 3600 Media Criticism
COMM 4100 Media and Popular Culture
COMM 4200 Creating for Online Media
COMM 4300 Social Media
COMM 4550 Platform Studies
COMM 4700 Internship in Communication*
COMM 4770 Special Topics in Communication *
IT 2000 Intro to Web Design
IT 2010 Audio-Video Prod. I
IT 3000 Advanced Web Design
IT 3020 Audio-Video Prod. II
MKTG 4840 Social Media Marketing
PSYC 3340 Mass Media Influences

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

⬆

⬇

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Work in Com 4350

Other:

⬆

⬇

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

*Media Production and Culture.xls

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsw.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsw.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept * ☒

...3038343730

Jonathan Carter

Faculty Member:

04/07/2025

Date:

...3630373136

Julie Megginson

Department Chair/Unit Head

Signature:

04/07/2025, 3:34 PM

Date:

...3430393436

Bryan Davis

SACSCOC Liaison Signature:

04/07/2025, 4:10 PM

Date:

...3632333838

Brian Smith

Committee on Academic Affairs

Signature:

04/16/2025, 11:03 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate

Signature:

Date:

Dean of the Faculty Signature:

Date:

CERTIFICATE IN MEDIA STUDIES

NAME _____
ADVISOR _____

gswID# _____
Effective Catalog Year: 2024-2025

15-18 Hours

Required Courses (3 hrs)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
Select (12-15 hrs)	Hrs	Term	Grade
AMST 2001 Intro to American Studies	3		
IT 2000 Intro to Web Design	3		
IT 2010 Audio-Video Prod. I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Prod. II	3		
CIS 2000 Desktop & Multimedia	3		
MUSC 3131 Pop Music & Culture	3		
PSYC 3340 Mass Media Influences	3		
CSCI 4820 Princ of Comp Graphics	3		
ENGL 3250 Writing Fiction	3		
WGSS Intro to WGSS	3		
COMM 3000 Video Production II	3		
COMM 3800 Digital Cultures	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media and Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4550 Platform Studies	3		
COMM 4500 Gender & Communication	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		

Additional Requirements:
Minimum grade of "C" in all course work counted towards Certificate.
COMM 4770 Special Topics may be repeated for credit if the topics differ.
Students are encouraged to take COMM 3600 as the last course in the certificate.

Advisor Signature _____ Date _____

Department Chair Signature _____ Date _____

Degree/ Major:	_____
Earned at:	_____
Comments:	_____
Completed by:	Date: _____

CERTIFICATE IN MEDIA PRODUCTION AND CU

NAME _____
ADVISOR _____

15-18 Hours

Required Courses (3 hrs)	Hrs	Term	Grade
COMM 4350 visual Communication	3		
Select (12-15 hrs)	Hrs	Term	Grade
ARST 3070 Beginning Digital Arts 1			
ARST 3081 Beginning Photography I	3		
ARTS 3102 Ethics of Intl Photography	3		
CIS 2000 Desktop & Multimedia	3		
COMM 3000 Video Production II	3		
COMM 3600 Media Criticism	3		
COMM 4100 Media and Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication*	3		
COMM 4770 Special Topics in Communication *	3		
IT 2000 Intro to Web Design	3		
IT 2010 Audio-Video Prod. I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Prod. II	3		
MKTG 4840 Social Media Marketing	3		
PSYC 3340 Mass Media Influences	3		

Advisor Signature _____ Date _____

Department Chair Signature _____ Date _____

ILTURE

gswID# _____
Effective Catalog Year: 2025-2026

Additional Requirements:
Minimum grade of "C" in all course work counted towards Certificate.
COMM 4770 Special Topics may be repeated for credit if the topics differ.
* Requires approval from the certificate advisor before taking

Aproval for Comm 2115, 4700, and 4770

Comm 4700

Signature of Chair or
Advisor

Date

Comm 4770

Signature of Chair or
Advisor

Date

Earned at:	_____
Comments:	_____
Completed by:	Date: _____

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change:

* Certificate Curriculum

Faculty Member Submitting Proposal:

* Jonathan Carter

Department Chair/Unit Head email address for approval:

* Dept. Chair Music/Comm - Julie Meggit

Undergraduate or Graduate Program?:

* Undergraduate Course

Proposed Effective Date for Curriculum Change:

* 08/01/2025

Degree & Program Name (e.g. BFA, Art):

* Certificate In Journalism

Present Requirements:

* Required Courses (3 hrs)	Hrs	
COMM 3700 Sports Communication		3
Select (12-15 hrs)	Hrs	
IT 2010 Audio-Video Production I		3
IT 3020 Audio-Video Production II		3
MKTG 3800 Principles of Marketing		3
*MKTG 4870 Sports Marketing	3	
ENGL 3240 Technical Writing	3	
ENGL 4070 Editing	3	
COMM 2225 Video Production I		3
COMM 3000 Video Production II		3
COMM 4100 Media and Popular Culture		3
COMM 4200 Creating for Online Media		3
COMM 4500 Gender & Communication		3
COMM 4700 Internship in Communication		3
COMM 4770 Special Topics	3	

Proposed Requirements:

* Required Courses (3 hrs)
COMM 3200 Journalism
Select (12-15 hrs)
ARST 3081 Beginning Photography 1
COMM 3250 Interviewing and Investigative Practice
COMM 3900 Data Literacy
COMM 4200 Creating for Online Media
COMM 4500 Gender & Communication
COMM 4700 Internship in Communication*
COMM 4770 Special Topics*
ENGL 2200 Intro to Professional Writing*
ENGL 3240 Technical Writing
ENGL 4070 Editing
HIST 4560 American Popular Culture
PSYC 3340 Mass Media Influences

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Made the curriculum more closely match the norms of Journalism at peer institutions.

Meeting mandates of
State/Federal/Outside Accrediting Agencies:

Other:

Separating the Sports and Journalism certificate into its two parts based on student interest.

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Students in teh certificate tend to have one of two very different foci, coaching or journalism. We wanted to update the materials to make the certificate more focused and to better meet the needs of students in journalism.

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Student Survey is Comm 3200

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Assignments from Comm 3200 will be used for assesment

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

* Journalism Revisions.xls

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Accept * ☒

...3638323836

Jonathan Carter

Faculty Member:

04/07/2025

Date:

...3837323837

Julie Megginson

Department Chair/Unit Head

Signature:

04/07/2025, 3:34 PM

Date:

...3039333837

Bryan Davis

SACSCOC Liaison Signature:

04/07/2025, 4:10 PM

Date:

...3630363039

Brian Smith

Committee on Academic Affairs

Signature:

04/16/2025, 11:03 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate

Signature:

Date:

Dean of the Faculty Signature:

Date:

CERTIFICATE IN SPORTS-JOURNALISM

NAME _____
ADVISOR _____

gswID# _____

Effective Catalog Year: 2024-2025

15-18 Hours

Required Courses (3 hrs)	Hrs	Term	Grade
COMM 3700 Sports Communication	3		
Select (12-15 hrs)	Hrs	Term	Grade
IT 2010 Audio-Video Production I	3		
IT 3020 Audio-Video Production II	3		
MKTG 3800 Principles of Marketing	3		
*MKTG 4870 Sports Marketing	3		
ENGL 3240 Technical Writing	3		
ENGL 4070 Editing	3		
COMM 2225 Video Production I	3		
COMM 3000 Video Production II	3		
COMM 4100 Media and Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4500 Gender & Communication	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		

Additional Requirements:

* Requires prerequisite: MKTG 3800 Principles of Marketing

Minimum grade of "C" in all course work counted towards Certificate.

COMM 4770 Special Topics may be repeated for credit if the topics differ.

Students are encouraged to take COMM 3700 as the last course in the certificate.

Advisor Signature Date

Department Chair Signature Date

Degree/

Major: _____

Earned at: _____

Comments: _____

Completed by: _____

Date: _____

CERTIFICATE IN JOURNALISM

NAME _____

ADVISOR _____

15-18 Hours

Required Courses (3 hrs)	Hrs	Term	Grade
COMM 3200 Journalism	3		
Select (12-15 hrs)	Hrs	Term	Grade
ARST 3081 Beginning Photography 1	3		
COMM 3250 Interviewing and Investigative Practice	3		
COMM 3900 Data Literacy	3		
COMM 4200 Creating for Online Media	3		
COMM 4500 Gender & Communication	3		
COMM 4700 Internship in Communication*	3		
COMM 4770 Special Topics*	3		
ENGL 2200 Intro to Professional Writing*	3		
ENGL 3240 Technical Writing	3		
ENGL 4070 Editing	3		
HIST 4560 American Popular Culture	3		
PSYC 3340 Mass Media Influences	3		

Advisor Signature _____

Date _____

Department Chair Signature _____

Date _____

Approval for ENGL 2200, COMM 4700, and COMM 4770

ENGL 2200

Signature of Chair or Advisor

Date

Comm 4700

Signature of Chair or Advisor

Date

Comm 4770

Signature of Chair or Advisor

Date

gswID# _____

Effective Catalog Year: 2025-2026

Additional Requirements:

* Requires approval from the certificate advisor before taking

Minimum grade of "C" in all course work counted towards Certificate.

COMM 4770 Special Topics may be repeated for credit if the topics differ.

Degree/

Major: _____

Earned at: _____

Comments: _____

Completed

by: _____

Date: _____

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change: *

Faculty Member Submitting Proposal: *

Department Chair/Unit Head email address for approval: *

Undergraduate or Graduate Program?: *

Proposed Effective Date for Curriculum Change: * Degree & Program Name (e.g. BFA, Art): *

Present Requirements:

* Required Courses (12 hrs)
COMM 3400 Health Communication
CMCC 3000 Basic Principles of Case Mgmt
CMCC 3100 Comm & Assessment in CM
CMCC 3200 Strategies of Care in CM
Select (3-6 hrs)
ENGL 4300 Risk and Crisis Communication
COMM 3110 Business & Prof Speaking
COMM 3150 Philosophy/Ethics of Comm
COMM 4200 Creating for Online Media
COMM 3500 Small Group Communication
COMM 4500 Gender & Communication
COMM 4700 Internship in Communication
COMM 4770 Special Topics

Proposed Requirements:

* Required Courses (3 hrs)
COMM 3400 Health Communication
Select (12-15 hrs)
CMCC 3000 Basic Principles of Case Mgmt
CMCC 3100 Comm & Assessment in CM
CMCC 3200 Strategies of Care in CM
COMM 2115 Intercultural Commnunication*
COMM 3110 Business & Prof Speaking
COMM 3150 Philosophy/Ethics of Comm
COMM 3550 Communicating Data Visually
COMM 3900 Data Literacy
COMM 4700 Internship in Communicaiton*
COMM 4770 Special Topics in Communication*
HIST 4160 History of Medicine
HPER 3100 Community Health
HPER 3320 Health Promotion
HPER 3400 Health Behavior
HPER 3810 Family and Community Health
LIBR3202 Information Literacy in Healthcare
PSYC2130 Human-Growth Development
PSYC3350 Health Psych
SOCI4230 Soc of Health & Medicine

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

*Health Comm Certificate Revisions.xls

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Accept * ☒

...3938353136

Jonathan Carter

Faculty Member:

04/07/2025

Date:

...3739373536

Julie Megginson

Department Chair/Unit Head
Signature:

04/07/2025, 3:32 PM

Date:

...3437303339

Bryan Davis

SACSCOC Liaison Signature:

04/07/2025, 4:09 PM

Date:

...3734333638

Brian Smith

Committee on Academic Affairs
Signature:

04/16/2025, 11:04 AM

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

CERTIFICATE IN HEALTH COMMUNICATION

NAME _____
ADVISOR _____

gswID# _____

Effective Catalog Year: 2024-2025

15-18 Hours

Required Courses (12 hrs)	Hrs	Term	Grade
COMM 3400 Health Communication	3		
CMCC 3000 Basic Principles of Case Mgmt	3		
CMCC 3100 Comm & Assessment in CM	3		
CMCC 3200 Strategies of Care in CM	3		
Select (3-6 hrs)	Hrs	Term	Grade
ENGL 4300 Risk and Crisis Communication	3		
COMM 3110 Business & Prof Speaking	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 4200 Creating for Online Media	3		
COMM 3500 Small Group Communication	3		
COMM 4500 Gender & Communication	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		

Additional Requirements:
Minimum grade of "C" in all course work counted towards Certificate.
COMM 4770 Special Topics may be repeated for credit if the topics differ.

Advisor Signature Date

Department Chair Signature Date

Degree/ Major:	_____
Earned at:	_____
Comments:	_____ _____
Completed by:	Date: _____

CERTIFICATE IN HEALTH COMMUNICATION

NAME _____

ADVISOR _____

15-18 Hours

Required Courses (3 hrs)	Hrs	Term	Grade
COMM 3400 Health Communication	3		
Select (12-15 hrs)	Hrs	Term	Grade
CMCC 3000 Basic Principles of Case Mgmt	3		
CMCC 3100 Comm & Assessment in CM	3		
CMCC 3200 Strategies of Care in CM	3		
COMM 2115 Intercultural Communication*	3		
COMM 3110 Business & Prof Speaking	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3550 Communicating Data Visually	3		
COMM 3900 Data Literacy	3		
COMM 4700 Internship in Communication*			
COMM 4770 Special Topics in Communication*	3		
HIST 4160 History of Medicine	3		
HPER 3100 Community Health	3		
HPER 3320 Health Promotion	3		
HPER 3400 Health Behavior	3		
HPER 3810 Family and Community Health	3		
LIBR3202 Information Literacy Healthcare	3		
PSYC2130 Human-Growth Development	3		
PSYC3350 Health Psych	3		
SOCI4230 Soc of Health & Medicine	3		

Approval for Comm 2115, 4700, and 4770	
Comm 2115	<div style="display: flex; justify-content: space-between; width: 80%;"> Signature of Chair or Advisor Date </div>
Comm 4700	<div style="display: flex; justify-content: space-between; width: 80%;"> Signature of Chair or Advisor Date </div>
Comm 4770	<div style="display: flex; justify-content: space-between; width: 80%;"> Signature of Chair or Advisor Date </div>

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Advisor Signature	Date
-------------------	------

Department Chair Signature	Date
----------------------------	------

ON

gswID# _____

Effective Catalog Year: 2025-2026

Additional Requirements:
Minimum grade of "C" in all course work counted towards Certificate.
COMM 4770 Special Topics may be repeated for credit if the topics differ.

* Requires approval from the certificate advisor before taking

Degree/ Major:	_____
Earned at:	_____
Comments:	_____ _____
Completed by:	Date: _____



Proposal For A New Program

Disclaimer

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

Degree / Program Name: * Certificate in Data Science

Faculty Member Submitting Proposal: * Mark Laughlin

Department Chair/Unit Head email address for approval: * Arts and Sciences - Mark Laughlin

Undergraduate or Graduate Program?: * Undergraduate Course

Semester to be Effective: * Fall

Year to be Effective: * 2025

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: This certificate recognizes the rapid expansion and need of data science in multiple industries. The certificate is designed for those interested in learning about data mining, the analysis of large-scale data sources, the design and creation of data modeling techniques, and the processes to help organizations collect and organize data to inform business decisions.

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other: The United States Department of Labor expect the job growth in data science in the next ten years to be approximately 36%; projected employment in 2033 is roughly 276,900 with a median pay of \$108,020 per year.

Supporting Data: Data Scientists _ Occupational Outlook Handbook _ U.S. Bureau of Labor Statistics.pdf

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.) Potential workforce demands.

Source(s) of Data:

Assessment Plan

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc. Student opinionnaires, feedback from GIFT, etc.

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.) The required DATA 1501: Introduction to Data Science will serve as the assessment course utilizing exams, assignments, projects, etc. as assessment artifacts. This will be determined by the Department of Mathematics.

Other: The certificate will also be used to assess if data science is a viable option as a concentration in the B.S. in Mathematics degree.

Attach a copy of the proposed curriculum sheet: * cert_datascience (1).pdf

University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept * ☒

...3239343839

Mark Laughlin

02/28/2025, 12:00 PM

Faculty Member Signature:

Date:

...3930333030

Mark Laughlin

02/28/2025, 12:01 PM

Unit Head Signature:

Date:

...3732393038

Bryan Davis

02/28/2025, 12:07 PM

GSW SACSCOC Liaison Signature:

Date:

...3233373534

Brian Smith

04/16/2025, 10:54 AM

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs
Signature:

Date:

Secretary of Faculty Senate Signature:

Date:

Dean of the Faculty Signature:

Date:

Certificate in Data Science

NAME _____
ADVISOR _____

gswID# _____

Effective Catalog Year: 2025-2026

15-18 Hours

Required Course (3 hrs)	Hrs	Term	Grade
DATA 1501 Introduction to Data Science	3		
Required Courses (12-15 hrs)	Hrs	Term	Grade
*DATA 3502 Data Architecture	3		
*DATA 3505 Data Management	3		
*DATA 3508 Data-Driven Decision Making	3		
*DATA 3355 Data Mining	3		
COMM 3900 Data Literacy	3		

Additional Requirements:
Minimum grade of "C" in all course work counted towards certificate.
*Courses are taught online through eCampus.

Major:	_____
Earned at:	_____
Comments:	_____ _____
Completed by:	_____
Date:	_____

Advisor Signature _____ Date _____

Department Chair Signature _____ Date _____



Proposal For A New Program

Disclaimer

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

Degree / Program Name: *Certificate in Sports, Leadership, and Communication

Faculty Member Submitting Proposal: *Jonathan Carter

Department Chair/Unit Head email address for approval: *Dept. Chair Music/Comm - Julie Megginson

Undergraduate or Graduate Program?: *Undergraduate Course

Semester to be Effective: *Fall

Year to be Effective: *2025

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Separating Sports Comm from Journalism allows for more focused learning objectives for both certificates.

Adopting current best practice(s) in field: Sports Comm is not usually combined with Journalism at other institutions.

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other: Student demand. Many students took the sports communication course certificate to focus on coaching and leadership, we wanted to make a curriculum that specifically matched that need

Supporting Data:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.: Survey of Peer institutions. Discussion with students

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Assessment Plan

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.: Alumni Surveys

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.): Assignments in Comm 3700

Other:

Attach a copy of the proposed curriculum sheet: *Sports, Leadership and Communication.xlsx

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Accept * ☒

...3132393133

Jonathan Carter

04/07/2025, 2:32 PM

Faculty Member Signature:

Date:

...3530343136

Julie Megginson

04/07/2025, 3:38 PM

Unit Head Signature:

Date:

...3935363932

Bryan Davis

04/07/2025, 4:12 PM

GSW SACSCOC Liaison Signature:

Date:

...3134313133

Brian Smith

04/16/2025, 11:01 AM

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs
Signature:

Date:

Secretary of Faculty Senate Signature:

Date:

Dean of the Faculty Signature:

Date:

CERTIFICATE IN Sports, Leadership & Commu

NAME _____
 ADVISOR _____

15-18 Hours

Required Courses (5 hrs)	Hrs	Term	Grade
COMM 3700 Sprots Communication	3		

LEAD 2020 Intro to Leadership 2

Select (10-13 hrs)	Hrs	Term	Grade
COMM 3110 Business and Profesional Speaking			
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communicaiton	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4500 Gender & Communicaiton	3		
COMM 4700 Internship in Communicaiton*	3		
Comm 4770 Special Topics in Communicaiton	3		
HPER 2500 Comp APP HPP	3		
LEAD 2030 Relational Leadership	2		
LEAD 303 Leadership for Change	2		
MKTG 4870 Sports Marketing	3		
PSYC 3311 Social Psychology	3		
PSYC 3338 Sport Psychology	3		
PSYC 3365 Biopsycology	3		

Advisor Signature _____ Date _____

Department Chair Signature _____ Date _____

Aproval for Comm, 4700, and 4770	
Comm 4700	<div style="border-bottom: 1px solid black; height: 40px; margin-bottom: 10px;"></div> <div style="display: flex; justify-content: space-between;"> Signature of Chair or Advisor Date </div>
Comm 4770	<div style="border-bottom: 1px solid black; height: 40px;"></div>

Signature of Chair or Advisor

Date

nication

gswID#

Effective Catalog Year: 2025-2026

Additional Requirements:

* Requires approval from the certificate advisor before taking

Minimum grade of "C" in all course work counted towards Certificate.

COMM 4770 Special Topics may be repeated for credit if the topics differ.

Students are encouraged to take COMM 3700 as the last course in the certificate.

Degree/ Major:	
Earned at:	
Comments:	
Completed by:	Date:



Proposal For Core Curriculum Change

Core Curriculum Change Information

Select Area of Change:

* Institutional Priority

Faculty Member Submitting Proposal:

* Michael Moir

Department Chair/Unit Head email address for approval:

* Dept. Chair English - Michael Moir

Proposed Effective Date for Curriculum Change:

* 01/01/2026

Present Requirements:

* Choose 4-5 credit hours from the following list: HIST 2600, HIST 2800, POLS 2401, SOSOC 1101, WGSS 2001, CIS 1000, LEAD 2020, LIBR 1101, SOCI 1200, COMM 1110, ENGL 2200

Proposed Requirements:

* Add ENGL 2170 to list

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Studies conducted by Harvard University and the American Enterprise Institute (see links below in supporting data) suggest that students are struggling with feelings of purposelessness in their lives and especially in their education as it has become increasingly career-focused. Other institutions have had some success with similar 'big ideas' courses in improving retention and helping students with their mental health.

Adopting current best practice(s) in field:

Meeting mandates of
State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

https://mcc.gse.harvard.edu/reports/on-edge?utm_source=substack&utm_medium=email

<https://www.aei.org/research-products/report/the-social-workplace-social-capital-human-dignity-and-work-in-america-volume-iii/>

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Student evaluations and peer observations

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Student written responses to be collected and reviewed periodically when assessment of Institutional Priorities area is performed.

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

* core impacts curriculum sheet edits.xls

Accept* ☒

...3838383936

Michael Moir

Faculty Member:

04/07/2025

Date:

...3237313238

Michael Moir

Department Chair/Unit Head

Signature:

04/07/2025, 11:25 AM

Date:

...3133323634

Bryan Davis

SACSCOC Liaison Signature:

04/07/2025, 11:27 AM

Date:

...3732383738

Brian Smith

Committee on Academic Affairs

Signature:

04/16/2025, 11:00 AM

Date:

Secretary of the Faculty Senate

Signature:

Date:

Dean of the Faculty Signature:

Date:

COURSE OUTLINE
Department of English & Modern Languages]
Georgia Southwestern State University
ENGL 2170
THE MEANING OF LIFE
Credit: 3 semester hours

Catalog description:

ENGL 2170 The Meaning of Life A survey of literary and philosophical texts from a broad spectrum of world cultures and important thinkers on finding meaning and purpose in life and work. Texts studies may include *The Epic of Gilgamesh*, Plato's Republic, the *Analects* of Confucius, the *Bhagavad-gita*, and excerpts from the Hebrew Bible and the Gospels. **3-0-3**

Prerequisite(s) or Co-requisites: Grade of 'C' or better in ENGL 1101 and ENGL 1102

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Think critically about meaning and purpose in their own lives.
- 2) Write effective written responses to questions about meaning and purpose.
- 3) Understand how different cultural, religious, and philosophical traditions approach the problem of purpose.
- 4) Work in groups to discuss problems of philosophical significance.
- 5) Carefully and closely read complex texts for nuance and ambiguity.

REQUIREMENTS:

Reading assignments, written response papers, exams, quizzes.

INSTRUCTIONAL STRATEGIES:

Lecture and Discussion, Small Group Work

GRADES:

Policy determined by instructor

Textbooks and Other Required Materials:

Determined by instructor

IMPACTS CORE

NAME

ADVISOR

gswID#

Effective Catalog Year: 2024-2025

CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign			
Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3),			
LEAD 2020(2), LIBR 1101(2),POLS 2401(3), SOCI 1200(3),			
SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 credits; min grade of C)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120, 2130, or 2160	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C)	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10-11 hrs)	Hrs	Term	Grade
Non-Science Majors Only (Minimum 10 hours):			
Lab Science -			
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -			
Optional Lab (if CHEM or BIOL)			
Science or Non-Science Majors (Minimum 11 hours):			
Lab Science -			
Lab (if CHEM or BIOL)			
Lab Science -			
Lab (if CHEM or BIOL)			
Tech, Science & Math Courses			
Social Science (6 credits)	Hrs	Term	Grade
SOCI 1101, PSYC 1101, ECON 2105,	3		
HIST 1111, HIST 1112	3		
Field of Study	Hours:	Hrs	Term
	18		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		
Additional Requirements			
GA HISTORY		US HISTORY	
GA CONSTITUTION		US CONSTITUTION	
UNIV 1000			
Courses Not Listed Above:			

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in the Math & Quantitative Reasoning Area, the extra hour earned will count in Free Electives.

Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science	4
Tech, Science & Math	3/4
Tech, Science & Math	3/4
Science or Non-Science Majors:	
Lab Science	8
Tech, Science & Math	3/4
Lab Sciences	Hrs
BIOL 1103/1103L Essentials of Biology I/Lab	4
BIOL 1103R Essential of Biology Critical Thinking Lab	0
BIOL 1104/1104L Essentials of Biology II/Lab	
BIOL 2107K Principles of Biology I with Lab	4
BIOL 2108K Principles of Biology II with Lab	4
CHEM 1211/1211L Principles of Chemistry I/Lab	4
CHEM 1212/1212L Principles of Chemistry II/Lab	4
GEOL 1121K Earth Materials, Processes, & Environ	4
GEOL 1122K Earth History and Global Change	4
PHYS 1111K Introductory Physics I with Lab	4
PHYS 1112K Introductory Physics II with Lab	4
PHYS 2211K Principles of Physics I with Lab	4
PHYS 2212K Principles of Physics II with Lab	4
Nursing and Non-Science Majors:	
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	
BIOL 1005K Popular Biology	4
Tech, Science & Math	Hrs
BIOL 1103 Essentials of Biology I	3
BIOL 1104 Essentials of Biology II	3
BIOL 1500 Applied Botany	3
CHEM 1020 Everyday Chemistry	3
CHEM 1211 Principles of Chemistry I	3
CHEM 1212 Principles of Chemistry II	3
DATA 1501 Introduction to Data Science	3
ENVS 1100 Introduction to Environmental Science	3
GEOL 1110 Environmental Hazards	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

TECH
SCIENCE
&
MATH
LIST

Tech Science & Math Notes:

1. BIOL 1103/1103L and 1108/1108L are not open to students with credit in BIOL 2107K or 2108K.

2. PHYS 1111 and 1112 are not open to students with credit in PHYS 2211 or 2212.

3. PSYC 3301 and SOCI 3301 cannot be used to meet Core requirements.

Prior Degree/
Major:

Earned at:

Comments:

Completed by: Date:



Proposal For Core Curriculum Change

Core Curriculum Change Information

Select Area of Change:	* Humanities
Faculty Member Submitting Proposal:	* Michael Moir
Department Chair/Unit Head email address for approval:	* Dept. Chair English - Michael Moir
Proposed Effective Date for Curriculum Change:	* 08/01/2025
Present Requirements:	Proposed Requirements:
* Humanities Area for English includes ENGL 2110, 2120, and 2130, and PHIL 2010 or 2120 as options	* Add ENGL 2160 to list

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	Course outcomes for 2160 are similar to those for 2110, 2120, and 2130
Adopting current best practice(s) in field:	Course will focus on historical surveys of genres that are popular with students - fantasy, science fiction, horror, romance, mystery, etc.
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	
Source(s) of Data:	

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	Student evaluations, peer evaluations
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	Exams and final papers collected for assessment
Other:	
Attach a copy of the current curriculum sheet and the proposed curriculum sheet:	* New Curriculum Sheet - Core Impacts.xls

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept * ☒

...3734353438

Michael Moir
Faculty Member:

04/01/2025

Date:

...3732313031

Michael Moir

Department Chair/Unit Head
Signature:

04/01/2025, 3:19 PM

Date:

...3331373138

Bryan Davis

SACSCOC Liaison Signature:

04/01/2025, 4:53 PM

Date:

...3632303931

Brian Smith

Committee on Academic Affairs
Signature:

04/16/2025, 10:58 AM

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

IMPACTS CORE

NAME _____

ADVISOR _____

gswID# _____

Effective Catalog Year: 2024-2025

CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), ENGL 2170 (2) Foreign Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 credits; min grade of C)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120, 2130, or 2160 or PHIL 2010	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C)	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10-11 hrs)	Hrs	Term	Grade
Non-Science Majors Only (Minimum 10 hours):			
Lab Science -			
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -			
Optional Lab (if CHEM or BIOL)			
Science or Non-Science Majors (Minimum 11 hours):			
Lab Science -			
Lab (if CHEM or BIOL)			
Lab Science -			
Lab (if CHEM or BIOL)			
Tech, Science & Math Courses			
Social Science (6 credits)	Hrs	Term	Grade
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111, HIST 1112	3		
	3		
Field of Study	Hours:	Hrs	Term
	18		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		
Additional Requirements			
GA HISTORY	US HISTORY		
GA CONSTITUTION	US CONSTITUTION		
UNIV 1000			
Courses Not Listed Above:			

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in the Math & Quantitative Reasoning Area, the extra hour earned will count in Free Electives.

Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science	4
Tech, Science & Math	3/4
Tech, Science & Math	3/4
Science or Non-Science Majors:	
Lab Science	8
Tech, Science & Math	3/4
Lab Sciences	Hrs
BIOL 1103/1103L Essentials of Biology I/Lab	4
BIOL 1103R Essential of Biology Critical Thinking Lab	0
BIOL 1104/1104L Essentials of Biology II/Lab	
BIOL 2107K Principles of Biology I with Lab	4
BIOL 2108K Principles of Biology II with Lab	4
CHEM 1211/1211L Principles of Chemistry I/Lab	4
CHEM 1212/1212L Principles of Chemistry II/Lab	4
GEOL 1121K Earth Materials, Processes, & Environ	4
GEOL 1122K Earth History and Global Change	4
PHYS 1111K Introductory Physics I with Lab	4
PHYS 1112K Introductory Physics II with Lab	4
PHYS 2211K Principles of Physics I with Lab	4
PHYS 2212K Principles of Physics II with Lab	4
Nursing and Non-Science Majors:	
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	
BIOL 1005K Popular Biology	4
Tech, Science & Math	Hrs
BIOL 1103 Essentials of Biology I	3
BIOL 1104 Essentials of Biology II	3
BIOL 1500 Applied Botany	3
CHEM 1020 Everyday Chemistry	3
CHEM 1211 Principles of Chemistry I	3
CHEM 1212 Principles of Chemistry II	3
DATA 1501 Introduction to Data Science	3
ENVS 1100 Introduction to Environmental Science	3
GEOL 1110 Environmental Hazards	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

TECH
SCIENCE
&
MATH
LIST

Tech Science & Math Notes:

- BIOL 1103/1103L and 1108/1108L are not open to students with credit in BIOL 2107K or 2108K.
- PHYS 1111 and 1112 are not open to students with credit in PHYS 2211 or 2212.
- PSYC 3301 and SOCI 3301 cannot be used to meet Core requirements.

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____



Proposal For Core Curriculum Change

Core Curriculum Change Information

Select Area of Change:

* Social Sciences

Faculty Member Submitting Proposal:

* Mohammad Mostafavi Dehzoeei

Department Chair/Unit Head email address for approval:

* Business - Gaynor Cheokas

Proposed Effective Date for Curriculum Change:

* 08/01/2025

Present Requirements:

* Six credit hours from: SOCI 1101, PSYC 1101, ECON 2105, HIST 1111, HIST 1112

Proposed Requirements:

* Six credit hours from: SOCI 1101, PSYC 1101, ECON 2105, ECON 1101, HIST 1111, HIST 1112

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

The Economics of Financial Literacy is intended to make students familiar with basic personal finance concepts and the economic principles that are necessary to make informed real-world financial and economic decisions. This course will be of special interest to dual-enrollment students who would like to receive credit for a university-level economics course. It also provides the opportunity for students to learn personal finance concepts, that are not fully covered in the current curriculum, and also learn the related and underlying economic concepts in one course.

Adopting current best practice(s) in field:

Meeting mandates of
State/Federal/Outside Accrediting Agencies:

Starting in 2025, ECON 1101 course will be the only Economics course that will be approved for dual-enrollment students in the Georgia school system. The course fits very well in the Social Science core IMPACTS.

Other:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program
assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program
assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

* Current and proposed curriculum sheets -Impacts_General Core.xls

Accept ☒

...3631393833

Mohammad Mostafaei Dehgoei

Faculty Member:

02/02/2025

Date:

...3036313330

Gaynor Cheokas

Department Chair/Unit Head

Signature:

02/02/2025, 8:45 PM

Date:

SACSCOC Liaison Signature:

Date:

...3930303731

Brian Smith

Committee on Academic Affairs

Signature:

03/04/2025, 5:00 PM

Date:

Secretary of the Faculty Senate

Signature:

Date:

Dean of the Faculty Signature:

Date:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/03/2025 7:22:10 AM

IMPACTS CORE

NAME
ADVISOR

gswID#

Effective Catalog Year: 2024-2025

CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign			
Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3),			
LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3),			
SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 credits; min grade of C)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C)	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10-11 hrs)	Hrs	Term	Grade
Non-Science Majors Only (Minimum 10 hours):			
Lab Science -			
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -			
Optional Lab (if CHEM or BIOL)			
Science or Non-Science Majors (Minimum 11 hours):			
Lab Science -			
Lab (if CHEM or BIOL)			
Lab Science -			
Lab (if CHEM or BIOL)			
Tech, Science & Math Courses			
Social Science (6 credits)	Hrs	Term	Grade
SOCI 1101, PSYC 1101, ECON 2105,	3		
ECON 1101, HIST 1111, HIST 1112	3		
Field of Study	Hours:	Hrs	Term
	18		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		
Additional Requirements			
GA HISTORY		US HISTORY	
GA CONSTITUTION		US CONSTITUTION	
UNIV 1000			
Courses Not Listed Above:			

Non-Science Majors Only:	Hrs
Lab Science	4
Tech, Science & Math	3/4
Tech, Science & Math	3/4
Science or Non-Science Majors:	
Lab Science	8
Tech, Science & Math	3/4
Lab Sciences	Hrs
BIOL 1103/1103L Essentials of Biology I/L	4
BIOL 1103R Essential of Biology Critical T	0
BIOL 1104/1104L Essentials of Biology II/Lab	
BIOL 2107K Principles of Biology I with La	4
BIOL 2108K Principles of Biology II with La	4
CHEM 1211/1211L Principles of Chemistr	4
CHEM 1212/1212L Principles of Chemistr	4
GEOL 1121K Earth Materials, Processes,	4
GEOL 1122K Earth History and Global Ch	4
PHYS 1111K Introductory Physics I with L	4
PHYS 1112K Introductory Physics II with L	4
PHYS 2211K Principles of Physics I with L	4
PHYS 2212K Principles of Physics II with L	4
Nursing and Non-Science Majors:	
CHEM 1151/1151L Survey of Chemistry I/	4
CHEM 1152/1151L Survey of Chemistry II	4
Non-Science Majors Only:	
BIOL 1005K Popular Biology	4
Tech, Science & Math	Hrs
BIOL 1103 Essentials of Biology I	3
BIOL 1104 Essentials of Biology II	3
BIOL 1500 Applied Botany	3
CHEM 1020 Everyday Chemistry	3
CHEM 1211 Principles of Chemistry I	3
CHEM 1212 Principles of Chemistry II	3
DATA 1501 Introduction to Data Science	3
ENVS 1100 Introduction to Environmental	3
GEOL 1110 Environmental Hazards	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Scier	3

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Tech Science & Math Notes:
 1. BIOL 1103/1103L and 1108/1108L are not open to students with credit in BIOL 2107K or 2108K.
 2. PHYS 1111 and 1112 are not open to students with credit in PHYS 2211 or 2212.
 3. PSYC 3301 and SOCI 3301 cannot be used to meet Core requirements.

Degree/	
Major:	
Earned at:	
Comments:	
Completed by:	
Date:	

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Math & Quantitative Reasoning, Written

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 112U is taken in the Math & Quantitative Reasoning Area, the extra hour earned will count in Free Electives.

Hours from Institutional Priority plus hours from Tech, Science & Math must

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet

IMPACTS CORE

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

CORE: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
Select 4 - 5 hours from list below:			
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign			
Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000 (1-3),			
LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3),			
SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
Math & Quantitative Reasoning (3 credits; min grade of C)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, 1120, or 1401			
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112 US Hist I or II	3		
Art, Humanities & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2110, 2120 or 2130	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Written Communication (6 credits; min grade of C)	Hrs	Term	Grade
ENGL 1101	3		
ENGL 1102	3		
Tech, Science & Math (10-11 hrs)	Hrs	Term	Grade
Non-Science Majors Only (Minimum 10 hours):			
Lab Science -			
Lab (if CHEM or BIOL)			
2 Tech, Science & Math Courses -			
Optional Lab (if CHEM or BIOL)			
Science or Non-Science Majors (Minimum 11 hours):			
Lab Science -			
Lab (if CHEM or BIOL)			
Lab Science -			
Lab (if CHEM or BIOL)			
Tech, Science & Math Courses			
Social Science (6 credits)	Hrs	Term	Grade
SOCI 1101, PSYC 1101, ECON 2105,	3		
HIST 1111, HIST 1112	3		
Field of Study	Hours:	Hrs	Term
	18		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		
Additional Requirements			
GA HISTORY		US HISTORY	
GA CONSTITUTION		US CONSTITUTION	
UNIV 1000			
Courses Not Listed Above:			

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Math & Quantitative Reasoning, Written Communication, Field of Study and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in the Math & Quantitative Reasoning Area, the extra hour earned will count in Free Electives.

Hours from Institutional Priority plus hours from Tech, Science & Math must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science	4
Tech, Science & Math	3/4
Tech, Science & Math	3/4
Science or Non-Science Majors:	
Lab Science	8
Tech, Science & Math	3/4
Lab Sciences	Hrs
BIOL 1103/1103L Essentials of Biology I/Lab	4
BIOL 1103R Essential of Biology Critical Thinking Lab	0
BIOL 1104/1104L Essentials of Biology II/Lab	
BIOL 2107K Principles of Biology I with Lab	4
BIOL 2108K Principles of Biology II with Lab	4
CHEM 1211/1211L Principles of Chemistry I/Lab	4
CHEM 1212/1212L Principles of Chemistry II/Lab	4
GEOL 1121K Earth Materials, Processes, & Environ	4
GEOL 1122K Earth History and Global Change	4
PHYS 1111K Introductory Physics I with Lab	4
PHYS 1112K Introductory Physics II with Lab	4
PHYS 2211K Principles of Physics I with Lab	4
PHYS 2212K Principles of Physics II with Lab	4
Nursing and Non-Science Majors:	
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	
BIOL 1005K Popular Biology	4
Tech, Science & Math	Hrs
BIOL 1103 Essentials of Biology I	3
BIOL 1104 Essentials of Biology II	3
BIOL 1500 Applied Botany	3
CHEM 1020 Everyday Chemistry	3
CHEM 1211 Principles of Chemistry I	3
CHEM 1212 Principles of Chemistry II	3
DATA 1501 Introduction to Data Science	3
ENVS 1100 Introduction to Environmental Science	3
GEOL 1110 Environmental Hazards	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

TECH
SCIENCE
&
MATH
LIST

Tech Science & Math Notes:

- BIOL 1103/1103L and 1108/1108L are not open to students with credit in BIOL 2107K or 2108K.
- PHYS 1111 and 1112 are not open to students with credit in PHYS 2211 or 2212.
- PSYC 3301 and SOCI 3301 cannot be used to meet Core requirements.

Prior Degree/	
Major:	_____
Earned at:	_____
Comments: _____	
Completed by: _____	Date: _____

Proposed Revision of General Associate Degree and General Baccalaureate Requirements

Rationale

The current policies that allow for a cap of thirty hours on alternative means of receiving credit, such as national or institutional testing, and Credit for Prior Learning, has no specific reason for being. The number is traditional and disadvantages students who begin at GSW, since transfer students can transfer in fifty-one hours if they are seeking an Associate degree and ninety hours of credit if they are seeking a Bachelor degree and graduate if they are able to meet residency requirements (Associate requirement #4 and Baccalaureate requirement #7). SACSCOC requires only that student who receive degrees from GSW earn 25% of their credit from GSW. Increasing the number of hours of Credit for Prior Learning we can accept may also help us attract additional adult learners in the coming years when the pool of high school graduates begins to decline.

General Associate Degree Requirement #5

Current: Degree candidates may earn credit by Advanced Placement (AP) Testing Program, the College Level Examination Program (CLEP), the International Baccalaureate (IB) Program, departmental challenge exams, and Prior Learning Assessment (PLA), or through transient credit, but not more than ten hours in the major discipline and not more than fifteen total hours of credit earned in any of these ways will count toward degree requirements. CLEP credit is not awarded for courses the student is currently taking or has previously attempted past the add-drop date at an accredited institution of higher education.

Proposed: Degree candidates may earn credit by Advanced Placement (AP) Testing Program, the College Level Examination Program (CLEP), the International Baccalaureate (IB) Program, departmental challenge exams, and Prior Learning Assessment (PLA), or through transient credit, **but not more than fifteen hours in the major discipline and not more than thirty total hours of credit earned in any of these ways will count toward degree requirements.** CLEP credit is not awarded for courses the student is currently taking or has previously attempted past the add-drop date at an accredited institution of higher education.

General Baccalaureate Requirement #8

Current: Degree candidates may earn credit by Advanced Placement (AP) Testing Program, the College Level Examination Program (CLEP), the International Baccalaureate (IB) Program, departmental challenge exams, and Prior Learning Assessment (PLA), or through transient credit, but not more than ten hours in the major discipline and not more than thirty total hours of credit earned in any of these ways will count toward degree requirements. CLEP credit is not awarded for courses the student is currently taking or has previously attempted past the add-drop date at an accredited institution of higher education.

Proposed: Degree candidates may earn credit by Advanced Placement (AP) Testing Program, the College Level Examination Program (CLEP), the International Baccalaureate (IB) Program, departmental challenge exams, and Prior Learning Assessment (PLA), or through transient credit, **but not more than fifteen hours in the major discipline and not more than sixty total hours of credit earned in any of these ways will count toward degree requirements.** CLEP credit is not awarded for courses the student is

currently taking or has previously attempted past the add-drop date at an accredited institution of higher education.

Policies and Procedures of the Committee on Academic Affairs

I. Purpose

The Committee on Academic Affairs (henceforth CAA or the Committee), as provided for in the “Statutes,” is a standing committee in the faculty and administration shared governance system of the University. It is responsible for approving substantive changes to the curriculum, reviewing academic policies, and overseeing academic advisement.

II. Committee Membership

a. Process

- i. Faculty shall submit their preferences for committee placement ahead of an academic year.
- ii. The Faculty Senate shall consider these preferences and send recommendations on committee membership to the President, and the President appoints the members of the CAA annually. Based on specific needs of the Committee for the year, and to ensure adequate representation on the Committee from all areas of campus, these preferences may not be honored.

b. Membership

- i. The Committee is composed of about 15 active faculty, at least one student government member, and ex-officio members from the administration.
- ii. The faculty representatives shall be drawn from the Colleges of Arts and Sciences, Business and Computing, Education, and Nursing and Health Sciences in proportion to the faculty size of each college.
- iii. The ex-officio members include the Provost/Vice-President of Academic Affairs, the Associate Vice President for Academic Affairs, the University Registrar, and a representative from Athletics.
- iv. The member(s) of the Student Government Association (SGA) shall be appointed to the Committee by the SGA President.

c. Voting

Faculty members, student members, and ex-officio members are full voting members, with the exception of the representative from Athletics, who does not vote.

d. Officers

- i. At the first committee meeting of the academic year, committee members will elect the Committee Chair and the Secretary.
- ii. Chairs are to be elected from faculty members with previous service on the Committee.
- iii. It is recommended that the Chair holds the rank of Associate Professor or Full Professor.

e. Subcommittees

- i. As provided in the Statutes, there are two standing subcommittees

of the CAA: Academic Advisement and Academic Policy.

1. The Academic Advisement subcommittee oversees academic advisement. They solicit nominations for, and then select, the recipient of the Advisor of the Year award
 2. The Academic Policies subcommittee reviews academic policies.
- ii. Committee members submit their preferences for subcommittee placement, but the CAA Chair has the final decision on the composition of the groups.
 - iii. Neither the CAA Chair nor the Secretary shall be required to serve on either of the subcommittees.
 - iv. The representative from Athletics is a standing member of the Academic Advisement subcommittee
 - v. The subcommittees select their own subcommittee chairs.

III. Proposals for Curricular or Academic Policy Change

- a. All proposals for curricular change must be complete as discussed below and must be submitted by the deadline for one of the CAA meetings. Deadlines are typically ten days before a meeting, but shall be determined each year by the current CAA Chairperson.
- b. Proposals for Changes to Academic Policy
 - i. *We should do a Dynamic Form for this.*
 - ii. Proposals to change Academic Policy generally originate in the Office of Academic Affairs, but can be proposed by any academic unit. The proposals must first be considered by the Policy Subcommittee of the CAA before proceeding to the full committee for approval. A proposal must include the Current Policy and the Proposed Policy as well as a rationale for the change that emphasizes how it will benefit students affected by the policy.
 - iii. The chain of approvals for a change to academic policy includes the following: the department head proposing the change, the SACSCOC Liaison, the Policy Subcommittee of the CAA, the CAA, the Faculty Senate, the Full Faculty, and the Provost.
 - iv. When a policy change is approved, the Office of Academic Affairs will ensure the changes are entered in the relevant documents, such as the Undergraduate Bulletin, the Faculty Handbook, or the Student Handbook.
- c. Proposals for New Degree Programs
 - i. Before making a proposal for a new program, an academic unit should consult with the Provost to make sure the program becomes part of GSW's process for informing the University System of Georgia (USG) of its intention to propose a new program. Informing the USG of GSW's intention to propose a new program occurs as part of the ASPIRE process which occurs during spring term each

year. This notification must be approved before the new program proposal process can begin.

- ii. After consulting the Provost, a faculty member representing the program should fill out the Proposal for New Program form found on the CAA website: <https://www.gsw.edu/academic-affairs/committee/>. All parts of the form should be filled out including:
 - 1. Justification for the program,
 - 2. Data that supports establishing the program,
 - 3. An assessment plan with proposed program learning outcomes,
 - 4. And a curriculum sheet.
 - iii. The chain of approval for a new program at GSW includes the following: the department chair (if applicable), the dean of the college, the SACSCOC Liaison, the CAA, the Faculty Senate, the full faculty, and the Provost.
 - iv. During the approval process, the SACSCOC liaison will determine if the program is a "significant departure" from the programs GSW currently offers and therefore requires SACSCOC approval. One indicator of a "significant departure" is the number of brand-new courses required for the new program. If new courses make up 25% or more of the total program credit hours, the program is a "significant departure" from the programs currently offered, as SACSCOC will want assurances that we have qualified faculty members to teach the courses that will sustain the program.
 - v. New programs must also be approved by the Board of Regents (BOR) of the USG, and the USG approval process requires a program prospectus. The Office of Academic Affairs will assist with completing the prospectus. For new programs that are significant departures from the programs GSW currently offers, a substantive change application must be made to SACSCOC. GSW's SACSCOC Liaison will assist with the preparation of a prospectus and the submission of the proposal to SACSCOC. The process for approving a new program can be lengthy, and therefore, should be started no later than spring term of the year before the fall term when the proposed program is expected to begin (for example, spring of 2025 for a new program expected to begin in fall term 2026). After all the necessary approvals, the Office of the Registrar will make sure the new curriculum sheet is posted and will update Degree Works to include the program.
- d. Proposals for New Certificate or Minor Programs
- i. There are two types of certificate programs recognized by the USG, standalone and embedded.
 - 1. Standalone certificates can be awarded separately from a degree. A candidate for a standalone certificate may enter this

- program and receive a certificate without entering an undergraduate program. Standalone certificates require BOR approval.
2. Embedded certificates are taken as part of or in addition to an undergraduate degree program. Embedded certificates do not require BOR approval, but do require notification. Both the approval and notification processes are facilitated by the Office of Academic Affairs.
- ii. Proposals for New Certificate or Minor Programs use the same form as proposals for a new program, and the form is found on the CAA web page: <https://www.gsw.edu/academic-affairs/committee/>.
 1. If the proposal is for a Standalone Certificate, the form should be filled out like you would for a new program proposal, including an Assessment Plan with program learning outcomes.
 2. Embedded certificates and minors do not require an Assessment Plan. Minors typically include the large majority of courses that are part of an associated major, while certificates are usually interdisciplinary. The proposal should be accompanied by a curriculum sheet that should be attached to the proposal form.
 - iii. The chain of approval for a new certificate or minor program at GSW includes the following: the department chair (if applicable), the dean of the college, the SACSCOC Liaison, the CAA, the Faculty Senate, the full faculty, and the Provost.
 - iv. After all the necessary approvals, the Office of the Registrar will make sure the new curriculum sheet is posted and will update Degree Works to include the program.
- e. Proposals for Changes to an Existing Program
- i. There are five possible types of change that can be proposed for an existing program:
 1. revision,
 2. deactivation,
 3. reactivation,
 4. termination or
 5. revision of the Core Curriculum.
 - ii. Each type of change is proposed using a separate form found on the CAA web page: <https://www.gsw.edu/academic-affairs/committee/>.
 - iii. *Proposals for Revision of an Existing Program*
 1. Proposals for revision of an existing degree, certificate, or minor program use the Proposal for Major/Minor/Certificate Change form. All four sections of the form need to be completed. Copies of the current and proposed curriculum sheet should be attached to the proposal. The submitted

curriculum sheets should be clearly labeled as current and proposed and the changes should be highlighted on the proposed curriculum sheet. The Registrar can assist in editing current curriculum sheets.

2. The chain of approval for a proposal to change an existing degree, certificate, or minor program at GSW includes the following: the department chair (if applicable), the dean of the college, the SACSCOC Liaison, the CAA, the Faculty Senate, the full faculty, and the Provost.
3. After all the necessary approvals, the Office of the Registrar will make sure the new curriculum sheet is posted and will update Degree Works to include the program.

iv. *Deactivation, Reactivation, and Termination*

1. The deactivation, reactivation, and termination of programs are processes specified by the USG.
2. The chain of approval for these three processes includes the following: the department chair (if applicable), the dean of the college, the SACSCOC Liaison, the CAA, the Faculty Senate, the full faculty, and the Provost.
3. A program can be deactivated for a maximum of two years during which time no new candidates can be accepted into the program, but existing candidates can continue to progress through the program. This process is intended to allow the program to consider whether to make necessary changes to the program and reactivate it, or to terminate the program.
 - a. A proposal to reactivate or terminate the program can be made at any time during the period of deactivation, but a decision on whether to reactivate or terminate must be made before the end of the period of deactivation.
 - b. Proposals to deactivate a program should be submitted on the Proposal for Program Deactivation form. The Office of Academic Affairs will submit the documentation on deactivating a program after the proposal has been approved.
 - c. A proposal to reactivate a deactivated program can be submitted at any time during the two-year period of deactivation using the Proposal to Reactivate a Program form. A plan for recruiting students into the revised program needs to be attached to the form. The Office of Academic Affairs will submit the documentation on reactivating a program after the proposal has been approved.
 - d. A proposal to terminate a deactivated program can be submitted at any time during the two-year period of deactivation using the Proposal for Program

Termination form. If there are still candidates for the degree in the program at termination a teach out plan must be attached to the proposal. Consult GSW's SACSCOC Liaison for guidance on what a teach out plan must contain. The Office of Academic Affairs will submit the documentation on reactivating a program after the proposal has been approved. When terminating (or closing) a degree program, SACSCOC must be notified of the closure. GSW's SACSCOC Liaison will submit the substantive change proposal that also must include a teach out plan. After all the notifications, the Office of the Registrar will remove the program's curriculum sheet from its website.

v. *Proposals for Revision of the Core Curriculum*

1. Proposals to revise the Core Curriculum use the Proposal for Core Curriculum Change form, and the form is found of the CoAA web page: <https://www.gsw.edu/academic-affairs/committee/>.
These proposals can be either to
 - a. remove a course from the Core Curriculum or to
 - b. add a course to the Core Curriculum.
2. Proposals for adding courses to the Core should also indicate in the assessment section of the form how the course aligns with the learning outcomes for the domain to which it will be added and how the Career-Ready Competencies for that domain will be introduced in the course.
3. Like a proposal to revise an existing degree, certificate, or minor program, a proposal to change the Core must be accompanied by a current and proposed General Core curriculum sheet. The submitted curriculum sheets should be clearly labeled as current and proposed and the changes should be highlighted on the proposed curriculum sheet. The Registrar can assist in editing current curriculum sheets.
4. The addition of courses to the IMPACTS Core will also apply to students who still have the A-E Core requirements, but removal of a course will only apply to students in the IMPACTS Core for the catalog year when the removal becomes effective.
5. The chain of approval for a proposal to revise the Core Curriculum at GSW includes the following: the department chair (if applicable), the dean of the college, the SACSCOC Liaison, the CAA, the Faculty Senate, the full faculty, and the Provost.
6. Addition of course to the IMPACTS Core must be approved by the USG Council on General Education. Submission of the form to the council cannot take place until after GSW's

approval process is complete, making it preferable that such changes are approved by the end of the fall term to ensure that they can get all the necessary approvals before the next fall term.

7. The Associate Vice President for Academic Affairs will submit the proposals in consultation with the unit proposing the addition.
8. The USG Council on General Education must also be notified of the removal of courses from the IMPACTS Core, but this notification process is less time sensitive than the addition of courses.
9. After the approval or notification is complete, the Office of the registrar will make the necessary changes to the General Core curriculum sheet and to Degree Works.

f. Proposals for New Courses

- i. Proposals to create a new course use the Proposal for a New Course form that is found on the CAA web page: <https://www.gsw.edu/academic-affairs/committee/>.
- ii. All information about the proposed course, including
 1. course prefix and number,
 2. credit hours,
 3. lecture hours,
 4. lab hours,
 5. prerequisites,
 6. co-requisites,
 7. a succinct course description, preferably fewer than 50 words, should entered on the form. Before submitting a proposal, the USG Academic and Student Affairs Handbook section 2.4.8 should be consulted to determine if a common course number exists for the type of course proposed.
 8. and a course outline, using the Course Outline Template found on the CAA webpage. An example of course outline can be found below.
- iii. If a new course impacts a curriculum sheet, there should also be a corresponding change to the curriculum sheet as described in section III. E. iii above.
- iv. The chain of approval for a new course proposal includes the following: the department chair (if applicable), the dean of the college, the CAA, and the Provost.
- v. Once new courses are approved by the CAA, they are built in Banner by the Administrative Assistant of the unit proposing the course using the course outline as a guide. Administrative Assistants should make sure that the course description is entered on the course text tab on SCADETL in Banner to ensure that the course description appears in the Course Description

Document on the Registrar's website. Administrative Assistants can consult the Registrar for assistance building course in Banner.

g. Proposals to Substantially Revise Existing Courses

- i. Proposals to substantially revise an existing course use the Proposal for Course Revision form found on the CAA web page: <https://www.gsw.edu/academic-affairs/committee/>.
- ii. Substantial changes to a course include
 1. changing the number of credit hours for the course,
 2. changing the course learning outcomes, or
 3. changing the course delivery medium from face-to-face to fully online, for instance.
- iii. All proposed changes should be entered on the form including any non-substantive changes, such as
 1. course title,
 2. course number, or
 3. prerequisites.
- iv. If course revisions are exclusively non-substantive, a submission for file should be prepared using the process described in section h. below. Copies of the current and the proposed course outlines should be attached to the proposal form before submission and should be clearly labelled as current and proposed.
- v. When proposing a change of delivery medium, programs should pay particular attention to the Instructional Strategies section of the course outline. Answering questions such as how lectures in a face-to-face course will be delivered in an online course is necessary on the proposed course outline. Highlighting the changes on the proposed course outline is recommended.
- vi. The chain of approval for a for a course revision proposal includes the following: the department chair (if applicable), the dean of the college, the CAA, and the Provost.
- vii. Once the course revisions are approved by the CAA, course is edited in Banner by the Administrative Assistant of the unit proposing the revisions using the proposed course outline as a guide. Administrative Assistants can consult the Registrar for assistance building course in Banner. Highlighting the changes on the proposed course outline is recommended.

h. Course Revisions for File

- i. Non-substantive course revisions are things such as
 1. a change to course number,
 2. course title, or
 3. pre-requisites.
- ii. These changes use the Course Revision for File form found on the CAA web page: <https://www.gsw.edu/academic-affairs/committee/>.
- iii. The CAA does not vote on submissions for file, but it does review the submissions to ensure the accuracy of the submissions.

- iv. As with substantive course revisions, a current and a proposed course outline should be attached to the form and should be clearly labelled as current and proposed. Highlighting the changes on the proposed course outline is recommended.
 - v. Technically, there is no chain of approval for file submissions, but the signatures of the department chair (if applicable), the dean of the college, and the chair of the CAA need to be on the form.
 - vi. Once the course revisions are reviewed by the CAA, the course is edited in Banner by the Administrative Assistant of the unit proposing the revisions using the proposed course outline as a guide. Administrative Assistants can consult the Registrar for assistance editing course in Banner.
- i. Proposals for Course Deletion
- i. Units can use the Proposal for Course Deletion form found on the CAA web page, <https://www.gsw.edu/academic-affairs/committee/>, to delete one or more courses from their course inventory.
 - ii. Units deleting courses should be careful to consult other units and programs that use courses proposed for deletion and to list these programs on the course deletion form. A general rationale for course deletions should also be entered on the form.
 - iii. If a course deletion impacts a curriculum sheet, there should also be a corresponding change to the curriculum sheet as described in section III. E. iii above.
 - iv. The chain of approvals for course deletions includes the following: the department chair, or the dean of the college, and the CAA.
 - v. After course deletions are approved, the Administrative Assistant for the unit deleting the courses changes the status of the course SCACRSE screen in Banner to Inactive. Administrative Assistants can consult the Registrar for assistance changing the status of courses in Banner.

IV. Meetings

- a. Meetings shall generally be held once a month, preceding the monthly Faculty Senate meeting.
- b. During or shortly after the first meeting of the CAA of the academic year, during Southwestern Week, the group shall determine a calendar of meetings (dates and times) which will be published on the CAA webpage and communicated to Deans and Department Heads.
- c. Meetings will be conducted according to *Robert's Rules of Order*, with exceptions to process as dictated by the BOR
- d. For voting purposes, a quorum shall be determined as one-half of the voting membership of the CAA, plus one person.
- e. In the absence of a quorum, submissions and policies may be discussed, but not approved
- f. Minutes shall be taken of every meeting of the CAA and approved at the next regular meeting.
- g. All proposals being considered must have a representative of the

submitting unit (the author, or the Department Chair) present at the meeting in order to address any questions which may arise from the CAA. A member of the CAA can be the representative, provided that this person knows enough about the proposal to answer questions.

- h. The Chair will upload relevant documents to the Academic Affairs Committee folder on the S: drive in advance of the meeting.

V. Implementation Process

- a. The committee makes decisions on any proposal that comes to it. All proposals that are either not approved or need further clarification or correction will be returned to the originating departments and can be resubmitted at any future CAA meeting.
- b. There are four potential outcomes to any proposal brought to the CAA for consideration / approval:
 - i. Significant problems, which are sent back to the originator to be addressed and potentially resubmitted
 - ii. "File only," which are minor changes which have no impact on curriculum sheets. These do not require a vote from the CAA
 - iii. CAA vote, which are more substantive changes but do not require full faculty approval. These are sent to the Registrar and Provost's office for file, and back to the originator for implementation
 - iv. Full faculty vote. These are sent to Faculty Senate and then the full faculty
- c. Depending on the nature of the proposals, the approved proposals will proceed in the implementation process, as defined in Section III above
- d. The committee may decide to submit other approved proposals to the Faculty Senate and General Faculty Meeting depending on the nature of the proposal and the number of students affected by it
- e. Once a proposal is approved, the Chair of the committee will sign and date the appropriate line on the proposal form.

Section 4. Function and Composition of the Standing Committees

Committee on Academic Affairs. The committee approves substantive change to curriculum, reviews and advises on academic policies, ~~reviews general education assessment reports,~~ and oversees academic advising. The Provost and Vice President for Academic Affairs, the Associate Vice President for Academic Affairs, the University Registrar, and ~~the Assistant Athletic Director for Compliance~~ a **representative from Athletics** are ex-officio members of this committee. The ~~Assistant Athletic Director for Compliance~~ **representative from Athletics** is a non-voting member of the committee. The committee shall:

- Approve all substantive changes to the curriculum, including addition, revision and deletion of courses, and addition, revision, and deletion of academic programs.
- Periodically review the institution's academic policies, and make recommendations for changes to the administration, as well as making recommendations to the faculty on the addition, revision, and deletion of academic policies.
- ~~Review General Education Assessment Reports annually, and make recommendations for improvement, when appropriate.~~
- Assess and make recommendations for improving the institution's academic advisement.

This committee has two standing subcommittees: academic policies and academic advisement. A **Representative from Athletics** is a standing member of the academic advisement subcommittee.

Updated Readmission policy for MSN students:

Currently, our policy for readmission to MSN programs is: A student who withdraws from the program may be readmitted to the program within one year of withdrawal. After one year, the student must reapply to the program and acceptance is not guaranteed. All admission requirements must be met.

We would like to add the below information to what is listed currently:

If a student is seeking readmission to the Master of Science in Nursing (MSN) program after dismissal due to academic integrity violations or professional behavior violations which are outlined in the handbook, the following steps must be taken to be considered. The eligibility for readmission is as follows: The applicant may request consideration for readmission under the following conditions:

- A. The applicant must submit a formal, written letter to request a meeting with the Admission Committee to include the Associate Dean of Graduate Nursing and the Dean of CONHS. The letter must articulate the reasons for dismissal, steps taken for personal/professional development, and justification for readmission. The applicant must wait a year after dismissal before submitting a letter for readmission.
- B. Upon receiving the applicant's letter, the committee members will convene to review the request, may request additional documentation/evidence of remediation efforts to assist with the decision-making process. Based on the decision, the committee will notify the student of their readmission consideration within 10 business days (excluding holidays/weekends). Approval for readmission is contingent upon the student demonstrating a clear understanding of program standards and values, evidence of behavior changes, commitment to upholding academic and professional expectations, and must follow same guidelines/policies on program completion and admission requirements.

College of Nursing and Health Sciences

ADDRESS 800 Georgia Southwestern State University Drive | Americus, Georgia 31709

PHONE (229) 931-2275 | FAX (229) 931-2288



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6015 Advanced Research for Evidence-Based Nursing Practice		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*twice a year
Indicate if course will be:	*Major Requirement

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	Content in NURS 6105 builds upon concepts learned in NURS 6104
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Improved scores on assignments that include concepts introduced in NURS 6104

Attach a copy of the current course outline and the proposed course outline:

*NURS 6105 syllabus current and revised.pdf

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept* ☒

...3438323034

Michelle Dykes
Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

Georgia Southwestern State University
School of Nursing
MSN Program
NURS 6105
Original

Title: Advanced Research for Evidence-Based Nursing Practice

Credit: 3-0-3

Catalog Description: This course builds upon undergraduate statistics and research courses and will focus on the relationship between nursing theory, research, and practice for evidence-based practice. This course will focus on issues such as the identification of practice and system problems, evaluation of research studies and systematic reviews, development, and implementation of evidence-based practice guidelines, use of evidence-based practice to improve outcomes for individuals and groups of patients as well as health care systems, and differentiation of evidence-based and value-based approaches to practice. Students are expected to integrate an evidence-based approach into their practice.

Prerequisite(s): Admission to the Graduate Nursing program.

Course Outcomes

By the completion of the course, the student should be able to:

1. Utilize an internet-based nursing literature database to search for and critically analyze published research for research rigor relevant to specific practice and system problems in support of current Healthy People objectives. (PO 4, 8)(AACN 2,4, 6, 8, 9, 10)

Competency: Research Article Critique

2. Apply an evidence-based approach to develop a quantitative, qualitative, or mixed methods research proposal to study a substantive health problem. (PO 4) (AACN 3, 4, 5, 9, 10)

Competency: Written research proposal

3. Integrate the principles of ethics and nursing theory/conceptual models in the development of a written evidence-based research proposal. (PO 3, 5) (AACN 1, 3, 4)

Competency: Written research proposal

4. Develop a formal presentation to disseminate a research proposal for interprofessional collaboration. (PO 1, 2, 7) (AACN 1, 2, 3, 4, 6, 10)

Competency: Research Proposal Presentation

Georgia Southwestern State University
School of Nursing
MSN Program
NURS 6105
Revised

Title: Advanced Research for Evidence-Based Nursing Practice

Credit: 3-0-3

Catalog Description: This course builds upon undergraduate statistics and research courses and will focus on the relationship between nursing theory, research, and practice for evidence-based practice. This course will focus on issues such as the identification of practice and system problems, evaluation of research studies and systematic reviews, development, and implementation of evidence-based practice guidelines, use of evidence-based practice to improve outcomes for individuals and groups of patients as well as health care systems, and differentiation of evidence-based and value-based approaches to practice. Students are expected to integrate an evidence-based approach into their practice.

Prerequisite(s): NURS 6104

Course Outcomes

By the completion of the course, the student should be able to:

5. Utilize an internet-based nursing literature database to search for and critically analyze published research for research rigor relevant to specific practice and system problems in support of current Healthy People objectives. (PO 4, 8)(AACN 2,4, 6, 8, 9, 10)

Competency: Research Article Critique

6. Apply an evidence-based approach to develop a quantitative, qualitative, or mixed methods research proposal to study a substantive health problem. (PO 4) (AACN 3, 4, 5, 9, 10)

Competency: Written research proposal

7. Integrate the principles of ethics and nursing theory/conceptual models in the development of a written evidence-based research proposal. (PO 3, 5) (AACN 1, 3, 4)

Competency: Written research proposal

8. Develop a formal presentation to disseminate a research proposal for interprofessional collaboration. (PO 1, 2, 7) (AACN 1, 2, 3, 4, 6, 10)

Competency: Research Proposal Presentation

Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa <input type="checkbox"/>		
Undergraduate or Graduate Program?:	*Graduate Course <input type="checkbox"/>		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6220 Effective Teaching/Learning Strategies		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:		Requested:	
Course Prefix & Number:	*NURS 6220	Course Prefix & Number:	*NURS 6220
Credit Hours:	*3	Credit Hours:	*3
Course Title:	*Effective Teaching/Learning Strategies	Course Title:	*Effective Teaching/Learning Strategies
Prerequisites:	Admission to the MSN Program	Prerequisites:	NURS 6104; NURS 6110
Co-requisites:		Co-requisites:	
Course Description:		Course Description:	

Additional Revision Information

Semester to be Effective:	*Fall <input type="checkbox"/>
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement <input type="checkbox"/>

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	Content in NURS 6220 builds upon concepts learned in NURS 6104 and NURS 6110
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

NURS 6220 syllabus current and revised.pdf

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Improved scores on assignments that include concepts introduced in NURS 6104 and 6110.

Other:

Attach a copy of the current course outline and the proposed course outline:

*NURS 6220 syllabus current and revised.pdf

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Accept* ☒

...3536313736

Michelle Dykes

Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

GEORGIA SOUTHWESTERN STATE UNIVERSITY
SCHOOL OF NURSING
NURS 6220 Effective Teaching and Learning Strategies
Course Syllabus
Original

COURSE TITLE: Effective Teaching/Learning Strategies

COURSE NUMBER: NURS 6220

CREDIT: 3 semester hours (3-0-3)

PREREQUISITE(S): Admission to Graduate Nursing Program

COREQUISITE(S): None

CATALOG DESCRIPTION: This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans for the nurse educator. General principles and methodologies related to learning and instruction are integrated into face-to-face and technology enhanced techniques.

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)
School: www.gsw.edu
Class: <https://go.view.sug.edu/>

COURSE OBJECTIVES:

By the completion of the course, the student should be able to:

- Analyze social factors that affect teaching and learning in classroom and clinical settings.
- Describe teaching strategies related to learning styles and cultural influences.
- Develop strategies to support students at risk for failure.
- Demonstrate competence with a variety of instructional strategies.
- Utilize teaching methodologies that encourage lifelong learning.

GEORGIA SOUTHWESTERN STATE UNIVERSITY
SCHOOL OF NURSING
NURS 6220 Effective Teaching and Learning Strategies
Course Syllabus
Revised

COURSE TITLE: Effective Teaching/Learning Strategies

COURSE NUMBER: NURS 6220

CREDIT: 3 semester hours (3-0-3)

PREREQUISITE(S): NURS 6104; NURS 6110

COREQUISITE(S): None

CATALOG DESCRIPTION: This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans for the nurse educator. General principles and methodologies related to learning and instruction are integrated into face-to-face and technology enhanced techniques.

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)
School: www.gsw.edu
Class: <https://go.view.sug.edu/>

COURSE OBJECTIVES:

By the completion of the course, the student should be able to:

- Analyze social factors that affect teaching and learning in classroom and clinical settings.
- Describe teaching strategies related to learning styles and cultural influences.
- Develop strategies to support students at risk for failure.
- Demonstrate competence with a variety of instructional strategies.
- Utilize teaching methodologies that encourage lifelong learning.



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6230 Health Care Delivery Systems		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	NURS 6230 build upon content presented in NURS 6104 and NURS 6100
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Improved scores on assignments that include concepts introduced in NURS 6104 and 6100

Attach a copy of the current course outline and the proposed course outline:

*NURS 6230 syllabus current and revised.pdf

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Accept* ☒

...3938343131

Michelle Dykes
Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

Georgia Southwestern State University School of Nursing
MSN Program
NURS 6230 Course Syllabus
Original

COURSE TITLE	Health Care Delivery Systems
COURSE NUMBER	NURS 6230
CREDIT	3-0-3
Pre or Co-Requisites	Admission to the Graduate Nursing Program
FACULTY	
WEBSITES	School: www.gsw.edu Class: https://go.view.sug.edu/

COURSE DESCRIPTION

This course is designed for the nurse leader/manager to develop an understanding of the complex regulatory environment in health care delivery systems and the interrelatedness of performance and quality improvement. Also, the framework for understanding the role and contributions of nurse leaders/managers within healthcare systems will be explored. Issues such as public reporting, pay for performance, measurements of patient satisfaction, and other emerging topics will be addressed.

COURSE OBJECTIVES

By completion of this course, the student should be able to:

1. Develop a systems view of health care delivery.
2. Identify key findings from recent national reports of healthcare quality and the recommendations for system improvement.
3. Analyze the latest quality improvement tools, programs and strategies used in healthcare delivery organizations to promote nursing excellence and organizational performance.
4. Describe the importance of patient satisfaction measurements in planning quality improvement initiatives to promote improvement in patient outcomes.
5. Discuss the interconnectivity of leadership, infrastructure, and strategies for quality improvement in healthcare

Georgia Southwestern State University School of Nursing
MSN Program
NURS 6230 Course Syllabus
Revised

COURSE TITLE Health Care Delivery Systems

COURSE NUMBER NURS 6230

CREDIT 3-0-3

Pre or Co-Requisites NURS 6104; NURS 6100

FACULTY

WEBSITES

School: www.gsw.edu

Class: <https://go.view.sug.edu/>

COURSE DESCRIPTION

This course is designed for the nurse leader/manager to develop an understanding of the complex regulatory environment in health care delivery systems and the interrelatedness of performance and quality improvement. Also, the framework for understanding the role and contributions of nurse leaders/managers within healthcare systems will be explored. Issues such as public reporting, pay for performance, measurements of patient satisfaction, and other emerging topics will be addressed.

COURSE OBJECTIVES

By completion of this course, the student should be able to:

1. Develop a systems view of health care delivery.
2. Identify key findings from recent national reports of healthcare quality and the recommendations for system improvement.
3. Analyze the latest quality improvement tools, programs and strategies used in healthcare delivery organizations to promote nursing excellence and organizational performance.
4. Describe the importance of patient satisfaction measurements in planning quality improvement initiatives to promote improvement in patient outcomes.
5. Discuss the interconnectivity of leadership, infrastructure, and strategies for quality improvement in healthcare



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6240 Health Care Finance		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	NURS 6240 build upon content presented in NURS 6104 and NURS 6100
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

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v

Other:

Improved scores on assignments that include concepts introduced in NURS 6104 and 6100

Attach a copy of the current course outline and the proposed course outline:

*NURS 6240 syllabus current and revised.pdf

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept* ☒

...3737383236

Michelle Dykes

Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

Georgia Southwestern State University
School of Nursing
MSN Program
NURS 6240 Course Syllabus
Original

COURSE TITLE	Health Care Finance
COURSE NUMBER	NURS 6240
CREDIT	3-0-3
Pre or Co-Requisites	Admission to the Graduate Nursing Program
WEBSITES	University: GSW Student Account (Official Method)
School: www.gsw.edu	Class: https://go.view.usg.edu/

COURSE DESCRIPTION

This course will examine the economic and financial issues that are unique to organizations in health care delivery. It will include an understanding of accounting principles, financial analysis and decision-making tools needed for nurse leaders. Also included are the principles of economics and the role of accounting and finance on the financial decision making of healthcare managers and executives. In addition, reimbursement issues will be discussed, as will the current and future considerations of paying for health care.

COURSE OBJECTIVES

By completion of this course, the student should be able to:

1. Identify key accounting principles important to healthcare organizations.
2. Discuss how financial information is used in healthcare organizations for decision-making.
3. Describe primary regulatory issues confronting healthcare organizations.
4. Discuss the major reimbursement methods used by healthcare management.
5. Analyze the difference between health insurance plans, managed care, and health maintenance organizations.

Georgia Southwestern State University
School of Nursing
MSN Program
NURS 6240 Course Syllabus
Revised

COURSE TITLE Health Care Finance

COURSE NUMBER NURS 6240

CREDIT 3-0-3

Pre or Co-Requisites NURS 6014; NURS 6100

WEBSITES University: GSW Student Account (Official Method)
School: www.gsw.edu
Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION

This course will examine the economic and financial issues that are unique to organizations in health care delivery. It will include an understanding of accounting principles, financial analysis and decision-making tools needed for nurse leaders. Also included are the principles of economics and the role of accounting and finance on the financial decision making of healthcare managers and executives. In addition, reimbursement issues will be discussed, as will the current and future considerations of paying for health care.

COURSE OBJECTIVES

By completion of this course, the student should be able to:

1. Identify key accounting principles important to healthcare organizations.
2. Discuss how financial information is used in healthcare organizations for decision-making.
3. Describe primary regulatory issues confronting healthcare organizations.
4. Discuss the major reimbursement methods used by healthcare management.
5. Analyze the difference between health insurance plans, managed care, and health maintenance organizations.

Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa <input type="checkbox"/>		
Undergraduate or Graduate Program?:	*Graduate Course <input type="checkbox"/>		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6440 Curriculum Development		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number: *NURS 6440	Course Prefix & Number: *NURS 6440
Credit Hours: *3	Credit Hours: *3
Course Title: *Curriculum Development	Course Title: *Curriculum Development
Prerequisites: Admission to the MSN Program	Prerequisites: NURS 6104; NURS 6110
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall <input type="checkbox"/>
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement <input type="checkbox"/>

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	Content in NURS 6440 builds upon concepts learned in NURS 6104 and NURS 6110
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	Improved scores on assignments that include concepts introduced in NURS 6104 and 6110.
Source(s) of Data:	

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current course outline and the proposed course outline:

*NURS 6440 Syllabus current and revised.pdf

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Accept * ☒

...3539323037

Michelle Dykes
Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

**Georgia Southwestern State University
College of Nursing and Health Sciences
School of Nursing
Original**

COURSE TITLE: Curriculum Development

COURSE NUMBER: NURS 6440

CREDIT: 3-0-3

Pre or Co-Requisites: Admission to the Graduate Nursing Program

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION:

This course examines the principles, philosophies, and theories used in curriculum development in nursing. Graduate students will define, design, and analyze a selected curriculum model.

COURSE OUTCOMES: By the completion of the course, the student should be able to:

1. Discuss curriculum development in nursing. (PO 1) (MSN 1, 4)

COMPETENCY: Curriculum Development Project; Curriculum Goals and Course Development Discussion

2. Explain preliminary and practical considerations in curriculum development. (PO 1) (MSN 1,4)

COMPETENCY: Curriculum Development Project; Curriculum Development and Appraisal Discussion

3. Relate faculty development to curriculum development. (PO 1) (MSN 4, 9)

COMPETENCY: Curriculum Development Project; Curriculum and Faculty Development Discussion; Curriculum Development and Scholarship Discussion

4. Evaluate data related to contextual factors that influence curriculum development. (PO 1, 4) (MSN 4, 9)

COMPETENCY: Curriculum Development Project: Engaging in Curriculum Development Discussion; Curriculum Development Organization Discussion

5. Determine curriculum direction from the contextual data. (PO 1, 4) (MSN 4, 9)

COMPETENCY: Curriculum Development Project; Curriculum Leadership

Discussion; Using Contextual Data in Curriculum Development Discussion

6. Examine philosophies and theories as a basis for curriculum development. (PO 1, 5)(MSN 1)

COMPETENCY: Curriculum Development Project; Philosophical and Theoretical Approaches to Curriculum Development Discussion

7. Design and evaluate curricula and courses. (PO 1, 4)(MSN 4, 9)

COMPETENCY: Curriculum Development Project: Curriculum Development and Appraisal Discussion

**Georgia Southwestern State University
College of Nursing and Health Sciences
School of Nursing**

Revised

COURSE TITLE: Curriculum Development

COURSE NUMBER: NURS 6440

CREDIT: 3-0-3

Pre or Co-Requisites: NURS 6014; NURS 6110

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION:

This course examines the principles, philosophies, and theories used in curriculum development in nursing. Graduate students will define, design, and analyze a selected curriculum model.

COURSE OUTCOMES: By the completion of the course, the student should be able to:

1. Discuss curriculum development in nursing. (PO 1) (MSN 1, 4)
COMPETENCY: Curriculum Development Project; Curriculum Goals and Course Development Discussion
2. Explain preliminary and practical considerations in curriculum development. (PO 1) (MSN 1,4)
COMPETENCY: Curriculum Development Project; Curriculum Development and Appraisal Discussion
3. Relate faculty development to curriculum development. (PO 1) (MSN 4, 9)
COMPETENCY: Curriculum Development Project; Curriculum and Faculty Development Discussion; Curriculum Development and Scholarship Discussion
4. Evaluate data related to contextual factors that influence curriculum development. (PO 1, 4) (MSN 4, 9)
COMPETENCY: Curriculum Development Project: Engaging in Curriculum Development Discussion; Curriculum Development Organization Discussion
5. Determine curriculum direction from the contextual data. (PO 1, 4) (MSN 4, 9)
COMPETENCY: Curriculum Development Project; Curriculum Leadership

Discussion; Using Contextual Data in Curriculum Development Discussion

6. Examine philosophies and theories as a basis for curriculum development. (PO 1, 5)(MSN 1)

COMPETENCY: Curriculum Development Project; Philosophical and Theoretical Approaches to Curriculum Development Discussion

7. Design and evaluate curricula and courses. (PO 1, 4)(MSN 4, 9)

COMPETENCY: Curriculum Development Project: Curriculum Development and Appraisal Discussion



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6730 Process Improvement for Healthcare		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	NURS 6730 builds upon content presented in NURS 6700
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Improved scores on assignments that include concepts introduced in NURS 6700

Attach a copy of the current course outline and the proposed course outline:

*NURS 6730 syllabus current and revised.pdf

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Accept* ☒

...3035323235

Michelle Dykes
Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

Georgia Southwestern State University
School of Nursing
NURS 6730
Course Syllabus
Original

Title: Process Improvement for Healthcare

Credit: (3-0-3)

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu Class: <https://go.view.usg.edu/>

Course Description: This "hands-on", project-based course provides a discussion of recent developments in the management of quality and process improvement in the healthcare industry. Topics include an overview of healthcare quality leadership requirements, team building, and project management; quality management; quality and process improvement initiatives; methodologies for continuous process improvement; and emerging trends in healthcare quality management.

Prerequisites: Admission to the Graduate Nursing Program or to the Graduate Certificate Program.

COURSE OBJECTIVES: By the completion of the course, the student should be able to:

1. Use analytical tools and software to help simplify and streamline decision processes (PO 1, 4, 8)(MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
2. Apply tools of operations management and data analysis to improve Efficiency, Quality, and Safety in healthcare delivery (PO 1, 4, 8) (MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
3. Manage and re-engineer healthcare process flows (PO 1, 8)(MSN 1, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
4. Distinguish existing commercial applications and tools that improve Efficiency, Quality, and Safety in healthcare delivery (PO 1, 8)(MSN 1, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
5. Design and evaluate studies to improve Efficiency, Quality, and Safety in healthcare delivery (1, 4, 8)(MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3

Georgia Southwestern State University
School of Nursing
NURS 6730
Course Syllabus
Revised

Title: Process Improvement for Healthcare

Credit: (3-0-3)

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu Class: <https://go.view.usg.edu/>

Course Description: This "hands-on", project-based course provides a discussion of recent developments in the management of quality and process improvement in the healthcare industry. Topics include an overview of healthcare quality leadership requirements, team building, and project management; quality management; quality and process improvement initiatives; methodologies for continuous process improvement; and emerging trends in healthcare quality management.

Prerequisites: NURS 6700

COURSE OBJECTIVES: By the completion of the course, the student should be able to:

1. Use analytical tools and software to help simplify and streamline decision processes (PO 1, 4, 8)(MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
2. Apply tools of operations management and data analysis to improve Efficiency, Quality, and Safety in healthcare delivery (PO 1, 4, 8) (MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
3. Manage and re-engineer healthcare process flows (PO 1, 8)(MSN 1, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
4. Distinguish existing commercial applications and tools that improve Efficiency, Quality, and Safety in healthcare delivery (PO 1, 8)(MSN 1, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
5. Design and evaluate studies to improve Efficiency, Quality, and Safety in healthcare delivery (1, 4, 8)(MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6750		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	NURS 6750 builds upon content presented in NURS 6700
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

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Other:

Improved scores on assignments that include concepts introduced in NURS 6700

Attach a copy of the current course outline and the proposed course outline:

*NURS 6750 Syllabus current and revised.pdf

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept* ☒

...3631303930

Michelle Dykes

Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

**Georgia Southwestern State
University School of Nursing
MSN Program NURS 6750
Course Syllabus
Original**

Title: Health Systems Project Management

Credit: (3-0-3)

Course Description: This project-based course is designed to help students develop skills in facilitating strategic planning and management of complex projects in healthcare organizations. Learning activities will focus on managing the successful implementation of EHRs, including action planning, strategy implementation, evaluation of the planning process, budgeting, change management, assessment of organizational culture and behavior, scope creep, managing expectations, balancing competing priorities, and compliance reporting. Fundamental principles of project management such as planning, scheduling, resource allocation, and tracking are applied to a healthcare information system project.

Prerequisites: Admission to the Graduate Nursing Program or the Graduate Certificate Program.

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Identify the fundamental management skills required for successful project management and implementation. (PO # 4 & 8; AACN Domain 8)
Competency: Guided discussions, Quizzes, Project Management Project
2. Plan, initiate, execute, and evaluate an innovative project to influence health care organizational goals, best practices, and/or mission. (PO #7 & 8; AACN Domain 7,8,9)
Competency: Guided discussions, Quizzes, Project Management Project
3. Assess roadblocks and solutions to successful management of time, costs, risks, resources, and quality of care during project management.
(PO #8; AACN Domain 8,9)
Competency: Guided discussions, Project Management Project
4. Discuss the importance of communications, change management, stakeholders, roles, and responsibilities in project management. (PO # 1, 2, & 8; AACN Domain 6,8,9)
Competency: Guided discussions, Quizzes, Project Management Project

**Georgia Southwestern State
University School of Nursing
MSN Program NURS 6750
Course Syllabus
Revised**

Title: Health Systems Project Management

Credit: (3-0-3)

Course Description: This project-based course is designed to help students develop skills in facilitating strategic planning and management of complex projects in healthcare organizations. Learning activities will focus on managing the successful implementation of EHRs, including action planning, strategy implementation, evaluation of the planning process, budgeting, change management, assessment of organizational culture and behavior, scope creep, managing expectations, balancing competing priorities, and compliance reporting. Fundamental principles of project management such as planning, scheduling, resource allocation, and tracking are applied to a healthcare information system project.

Prerequisites: NURS 6700

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Identify the fundamental management skills required for successful project management and implementation. (PO # 4 & 8; AACN Domain 8)
Competency: Guided discussions, Quizzes, Project Management Project
2. Plan, initiate, execute, and evaluate an innovative project to influence health care organizational goals, best practices, and/or mission. (PO #7 & 8; AACN Domain 7,8,9)
Competency: Guided discussions, Quizzes, Project Management Project
3. Assess roadblocks and solutions to successful management of time, costs, risks, resources, and quality of care during project management.
(PO #8; AACN Domain 8,9)
Competency: Guided discussions, Project Management Project
4. Discuss the importance of communications, change management, stakeholders, roles, and responsibilities in project management. (PO # 1, 2, & 8; AACN Domain 6,8,9)
Competency: Guided discussions, Quizzes, Project Management Project



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6910 Practicum I		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*twice a year
Indicate if course will be:	*Major Requirement

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	The first practicum course requires a substantial amount of content from the major requirement courses. In addition, the project portion of the course requires knowledge or the research process.
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

This course will be implemented for the first time in Fall 2025. Measures planned will include outcomes on clinical evaluation tool and MSN project.

Other:

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Attach a copy of the current course outline and the proposed course outline:

*NURS 6910 Syllabus current and revised.pdf

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Accept* ☒

...3233373635

Michelle Dykes
Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

NURS 6910 Course Syllabus Original

COURSE TITLE: Practicum I

COURSE NUMBER: NURS 6910

CREDIT: 0-15-5

Pre or Co-Requisites: For students in leadership track: NURS 6100, NURS 6104, NURS 6105, and 1 of the following NURS 6230, NURS 6210, NURS 6240; for students in education track: NURS 6110, NURS 6104, NURS 6105, and 1 of the following NURS 6220, NURS 6330, NURS 6440; for students in informatics track: NURS 6700, NURS 6104, NURS 6105, NURS 6710

FACULTY: TBA

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu

Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION: This clinically based course operationalizes the theoretical principles and norms studied in previous graduate nursing courses. Students will have the opportunity to assume the role of nursing educator, leader, or informatics and apply concepts within the selected program track. Students will also work on a faculty-guided project that addresses a significant problem or issue within the nursing profession. Students will choose a problem that is of concern for their declared track. The project is a research-based project that synthesizes knowledge and information from previous courses to develop, implement, and evaluate the project.

COURSE OUTCOMES:

By the completion of the course, the student should be able to:

- Synthesize knowledge obtained in prior courses and apply theoretical concepts and evidence-based principles, related to selected roles, to a practice setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Evaluate the impact of regulatory, legal, and ethical guidelines that guide specific graduate nurse (educator, leader, or informaticist) role development and performance within a selected healthcare setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Develop an enhanced self-awareness of personal strengths, weaknesses, and competencies related to selected nursing roles.
 - **Competency:** Clinical Evaluation, Professional Portfolio, Clinical Journals
- Develop strategies to support continued role development and competencies as a nurse leader/manager, educator, or informaticist.
 - **Competency:** Clinical Journals, Professional Portfolio, Professional development plan
- Utilize nursing research for the promotion of quality nursing education, safe client-centered, health care, and evidence-based practice.
 - **Competency:** Final Written Project
- Employ critical thinking in the application of nursing and multidisciplinary

theoretical frameworks to foster optimal client health outcomes.

- **Competency:** Final Written Project
- Analyze the significance of a problem to the discipline and practice of nursing.
 - **Competency:** Final Written Project
- Apply a systematic process that includes the development and implementation of a project.
 - **Competency:** Final Written Project

NURS 6910 Course Syllabus

Revised

COURSE TITLE: Practicum I

COURSE NUMBER: NURS 6910

CREDIT: 0-15-5

Pre or Co-Requisites:

Leadership track: Pre-Reqs: NURS 6230; NURS 6240 Co-Req: NURS 6105

Education track: Pre-Reqs: NURS 6220; NURS 6440 Co-Req: NURS 6105

Informatics track: Pre-Reqs: NURS 6710; NURS 6730 or NURS 6750 Co-Req: NURS 6105

FACULTY: TBA

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu

Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION: This clinically based course operationalizes the theoretical principles and norms studied in previous graduate nursing courses. Students will have the opportunity to assume the role of nursing educator, leader, or informatics and apply concepts within the selected program track. Students will also work on a faculty-guided project that addresses a significant problem or issue within the nursing profession. Students will choose a problem that is of concern for their declared track. The project is a research-based project that synthesizes knowledge and information from previous courses to develop, implement, and evaluate the project.

COURSE OUTCOMES:

By the completion of the course, the student should be able to:

- Synthesize knowledge obtained in prior courses and apply theoretical concepts and evidence-based principles, related to selected roles, to a practice setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Evaluate the impact of regulatory, legal, and ethical guidelines that guide specific graduate nurse (educator, leader, or informaticist) role development and performance within a selected healthcare setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Develop an enhanced self-awareness of personal strengths, weaknesses, and competencies related to selected nursing roles.
 - **Competency:** Clinical Evaluation, Professional Portfolio, Clinical Journals
- Develop strategies to support continued role development and competencies as a nurse leader/manager, educator, or informaticist.
 - **Competency:** Clinical Journals, Professional Portfolio, Professional development plan
- Utilize nursing research for the promotion of quality nursing education, safe client-centered, health care, and evidence-based practice.
 - **Competency:** Final Written Project
- Employ critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes.

- **Competency:** Final Written Project
- Analyze the significance of a problem to the discipline and practice of nursing.
 - **Competency:** Final Written Project
- Apply a systematic process that includes the development and implementation of a project.
 - **Competency:** Final Written Project



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6920 Practicum II		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*twice a year
Indicate if course will be:	*Major Requirement

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	NURS 6920 Practicum II is a continuation of NURS 6910 Practicum I. All major courses should be completed prior to or at the time NURS 6920 Practicum II is completed.
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current course outline and the proposed course outline:

*NURS 6920 Syllabus current and revised.pdf

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Accept * ☒

...3135323439

Michelle Dykes

Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

NURS 6920 Course Syllabus Original

COURSE TITLE: Practicum II

COURSE NUMBER: NURS 6920

CREDIT: 0-18-6

Pre or Co-Requisites: NURS 6910

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu

Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION: This clinically based course operationalizes the theoretical principles and norms studied in previous graduate nursing courses. Students will have the opportunity to assume the role of nursing educator, leader, or informatics and apply concepts within the selected program track. Students will also continue work on a faculty-guided project initiated in NURS 6910. The project is a research-based project that synthesizes knowledge and information from previous courses to develop, implement, and evaluate the project.

COURSE OUTCOMES:

By the completion of the course, the student should be able to:

- Synthesize knowledge obtained in prior courses and apply theoretical concepts and evidence-based principles, related to selected roles, to a practice setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Evaluate the impact of regulatory, legal, and ethical guidelines that guide specific graduate nurse (educator, leader, or informaticist) role development and performance within a selected healthcare setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Develop an enhanced self-awareness of personal strengths, weaknesses, and competencies related to selected nursing roles.
 - **Competency:** Clinical Evaluation, Professional Portfolio, Clinical Journals
- Develop strategies to support continued role development and competencies as a nurse leader/manager, educator, or informaticist.
 - **Competency:** Clinical Journals, Professional Portfolio
- Utilize nursing research for the promotion of quality nursing education, safe client-centered, health care, and evidence-based practice.
 - **Competency:** Final Written Project
- Employ critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes.
 - **Competency:** Final Written Project
- Analyze the significance of a problem to the discipline and practice of nursing.
 - **Competency:** Final Written Project
- Apply a systematic process that includes the development and implementation of a project.
 - **Competency:** Final Written Project

NURS 6920 Course Syllabus

Revised

COURSE TITLE: Practicum II

COURSE NUMBER: NURS 6920

CREDIT: 0-18-6

Pre or Co-Requisites: **Pre-Req:** NURS 6910

Co-Req: Education track: NURS 6330

Leadership track: NURS 6210

Informatics Track: NURS 6711; NURS 6730 or NURS 6750

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu

Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION: This clinically based course operationalizes the theoretical principles and norms studied in previous graduate nursing courses. Students will have the opportunity to assume the role of nursing educator, leader, or informatics and apply concepts within the selected program track. Students will also continue work on a faculty-guided project initiated in NURS 6910. The project is a research-based project that synthesizes knowledge and information from previous courses to develop, implement, and evaluate the project.

COURSE OUTCOMES:

By the completion of the course, the student should be able to:

- Synthesize knowledge obtained in prior courses and apply theoretical concepts and evidence-based principles, related to selected roles, to a practice setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Evaluate the impact of regulatory, legal, and ethical guidelines that guide specific graduate nurse (educator, leader, or informaticist) role development and performance within a selected healthcare setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Develop an enhanced self-awareness of personal strengths, weaknesses, and competencies related to selected nursing roles.
 - **Competency:** Clinical Evaluation, Professional Portfolio, Clinical Journals
- Develop strategies to support continued role development and competencies as a nurse leader/manager, educator, or informaticist.
 - **Competency:** Clinical Journals, Professional Portfolio
- Utilize nursing research for the promotion of quality nursing education, safe client-centered, health care, and evidence-based practice.
 - **Competency:** Final Written Project
- Employ critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes.
 - **Competency:** Final Written Project
- Analyze the significance of a problem to the discipline and practice of nursing.
 - **Competency:** Final Written Project

- Apply a systematic process that includes the development and implementation of a project.
 - **Competency:** Final Written Project



Proposal For A New Program

Disclaimer

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

Degree / Program Name:	*Master of Arts in Teaching - Pedagogy Only
Faculty Member Submitting Proposal:	*Michele McKie
Department Chair/Unit Head email address for approval:	*Education - Rachel Abbott
Undergraduate or Graduate Program?:	*Graduate Course
Semester to be Effective:	*Fall
Year to be Effective:	*2026

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	This program will provide comprehensive training in pedagogy, ensuring graduates are wellprepared to deliver high-quality instruction.
Adopting current best practice(s) in field:	Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	Employer and Completer Surveys (GaPSC sends these out and shares the data with EPPs)
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Source(s) of Data:	

Assessment Plan

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Other:	Program Key Assessments include: Professional Behaviors and Dispositions Assessment (PBDA) Impacting Student Learning Assessment (ISL) Lesson Plans & Rubric

Attach a copy of the proposed curriculum sheet:

*MAT Curriculum sheet_Updated 3.28.25.pdf

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Accept * ☒

...3531343837

Michele McKie

03/28/2025, 5:50 PM

Faculty Member Signature:

Date:

...3832313834

Rachel Abbott

03/30/2025, 8:45 PM

Unit Head Signature:

Date:

...3733313637

Bryan Davis

03/31/2025, 6:58 AM

GSW SACSCOC Liaison Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

...3533323636

Shelma Sexton

04/14/2025, 12:08 PM

Committee on Graduate Affairs
Signature:

Date:

Secretary of Faculty Senate Signature:

Date:

Dean of the Faculty Signature:

Date:

Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal: *	<input type="text" value="College of Education"/>	Faculty Member Proposing: *	<input type="text" value="Michele McKie"/>
Proposed New Course Title: *	<input type="text" value="Foundations in Language Development"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDRG 6050"/>
Faculty Member Submitting Proposal:	<input type="text" value="Michele McKie"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective:	<input type="text" value="Fall"/> <input type="button" value="v"/>	Year to be Effective:	<input type="text" value="2025"/>
Estimated Frequency of Course Offering:	<input type="text" value="1 time per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDRG 6050"/>
Course Title:	<input type="text" value="Foundations in Language Development"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="0"/>
Prerequisites:	<input type="text" value="Admission to Master of Arts in Teaching"/>
Co-requisites:	<input type="text"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<input type="text" value="A course that focuses on fostering teacher candidates' awareness of early language skills and the neural pathways necessary for developing proficient readers and writers. Best practices for the classroom setting will be stressed throughout this course as well as how intrinsic and extrinsic factors affect language development."/>

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	<input type="text" value="This course will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction."/>
Adopting current best practice(s) in field:	<input type="text" value="Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms."/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<input type="text" value="Educators seeking initial certification in Pedagogy Only (Content) are required to take courses aligned with 'awareness of how to teach reading.' This course will provide them the skills needed to learn about the legislative requirements of teaching reading. Candidates in content-specific programs (6th - 12th grade) are not required to teach reading, but but be aware of how to integrate reading and writing skills into their curriculum."/> <input type="text" value="The GaPSC requires specific mandates for the number of courses aligned to the MAT program. This is one course that will be offered to apply toward the program to meet the requirements for accreditation."/>
Other:	<input type="text" value="In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director."/>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

^

v

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

^

v

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

^

v

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Research Presentation - conduct research to find articles on the contribution of linguistic and cognitive factors to literacy outcomes. Presentation of the findings in class.

Other:

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v

Attach a copy of the proposed course outline:

* Foundations in Language Development_Course Outline.docx

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Accept * ☐

☐

...3431383233

Michele McKie

Faculty Member:

03/04/2025

Date:

...3132363638

Rachel Abbott

Unit Head Signature:

03/04/2025, 3:46 PM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:

Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal: *	<input type="text" value="College of Education"/>	Faculty Member Proposing: *	<input type="text" value="Jessica Watson"/>
Proposed New Course Title: *	<input type="text" value="Exceptional Student"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDSP 6100"/>
Faculty Member Submitting Proposal:	<input type="text" value="Jessica Watson"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective:	<input type="text" value="Fall"/> <input type="button" value="v"/>	Year to be Effective: *	<input type="text" value="2025"/>
Estimated Frequency of Course Offering:	<input type="text" value="1x per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDSP 6100"/>
Course Title:	<input type="text" value="Exceptional Student"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="0"/>
Prerequisites:	<input type="text" value="Admission to Master's of Arts in Teaching."/>
Co-requisites:	<input type="text"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<div style="border: 1px solid black; padding: 5px;">A study of the identification, characteristics, and educational needs of individuals with disabilities from preschool to adulthood. The course includes appropriate learning environments and current best practices for the education of all students. (0-0-3)</div>

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	<div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> <input type="button" value="v"/>
Adopting current best practice(s) in field:	<div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> <input type="button" value="v"/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<div style="border: 1px solid black; padding: 5px;">The Master's of Arts in Teaching program seeks to offer initial teach certification to teacher candidates. This program will allow teachers operating on a provisional certificate to complete the course work and supervised teaching experiences necessary to earn their initial teacher certification. This course is a practicum course in which teacher candidates complete student teaching under the supervision of a university faculty.</div>
Other:	<div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> <input type="button" value="v"/>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<input type="text" value="Surveys"/>
--	--------------------------------------

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Students

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Quizzes, exams, case studies

Other:

Attach a copy of the proposed course outline:

*Exceptional Student_Course Outline.docx

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Accept *

...3732313533

Jessica Watson

Faculty Member:

03/03/2025

Date:

...3332373734

Rachel Abbott

Unit Head Signature:

03/04/2025, 8:17 AM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:

Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal: *	<input type="text" value="Education"/>	Faculty Member Proposing: *	<input type="text" value="Christopher Pritchett"/>
Proposed New Course Title: *	<input type="text" value="Foundations of Teaching"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDUC 7210"/>
Faculty Member Submitting Proposal:	<input type="text" value="Christopher Pritchett"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective:	<input type="text" value="Spring"/> <input type="button" value="v"/>	Year to be Effective: *	<input type="text" value="2027"/>
Estimated Frequency of Course Offering:	<input type="text" value="Once per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDUC 7210"/>
Course Title:	<input type="text" value="Foundations of Teaching"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="1"/>
Prerequisites:	<input type="text" value="Admission to Master of Art in Teaching"/>
Co-requisites:	<input type="text"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<div style="border: 1px solid black; padding: 5px;">This course covers key concepts, principles, theories, and research on human development, emphasizing their application in teaching. Students will learn to design effective instructional plans, create positive learning environments, and foster student-centered academic settings. The course also includes ethical principles, professional standards, and communication strategies for collaboration with students, families, and school personnel. (0-1-3)</div>

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	<div style="border: 1px solid black; padding: 5px;">This program will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction.</div>
Adopting current best practice(s) in field:	<div style="border: 1px solid black; padding: 5px;">Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.</div>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<div style="border: 1px solid black; height: 40px; position: relative;"> <input type="button" value="v"/> </div>
Other:	<div style="border: 1px solid black; padding: 5px;">In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.</div>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<div style="border: 1px solid black; height: 30px; position: relative;"> <input type="button" value="v"/> </div>
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Plans for assessing the effectiveness of the course in meeting the program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Page 10 of 10

tests, projects, Self-Reflection using PBDA, Teaching event or Unit Plan

* EDUC 7210 Foundations of Teaching Course Outline.pdf

Accept*

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03/04/2025

Date:

...3339383233

03/04/2025, 8:50 AM

Date:

Date:

Date:

Date:



Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal: *	<input type="text" value="Education"/>	Faculty Member Proposing: *	<input type="text" value="Christopher Pritchett"/>
Proposed New Course Title: *	<input type="text" value="Methods of Teaching"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDUC 7240"/>
Faculty Member Submitting Proposal:	<input type="text" value="Christopher Pritchett"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective:	<input type="text" value="Spring"/> <input type="button" value="v"/>	Year to be Effective: *	<input type="text" value="2027"/>
Estimated Frequency of Course Offering:	<input type="text" value="Once per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDUC 7240"/>
Course Title:	<input type="text" value="Methods of Teaching"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="1"/>
Prerequisites:	<input type="text" value="Admission to Master of Art in Teaching"/>
Co-requisites:	<input type="text" value="EDSC 7960 Practicum"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<div>This course is designed to emphasize effective instructional planning and methodologies. Considerations of research and theory in education will be applied in the planning and implementation process. The selection, use, and evaluation of instructional material, including appropriate technology tools will be stressed. Evaluating and reporting on student progress will be included. (0-1-3)</div>

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	<div>This program will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction.</div>
Adopting current best practice(s) in field:	<div>Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.</div>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<div></div>
Other:	<div>In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.</div>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<div></div>
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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the proposed course outline:

*EDUC 7240 Methods of Teaching Course.pdf

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Accept * ☐

...3137343736

Christopher Pritchett
Faculty Member:

03/04/2025

Date:

...3537353232

Rachel Abbott
Unit Head Signature:

03/04/2025, 8:50 AM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:



Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal:	<input type="text" value="College of Education"/>	Faculty Member Proposing:	<input type="text" value="Michele McKie"/>
Proposed New Course Title:	<input type="text" value="Educational Assessment"/>	Proposed New Course Abbreviation:	<input type="text" value="EDUC 7250"/>
Faculty Member Submitting Proposal:	<input type="text" value="Michele McKie"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/>		
Semester to be Effective:	<input type="text" value="Fall"/>	Year to be Effective:	<input type="text" value="2025"/>
Estimated Frequency of Course Offering:	<input type="text" value="1 time per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDUC 7250"/>
Course Title:	<input type="text" value="Educational Assessment"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="0"/>
Prerequisites:	<input type="text" value="Admission to Master of Arts in Teaching"/>
Co-requisites:	<input type="text"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<input type="text" value="This course covers the range, types, and purposes of assessment, focusing on designing, adapting, and analyzing summative, formative, and self-assessments. Key areas include professional knowledge, differentiated instruction, assessment strategies, and using assessment data to improve outcomes. Technology integration is required, aligning with state and national standards."/>

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	<input type="text" value="This course will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction."/>
Adopting current best practice(s) in field:	<input type="text" value="Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms."/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<input type="text" value="The GaPSC requires specific mandates for the number of courses aligned to the MAT program. This is one course that will be offered to apply toward the program to meet the requirements for accreditation."/>
Other:	<input type="text" value="In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director."/>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<input type="text"/>
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	<input type="text"/>

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Quizzes/Tests

Interpretation and use of assessment results

Introduction to Impacting Student Learning (ISL)

Other:

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Attach a copy of the proposed course outline:

*Educational Assessment _Course Outline.docx

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Accept * ☐

...3830373238

Michele McKie

Faculty Member:

03/03/2025

Date:

...3231363333

Rachel Abbott

Unit Head Signature:

03/04/2025, 8:18 AM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:



Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal: *	<input type="text" value="Education"/>	Faculty Member Proposing: *	<input type="text" value="Christopher Pritchett"/>
Proposed New Course Title: *	<input type="text" value="Classroom and Behavior Management"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDUC 7620"/>
Faculty Member Submitting Proposal:	<input type="text" value="Christopher Pritchett"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective:	<input type="text" value="Spring"/> <input type="button" value="v"/>	Year to be Effective: *	<input type="text" value="2027"/>
Estimated Frequency of Course Offering:	<input type="text" value="Once per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDUC 7620"/>
Course Title:	<input type="text" value="Classroom and Behavior Management"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="10"/>
Prerequisites:	<input type="text" value="Admission to Master of Art in Teaching"/>
Co-requisites:	<input type="text"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<div>This course explores the principles, strategies, and techniques for creating and maintaining an effective learning environment. Students will examine theories of behavior management, culturally responsive practices, and proactive approaches to preventing disruptions. Topics include establishing classroom rules and routines, building positive teacher-student relationships, handling challenging behaviors, and fostering a supportive and inclusive atmosphere. (0-10-3)</div>

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	<div>This program will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction.</div>
Adopting current best practice(s) in field:	<div>Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.</div>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<div></div>
Other:	<div>In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.</div>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<div></div>
--	-------------

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the proposed course outline:

*EDUC 7620 Classroom and Behavior Mgmt Course Outline.pdf

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Accept *

...3636323735

Christopher Pritchett
Faculty Member:

03/03/2025

Date:

...3635383530

Rachel Abbott
Unit Head Signature:

03/04/2025, 8:17 AM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:

Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal:	<input type="text" value="College of Education"/>	Faculty Member Proposing:	<input type="text" value="Michele McKie"/>
Proposed New Course Title:	<input type="text" value="Practicum"/>	Proposed New Course Abbreviation:	<input type="text" value="EDSC 7960"/>
Faculty Member Submitting Proposal:	<input type="text" value="Michele McKie"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective:	<input type="text" value="Fall"/> <input type="button" value="v"/>	Year to be Effective:	<input type="text" value="2025"/>
Estimated Frequency of Course Offering:	<input type="text" value="1 time per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDSC 7960"/>
Course Title:	<input type="text" value="Practicum"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="5"/>
Prerequisites:	<input type="text" value="Admission to Master of Arts in Teaching"/>
Co-requisites:	<input type="text" value="EDUC 7240- Methods of Teaching"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<input type="text" value="This course contains supervised field experience in conjunction with instructional time to support candidates with reflective planning, instruction, differentiation, and assessment."/>

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	<input type="text" value="This course will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction."/>
Adopting current best practice(s) in field:	<input type="text" value="Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms."/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<input type="text" value="The GaPSC requires specific mandates for the number of courses aligned to the MAT program. This is one course that will be offered to apply toward the program to meet the requirements for accreditation."/>
Other:	<input type="text" value="In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director."/>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<input type="text"/>
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	<input type="text"/>

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Reading Assignments & Video Modeling
Field Experiences
Discussions
Lesson Plans
Use of assessment data to inform teaching
Observation: Virtual synchronous observations
Self-Reflection using PBDA

Other:

Attach a copy of the proposed course outline:

*Practicum_Course Outline.docx

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Accept * ☐

...3232303634

Michele McKie
Faculty Member:

03/03/2025

Date:

...3931303837

Rachel Abbott
Unit Head Signature:

03/04/2025, 8:19 AM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:

Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal: *	<input type="text" value="College of Education"/>	Faculty Member Proposing: *	<input type="text" value="Jessica Watson"/>
Proposed New Course Title: *	<input type="text" value="Clinical Practice"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDUC7220"/>
Faculty Member Submitting Proposal:	<input type="text" value="Jessica Watson"/>		
Department Chair/Unit Head email address for approval: *	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?: *	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective: *	<input type="text" value="Fall"/> <input type="button" value="v"/>	Year to be Effective: *	<input type="text" value="2025"/>
Estimated Frequency of Course Offering: *	<input type="text" value="1x per year"/>	Indicate if course will be: *	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDUC 7220"/>
Course Title:	<input type="text" value="Clinical Practice"/>
Credit Hours:	<input type="text" value="9"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="40"/>
Prerequisites:	<input type="text" value="Admission to Master's of Arts in Teaching; All other coursework must be completed prior to this cours"/>
Co-requisites:	<input type="text" value="Co-requisite of EDUC 7620: Classroom & Behavior Management."/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<input type="text" value="Observations and teaching with emphasis on content knowledge, professionalism, instructional planning and teaching skills under the direction of an approved cooperating teacher in the field of intended certification. (0-20-6)"/>

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	<input type="text"/>
Adopting current best practice(s) in field:	<input type="text"/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<input type="text" value="The Master's of Arts in Teaching program seeks to offer initial certification to teacher candidates holding an undergraduate degree in a discipline outside of education. This program will allow teachers who are operating on a provisional certificate to complete the course work and supervised teaching experiences necessary to earn their initial teacher certification. This course is a practicum course in which teacher candidates complete student teaching under the supervision of university faculty."/>
Other:	<input type="text"/>
Supporting Data:	<input type="text"/>

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<input type="text" value="Student surveys"/>
--	--

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Students

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Key assessments (i.e., Portfolios, PBDA, Teacher Candidate Evaluations, lesson plans, Impacting Student Learning (ISL))

Other:

Attach a copy of the proposed course outline:

*Clinical Practice_Course Outline(1).docx

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Accept * ☐

...3732373835

Jessica Watson
Faculty Member:

03/27/2025

Date:

...3534343530

Rachel Abbott
Unit Head Signature:

03/30/2025, 8:45 PM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:



Proposal For A New Program

Disclaimer

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

Degree / Program Name:	* Master of Arts in Teaching - Pedagogy Only
Faculty Member Submitting Proposal:	* Michele McKie
Department Chair/Unit Head email address for approval:	* Education - Rachel Abbott
Undergraduate or Graduate Program?:	* Graduate Course
Semester to be Effective:	* Fall
Year to be Effective:	* 2026

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	This program will provide comprehensive training in pedagogy, ensuring graduates are wellprepared to deliver high-quality instruction.
Adopting current best practice(s) in field:	Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	Employer and Completer Surveys (GaPSC sends these out and shares the data with EPPs)
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Source(s) of Data:	

Assessment Plan

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Other:	Program Key Assessments include: Professional Behaviors and Dispositions Assessment (PBDA) Impacting Student Learning Assessment (ISL) Lesson Plans & Rubric

Attach a copy of the proposed curriculum sheet:

*MAT Curriculum sheet_Updated 3.28.25.pdf

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Accept * 

...3531343837

Michele McKie

03/28/2025, 5:50 PM

Faculty Member Signature:

Date:

...3832313834

Rachel Abbott

03/30/2025, 8:45 PM

Unit Head Signature:

Date:

...3733313637

Bryan Davis

03/31/2025, 6:58 AM

GSW SACSCOC Liaison Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs
Signature:

Date:

Secretary of Faculty Senate Signature:

Date:

Dean of the Faculty Signature:

Date:



Proposal For A New Program

Disclaimer

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

Degree / Program Name:	* Master of Arts in Teaching - Pedagogy Only
Faculty Member Submitting Proposal:	* Michele McKie
Department Chair/Unit Head email address for approval:	* Education - Rachel Abbott
Undergraduate or Graduate Program?:	* Graduate Course
Semester to be Effective:	* Fall
Year to be Effective:	* 2026

Justification

Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	This program will provide comprehensive training in pedagogy, ensuring graduates are wellprepared to deliver high-quality instruction.
Adopting current best practice(s) in field:	Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	Employer and Completer Surveys (GaPSC sends these out and shares the data with EPPs)
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Source(s) of Data:	

Assessment Plan

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Other:	Program Key Assessments include: Professional Behaviors and Dispositions Assessment (PBDA) Impacting Student Learning Assessment (ISL) Lesson Plans & Rubric

Attach a copy of the proposed curriculum sheet:

*MAT Curriculum sheet_Updated 3.28.25.pdf

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Accept * 

...3531343837

Michele McKie

03/28/2025, 5:50 PM

Faculty Member Signature:

Date:

...3832313834

Rachel Abbott

03/30/2025, 8:45 PM

Unit Head Signature:

Date:

...3733313637

Bryan Davis

03/31/2025, 6:58 AM

GSW SACSCOC Liaison Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs
Signature:

Date:

Secretary of Faculty Senate Signature:

Date:

Dean of the Faculty Signature:

Date:

Master of Arts in Teaching - Pedagogy Only Program

NAME _____ gswID# _____
 ADVISOR _____ Effective Catalog Year: 2025-2026

MAJOR/ELECTIVE REQUIREMENTS: 30 HOURS

Major Courses (9 hrs)	Hrs	Term	Grade	FE
EDSP 6100 Exceptional Student	3			0
EDUC 7620 Classroom/Behavior Mgmt	3			150
EDUC 7210: Foundations in Teaching	3			15
EDUC 7240: Methods of Teaching	3			15
EDUC 7250: Educational Assessment	3			0
Literacy Awareness Course (3 hours)	Hrs	Term	Grade	FE
EDRG 6050 Foundations in Language	3			0
Field and Clinical Experiences (9 hrs)	Hrs	Term	Grade	FE
EDUC 7960: Practicum	3			75
EDUC 7220: Clinical Practice	9			600

UNIVERSITY POLICIES FOR GRADUATE STUDIES

A 3.0 cumulative GPS must be maintained.
 A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.
 No course with a grade of "D" may be used to satisfy program requirements.
 All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.
 Graduate students who fail to maintain academic standards will be placed under academic review at the end of the semester in which their status falls below the required standards.

Prior Degree/Major: _____
 Earned at: _____
 Comments: _____
 Completed by: _____ Date: _____

Professional Checklist:

Application to Teacher Education
 GACE I (Score _____ Date _____)
 GACE II (Score _____ Date _____)
 Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

1) Candidates must hold a minimum of a bachelor's degree from a GaPSC-accepted, accredited institution of higher education; and
 2) Candidates must provide evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three options:

Option 1) A major in the field of certification sought earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education, or

Option 2) A passing score on the Georgia state-approved content assessment in the field of certification sought, or

Option 3) Evidence of successful completion of a specified number of semester hours of content area coursework earned in conjunction with a bachelor's or higher degree or through additional coursework from a GaPSC-accepted, accredited institution of higher education.
 The number of semester hours of content area coursework required for The number of semester hours of content area coursework required for secondary (6-12) and P-12 fields (excluding Special Education) is twenty-one (21) semester hours; and for Middle Grades (4-8) fields, fifteen (15) semester hours of coursework is required in one of the content areas of Language Arts, Math, Reading, Science, or Social studies.

3) Candidates enrolling in the MAT must pass GACE prior to program admission.

For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

ADDITIONAL NOTES

EDSP 6100: Must be passed with a grade of "B" or better per GaPSC requirements for certification.

EDSP 7220: All prior coursework must be satisfactorily completed to enroll.

Graduate Withdrawal Policy

To officially withdraw from a course after the add/drop period has ended, a student must complete the Withdrawal from GSW Class(es) form. The form has several options. The student needs to choose the best option for their situation and follow the information provided. The effective date of the withdrawal from class is the date the completed form is received by the Office of the Registrar.

Withdrawal from class without academic penalty requires the student to complete the Withdrawal from GSW Class(es) form and return it to the Office of the Registrar by the published no academic penalty date on the academic calendar. A student following this procedure will receive a grade of W (Withdrawn).

Withdrawal from class without academic penalty will not be permitted after the published 'no penalty' date except for non-academic reasons. **The published 'no penalty' date will occur at the completion of week 11 in courses that have 15 weeks or more. Courses that contain less than 15 weeks would have a published "no penalty" date at the completion of 60% of the course.** Documentation of the non-academic reason for withdrawal must be provided by the student to receive a W rather than a WF (Withdrawn Failing) after the no-penalty date. Students may not request a withdrawal of any type in a course in which the final exam or final project has been completed. **A grade of I cannot be assigned in these situations.**

Students receiving financial aid should discuss withdrawing from courses with a financial aid counselor. All withdrawals from class must be approved and completely processed before the last day of classes. A Student who does not officially withdraw from a class will receive a grade of F. Course withdrawals from eCore or eMajor courses follow the same procedure as with withdrawal from any other class taken for GSW credit.

Proposal For a Major/Minor/Certificate Change

Curriculum Change Information

Select Area of Change:	* <input type="text" value="Graduate Curriculum"/>	
Faculty Member Submitting Proposal:	* <input type="text" value="Michelle Dykes"/>	
Department Chair/Unit Head email address for approval:	* <input type="text" value="Nursing Graduate - Paula Bryant"/>	
Undergraduate or Graduate Program?:	* <input type="text" value="Graduate Course"/>	
Proposed Effective Date for Curriculum Change:	* <input type="text" value="01/01/2025"/>	Degree & Program Name (e.g. BFA, Art): * <input type="text" value="All graduate programs"/>
Present Requirements:	Proposed Requirements:	
* <input type="text" value="No present policy"/>	**Amended from the version submitted on 11/18 to increase requested hours to 12 vs 6. Academic program coordinators and department chairs may allow up to 12 (twelve) hours of graduate credit earned from a completed degree program to count toward the fulfillment of another graduate degree program at Georgia Southwestern State university (e.g., double-counted courses). Acceptance of the double-counted courses is contingent upon a successful course evaluation that demonstrates alignment with appropriate learning outcomes in the current program.	

Justification

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:	<input type="text"/>
Adopting current best practice(s) in field:	<input type="text"/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<input type="text" value="GSW needs an official policy on this issue to meet SACS-COC requirements."/>
Other:	<input type="text"/>

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<input type="text"/>
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	<input type="text"/>
Source(s) of Data:	

Plans for assessing the effectiveness of the change in meeting the program's learning outcomes

(i.e., how does this change fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<input type="text"/>
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	<input type="text" value="Student graduation rates for students seeking Dual graduate degrees."/>
Other:	<input type="text"/>

Attach a copy of the current curriculum sheet and the proposed curriculum sheet:

*GSWDual Degree Policy (1).docx

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Accept* ☒

...3737363836

Michelle Dykes
Faculty Member:

11/21/2024

Date:

...3732353630

Paula Bryant
Department Chair/Unit Head
Signature:

11/21/2024, 11:38 AM

Date:

Committee on Academic Affairs
Signature:

Date:

...3337303230

Shelma Sexton
Committee on Graduate Affairs Chair:

12/02/2024, 9:15 AM

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 11/21/2024 12:50:14 PM

PROPOSAL FOR DOUBLE CANES PROGRAM

"Computer Science and Information Technology BS / Computer Science MS"

Faculty Member Submitting Proposal: Alexander Yemelyanov

Proposal Effective Date: January 1, 2025

"Computer Science and Information Technology BS / Computer Science MS" is a Double Canes program designed to enable high-achieving GSW Computer Science and Information Technology students to earn both a bachelor's and master's degree in five years or less, thereby saving time and money. Through the program, students can take up to 12 hours of Master of Science in Computer Science (MSCS) courses online during the final two years of their undergraduate studies, accelerating their progress towards a Master's degree.

Undergraduate students enrolled in the program will pay the undergraduate tuition rate.


Notably, MSCS classes taken as an undergraduate count towards both degrees.

Registration for MSCS courses during the final two years of undergraduate studies is subject to the following criteria:

- Only students with junior or senior standing at Georgia Southwestern University with an overall academic GPA of 3.0 or higher are eligible to apply for the Double Canes program.
- Prerequisite classes, including CSCI 2510 Data Structures & Algorithms and CSCI 4200 Design of Operating Systems, must be completed before enrolling in MSCS courses.
- Up to 12 hours of graduate credit may be earned while enrolled as an undergraduate student.
- Undergraduate students are permitted to take up to two graduate courses per semester and a total of 15 hours per semester.
- MSCS courses taken in the Double Canes program will fulfill both undergraduate degree requirements and MSCS degree requirements, provided the student is accepted into the MSCS program.

Below is the list of MSCS classes available in the program:

MS Computer Science Courses	Undergraduate CS and IT Course Satisfied
CSCI 6230 Internetworking Archit. & Protocols	CSCI 3400 Intro to Computer Networks
CSCI 6800 Human-Computer Interaction & Interface Design	CSCI 4320 Human-Computer Interaction
CSCI 6420 Advanced Database Design	CSCI 4400 Intro to Database Systems
CSCI 6910 Cloud Computing and Security	CSCI 4800 Cloud Computing
CSCI 6720 Distributed Web Applications	IT 3000 Advanced Web Design

Department of Computing Chair: 

Date: 10/8/24

Committee on Academic Affairs Chair: 

Date: 10/15/24

Committee on Graduate Affairs Chair: _____

Date: _____

Secretary of the Faculty Senate: _____

Date: _____

Dean of the Faculty: _____

Date: _____

B.S. in COMPUTER SCIENCE

NAME

ADVISOR

gswID#

Effective Catalog Year: 2024-2025

AREAS A-F: 60 HOURS

Institutional Priority (4-5 credits)		Hrs	Term	Grade
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign				
Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000(3)				
LEAD 2020(2), LIBR 1101(2),POLS 2401(3), SOCI 1200(3),				
SOSC 1101(3), THEA 1110(3), WGSS 2001(3)				
MATH & Quantitative Reasoning (3-4 credits; C or better)		Hrs	Term	Grade
MATH 1113		3		
Political Science & US History (6 credits)		Hrs	Term	Grade
POLS 1101 American Government		3		
HIST 2111 or 2112		3		
Art, Humanities, & Ethics (6 credits)		Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, 2132, PHIL 2010, or 2020		3		
ARTC 1100, MUSC 1100 or THEA 1100		3		
Communication in Writing (6 credits; C or better)		Hrs	Term	Grade
ENGL 1101 Composition I		3		
ENGL 1102 Composition II		3		
Tech, Science, & Math (10-11 credits)		Hrs	Term	Grade
Non-Science Majors Only (Minimum 10 hours):				
One Lab Science				
Two Sci, Math, or Tech classes				
Science or Non-Science Majors (Minimum 11 hours):				
Two Lab Sciences				
One Sci, Math, or Tech class		Math	1120	4
Social Science (6 credits)		Hrs	Term	Grade
Select two:				
SOCI 1101, PSYC 1101, ECON 2105,				
HIST 1111 OR 1112				
Area F (18 hrs)		Hrs	Term	Grade
CSCI 1201 Introduction to Computing		3		
CSCI 1301 Intro to Programming I		3		
CSCI 1302 Intro to Programming II		3		
CSCI 2100 Assembly Language Prog		3		
CSCI 2500 Discrete Structures in CS		3		
CSCI 2510 Data Structures and Algorithms		3		
Physical Education (4 hrs)		Hrs	Term	Grade
PEDS 1010 Lifetime Fitness		1		
PEDS 2000 CPR/First Aid		2		
PEDS (Activity)		1		

Additional Requirements				
_____ GA HISTORY		_____ US HISTORY		
_____ GA CONSTITUTION		_____ US CONSTITUTION		
_____ UNIV 1000				

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Area A, Area F and all major courses.
A <u>minimum</u> of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (46 hrs)	Hrs	Term	Grade
CSCI 2200 Computer Architecture	3		
CSCI 2920 Ethics in Comp Profession	3		
CSCI 3200 Principles of Operating Systems	3		
CSCI 3300 Concepts of Prog Languages	3		
CSCI 3400 Intro to Comp Networks	3		
CSCI 3600 Computer Security	3		
CSCI 4200 Design of Operating System	3		
CSCI 4300 Software Engineering	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4500 Des & Anal of Algorithms	3		
CSCI 4800 Cloud Computing	3		
CSCI 4810 Mobile and Distributed Computing	3		
CSCI 4830 Artificial Intelligence	3		
CSCI 4940 Capstone Project	4		
Select one:			
Approved IT or CSCI course	3		

Math Electives (8 hrs)	Hrs	Term	Grade
Select two:			
MATH 1401 Elementary Statistics	3		
MATH 2221 Calculus II	4		
MATH 2222 Calculus III	4		
MATH 2223 Discrete Systems I	3		
MATH 3313 Differential Equations	3		
MATH 3320 Scientific Computation	3		
MATH 3322 Adv Math Modeling	3		
MATH 3325 Mathematical Statistics	3		
Free Electives (6 hrs)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS
Minimum grade of "C" must be earned in all Major Required Courses, all Major Electives, and all math courses, including MATH 1120.
CIS 1000 is required for this degree with minimum grade of "C". The course may be taken to meet Area B requirements or as a Free Elective.
Math 1113 Is required for this degree with a minimum grade of "C". The course may be taken to meet Math & Quantitative Reasoning requirements or as a Free Elective.
Math 1120 is required for this degree with a minimum grade of "C". The course may be taken to meet Tech, Science, & Math requirements or as a Free Elective.
A course can be used to meet only one requirement.

Major:	
Earned at:	
Comments:	
Completed by:	Date:

B.S. in Information Technology

NAME _____

gswld# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

AREAS A-F: 60 HOURS

Institutional Priority (4-5 credits)	Hrs	Term	Grade
CIS 1000(3), COMM 1110 (3), ENGL 2200(3), Foreign			
Lang(2000 level)(3), HIST 2600 (2), HIST 2800(3), INTL 2000(3)			
LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001(3)			
MATH & Quantitative Reasoning (3-4 credits; C or better)	Hrs	Term	Grade
MATH 1113	3		
Political Science & US History (6 credits)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 2111 or 2112	3		
Art, Humanities, & Ethics (6 credits)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, 2132, PHIL 2010, or 2020	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Communication in Writing (6 credits; C or better)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
Tech, Science, & Math (10-11 credits)	Hrs	Term	Grade
Non-Science Majors Only (Minimum 10 hours):			
One Lab Science			
Two Sci, Math, or Tech classes			
Science or Non-Science Majors (Minimum 11 hours):			
Two Lab Sciences			
One Sci, Math, or Tech class	Math 1401	3	
Social Science (6 credits)	Hrs	Term	Grade
Select two:			
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
CSCI 1201 Introduction to Computing	3		
CSCI 1301 Intro to Programming I	3		
CSCI 1302 Intro to Programming II	3		
CSCI 2200 Computer Architecture	3		
CSCI 2500 Discrete Structures in CS	3		
CSCI 2510 Data Structures & Algorithms	3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Area A, Area F and all major courses.
A minimum of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (43 hours)	Hrs	Term	Grade
IT 2000 Web Design	3		
IT 3000 Advanced Web Design	3		
CSCI 2920 Ethics in Comp Profession	3		
CSCI 3200 Principles of Operating Systems	3		
CSCI 3400 Introduction to Computer Networks	3		
CSCI 3500 Intro to Data Analytics	3		
CSCI 3600 Computer Security	3		
CSCI 4300 Software Engineering	3		
CSCI 4320 Human Comp Interaction	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4800 Cloud Computing	3		
CSCI 4940 Capstone Project	4		
PGMT 3500 Foundations of Project MGNT	3		
Select One:			
Approved IT/CSCI/PGMT course	3		

Select a Program Option: (9 hours)

IT Option	Hrs	Term	Grade
IT 3300 Systems Analysis & Design	3		
IT 4400 Info Storage and Retrieval	3		
IT 4300 Server Management	3		
Health Informatics Option	Hrs	Term	Grade
PMGT 3570 Project Management Tools	3		
Healthcare Informatics	3		
Analysis of Healthcare Data	3		
Multimedia & Mobile App Dev Option	Hrs	Term	Grade
IT 2010 Production Technology I	3		
IT 3020 Production Technology II	3		
CSCI 4810 Mobile/Distributed Computing	3		
Project Management Option	Hrs	Term	Grade
PMGT 3570 Project Management Tools	3		
PMGT 4110 Project Management Leadership	3		
PMGT 4180 Project Risk and Control MGT	3		

Free Electives (8 hours)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS
CIS 1000 is required for this degree with minimum grade of "C". The course may be taken to meet Institutional Priority requirements or as a Free Elective.
Math 1113 is required for this degree with a minimum grade of "C". The course may be taken to meet Math & Quantitative Reasoning requirements or as a Free Elective.
Math 1401 is required for this degree with a minimum grade of "C". The course may be taken to meet Tech, Science, & Math requirements or as a Free Elective.
A course can be used to meet only one requirement.
Two Options may be selected which will satisfy the Major elective requirement. The extra hours earned will be applied in Free electives.

Major:	_____
Earned at	_____
Comments:	_____ _____ _____
Completed by:	_____ Date: _____

MASTER OF SCIENCE COMPUTER SCIENCE (ONLINE)

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

30 Hours

Required core courses (18 hrs)	Hrs	Term	Grade
CSCI 5120 Topics in Information Security	3		
CSCI 6720 Distributed Web Applications	3		
CSCI 6230 Internetworking Archit & Protocols	3		
CSCI 6410 Advanced Database Design	3		
CSCI 6800 HCI & Interface Dsg	3		
CSCI 6220 Distributed Operating Systems	3		

Elective Courses (12 hrs or 6 hrs w/thesis)	Hrs	Term	Grade
CSCI 5310 Decision Support Systems	3		
CSCI 6120 Mobile Security	3		
CSCI 6420 Data Mining	3		
CSCI 6840 Intelligent Systems	3		
CSCI 6900 Special Problems in CS	3		
CSCI 6910 Cloud Computing and Security	3		
CSCI 6930 Internship	3		

Thesis only (6 hrs)	Hrs	Term	Grade
CSCI 7900 Thesis	3		
CSCI 7900 Thesis	3		

Thesis Option (30 hrs)
(1) 30 Semester credit hours (a) Required Graduate Core Courses (18 cr) (b) Elective Graduate Courses (6 cr) (c) Master's Thesis (CSCI 7900) (6 cr) and thesis defense
(2) A 3.0 Cumulative GPA on a 4.0 scale
(3) No courses with a grade of "D" may be used to satisfy degree requirements.
(4) A maximum of 6 cr with a grade of "C" may be used to satisfy degree requirements.

Non-Thesis Option (30 hrs)
(1) 30 Semester credit hours (a) Required Graduate Core Courses (18 cr) (b) Elective Graduate Courses (12 cr)
(2) A 3.0 Cumulative GPA on a 4.0 scale
(3) No courses with a grade of "D" may be used to satisfy degree requirements.
(4) A maximum of 6 cr with a grade of "C" may be used to satisfy degree requirements.

UNIVERSITY POLICIES FOR GRADUATE STUDIES

A 3.0 cumulative GPA must be maintained.

A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.

No course with a grade of "D" may be used to satisfy program requirements.

All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.

Graduate students who fail to maintain academic standards will be placed under academic review at the end of the semester in which their status falls below the required standards.

Prior Degree/

Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

The standard guidelines for fulltime teaching at the undergraduate level per semester for tenured, tenure-track, and visiting faculty with the rank of assistant professor or above are as follows: lecture courses (12 credit hours), studio art classes (9 credit hours, which are equivalent to 18 contact hours), lab sciences (12 contact hours), and music (12 contact hours.) Additionally, fulltime teaching for all ranks of lecturers is twelve to fifteen (12-15) credit hours. Class size standards and best practices are defined by each unit in the work profiles. The standard guideline for fulltime teaching at the graduate level is nine (9) credit hours per semester. If a unit awards graduate degrees, it must establish a set of comparative expectations for graduate and undergraduate teaching to guide teaching assignments that include a mix of undergraduate and graduate teaching. All units must define overload teaching and establish reasonable limits on annual overloads. Overload limits and expectations are established and apply not only to teaching at GSW, but also to teaching for eCore or for any other USG or non-USG institution. Faculty members teaching for institutions other than GSW, including eCore, must receive permission from his or her academic unit and the Office of Academic Affairs prior to any term in which he or she wishes to teach elsewhere, ideally before GSW class schedules are set.

Each academic unit must establish expectations for the service expected of faculty members. For faculty members who are not eligible for tenure, service may not be expected depending upon the nature of the appointment. Expectations will be established by units. Each unit may consider departmental service, service to the larger university community, and community service, if any.

Each GSW fulltime faculty member regardless of rank is expected at a minimum to remain current in both the content and the pedagogy of his or her area of expertise. Each unit may establish expectations for Scholarship or Creative Work beyond this minimum expectation. In addition, each unit must define the nature of acceptable Scholarship or Creative Work, such as peer-reviewed publications or professional exhibitions or performances. If the expectations differ for faculty members at different points in the tenure, promotion, or post-tenure process, those expectations must be articulated in the unit's Faculty Work Profile(s).

The Office of Academic Affairs is responsible for determining a timeline for establishing and reviewing Faculty Work Profiles. The Faculty Affairs committee will develop a consistent format for the profile documents. Initial profiles and any subsequent changes to a unit's profiles must be approved by the Dean, with final approval by the Provost.

¹ Approved by GSW Faculty 04/30/2019

Academic Advisement

The student academic advisement program is under the direction of the Office of Academic Affairs. Academic deans and department chairs and other designated faculty members have direct responsibility for providing the best possible information and advice to students enrolled in the programs of the University.

When students are enrolled in the University they are required to indicate the programs of study which they plan to pursue. On the basis of this information, students are assigned to faculty members who will serve as their official advisors.

If a student desires to make a change in his/her program of study, he/she should meet with the department or an advisor in the new program of study to discuss the requirements and expectations of the new major. (This can be arranged through each department area's administrative assistant.) If A decision is reached to change curriculums or add minors/certificates/endorsements, as to which curriculum the student will pursue, the student must complete a "Major/Minor Curriculum/Advisor Change Form", available on the "Student Forms" page of the GSW website. These forms are then processed at the department or college level. ~~This form may be secured from the Office of the Registrar or online at <https://www.gsw.edu/academic-resources/files/student-forms/MajorMinorChange-2018.pdf>.~~ While

advisors are especially adept in curriculum requirements in a specialized program, they are expected to be knowledgeable of general university requirements for graduation, including the core curriculum, foreign language requirements (in all B.A. and some B.S. programs), physical education requirements, and the requirements for history and Constitution of Georgia and the United States, as well academic policies and procedures. Advisors are expected to use Degree Works to assist students in planning on-time degree completion and to monitor advisee success and progress through such mechanisms as Beacon, Degree Works and DWF reports.

~~—The purpose of faculty evaluation is to provide regular feedback to faculty members regarding their performance so they can provide high quality service to the University. Regular evaluations provide an opportunity to assess strengths and weaknesses of faculty performance. There are five major components (the three pillars of Teaching, Service, and Scholarship, and participation in Student Success Activities and Faculty Development Activities in some combination across the three pillars) of the evaluation system for tenure-track faculty, and three stages where these components are used for evaluation—the annual evaluation, pre-tenure review, and post-tenure review. Lecturers and Senior Lecturers will be provided with an annual evaluation. A primary purpose for the evaluation system is the professional growth, development and progress of the individual faculty member. This ensures that each member is an important part of the University's accomplishment of its goals and objectives.~~

Evaluation

The material in this section was reviewed by an *ad hoc* committee of faculty from the Faculty Affairs and Academic Affairs Committees, and then reviewed and approved by Faculty Affairs, the Faculty Senate, and the full faculty, after many opportunities for input from the faculty, as defined in this faculty handbook. It also incorporates BOR comments and feedback. It was approved by the full faculty on October 13, 2022. A later draft, incorporating small BOR changes, was endorsed by the Faculty Senate on November 17, 2022.

The USG faculty evaluation system for tenure-track faculty is comprised of annual evaluation, three-year pre-tenure evaluation, tenure evaluation, promotion evaluation, and recurring post-tenure evaluations. For non-tenure track faculty (lecturer, senior lecturer, instructor, or academic professional), the evaluation system is comprised of annual evaluations and promotion evaluation.

The accumulated annual evaluations form the foundation for and drive all subsequent review processes, making this part of the feedback process critical to future success. As such, this section seeks to clearly define the annual evaluation process, to improve short- and long-term outcomes.

Likewise, because effective and accurate annual evaluations form the foundation for staffing decisions later, individuals who conduct these evaluations should have regular training on how to conduct evaluations, limiting bias. Tools for training can be found on the USG website and at MomentumU@USG, and may be developed through the Office of Teaching and Learning and other sources.

Departments and Colleges may develop their own review forms and rubrics, in addition to using the Likert scale below, for assessing individual items on the review form. Annual evaluations should be adjusted to reflect GSW's mission statement and the relevant expectations of faculty members as they progress in their career stage and rank. The University Promotion and Tenure Committee is responsible for reviewing and approving all college- or department-developed annual evaluations with the advice and consent of the Provost. The University P&T Committee will ensure standardization of expectations to ensure consistency across campus, and the Provost's office will ensure consistency with BOR guidelines. Colleges and departments may make changes to their rubric at any time, provided that these two groups approve of changes.

To ensure that evaluations are prepared and delivered in an impartial way that provide the best feedback to faculty, the Office of Academic Affairs will work with Human Resources to identify and deliver annual training for those who conduct the evaluations. Areas which will be included include such things

Discretionary

1. Summary of conferences with faculty member
2. Correspondence with faculty member
3. Correspondence related to faculty member

Academic Dean

Required

1. Recommendations of personnel action directed to or from academic dean
2. In case faculty member is a department chair, all filing requirements under "department chair"
3. In case school is not organized into departments, all filing requirements of department chair

Discretionary

1. Summary of conference with faculty member
2. Correspondence with faculty member
3. Correspondence related to faculty member

Department Chair/Coordinator

Required

1. Summary of student opinionnaires
2. All annual evaluations (original copies)
3. Documentation used in preparation of annual evaluation
4. Summary of third-year conference on progress toward tenure
5. Letters of commendation
6. Letters of complaint with faculty response
7. Recommendations of personnel action
8. Record of absence

Discretionary

1. Summary of conferences with faculty member
2. Correspondence with faculty member
3. Correspondence related to faculty member

¹Faculty Handbook Revisions Policy

Proposed revisions or amendments to, or deletions from the Faculty Handbook of Georgia Southwestern State University shall be made by the faculty committee that has oversight of specific areas of faculty activity, as follows;

- The Faculty Senate; Section I on Organization and Governance
- The Faculty Affairs Committee; Section II on Faculty Affairs, Section III on Promotion and Tenure, and Section IV on Faculty Welfare.
- The Committee on Academic Affairs; Section VI on Academic Affairs Policies, and Section VIII on Comprehensive Program Review
- The Committee on Business and Finance; Section VIII on Business and Physical Plant Policies
- The Institutional Review Board; Section IX on Institutional Review Board Policies and Procedures.

If it is not clear which committee should consider a proposal it should be submitted to Faculty Affairs, who will forward it, if necessary, to the appropriate committee. A full review of the faculty handbook for completeness, initiated by the Faculty Senate, will begin in the fall of every even-numbered year.

All amendments or changes that originate in faculty committees must be forwarded to the Faculty Senate. All amendments or changes must be approved by a two-thirds vote of the faculty at a general faculty meeting at which a quorum is present. These guidelines do not apply to Section IX the Appendices that contain only information, such as calendars and committee assignments, which change as a matter of course.

¹ Approved by GSW Faculty 4/27/2012

²~~Lecturer Faculty~~

~~Lecturers and Senior Lecturers are full time faculty members of the Corps of Instruction. Pursuant to Board of Regents policies, Lecturers are Non-Tenure Track professional personnel hired to provide special instructional functions such as basic skills instruction. In general, courses taught will be at the undergraduate level and determined by the academic unit. However, exceptional lecturers with terminal degrees may apply for graduate faculty status with the permission of their departmental chair and appropriate dean if there is a programmatic need.~~

²~~(Approved by GSW Faculty 12/05/2014)~~

~~The following is the Board of Regents policy concerning reappointment of lecturers and is the policy of Georgia Southwestern State University:~~

~~Reappointment of a lecturer who has completed six (6) consecutive years of service to an institution will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. (BOR Policy manual 8.3.1)~~

~~The following is the Board of Regents policy concerning dismissal of lecturers and senior lecturers and is the policy of Georgia Southwestern State University:~~

~~Full time lecturers and senior lecturers are appointed by institutions on a year to year basis. Lecturers and senior lecturers who have served full time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows;~~

- ~~1. For lecturers with less than three (3) years of full time service, institutions are encouraged to provide non reappointment notice as early as possible, but no specific notice is required.~~
- ~~2.1. For lecturers with three (3) or more years but less than six (6) years of full time service, institutions must provide non reappointment notice at least thirty (30) calendar days prior to the institution's first day of classes in the semester.~~
- ~~2.1. For senior lecturers or lecturers with six (6) years or more of full time service, institutions must provide non reappointment notice at least one hundred and eight (180) calendar days prior to the institution's first day of classes in the semester.~~

~~Lecturers or Senior Lecturers who have served for six (6) or more years of full time service at an institution and who have received timely notice of non reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Chancellor or his/her designee prior to implementation. Additional appeal procedures are contained in Section VII of the Bylaws of the Board of Regents of the University System of Georgia.~~

~~In no case will the service as lecturer or senior lecturer imply any claim upon tenure or reappointment under other conditions than those above. (BOR Policy manual 8.3.4.3)
The following is the Board of Regents policy concerning non-tenure track professional personnel and is the policy of Georgia Southwestern State University:~~

- ~~0.1. Individuals employed in non-tenure track positions shall not be eligible for consideration for the award of tenure.~~
- ~~0.1. Probationary credit toward tenure shall not be awarded for service in non-tenure track positions, except for lecturers and senior lecturers.~~
- ~~0.1. Notice of intention not to renew contracts of non-tenure track personnel who have been awarded academic rank (Instructor, Assistant Professor, Associate Professor, Professor) shall follow the schedule required for tenure track personnel. This schedule of notification shall not apply to other professional personnel.~~
- ~~0.1. Individuals employed in non-tenure track positions may apply on an equal basis with other candidates for tenure track positions which may become available.~~

~~The transfer of individuals from tenure track positions to non-tenure track positions shall be effected on a voluntary basis only (BOR Minutes, 1982-83, pp 255-256).
(BOR Policy Manual 8.3.9)~~

~~⁴Approved by CSW Faculty 12/03/10~~

Faculty Offices

Insofar as possible, faculty offices are assigned in the general area of the school or department office and the area where the instructor teaches by the academic dean. Office assignments and telephone numbers are listed in the campus directory for faculty and staff.

Faculty Absences

Faculty members are expected to meet every class as scheduled by the department chair or academic dean and to participate in academic advising of students. Alterations to this schedule, which may include alternate class times and/or delivery modes under reasonable and limited circumstances, should be approved by the department chair or academic deans if they are not to be recorded as absences. Any faculty member who must miss a scheduled class should have that absence approved in advance by his/her department chair or academic dean whenever possible. Faculty members should avoid being absent from class for personal reasons.

Absences from class should be recorded through OneUSG Connect. Faculty should also follow departmental policy regarding other parties (e.g., department chair) to whom absences should be reported. See sick leave policy on Section IV.

Faculty Released Time for Professional Development

Faculty members may be approved for a reduced teaching load in order to conduct professional activity such as research or upgrading skills by taking course work which will enhance the faculty member's ability to teach at Georgia Southwestern State University. A reduced load is possible only when the needs of the class schedule can be met by other means.

A faculty member who wishes to teach a reduced load during any given term should request the reduction in writing at least two terms prior to that for which the reduced load is being requested. A memorandum should be addressed to the department chair or academic dean describing in detail the

project for the term, the benefits to the faculty member or to the University of the project, and the method and date for reporting the completion of the project. If the department chair or academic dean can meet the demands of students and the schedule without a full load being taught by the faculty member, the dean/chair should address an endorsement of approval for the request to the Vice President for Academic Affairs. This endorsement should include a description of the method the dean/chair will use to staff the department or school's needs without the services of the faculty member requesting a reduced load. Final approval of released time may be granted only by the Vice President for Academic Affairs.

Faculty Searches

All searches for faculty positions must follow the guidelines published by Human Resources. Candidates being interviewed on campus for positions are required to teach a class or give a presentation as part of the interview process. (4.8.1.4)

²Lecturer Faculty

Lecturers and Senior Lecturers are full time faculty members of the Corps of Instruction. Pursuant to Board of Regents policies, Lecturers are Non-Tenure Track professional personnel hired to provide special instructional functions such as basic skills instruction. In general, courses taught will be at the undergraduate level and determined by the academic unit. However, exceptional lecturers with terminal degrees may apply for graduate faculty status with the permission of their departmental chair and appropriate dean if there is a programmatic need.

²(Approved by GSW Faculty 12/05/2014)

The following is the Board of Regents policy concerning reappointment of lecturers and is the policy of Georgia Southwestern State University:

Reappointment of a lecturer who has completed six (6) consecutive years of service to an institution will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. (BOR Policy manual 8.3.1)

The following is the Board of Regents policy concerning dismissal of lecturers and senior lecturers and is the policy of Georgia Southwestern State University:

Full-time lecturers and senior lecturers are appointed by institutions on a year-to-year basis. Lecturers and senior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

1. For lecturers with less than three (3) years of full-time service, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required.
2. For lecturers with three (3) or more years but less than six (6) years of full-time service, institutions must provide non-reappointment notice at least thirty (30) calendar days prior to the institution's first day of classes in the semester.
3. For senior lecturers or lecturers with six (6) years or more of full-time service, institutions must provide non-reappointment notice at least one hundred and eight (180) calendar days prior to the institution's first day of classes in the semester.

Lecturers or Senior Lecturers who have served for six (6) or more years of full-time service at an institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Chancellor or his/her designee prior to implementation. Additional appeal procedures are contained in Section VII of the Bylaws of the Board of Regents of the University System of Georgia.

In no case will the service as lecturer or senior lecturer imply any claim upon tenure or reappointment under other conditions than those above. (BOR Policy manual 8.3.4.3)
The following is the Board of Regents policy concerning non-tenure track professional personnel and is the policy of Georgia Southwestern State University:

1. Individuals employed in non-tenure track positions shall not be eligible for consideration for the award of tenure.
2. Probationary credit toward tenure shall not be awarded for service in non-tenure track positions, except for lecturers and senior lecturers.
3. Notice of intention not to renew contracts of non-tenure track personnel who have been awarded academic rank (Instructor, Assistant Professor, Associate Professor, Professor) shall follow the schedule required for tenure track personnel. This schedule of notification shall not apply to other professional personnel.
4. Individuals employed in non-tenure track positions may apply on an equal basis with other candidates for tenure track positions which may become available.

The transfer of individuals from tenure-track positions to non-tenure track positions shall be effected on a voluntary basis only (BOR Minutes, 1982-83, pp 255-256). (BOR Policy Manual 8.3.8)

¹Approved by GSW Faculty 12/03/10

Part-Time Faculty

- Part-time faculty are under the direct supervision of the Chair of the department in which they are hired.
- The Chair is responsible for providing to each part-time faculty member an appropriate orientation to university policies and procedures.
- Part-time faculty should receive a teaching evaluation once every two years as part of the faculty evaluation process.
- Part-time faculty must provide students with a means of contacting them and with hours during which they will be available for contact in person, by phone, or by email. (4.8.3.5 and 6)

Teaching Assistants

The Teaching Assistant: A teaching assistant is a registered graduate student in full-time residence and serving an apprenticeship under the active tutelage and supervision of a regular faculty member.

Workload: Teaching Assistant workloads are intended to allow TA's to fulfill their academic obligations. TA's employed half-time (.50 FTE) are expected to devote 20 hours per week to TA duties during instructional and examination periods. These hours include all time spent in preparation, classroom and laboratory teaching, office consultation, and reading student papers.

Duties: A teaching assistant is not responsible for the instructional content of a course, for selection of student assignments, for planning of examinations, or for determining the term grade for students. Neither is the TA to be assigned responsibility for instructing the entire enrollment of a course or for providing the entire instruction of a group of students enrolled in a course.

The teaching assistant is responsible only for the conduct of recitation, laboratory or quiz sections under the active direction and supervision of a regular member of the faculty to whom final responsibility for the course's entire instruction, including the performance of his [or her] teaching assistants, has been assigned.

components.

Procedure

The following steps will ensure that pre-tenure review is conducted in an orderly fashion and in a manner that will be most helpful to the development of the faculty member being reviewed and to the needs of the University.

1. During the fall term of the year in which pre-tenure review will occur, the evaluator should communicate to the faculty member that a dossier be prepared that will include the contents listed above.
If the candidate believes that a rating has been earned of “noteworthy” in Teaching and at least two other areas, with a rating of “satisfactory” or better in the remaining two areas, that candidate will proceed to create a dossier with evidence.
2. A committee of the faculty member’s peers shall review the dossier, and, based on scores from the faculty member’s three prior Annual Evaluations on each of the five areas (Teaching, Service, Scholarship, Student Success Activities, and Faculty Development Activities), will assign an overall cumulative rating of 1-5 in each area using the established Likert Scale. The committee will then ~~and~~ make recommendations to the evaluator related to the progress made towards tenure and areas in which the faculty member should focus future efforts to strengthen the overall dossier.
3. The committee chairperson will prepare a written summary of peer input to include in the dossier for consideration in the pre-tenure review.
4. The evaluator will schedule a conference with the faculty member and discuss contributions made as of the date of the conference and develop a plan for future accomplishments that will enhance the ability of the faculty member to achieve tenure.
5. The conference must be summarized by the evaluator in writing and presented to the faculty member who must acknowledge by signature that he/she has been apprised of the content of the third-year pre-tenure evaluation.
6. The written summary must include any steps that the evaluator feels are necessary for the faculty member to complete in order to be considered for tenure, and the full contents will be kept on file in the department or college, with a copy sent to the Provost/VPAA’s office.
7. As this pre-tenure process is designed to gather feedback, and does not result in any binding decisions, there is no appeals process should the candidate disagree with the feedback.

Promotion

Promotion presents an opportunity to encourage, recognize, and promote excellence in the performance and accomplishments of faculty members. The progression of its faculty through the ranks serves as a measure of the excellence of the University.

²Probationary Credit Towards Promotion

At the time of an individual’s initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, research and comprehensive universities may award more than three years of probationary credit at initial faculty appointments. Such awards require approval by the president and written notification to the USG Chief Academic Officer. Individuals serving in part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the President, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion.²

If probationary credit is a potential component of the hiring agreement, supervisors are encouraged to discuss the pros/cons of applying for credit with the candidate. If the candidate chooses to apply, they should provide a brief letter to the hiring committee explaining how much credit they are requesting towards promotion and how much—if any—they are requesting towards tenure, and why they believe they should be granted this credit. If they believe any further materials are needed to support this request beyond what was already in their application materials, they may provide it with the request letter. The

request for probationary credit will be reviewed by the hiring committee and the candidate's expected direct supervisor. If the candidate's supervisor is on the hiring committee, they may choose to join the committee's recommendation, or to make their own separate recommendation. The combined or separate committee/supervisor recommendation(s) will be forwarded to the college dean with all applicable support materials. The college dean will make their own recommendation to forward to the provost, who will make their recommendation to the university president. The president's decision shall be final.

At the time of promotion and/or tenure application, any time granted as probationary credit should be included in the candidate's portfolio in the same manner as time completed at GSW; all pillars should be addressed, and all available evaluations—annual or otherwise, student/peer/supervisor or otherwise—should be included.

²(BOR Academic and Student Affairs Handbook, 4.5.1)

Promotion Criteria for Tenure Track Faculty

Faculty will be considered for promotion according to the following criteria:

1. ³ Faculty are eligible for and may be reviewed for promotion in rank at the beginning of their fifth year of service in their current rank. If recommended for promotion, the new rank will go into effect at the beginning of their next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

Under special circumstances, faculty who have probationary credit or are performing significantly above the expectations for their current rank may be considered for "early" promotion. At state universities and state colleges, "early" promotion may only be considered according to the following time table:

- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an instructor.
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of three years as an Assistant Professor – the faculty member may submit documentation at the beginning of the fourth year as an Assistant Professor.
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of three years as an Associate Professor – the faculty member may submit documentation at the beginning of the fourth year as an Associate Professor.
- As set out in the above probationary credit section, probationary credit may only be counted towards these early minimums with approval of the president.

For promotions from Assistant Professor to Associate Professor, and from Associate Professor to Professor, documentation should begin from the date of application for the current rank (as opposed to the effective date of the new rank.)

There is an approval process to be considered for "early" tenure and promotion. This process is outlined in the Eligibility section under Promotion and Tenure Procedures. Please review and follow this procedure for any request for an exception to the above stated timeline.

³(BOR Policy 8.3.6-Approved by BOR 07/29/2014)

2. While the cumulative record will be considered, it is required that accomplishments be significant in each rank before progressing to the next higher rank.
3. Length of service in the University shall be considered in promotions; however, longevity of service will not guarantee promotion.

⁴Approved by GSW Faculty 12/03/10

express views in the class that may be controversial. However, it also carries the responsibility that information presented in class be accurate and that the viewpoints presented by a faculty member bear a reasonable relationship to the expertise of the faculty member.

With respect to expression beyond the classroom, faculty members should not be or feel bound by the institution in their speech. The faculty member should, however, be aware that members of the sponsoring society might judge them and other faculty members by their speech. Faculty members should exercise their responsibility by being accurate, exercising restraint, respecting the opinions of others, and make an effort to indicate that they are not speaking for the institution.

The following is the tenure policy of the Board of Regents as stated in the Policy Manual. It is the tenure policy for Georgia Southwestern State University.

1. The requirements listed below shall be the minimum standard for award of tenure, but they are to be sufficiently flexible to permit an institution to make individual adjustments to its own peculiar problems or circumstances. These policies are to be considered a statement of general requirements which are capable of application throughout the System and are not a limitation upon any additional standards and requirements which a particular institution may wish to adopt for its own improvement. Such additional standards and requirements, which must be consistent with the Regents' policies and approved by the Board of Regents, shall be incorporated into the statutes of an institution. (BOR Policy Manual 803.9 A.)
2. Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a one hundred percent workload basis for two out of every three consecutive academic terms until retirement, resignation, separation as remedial action related to post-tenure review, dismissal for cause, or release because of financial exigency or program modification as determined by the Board. (BOR Policy 8.3.7.2, adopted by BOR 10/13/21)
3. Normally, only assistant professors, associate professors, and professors who are employed full-time (as defined by Regents' policies) by an institution are eligible for tenure. Faculty members with adjunct appointments shall not acquire tenure. The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments. (BOR Policy Manual 803.9 C.)

The term "full-time" is used in these tenure regulations to denote service on a 100% work load basis for at least two out of three consecutive academic terms. (BOR Policy Manual 803.9 C.)

4. Tenure may be applied for at the beginning of the fifth year of the five-year probationary period of full-time service at the rank of assistant professor or higher. The five-year period must be continuous except that a maximum of two years interruption because of a leave of absence or part-time service may be permitted, provided, however that an award of credit for the probationary period of an interruption shall be at the discretion of the President. In all cases in which a leave of absence, approved by the President, is based on birth or adoption of a child, or serious disability or prolonged illness of the employee or immediate family member, the five-year probationary period may be suspended during the leave of absence.

¹Approved by GSW Faculty 5/1/2009

5. A maximum of three years' credit toward the minimum probationary period may be allowed for service in tenure-track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be approved in writing by the president at the time of the initial appointment at the rank of assistant professor or higher.

If probationary credit is a potential component of the hiring agreement, supervisors are encouraged to discuss the pros/cons of applying for credit with the candidate. If the candidate chooses to apply, they should provide a brief letter to the hiring committee explaining how much credit they are requesting towards tenure and how much—if any—they are requesting towards promotion, and why they believe

they should be granted this credit. If they believe any further materials are needed to support this request beyond what was already in their application materials, they may provide it with the request letter. The request for probationary credit will be reviewed by the hiring committee and the candidate's expected direct supervisor. If the candidate's supervisor is on the hiring committee, they may choose to join the committee's recommendation, or to make their own separate recommendation. The combined or separate committee/supervisor recommendation(s) will be forwarded to the college dean with all applicable support materials. The college dean will make their own recommendation to forward to the provost, who will make their recommendation to the university president. The president's decision shall be final.

At the time of tenure and/or promotion application, any time granted as probationary credit should be included in the candidate's portfolio in the same manner as time completed at GSW; all pillars should be addressed, and all available evaluations—annual or otherwise, student/peer/supervisor or otherwise—should be included.

6. Notwithstanding anything to the contrary in this Policy Manual, in exceptional cases an institution president may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment; such action is otherwise referred to as tenure upon appointment. Each such recommendation shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution (BR Minutes, 1983-84, p. 94; May, 1996, p. 52; April 2000, pp. 31-32). If the person is being appointed to an administrative position and has not previously held tenure, the award of tenure must be approved by the Chancellor. (BOR Policy Manual 803.9 D.)

~~4. Approved by GSW Faculty 5/1/2009~~

75. Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be proffered if a recommendation for tenure is not approved by the president. The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be 10 years, provided, however, that a terminal contract for the 11th year may be proffered if a recommendation for tenure is not approved by the president (BR Minutes, 1992 - 93, p. 188; April 2000, pp. 31-32). (BOR Policy Manual 803.9 F.)

86. Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the rank of full-time instructor shall be seven years (BR Minutes, April 2000, pp. 31-32). (BOR Policy Manual 803.9 G.)

97. Tenure or probationary credit towards tenure is lost upon resignation from an institution, or written resignation from a tenured position in order to take a non-tenured position, or written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given. In the event such an individual is again employed as a candidate for tenure, probationary credit for the prior service may be awarded in the same manner as for service at another institution.

108. Upon approval of the award of tenure to an individual by the president, that individual shall be notified in writing by the president of their institution, with a copy of the notification forwarded to the University System chief academic officer. (BOR Policy Manual 803.9 I.)

Tenure Criteria

The criteria for the awarding of tenure are the same as the criteria for the awarding of promotion.

Faculty Affairs Item

USG Core Values Statement*

The University System of Georgia is comprised of our 26 institutions of higher education and learning, as well the System Office. Our USG Statement of Core Values are Integrity, Excellence, Accountability, and Respect. These values serve as the foundation for all that we do as an organization, and each USG community member is responsible for demonstrating and upholding these standards. More details on the USG Statement of Core Values and Code of Conduct are available in USG Board Policy 8.2.18.1.2 and can be found on-line at https://www.usg.edu/policymanual/section8/C224/#p8.2.18_personnel_conduct

Additionally, USG supports Freedom of Expression as stated in Board Policy 6.5 Freedom of Expression and Academic Freedom found on-line at <https://www.usg.edu/policymanual/section6/C2653>.

^{3,4}Faculty Development Grants

Based on the recommendations of the Faculty Development Committee, a budget has been established in the Office of the Provost and Vice President for Academic Affairs to award grants for individual faculty development. ~~The Provost and Vice President will receive the proposals and pass them to the Faculty Development Committee. All proposals will be reviewed by this Committee. The chair of the Committee will compile the results of the review process and submit the results to the Provost and Vice President, who will be responsible for final decisions on funding.~~

Timing

FDG applications are reviewed two times per academic year. Faculty may apply once during each application cycle and up to two times during each academic year (July 1 – June 30).

	Fall	Spring
Project Dates	Jul 1 – Jan 31	Feb 1 – Jun 30
Application Deadline (faculty will receive an email from Provost's office ahead of the deadline)	~ Sep 30	~ Feb 28
FDG Committee Grant Application Review Period	~ Sep 30 – Oct 31	~ Feb 28 – Mar 31
FDG Decisions from Committee to Provost	~ Oct 31	~ Mar 31
FDG Decisions from Provost to Faculty	~ Nov 15	~ Apr 15

Reimbursement

The timing of the grant application cycles is such that faculty may need to pay out of pocket for a project before being notified of a grant award, and without certainty that grant funds will be available for their project.

After receiving notification of FDG approval from the Provost's office, faculty should submit an expense report through the Travel & Expense module as soon as possible. See here for instructions: <https://www.gsw.edu/business-finance/accounting-services/travel-expense>. Travel expense submitted more than 60 days after travel become subject to income tax withholding and will be reimbursed through payroll.

To facilitate the review process, the proposals submitted should use the "Faculty Development Grant Proposal" form found in the Appendix, including a Budget and Project Description describing how the project will benefit the University. The evaluation criteria given below should be addressed in this section.

Administrators at all levels and the faculty share a common concern that opportunities for and in support of faculty development be high priority at the University. The emphasis of the program should be individual development broadly defined. A few examples of the many possible projects are

1. Research projects
2. Organizing professional meetings and seminars
3. Academic service to the community
4. Productive participation in professional meetings
5. Faculty development time (released time)

The following guidelines have been proposed by the Faculty Affairs Committee and amended by the ³Faculty Development Committee (2019, revised 2021):

1. To ensure wide distribution of funds, funding is limited to two grants per fiscal year. One proposal per application. If a faculty member is awarded a grant in the spring semester, funds may be used before June 30. Fall semester funds can be used for summer while in the current fiscal year. There is one funded application per semester. If there are many applications and there is not enough funding to fully fund each application, a percentage will be provided across the board for all approved applications. While the faculty member's enthusiasm should not be limited, first-time applicants will take priority in funding over those requesting a second grant in the same fiscal year. An exception to this guideline will be second-time applicants who requested or received \$300 or less in the prior application.
2. These funds should be reserved for use when departmental, school, and outside funds are not available.
3. Innovative and original research which is related to a faculty member's teaching discipline is encouraged and supported within reason of available funds. Funds may be used to pay student help, buy small items of specialized equipment, provide copies of hard-to-find literature sources, or cover travel to field sites, libraries, or other such facilities.
4. To encourage growth and professional stature, travel grants will be funded when possible to any recognized professional activity in which the faculty member is a **productive** participant (i.e., an organizer, speaker, society officer, etc.). Passive participation (i.e., as a member of the audience), will only be considered after fully funding all productive participation applications. Passive participation may be eligible for up to \$300 as a training/workshop. while encouraged, is not under the faculty development grant program.
5. To assure the wise administration of these funds, a short summary of the funded activity must be sent to the Provost and Vice President for Academic Affairs after completion. Failure to submit a summary will result in not funding future proposals.
6. If the faculty member would like to hire student workers for research projects, please be advised this involves the regular student employment hiring process (i.e. completing a job application, background check, etc.).
7. All changes in the Faculty Development Grants guidelines must be approved by a majority of the faculty at a faculty meeting.

The criteria for the evaluation of proposals by the Faculty Development Committee are as follows:

1. General Procedure
 - a. All Faculty Development Committee members will read the proposals.
 - b. Recommend percentage funding for each proposal.
 - c. Faculty Development Committee members with applications in review will not vote on their own proposals.
 - d. The budget allocated for Faculty Development Grants will be provided to the Committee at the beginning of each fiscal year by the Office of the Provost and Vice President for Academic Affairs.
 - e. The Office of the Provost and Vice President for Academic Affairs will notify the Committee in writing of the names and amounts of awards. A brief statement will accompany this notification explaining the rationale for award amounts differing from those recommended by the Committee.
 - f. The Committee will provide each applicant denied funding a brief statement explaining the rationale for denial.
2. General Guidelines
 - a. Review original guidelines on file with proposals.
 - b. Must demonstrate all other funding sources exhausted (department, school, outside grants, etc.)
 - c. Results of any previous Faculty Development Grants must be on file with the Provost and Vice President for Academic Affairs.
3. Criteria for Travel Expenses to Professional Conferences
 - a. Conference sponsored by recognized professional society or of demonstrated significance.
 - b. Conference should be pertinent to applicant's teaching or research field.
 - ~~c. Funding is restricted to applicants who are actively participating in conferences (organizer, officer, speaker, etc.).~~
 - d. Includes a detailed budget with brief, itemized justification.
4. Criteria for Attendance at Short Courses at Training Seminars and Workshops

Relevant to applicant's teaching and/or research or to departmental goals, i.e., learning for new course offerings or course expansion.
5. Criteria for Research Proposals
 - a. Literature search demonstrates project is original.
 - b. Significance or importance of project is demonstrated.
 - c. Applicant proposes a practical, manageable plan.
 - d. Includes a detailed budget with brief, itemized justification.

For example:	
Travel to field site (100 miles round trip, three trips)	\$60.00
Secretarial help (typing final report)	\$50.00

5. Criteria for Funding

The following represent the normal maximum allowed for Faculty Development Grants by category of proposal. The actual amounts awarded are subject to the availability of funds and the recommendations of the Faculty Development Committee.

a. Conference Presentations & Productive Participation

- National & International \$1400
- Southeast \$1000
- State \$600
- Local \$200

The designation of a conference as national/international, southeast, state, or regional is based on the organization and scope of the conference, rather than its physical location. For instance, presentation/participation at a conference held in Atlanta, Georgia, with significant participation from international institutions and/or organizations may be classified as an international conference with sufficient documentation.

In case of faculty development time in lieu of teaching, the following guidelines have been established and approved by the faculty:

1. It is imperative that faculty understand that development time does not automatically accrue but will be obtained only after submission and approval of a suitable project. Additionally, faculty must understand that the general needs of the institution or their respective department will be taken into account prior to granting individual development time.
2. To apply for faculty development time in lieu of teaching, a faculty member must submit a written proposal for a specific activity which will aid his/her development as a professional and/or an educator.
3. A faculty member may apply for faculty development time in lieu of teaching load typically not to exceed one three or four hour course per academic year, nor three such courses in a three-year period.
4. Applications should be submitted through the department chair/academic dean for endorsement to the Provost and Vice President for Academic Affairs who, in turn, will solicit the recommendation of the Faculty Development Committee. The Committee will examine the proposal's professional merit and other pertinent information and make recommendations to the Provost and Vice President for Academic Affairs to aid in his/her decision. When necessary, the Committee will solicit the advice of specialists in the area of the proposal. The Provost and Vice President for Academic Affairs, however, will make the final decision as to whether the proposal is approved.
5. The Provost and Vice President for Academic Affairs enlists the cooperation of academic deans and department chairs in scheduling classes such that time for approved faculty

development projects may be made available.

³ Approved by the General Faculty Fall 2018

FACULTY DEVELOPMENT GRANT COVER SHEET

Faculty Member Requesting Grant: _____

Department: _____ College: _____

Please note that only one funded Faculty Development project is permitted per semester.

Project Title: _____

Project Date: _____

Project Description (include conference name and location):

Project Type (Check all appropriate boxes. See FDG section of Faculty Handbook for clarification of "production participation". Choose one category per proposal (Conference or Other). Maximum funding for each category is listed next to the category)

Presentation/Productive Participant

National/International (\$1,400) Southeast (\$1,000) State (\$600) Local (\$200)

Research (\$700)

Academic Supplies (\$200)

Training / Workshop (\$300)

Generalized Budget Each line must contain a dollar value, even if it is zero.

Line 1: Funding Requested: _____

Line 2: Outside Funding: _____

Line 3: Departmental Contribution: _____ (Chair's initials if not zero) _____

Line 4: College Contribution: _____ (Chair's initials if not zero) _____

Line 5: Total Cost of Project: _____ (Verify this is the total of lines 1-4) _____

Approvals: Department Chair/Date _____ / _____

Academic Dean/Date _____ / _____

VPAA: Previous Grants: Yes No Date of Last Grant: _____

Summary on Files? Yes No Date of Last Grant: _____

Budget Detail*

	Amount Requested	Amount Approved
Registration Fees	_____	_____
Air fare	_____	_____
(Destination): _____		
Ground Transportation (to/from): _____		
Own Vehicle (Mileage _____ @ 0.70 per mile)	_____	_____
Rental Car and Related Expenses.	_____	_____
Hotel (_____ days @ \$ _____ per day)	_____	_____
Meals (_____ days @ \$ _____ per day)	_____	_____
For in-state and out of state daily maximum meal allowance, please visit:		
https://sao.georgia.gov/sites/sao.georgia.gov/files/related_files/site_page/SOG%20Meal%20Allowances%202014.pdf		
https://www.gsa.gov/travel/plan-book/per-diem-rates		
Project Supplies/Equipment (provide details)	_____	_____
Other (provide details)	_____	_____
Total Cost of Project	_____	_____

*If necessary, attach a separate page with a furthermore detailed budget including all relevant costs.

As per the Faculty Handbook, you are required to attach a summary of the project, including what your participation will be and verification of your participation (ex. A letter of acceptance), if applicable.

Signature of Applicant / Date: _____ / _____

FDC: Full Funding Partial Funding Denied

Total Funds Approved: _____

Comments: _____

FACULTY DEVELOPMENT GRANT COVER SHEET

Faculty Member Requesting Grant: _____

Department: _____ **College:** _____

Project Title: _____

Project Date: _____

Project Description: *Include conference name and location. For presentations and productive participation applications, include a copy of the abstract and evidence of acceptance. Attach additional pages if needed.*

Project Type: Check one box from Presentation/Productive Participation *OR* other types of projects. See FDG section of the Faculty Handbook for clarification of “productive participation.” Faculty attending a conference without a presentation or productive participation should select training/workshop. Maximum funding for each category is listed next to the category.

Presentation/Productive Participation:

- ☐ National/International (\$1,400) ☐ Southeast (\$1,000)
☐ State (\$600) ☐ Local (\$200)

Other Types of Projects:

- ☐ Research (\$700) ☐ Academic Supplies (\$200) ☐ Training/Workshop (\$300)

Generalized Budget: Each line must contain a dollar value, even if it is zero. The generalized budget should agree to the detailed budget. It may be helpful to start with the detailed budget.

Line 1: Funding Requested			
Line 2: Outside Funding			
Line 3: Department Contribution		(Chair's initials if not zero)	
Line 4: College Contribution		(Chair's initials if not zero)	
Line 5: Total Cost of Project			

Verify that line 5 is the total of lines 1-4 above and agrees to the total cost of the project in the detailed budget.

Approvals: Department Chair/Date _____
 Academic Dean/Date _____

To be completed by the Office of VPAA after faculty submission:

Previous Grants	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date of Last Grant: _____
Summary on File?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date of Last Grant: _____

Budget Detail*

	Amount Requested	Amount Approved
Registration Fees	_____	_____
Airfare (Destination): _____	_____	_____
Ground Transportation (to/from): _____	_____	_____
Own Vehicle _____ @ _____ per mile	_____	_____
Rental Care and Related Expenses	_____	_____
Hotel (_____ @ _____ per day)	_____	_____
Meals:		
first/last day of travel _____ days @ _____	_____	_____
other days of travel _____ days @ _____	_____	_____
Project Supplies/Equipment (provide details)	_____	_____
Other (provide details)	_____	_____
Total Cost of Project	_____	_____
<i>Agrees to Line 5 of the generalized budget</i>		

* If necessary, attach a separate page with additional budget detail including all relevant costs.

Meal per Diem Details and Current Mileage Rates:

<https://www.gsw.edu/business-finance/accounting-services/travel-expense>

Travelers are eligible for only 75% of the total day's per diem rate on the first and last day of travel for both In State and Out of State travel.

If you have previously received an FDG award, please ensure that you have submitted a [Faculty Development Grant Summary](#) of your previous project before applying for an additional award.

Signature of Applicant / Date: _____/_____

Faculty Development Committee Use Only:

Recommendation: ☐ Full Funding ☐ Partial Funding ☐ Denied

Total Funds Approved: _____

Comments:
