

Georgia Southwestern State University

General Faculty Meeting

Friday, May 3, 2024 at 3:00 p.m.

Nursing Auditorium

1. Call to Order

- a. Approval of Agenda

2. Approval of Minutes

- a. December 7, 2023

3. Brief Reports

- a. President Neal Weaver
- b. Provost Jill Drake
 - Syllabus Requirements for GAView and Gen Ed Courses
- c. Dr. Bryan Davis – Associate VPAA
- d. Dr. Paul Dahlgren – QEP

4. Standing Committee Activity Reports

- a. Academic Affairs – Chuchu Wu
- b. Business and Finance – Samuel Peavy
- c. Faculty Affairs – John LeJeune
- d. Faculty Development – Anish Dave
- e. Global Engagement and High Impact Practices – Beau Palmer
- f. Graduate Affairs – Michelle Dykes
- g. Institutional Effectiveness – Alaina Kaus
- h. Institutional Review Board – Michael Crosby
- i. Instructional Technology – Lee Wright
- j. Student Affairs – Jonathan Carter
- k. Faculty Senate – John LeJeune

5. New Business

a. Academic Affairs

- **New Degrees, Certificates, Minors**
 1. Pre-Law (History/Political Science)
- **Curriculum Changes**
 2. American Studies Certificate (English)
 3. Music/Comm removal of concentrations
 4. Elementary Education
 5. Special Education
 6. Health and P.E.
 7. Middle Grades Education

8. Secondary Math/B.S. Ed. with Math Major concentration
9. Secondary English/B.S. Ed. with English Major Concentration
10. B.S. Ed. Political Science Major Concentration
11. B.S. Ed. History Major Concentration
12. B.A. in Music with Teacher Certification
13. B.A. in Comm. And Emerging Media – Removing concentrations
14. B.S. in Political Science Major curriculum
15. Management Major Curriculum
16. Management Minor Curriculum
17. B.S. in Information Technology major curriculum
18. B.S. in Computer Science major curriculum
19. Psychology Curriculum Changes Linked to course Deactivations
 - i. B.S. in Psychology Major Curriculum
 - ii. Psychology Minor
 - iii. School Psychology Certificate
20. **Certificate Deactivation:** Composing Video Game Music
21. **Core Impacts:**
 - i. Learning Outcomes
 - ii. Baseline Curriculum Sheet (approved by Sen. 02.19.2024)
 - iii. SOSC 2021 – IMPACTS CORE Curriculum
 - iv. DATA 1501 – IMPACTS CORE Curriculum
 - v. ANTH 1102 – IMPACT CORE Curriculum
 - vi. POLS 2101 – IMPACTS CORE curriculum
 - vii. IMPACTS Core Area C (English)
- **Handbook Changes**
 22. Revision of CPR Process
 23. Revision of Attendance Policy

b. Faculty Affairs

- **Handbook Changes**
 24. Tenure and Pre-Tenure Policy
 25. Student Success and Faculty Development Language
 26. Accommodations Process Policy Proposal
 27. Faculty Conduct Policy
 28. Faculty Evaluation Language

c. Graduate Affairs

- **Curriculum and Policy Changes**
 29. MSCS/MBA Grade Replacement Policy (COBAC)
 30. Nursing Informatics Certificate
 31. Healthcare Informatics Graduate Certificate
 32. Nurse Educator Graduate Certificate
 33. Nurse Leadership Graduate Certificate

34. Master of Education – Middle Grades

- Graduate Faculty Status Applications

35. Laura Gosa (CONHS)

36. Mark Grimes (COBAC)

37. Sondra Smith (COBAC)

38. Glenn Robins (HAPS)

39. Chuchu Wu (Education)

40. Michele McKie (Education)

41. Rachel Abbott (Education)

42. Darrin Theriault (COBAC)

43. Gaynor Cheokas (COBAC)

- Handbook Changes

44. Graduate Faculty Election

d. Faculty Development Committee

- Handbook Changes

45. Faculty Development Grants

46. Faculty Development Committee Description

6. Additional Concerns

7. Announcements

8. Adjourn

Georgia Southwestern State University
General Faculty Meeting
Thursday, December 7, 2023 at 3:15 p.m.
Wheatley 127

- 1. Call to Order:** Dr. John LeJeune called the meeting to order at 3:20 p.m.
 - a. Approval of Agenda:** Motion by Genie Bryan to approve the agenda, seconded by Elizabeth Gurnack, and passed unanimously.
- 2. Approval of Minutes**
 - a. May 4, 2023:** Motion by Laurel Robinson to approve, seconded by Jon Carter, and approved unanimously.
- 3. Brief Reports**
 - a. President Neal Weaver:** Dr. Weaver reported on the following items:
 - Library Renovation: Selected Architect & Contractor
 - Science Building: Waiting for Gov. to release budget request
 - Griffin Bell Conf. Center: will begin to be demolished in Feb.
 - Enrollment: Spring total is up 14% over last year; Graduate programs up 19%; Continuing UG: 12% up from last year; Summer enrollment is 14% ahead; Next Fall apps up 18.5%; 54% up in accepted students from last year
 - Q&A: To the question of whether John Wilson's position in the library will be replaced → We are still evaluating the future structure of the library.
 - b. Provost Jill Drake:** Dr. Drake reported on the following items:
 - Grateful to faculty with handling growth in enrollment.
 - Significant Year: Computer Science accreditation; QEP started; 3 faculty members on their way to China for 3 weeks; Core IMPACTS and Syllabi updates; Dr. Drake's first semester; Jimmy Carter Leadership Program featured at BOR; 2nd year Ted Talks; Science Day w/ 100 HS students; Gave more than ever for Give Southwestern; Humanities Symposium bigger than ever;
 - Summer Contracts & Transparent Pay will occur. USG adding language for summer contracts. Effective January 2024.
 - Q&A: When will final info about contracts coming? Jeff Hall and Dr. Drake set a deadline of March 1st, 2024.
- 4. Discussion Items**
 - a. Dr. Bryan Davis- Core IMPACTS/SACSCOC Accreditation: Dr. Davis discussed:**
 - Ad-Hoc committee work on Core IMPACTS: Decided we would use system-wide learning outcomes, with exceptions being that we added language to institutional priority for GSW; political science and Georgia History language was revamped; and Communication & Writing was tweaked.
 - Core Curriculum Sheets updated (in process)
 - In sum, no courses have really changed; Area E was split; Simplified Science lists
 - Implementation timeline: Now-Fall 2024
 - My GSW: This is where you'll find info on Core IMPACTS in Faculty Group under resources. Those teaching core courses will need to put specific language on their syllabi, and can find that here.

-Reaccreditation Process: Off-site report in November 2023; 17 examples of non-compliance; None were faculty driven standards, and some are going to be addressed with Dr. Drake and Off-site Review committee (hopefully 4 will drop off). Focused report is being worked on currently which will be submitted with the QEP in Jan.

-Standards can be re-visited during on site visit.

-Q&A: Reassess faculty credential issue? → Already dealt with.

b. Dr. Paul Dahlgren- QEP: Dr. Dahlgren discusses the following items:

-High Impact Approach to Integrative Learning (HAIL): academic purpose and social belonging.

-HAIL/QEP Committee work: Drafted a written report for QEP and SACS (currently revising); Several townhalls had; Hired new QEP director and assistant director; Book Club ran; Ran teaching circle; ran QEP speed dating. Next semester 8 standalone HAIL courses; 8 course clusters (24 separate courses); 1 block with 2 courses; 27 different members from faculty in all 4 colleges. 2 clusters working across colleges; currently collecting artifacts for QEP.

-Next semester: Fall 2024 participation will come earlier. Will be looking at Storm Tracks for some options where core curriculum could be coming to QEP; 2 new book clubs coming; revising website; QEP course in Georgia View coming;

-Preparing for SACS visit in March; will be presenting the QEP.

-*Power of Friendship*

5. Standing Committee Activity Reports

a. Academic Affairs – Chuchu Wu

-3 meetups; Approved 3 new programs; 26 new courses approved; 13 course revisions; 5 curriculum changes; 1 policy revision.

b. Business and Finance – Samuel Peavy

-met 2 times; met with Jeff Hall; Spring will be busier.

c. Faculty Affairs – John LeJeune

-met 3 times; sent appreciative letter to public safety regarding active shooter training; 2 suggested revisions to handbook; currently working with Evelyn Oliver on accommodations for in-person to online accommodations.

d. Faculty Development – Anish Dave

-Anish not present

e. Global Engagement and High Impact Practices – Beau Palmer

-met 3 times + online contact; reviewed and passed HIP grants to about \$1500; International Education Week successful.

f. Graduate Affairs – Michelle Dykes → delivered by Paula Bryant

- met 4 times; reviewed approved COBAC and Nursing for new certificate, electives, courses, and revisions. Reviewed 2 graduate faculty applications. Working on website for graduate affairs committee.

g. Institutional Effectiveness – Alaina Kaus

-Met once; waiting on annual reports; will meet again in Jan.

h. Institutional Review Board – Michael Crosby

-IRB processed and reviewed 14 renewal and expedited applications

i. Instructional Technology – Lee Wright

-Use of technology fee money; discussing upcoming implementations of technology on campus; Anyone interested in implementations please email Lee.

j. Student Affairs – Jonathan Carter

-Met 3 times; constitution reviews; began process of grade appeal process; loose recommendations sent to faculty affairs; look to be enrolled in GA View for a repository of syllabus language and accessibility

k. Faculty Senate – John LeJeune

-Lisa Easom will be replacing SiSi Chen

-Goals to strengthen faculty senate, Make GSW better; Improve and solidify senate institutions.

-How Agenda is set: (1) Faculty input (survey, public address, online form coming soon); (2) Administration Input (Administration keeps senate updated on issues and decisions to be made, where input would be valuable); (3) Standard Committee Business: program changes, majors, minors, and certificates; graduate faculty status; Academic Affairs & Graduate Affairs issues, etc.

-Faculty Survey Results discussed; Senate evaluated results via 5 subcommittees

-Additional goals: Reexamine the Senate bylaws; timely posting of all agendas and minutes; creation of senate handbook; webpages for all subcommittees.

-Reorganization Committee: Dr. Drake and J. LeJeune met today to discuss reorganization subcommittee. Will meet next week again regarding this.

Recommended committee list will be circulated by end of finals week.

6. New Business

a. Academic Affairs

i. New Degrees, Certificates, Minors

1. COBAC: Bachelor of Business Admin. in Project Management

2. COBAC: Minor in Project Management

3. COBAC: Certificate in Financial Technology

4. A+S/Bio: Certificate in Wildlife Biology

ii. Curriculum Changes

1. Accounting: Update to major course requirements

2. Accounting: Update to minor course requirements

3. COBAC: Human Resource Management M

4. COBAC: Human Resource Management Minor

5. Sociology: Area F and Major Core

-Motion by Brian Smith to treat all items in 6(a)i-ii as a block, seconded by Jon Carter, and approved unanimously.

-Motion by Brian Smith to approve 6(a)i-ii block, seconded by Stephanie Harvey, and approved unanimously.

b. Faculty Affairs

i. Handbook Changes

1. Tenure/Pre-Tenure Language

2. Absences, Remote Work, and Sick Leave Policy

-Motion by John Carter to approve all of 6(b)i as a block, seconded by Jeff Waldrop, and approved unanimously.

-Discussion: After discussion, there was a motion by Genie Bryan to reject item 6(b)i.1 (Tenure/Pre-Tenure Language) and return it to Faculty Affairs for reconsideration, seconded by Brian Smith and approved unanimously. The major concern was with lack of specificity about how many Annual Evaluations must be included in the relevant dossiers.

-Jon Carter motioned to approve item 6(b)i.2 (Absences, Remote Work, and Sick Leave Policy), seconded by Anne Jacobs, and approved unanimously.

c. Graduate Affairs

i. New Programs and Program Changes

1. Nursing: Post MSN FNP Certificate

2. COBAC: Deactivation of Executive MBA

ii. Curriculum Changes

1. Nursing: MSN Nursing Informatics Track

2. Nursing: MSN Nursing Education Track

3. Nursing: MSN Nursing Leadership Track

-Motion by Genie Bryan to approve all Nursing programs and curriculum changes [6(c)i.1 and all of 6(c)ii] as a block; seconded by Leisa Easom, and approved unanimously.

-Move by Brian Smith to approve the previously created block of Nursing programs; seconded by Jon Carter; with unanimous approval.

-Move to terminate executive MBA by Brian Smith; seconded by Jon Carter, and terminated unanimously.

iii. Graduate Faculty Status Applications

1. COBAC: Dr. Soumendra Banerjee

2. English: Dr. Alaina Kaus

-Motion to approve Dr. Banerjee's graduate status application by Brian Smith; seconded by Stephanie Harvey; Unanimous approval

-Motion to approve Dr. Kaus's graduate status application by Michael Moir; seconded by Anne Jacobs, and approved unanimously.

7. Additional Concerns

- a. None

8. Announcements

- a. Sam Peavy: Look to the sky early next week; evening of 14th for meteor shower; Eastern sky at 9 p.m. at night.
- b. Nellie Jordanova: Study Abroad in spring to Bulgaria; more students needed.
- c. Laurel Robinson: Visual Arts Department open house tonight from 6-8 p.m.
- d. Anne Jacobs: Undergraduate research symposium April 19th; Submit abstracts through Dynamic Forms.

9. Adjourn

- a. Motion to adjourn by Laurel Robinson, seconded by Anne Jacobs; Unanimous approval.

GeorgiaVIEW Standardized/Minimum Usage

- Rationale: Keep students informed about course and their progress in course
 - Bright Space PULSE app
- Standard Elements for all General Education courses regardless of medium of instruction
 - Syllabus
 - Calendar
 - Gradebook
 - Midterm grade recommended
 - Announcements

Syllabus Requirements for Gen Ed Courses

- Course Description
- Course Learning Outcomes
- IMPACT Outcomes, Guiding Questions, & Career Ready Competencies
- Attendance/Participation Policy
- Midterm Grade Breakdown: what assignments, quizzes, test, exams and so forth will be used in determining the midterm grade?
- Some explanation of relationship between midterm grade and final grade
- Final Grade Breakdown: what assignments, quizzes, test, exams and so forth will be used in determining the final grade?
- Accommodations Statement
- Writing Center Statement
- Campus Carry Statement
- Class Schedule (tentative with a statement that no changes will be made without informing students in advance)



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:

Faculty Member Submitting Proposal:

Department Chair/Unit Head email address for approval:

Undergraduate or Graduate Program?:

Semester to be Effective:

Year to be Effective:

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:

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:

Attach a copy of 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@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*

Brian Smith

01/31/2024, 3:04 PM

Faculty Member Signature:

Date:

...3839383038

Glenn Robins

01/31/2024, 6:21 PM

Unit Head Signature:

Date:

...3532393733

Bryan Davis

02/01/2024, 7:11 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:

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

Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Specify:

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:

*Students take AMST 2001, three to four classes from a long list, and one to two classes approved by the American Studies Coordinator. Students must take twelve hours at the 3000 level or above, including at least three hours at the 4000 level.

Proposed Requirements:

*Students take AMST 2001, one foundational class (HIST 2111, HIST 2112, or SOCI 1101), and four classes from a long list, including one HIST-designated course, one ENGL-designated course, one non-HIST/non-ENGL-designated course, and one course of any designation that focuses on race, ethnicity, gender, or sexuality in a US context.

Classes removed because they are no longer taught: Public History Field Experience, American Colonial History, History of the Old South, and The Vietnam War

Classes removed to keep the focus on more advanced classes: American Literature I, American Literature II

Classes added because they focus on the Americas more broadly or on the United States in a transnational context: The African Diaspora, Colonial Latin America, Modern Latin America

Classes added because of new knowledge that their focus is on an American context: History Capstone Seminar, Religion and Politics, Sociology of Family, Sociology of Paranormal Belief, Race and Minority Relations, Gender and Society

Class added because it is a prerequisite for two electives: Introduction to Sociology

Students may substitute a requirement with a class not on the list with approval by the American Studies Coordinator.

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.:

including those with only a minor or certificate (like ours)

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

[Empty box with up/down arrows]

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.:

Will continue to have conversations with students about the certificate
Will design and share an alumni survey

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

Students will continue to submit a portfolio of work to the coordinator one semester prior to the semester the student plans to graduate

Other:

[Empty box with up/down arrows]

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

*AMST Curriculum Sheet - current and proposed.xlsx

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 *

...3931363638

Alaina Kaus

Faculty Member:

01/05/2024

Date:

...3737393631

Michael Moir

Department Chair/Unit Head

Signature:

01/05/2024, 2:43 PM

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:

GSW SACSCOC Representative Signature

Electronically signed by Bryan Davis on 01/19/2024 2:18:21 PM

American Studies Certificate

NAME _____
 ADVISOR _____

18 Hours

12 Hours must be at the 3000 level or above

Required Course (3 hours)	Hrs	Term	Grade
AMST 2001 Intro to American Studies	3		
Additional Courses (9-12 hrs)			
ARHS 3090 Pre-Columbian Mex-Meso Art	3		
ENGL 2131 American Literature I	3		
ENGL 2132 American Literature II	3		
ENGL 3410 Southern Literature	3		
ENGL 3420 African-American Literature	3		
ENGL 4230 Multiethnic American Literature	3		
ENGL 3510 Modern American Literature	3		
ENGL 3520 Contemporary American Literature	3		
ENGL 4200 Early American Literature	3		
ENGL 4210 Romanticism and American Literature	3		
ENGL 4220 Realism and American Literature	3		
HIST 2111 United States History 1	3		
HIST 2112 United States History 2	3		
HIST 2500 The Study of History	3		
HIST 3470 Public History Field Experience	3		
HIST 3510 American Colonial History	3		
HIST 3570 Civil War-Reconstruction	3		
HIST 3730 History of the Old South	3		
HIST 3770 Black American History	3		
HIST 3810 History of Georgia	3		
HIST 4000 The Vietnam War	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		
MUSC 1150 History of Rock and Roll	3		
MUSC 3020 Music in Film	3		
MUSC 3131 Pop Music and Culture	3		
MUSC 3190 Music History: American Music	3		
MUSC 4114 Video Game Music	3		
MUSC 4242 History of Jazz	3		
POLS 4100 Amer Pol Parties- Int Groups	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 4760 American Political Thought	3		
Approved Courses (3-6 hrs)			

gswID# _____

Effective Catalog Year: **2023-2024**

Additional Requirements:
Minimum grade of "C" in all courses used to meet requirements of certificate.
Each Student will submit a portfolio to the program coordinator one semester prior to the semester the student plans to graduate. The portfolio must contain work representing a progression from AMST 2001 to certificate completion. Students must complete a minimum of one 4000 level course.

Admission & Course Requirements
Admission to the certification program must be approved by the American Studies Coordinator.
Courses which are not listed must be approved by the American Studies Coordinator.

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

Advisor Signature _____ Date _____

American Studies Coordinator _____ Date _____

American Studies Certificate

NAME _____
 ADVISOR _____

gswID# _____
 Effective Catalog Year: **2024-2025**

18 Hours

12 Hours must be at the 3000 level or above

Required Course (3 hours)	Hrs	Term	Grade
AMST 2001 Intro to American Studies	3		
Choose One (3 hours)			
HIST 2111 United States History 1	3		
HIST 2112 United States History 2	3		
SOCI 1101 Introduction to Sociology	3	[adding]	
Choose Four, including one HIST course, one ENGL course, one non-HIST/non-ENGL course, and one course of any designation that focuses on race, ethnicity, gender, or sexuality in a US context (ARHS 3090, ENGL 3420 or 4230, HIST 2800, 3770, 4562, or 4563, MUSC 4242, SOCI 3309, 4411, or 4417) (12 credits)			
ARHS 3090 Pre-Columbian Mex-Meso Art	3		
ENGL 2131 American Literature I	3	[removing]	
ENGL 2132 American Literature II	3	[removing]	
ENGL 3410 Southern Literature	3		
ENGL 3420 African American Literature	3		
ENGL 3510 Modern American Literature	3		
ENGL 3520 Contemporary American Literature	3		
ENGL 4200 Early American Literature	3		
ENGL 4210 Romanticism in American Literature	3		
ENGL 4220 Realism in American Literature	3		
ENGL 4230 Multiethnic Literature of the United States	3		
HIST 2111 United States History 1	3	[placed above]	
HIST 2112 United States History 2	3	[placed above]	
HIST 2500 The Study of History	3		
HIST 2800 The African Diaspora	3	[adding]	
HIST 3470 Public History Field Experience	3	[removing]	
HIST 3610 American Colonial History	3	[removing]	
HIST 3570 Civil War-Reconstruction	3		
HIST 3730 History of the Old South	3	[removing]	
HIST 3770 Black American History	3		
HIST 3810 History of Georgia	3		
HIST 4500 Capstone Seminar	3	[adding]	
HIST 4090 The Vietnam War	3	[removing]	
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	[adding]	
HIST 4606 Modern Latin America	3	[adding]	
MUSC 1150 History of Rock and Roll	3		
MUSC 3020 Music in Film	3		
MUSC 3131 Pop Music and Culture	3		
MUSC 3190 Music History: American Music	3		
MUSC 4114 Video Game Music	3		
MUSC 4242 History of Jazz	3		
POLS 4100 Amer Pol Parties- Int Groups	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 4730 Religion and Politics	3	[adding]	
POLS 4760 American Political Thought	3		
SOCI 2293 Sociology of Family	3	[adding]	
SOCI 3309 Human Sexuality*	3	[adding]	
SOCI 3319 Sociology of Paranormal Belief	3	[adding]	
SOCI 4411 Race and Minority Relations**	3	[adding]	
SOCI 4417 Gender and Society	3	[adding]	
Approved Courses (3-6 hrs)			

Additional Requirements:
Minimum grade of "C" in all courses used to meet requirements of certificate.
Each student will submit a portfolio to the program coordinator one semester prior to the semester that the student plans to graduate. The portfolio must contain work representing a progression from AMST 2001 to certificate completion. Students must complete a minimum of one 4000 level course.

Courses which are not listed must be approved by the American Studies Coordinator.

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

 Advisor Signature Date

 American Studies Coordinator Date

* prerequisite: SOCI 1101 Introduction to Sociology OR PSYCH 1101 Introduction to Psychology

**prerequisite: SOCI 1101 Introduction to Sociology



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Major Curriculum
Faculty Member Submitting Proposal: Jonathan Carter
Department Chair/Unit Head email address for approval: Dept. Chair Music/Comm - Julie Meggin
Undergraduate or Graduate Program?: Undergraduate Course
Proposed Effective Date for Curriculum Change: 05/31/2024
Degree & Program Name (e.g. BFA, Art): BS
Present Requirements: Students have options for concentrations
Proposed Requirements: removing all of the concentrations

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: Students are not using them. we are removing unneeded confusion for advising.
Adopting current best practice(s) in field:
Meeting mandates of State/Federal/Outside Accrediting Agencies:
Other: Certificates allow for similar recognition of focus but allow more flexibility
Supporting Data:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.: No enrollment in the concentrations
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.: None needed
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: *ba_comm (one to be retained).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 * [checked]

...3733373431

Jonathan Carter
Faculty Member:

01/01/2024
Date:

Julie Megginson

Department Chair/Unit Head
Signature:

01/12/2024, 12:10 PM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 01/16/2024 7:02:27 AM

B.A. in Communication and Emerging Media

NAME _____
 ADVISOR _____

gswID# _____
 Effective Catalog Year: 2023-2024

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 2111, 2112, 2121, 2122, 2131, or 2132	3		
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, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2556 Communication Theory	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 REQUIREMENTS

All courses must have a minimum grade of C

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 hours 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 (9hrs)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
COMM 4600 Capstone/Portfolio	3		
Select One:			
PSYC 3301 Psychological Statistics	3		
COMM 4145 Rhetorical Criticism	3		
SOCI 4440 Methods of Social Research	3		
Major Core Electives			
IT 2000 Web Design	3		
IT 2010 Audio-Video Production Tech I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Production Tech II	3		
ARTF 1020 2D Design Concepts & Color	3		
ARST 3081 Beginner Photography I	3		
ARST 3170 Beginner Digital Arts I	3		
ARTS 4170 Intermediate Digital Arts II	3		
ARTS 4171 Advanced Digital Arts III	3		
ARTS 4172 Advanced Digital Arts IV	3		
BUSA 3105 Communications in the Bus Env	3		
COMM 3000 Video Production II	3		
COMM 3040 Integrated Comm & Theory	3		
COMM 3110 Interpersonal Communication	3		
COMM 3115 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 3650 Performance Studies	3		
COMM 3700 Sports Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media & Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
ENGL 2200 Intro to Professional Communicati	3		
ENGL 4300 Risk & Crisis Communication	3		
ENGL 4310 Communication in Organizations	3		
MKTG 3840 Marketing Communications	3		

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			
Free Elective			

Prior Degree/Major: _____
 Earned at: _____



Proposal For a 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:

* Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and graduation.

Proposed Requirements:

* Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

A required core area A-E and area F grade point average of 2.50 or higher is required for admission to teacher education, student teaching and graduation.

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:

*Proposed and Current Curriculum Sheet.pdf

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Accept *

...3937383339

Jennifer Dickens

Faculty Member:

02/20/2024

Date:

...3937353231

Rachel Abbott

Department Chair/Unit Head
Signature:

02/22/2024, 3:41 PM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/22/2024 3:48:24 PM

Proposed Curriculum Sheet

B.S. in EDUCATION with a Major in Elementary Education

NAME	
ADVISOR	

gsw ID#	
Effective Catalog Year:	2024-2025

AREAS A-F: 60 HOURS

Area A (9 hrs) (M in 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), SOCS 1101(3), THEA 1110(3), WGSS 2001(3)			

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
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 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			

Area F (18 hrs)	Hrs	Term	Grade	FE
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Socio-Cult Persp Div in Edu	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
ISCI 2001 Life/Earth Sci for Teachers	3			
ISCI 2002 Physical Sci for Teachers	3			
MATH 2008 Numbers & Oper for Teachers	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:

MAJOR/ELECTIVE REQUIREMENTS: 62 HOURS

Required Courses (50)	Hrs	Term	Grade	FE
MATH (9 hrs)				
MATH 3002 Geometry for	3			0
MATH 3003 Probability &	3			0
MATH 3004 Algebra for P	3			0

READING (12 hrs)				
EDRG 3360 Literacy Instru	3			45
EDRG 3160 Early Literacy	3			45
EDRG 3280 Literature for	3			45
EDRG 3260 Intermediate L	3			45

NTARY EDUCATION (2)				
EEDC 3100 Instructional	3			45
EEDC 3350 The Early Learner				45
EEDC 3400 Designing Ef	3			45
EEDC 3450 Org & Mgmt of	3			45
EEDC 4200 Science for E	3			45
EEDC 4250 Social Studies	3			45
EEDC 4550 Assessment I	3			45

OTHER (8 hrs)				
HPER 2050 PE for ECE	2			0
EDSP 3000 The Exception	3			15
EDUC 3200 Instructional	3			0

Student Teaching (12 hrs)				
EEDC 4910 Best Practice	3			45
EEDC 4950 Opening Scho	0			60
EEDC 4970 Student Teac	3			
EEDC 4980 Student Teac	3			495
EEDC 4990 Student Teac	3			

Professional Checklist:	
Application to Teacher Education	
Application to Student Teaching	
GACE I (Score _____ Semester _____)	
GACE II (Score _____ Semester _____)	
Passed GACE: Yes or No	

ADMISSION TO TEACHER EDUCATION	
Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. A required core area A-E and area F grade point average of 2.5 required for admission to teacher education, student teaching and graduation. For additional information please access the University Bulletin on the GSW website at www.gsw.edu.	

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.	

Current Curriculum Sheet

B.S. in EDUCATION with a Major in Elementary Education

NAME				
ADVISOR				
AREAS A-F: 60 HOURS				
Area A (9 hrs) (M in 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 2111, 2112, 2121, 2122, 2131, or 2132	3			
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 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
ECON 2105, SOCI 1101, PSYC 1101,				
HIST 1111 OR 1112				
Area F (18 hrs)	Hrs	Term	Grade	FE
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Socio-Cult Persp Div in Edu	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
ISCI 2001 Life/Earth Sci for Teachers	3			
ISCI 2002 Physical Sci for Teachers	3			
MATH 2008 Numbers & Oper for Teachers	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:		

gsw ID#				
Effective Catalog Year: 2023-2024				
MAJOR/ELECTIVE REQUIREMENTS: 62 HOURS				
Required Courses (50)	Hrs	Term	Grade	FE
MATH (9 hrs)				
MATH 3002 Geometry for	3			0
MATH 3003 Probability &	3			0
MATH 3004 Algebra for F	3			0
READING (12 hrs)				
EDRG 3020 Language Ar	3			15
EDRG 3160 Early Literacy	3			15
EDRG 3260 Literature for	3			15
EDRG 3260 Intermediate L	3			15
RLY CHILDHOOD (21 h				
EEDC 3100 Math Methods	3			15
EEDC 3400 Teaching in E	3			45
EEDC 3450 Org & Mgmt of	3			45
EEDC 3650 Integrated EL	3			30
EEDC 4200 Science for E	3			15
EEDC 4250 Social Studies	3			15
EEDC 4550 Assessment i	3			30
OTHER (8 hrs)				
HPER 2050 PE for ECE	2			0
EDSP 3000 The Exception	3			15
EDUC 3200 Instructional T	3			0
Student Teaching (12 hrs)				
EEDC 3600 Self Expressi	3			30
EEDC 4950 Opening Scho	0			60
EEDC 4970 Student Teac	3			
EEDC 4980 Student Teac	3			495
EEDC 4990 Student Teac	3			
Professional Checklist:				
Application to Teacher Education				
Application to Student Teaching				
GACE I (Score _____ Semester _____)				
GACE II (Score _____ Semester _____)				
Passed GACE: Yes or No				
ADMISSION TO TEACHER EDUCATION				
Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.				
A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and graduation.				
For additional information please access the University Bulletin on the GSW website at www.gsw.edu .				
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 PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.				



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Major Curriculum
Faculty Member Submitting Proposal: Michele McKie
Department Chair/Unit Head email address for approval: Education - Rachel Abbott
Undergraduate or Graduate Program?: Undergraduate Course
Proposed Effective Date for Curriculum Change: 08/01/2024
Degree & Program Name (e.g. BFA, Art): B.S. in EDUCATION with a M

Present Requirements:
Areas proposed for change to update:
Area F:
- EDSP 2130 Methods/Severe-Profound
- EDSP 2990 Prof/Legal/Ethical Aspects of SpEd
- EDUC 2115 Math & Science Instruct
- *Major Elective
Major Curriculum:
- EDUC 3200 Instructional Tech-Media
- EDSP 4110 Nature of ID
- EDSP 4210 Nature of BD
- EDSP 4310 Nature of LD
- EDRG 3060 Content Literacy
- EDRG 3280 Literature for Children
- EDRG 3020 Language Arts
- EDSP 4060 Language Development
- EDSP 4550 Assistive Technology

Proposed Requirements:
Areas proposed for change to include:
Area F: Replace the present requirements (9 hours) with proposed changes below (9 hours)
- ISCI 2001 Life/Earth Science for Teachers OR ISCI 2002 Physical Science for Teachers
- Math 2008 Numbers & Operations for Teachers
- Human growth and development
Major Curriculum:
EDUC 3200 Instructional Technology
EDSP 4110 Char. & Strat. for Teaching Low Incidence Disab.
EDSP 4210: Char. & Strat. for Teaching High Incidence Disab.
EDSP 4060: Disorders of Lang. & Lit.
EDSP 4410 Identification & Assessment for ASD
EDSP 4420 Classroom & Behav Strat for ASD
EDSP 4430 Planning & Teaching for ASD
EDSP 4530: Legal Processes & Procedures in SpEd

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: Adding Autism Endorsement to program
Meeting mandates of State/Federal/Outside Accrediting Agencies: Meeting requirements of the GaPSC Rules
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.): Direct measures
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.): Direct measures
Other:

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

*current curriculum map.pdf

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Accept*

...3133313535

Michele McKie
Faculty Member:

02/15/2024
Date:

...3032363438

Rachel Abbott
Department Chair/Unit Head
Signature:

02/16/2024, 8:17 AM
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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/16/2024 8:22:40 AM

B.S. in EDUCATION with a Major in Special Education-General Curriculum
CURRENT

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

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), SOSOC 1101(3), THEA 1110(3), WGSS 2001(3)

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
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, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			

Area F (18 hrs)	Hrs	Term	Grade	FE
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocltl Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
EDSP 2130 Methods/Severe-Profound	3			15
EDSP 2990 Prof/Legal/Ethical Aspects of SpEd	1			0
EDUC 2115 Math & Science Instruct	3			0
*Major Elective	2			0

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: _____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Courses (33 hrs)	Hrs	Term	Grade	FE
EDSP 3000 Exceptional Student	3			15
EDSP 4110 Nature of ID	3			15
EDSP 4210 Nature of BD	3			15
EDSP 4310 Nature of LD	3			15
EDSP 4620 Classroom/Behavior Mgmt	3			15
EDUC 3200 Instructional Tech-Media	3			0

Reading Concentration (15 hrs)	Hrs	Term	Grade	FE
EDRG 3160 Early Literacy	3			15
EDRG 3260 Intermediate Literacy	3			15
EDRG 3060 Content Literacy	3			45
EDRG 3280 Literature for Children	3			15
EDRG 3020 Language Arts	3			15

Special Ed Concentration (15 hrs)	Hrs	Term	Grade	FE
EDSP 4060 Language Development	3			45
EDSP 4510 Assessment	3			45
EDSP 4520 Internship in Special Education	3			45
EDSP 4610 Effective Instruction	3			45
EDSP 4051 Inclusion & Collaboration	3			0

Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDSP 4550 Assistive Technology	3			0
EDSP 4950 Opening School Experience	0			60
EDSP 4970 Student Teaching	3			150
EDSP 4980 Student Teaching	3			150
EDSP 4990 Student Teaching	3			150

Professional Checklist:

_____ Application to Teacher Education

_____ Application to Student Teaching

GACE I (Score _____ Semester _____)

GACE II (Score _____ Semester _____)

Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and graduation. For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

ADDITIONAL REQUIREMENTS

*Area F: Major Elective must be lower division (numbered 1000-2999).

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 hour needed for a degree.

B.S. in EDUCATION with a Major in Special Education-General Curriculum
Proposed

NAME _____
 ADVISOR _____

gsW/D# _____

Effective Catalog Year: 2024 - 2025

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)			
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),			
NTL 2000 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3),			
SOCI 1200(3), SOCC 1101(3), THEA 1110(3), WGSS 2001(3)			
Area C (6 hrs)			
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARCT 1100, MUSC 1100 or THEA 1100	3		
Area D (10 hrs min) Area D Lists			
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)			
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			
Area F (18 hrs)			
EDUC 2110 Invest Crit and Cont Issues in Edu	3		15
EDUC 2120 Exp Sociocult Persp on Diversity	3		15
EDUC 2130 Exploring Learning & Teaching	3		15
ISCI 2001 Life/Earth Science for Teachers OR ISCI 2002 Physical Science for Teachers	3		0
Math 2009 Numbers & Operations for Teachers	3		0
Human growth and development	3		0

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			

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Courses (9 hrs)	Hrs	Term	Grade	FE
EDSP 3000 Exceptional Student	3			15
EDSP 4620 Classroom Behavior Mgmt	3			15
EDUC 3200 Instructional Technology	3			0
Literacy Courses (12 hours)				
EDRG 3160 Early Literacy	3			15
EDRG 3260 Intermediate Literacy	3			15
EDRG 3360 Literacy Instruction and Assessment	3			15
EDSP 4080 Disorders of Lang & Lit	3			15
Special Ed Concentration with Embedded Endorsement (30 hours)				
EDSP 4110 Char. & Strat. for Teaching Low Incidence Disab.	3			115
EDSP 4210 Char. & Strat. for Teaching High Incidence Disab.	3			115
EDSP 4210 Assessment	3			45
EDSP 4520 Internship in Special Education	3			125
EDSP 4610 Effective Instruction	3			15
EDSP 4051 Inclusion & Collaboration	3			15
EDSP 4410 Identification & Assessment for ASD	3			15
EDSP 4420 Classroom & Behav Strat for ASD	3			15
EDSP 4430 Planning & Teaching for ASD	3			15
EDSP 4530 Legal Processes & Procedures in SpEd	3			45
Student Teaching (9 hrs)				
EDSP 4950 Opening School Experience	0			60
EDSP 4970 Student Teaching	3			150
EDSP 4980 Student Teaching	3			150
EDSP 4990 Student Teaching	3			150
Professional Checklist:				
Application to Teacher Education				
Application to Student Teaching				
GACE I (Score _____ Semester _____)				
GACE II (Score _____ Semester _____)				
Passed GACE: Yes or No				
ADMISSION TO TEACHER EDUCATION				
Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. A required core area A-E and area F grade point average of 2.5 or higher is required for admission to teacher education, student teaching and graduation. For additional information please access the University Bulletin on the GSW website at www.gsw.edu.				
Additional Information:				
Autism Endorsement courses must be taken in sequence: EDSP 4410, 4420, 4430.				
During student teaching, students may have up to 12 hours. See Storm Track for Fall vs. Spring admits.				

Proposal For a 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:
* In the current program there are two separate classes: HPER 3100 Community Health in Maymester and HPER 3800 Family Health in Summer I. Currently these courses constitute 6 hours of the required (38) of (60) major hours.

Proposed Requirements:
* It is proposed that these courses be combined into HPER 3810 Family and Community Health and be taught in Summer full instead of the two shortened Semesters. The hours would drop from 6 to 3 to provide for room for additional hours required by the State.

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: *

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 *

...3131303138

Jason Cribbs
Faculty Member:

02/17/2024

Date:

...3933333434

Rachel Abbott
Department Chair/Unit Head
Signature:

02/22/2024, 3:40 PM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/22/2024 3:43:30 PM

B.S. in EDUCATION in Health and Physical Education

NAME				gswID#			
ADVISOR				Effective Catalog Year: 2023-2024			
AREAS A-F: 60 HOURS				MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS			
Area A (9 hrs) (Min Grade of C Required)				Required Courses (38 hrs)			
ENGL 1101 Composition I	3			HPER 2100 First Aid & Safety	2		0
ENGL 1102 Composition II	3			HPER 2240 Nutrition	3		0
MATH 1001, 1111, 1113, or 1120	3			HPER 3010 Mat & Meth/Health Educ	3		30
Area B (4-5 hrs)				Education Courses (10 hrs)			
Select 4-5 hours from list below:				EDUC 3200 Instructional Tech-Media	3		0
				EDUC 4400 Mat & Methods/PE	4		60
				EDSP 3000 The Exceptional Student	3		15
				Student Teaching (12 hrs)			
				EDUC 4950 Opening School Experience	0		90
				EDUC 4960 Practicum/Grades P-12	3		120
				EDUC 4970 Student Teaching	3		150
				EDUC 4980 Student Teaching	3		150
				EDUC 4990 Student Teaching	3		150
				Service Courses (4 hrs) to meet GSW Physical Education			
				Requirements			
				Select four (4 hrs):			
				PEDS 1020 Walk/Jog Aerobics	1		
				PEDS 1030 Step Aerobics	1		
				PEDS 1100 Swimming	1		
				PEDS 1230 Racquetball	1		
				PEDS 1250 Beginning Tennis	1		
				PEDS 1280 Beginning Golf	1		
				PEDS 1700 Fundamentals of Dance	1		
				PEDS 1910 Beginning Yoga	1		
				Advisor approved PEDS course	1		
				Additional Requirements			
				GA HISTORY		US HISTORY	
				GA CONSTITUTION		US CONSTITUTION	
				UNIV 1000			
				Professional Checklist:			
				Application to Teacher Education			
				Application to Student Teaching			
				GACE I (Score _____ Semester _____)			
				GACE II (Score _____ Semester _____)			
				Passed GACE: Yes or No			
				ADMISSION TO TEACHER EDUCATION			
				Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.			
				A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching, and graduation.			
				For additional information please access the University Bulletin on the GSW website at www.gsw.edu.			
				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 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 EDUCATION in Health and Physical Education

NAME					gswid#				
ADVISOR					Effective Catalog Year:	2024-2025			
AREAS A-F: 60 HOURS					MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS				
Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade		Required Courses (38 hrs)	Hrs	Term	Grade	FE
ENGL 1101 Composition I	3				HPER 2100 First Aid & Safety	2			0
ENGL 1102 Composition II	3				HPER 2240 Nutrition	3			0
MATH 1001, 1111, 1113, or 1120	3				HPER 3010 Mat & Meth/Health Educ	3			30
Area B (4-5 hrs)	Hrs	Term	Grade		HPER 3050 Early Childhood PE	3			30
Select 4-5 hours from list below:					EDRG 3050 Foundations in Lang. Dev.	3			0
					HPER 3230 Assessment in HPE	3			
					XSCI 3240 Kinesiology	3			0
					XSCI 3260 Exercise Physiology	3			0
					HPER 3550 Special Populations	3			30
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 240 SOCI 1200(3), SOSOC 1101(3), THEA 1110(3), WGS 20					HPER 3600 Sport Skills	3			0
					EDRG 3060 Cont. Lit. Awareness & App	3			0
Area C (6 hrs)	Hrs	Term	Grade		HPER 3810 Family & Community Health	3			0
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3				HPER 3850 Motor Development	3			0
ARTC 1100, MUSC 1100 or THEA 1100	3				Education Courses (10 hrs)	Hrs	Term	Grade	FE
Area D (10 hrs min) Area D Lists	Hrs	Term	Grade		EDUC 3200 Instructional Technology	3			0
Lab Science-List A					EDUC 4400 Mat & Methods/PE	4			60
Lab (if CHEM or BIOL)					EDSP 3000 The Exceptional Student	3			15
NonLab/Lab Science-List A or B					Student Teaching (12 hrs)	Hrs	Term	Grade	FE
Optional Lab (if CHEM or BIOL)					EDUC 4950 Opening School Experience	0			90
Course from List A, B, or C					HPER 3700 Contemporary Health	3			120
Area E (12 hrs)	Hrs	Term	Grade		EDUC 4970 Student Teaching	3			150
POLS 1101 American Government	3				EDUC 4980 Student Teaching	3			150
HIST 1111 or 1112 Wrld Civ I or II	3				EDUC 4990 Student Teaching	3			150
HIST 2111 or 2112 US Hist I or II	3				Service Courses (4 hrs) to meet GSW Physical Education Requirements	Hrs	Term	Grade	
Select one:	3				Select four (4 hrs):				
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112					PEDS 1020 Walk/Jog Aerobics	1			
Area F (18 hrs)	Hrs	Term	Grade	FE	PEDS 1030 Step Aerobics	1			
BIOL 2251K Anatomy & Physiology I	4				PEDS 1100 Swimming	1			
BIOL 2252K Anatomy & Physiology II	4				PEDS 1230 Racquetball	1			
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15	PEDS 1250 Beginning Tennis	1			
EDUC 2120 Exp Sociocultr Persp on Diversity	3			15	PEDS 1280 Beginning Golf	1			
EDUC 2130 Exploring Learning & Teaching	3			15	PEDS 1700 Fundamentals of Dance	1			
HPER 2170 Intro to Physical Education	1				PEDS 1910 Beginning Yoga	1			
					Advisor approved PEDS course	1			
Additional Requirements					Professional Checklist:				
GA HISTORY				US HISTORY	Application to Teacher Education				
GA CONSTITUTION				US CONSTITUTION	Application to Student Teaching				
UNIV 1000					GACE I (Score _____ Semester _____)				
					GACE II (Score _____ Semester _____)				
					Passed GACE: Yes or No				
					ADMISSION TO TEACHER EDUCATION				
					Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. A required core area A-E and area F grade point average of 2.5 or higher is required for admission to teacher education, student teaching, and graduation. For additional information please access the University Bulletin on the GSW website at www.gsw.edu .				
Prior Degree/Major:					UNIVERSITY POLICIES AND PRACTICES				
Earned at:					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 PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.				
Comments:									
Completed by:				Date:					

COURSE OUTLINE

College of Education
Georgia Southwestern State
University

HPER 3810 – Family and Community Health 3-0-3

Catalog description: HPER 3900. Family and Community Health: A course designed to equip aspiring health educators with the knowledge, skills, and strategies needed to promote wellness, prevention, and health literacy within diverse communities and family settings. Through a combination of theoretical exploration, case studies, interactive discussions, and practical applications, future health teachers will develop a deep understanding of community health dynamics, cultural competence, and effective communication strategies to empower individuals and families to make informed health decisions.

Prerequisite(s) or Co-requisites: Admission to teacher education

Course Learning Outcomes:

Candidates completing this course should be able to:

1.	Standard 1: Content Knowledge	<ul style="list-style-type: none">Demonstrate a comprehensive understanding of key concepts in community and family health, including determinants of health, health behavior theories, and health promotion strategies.
2.	Standard 2: Health Behavior Change	<ul style="list-style-type: none">Apply theories of health behavior change to design effective health education interventions that promote positive health behaviors within communities and families.
3.	Standard 3: Cultural Competence	<ul style="list-style-type: none">Develop cultural competence and sensitivity, allowing for the creation of culturally appropriate health education programs that address the diverse needs of various communities and families.
4.	Standard 4: Health Education Planning	<ul style="list-style-type: none">Design and evaluate health education programs tailored to the unique characteristics of community and family settings, incorporating evidence-based practices.
5.	Standard 5: Communication Skills	<ul style="list-style-type: none">Utilize effective communication techniques to convey health information clearly and persuasively to individuals, families, and community groups.
6.	Standard 6: Technology and Media Literacy	<ul style="list-style-type: none">Analyze the impact of media, technology, and social networks on health behaviors, and harness these tools to enhance health education efforts within communities and families.
7.	Standard 7: Health Disparities and Equity	<ul style="list-style-type: none">Examine health disparities and social determinants of health within diverse communities, and advocate for health equity through education, policy, and community engagement.
8.	Standard 8: Assessment and Evaluation	<ul style="list-style-type: none">Develop effective methods for assessing community health needs, evaluating program outcomes, and using data to inform ongoing health education efforts.
9.	Standard 9: Ethics and Advocacy	<ul style="list-style-type: none">Reflect on personal biases, ethical considerations, and the role of advocacy in health education, and apply ethical principles to guide practice in community and family settings.

10. Standard 10: Professionalism and Leadership

- Demonstrate professionalism and leadership skills in health education practice, collaborating with peers and stakeholders to address health challenges within communities and families.

REQUIREMENTS:

- (1) Reading Assignments
- (2) Completion of modules
- (3) Discussions
- (4) Final Project

INSTRUCTIONAL STRATEGIES

Candidates will participate in reading and module activities to develop their awareness of Family and Community Health issues. Candidates will complete discussions as well as a final project over material presented in the course.

GRADES:

Candidates receive a weighted grade all for course assignments. The grading scale is 90% and above = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% and below = F. Students receive a task sheet and grading specifics for each assignment.

Textbooks and Other Required Materials:

Adams, S. & Feldstien, S. (2023). *Family and Community Health: A Developmental Approach* (2rd). Cognella Academic Publishing.



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Major Curriculum
Faculty Member Submitting Proposal: Rebecca Short
Department Chair/Unit Head email address for approval: Education - Rachel Abbott
Undergraduate or Graduate Program?: Undergraduate Course
Proposed Effective Date for Curriculum Change: 08/01/2024
Degree & Program Name (e.g. BFA, Art): Middle Grades Education

Present Requirements:
Area F contains a Major Elective Course
Major Courses - EDMG 3020, EDMG 3030, EDMG 3060, EDMG 3100, EDMG 4050, EDRG 3060, EDUC 3200

Proposed Requirements:
Removal of Major Elective course and addition of EDRG 3050
Removal of EDMG 3020, EDMG 3030, EDMG 3060, EDMG 3100, EDMG 4050 and adding EDMG 4500, EDMG 4510, EDMG 4520, EDMG 4960, EDMG 4965
EDRG 3060 Content Literacy is being revised to EDRG 3060 Content Literacy Awareness Application and Awareness
EDUC 3200 Instructional Tech-Media is being revised to EDUC 3200 Instructional Technology

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: The major courses have been redesigned to reflect best practices and the needs of our candidates.
Meeting mandates of State/Federal/Outside Accrediting Agencies: Due to legislation passed by the state of Georgia, all teacher education programs must prepare candidates to be aware of how students develop language skills and how to effectively teach these skills in the classroom.
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.: Student opinionnaires, employer and alumni surveys
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.): class assignments, tests, portfolios

Other:



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

*MG Curriculum 2024.xlsx - Sheet1.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@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 *

...3633363439

Rebecca Short
Faculty Member:

02/15/2024

Date:

...3131393032

Rachel Abbott
Department Chair/Unit Head
Signature:

02/16/2024, 9:06 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/16/2024 9:11:54 AM

B.S. in EDUCATION with a Major in Middle Grades Education

NAME _____
 ADVISOR _____

gswID# _____

Effective Catalog Year: **2024 - 2025**

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 2111, 2112, 2121, 2122, 2131, or 2132	3			
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 World 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	FE
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocultrl Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
*Core Concentration I	3			0
*Core Concentration II	3			0
EDRG 3050 Foundations in Languague Development	3			0

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: _____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Teacher Ed Courses (24 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy Awareness & Application	3			45
EDMG 4500-Middle Grades Education Methods I	3			45
EDMG 4510 Middle Grades Education Methods II	3			30
EDMG 4520 Tests and Measurements	3			15
EDUC 3200 Instructional Technology	3			0
EDSP 3000 The Exceptional Student	3			15
EDMG 4960 Practicum - Concentration I	3			30
EDMG 4965 Practicum - Concentration II	3			30

Concentration I (12 hrs)	Hours	Term	Grade
Must complete minimum of 12 hours in selected middle grades primary concentration field.			
	3		
	3		
	3		
	3		

Concentration II (12 hrs)	Hours	Term	Grade
Must complete minimum of 12 hours in selected middle grades secondary concentration field.			
	3		
	3		
	3		

Student Teaching (12 hrs)	Term	Grade	FE
EDUC 4620 Classroom/Behavior Mgmt			15
EDMG 4950 Opening School Experience			105
EDMG 4970 Student Teaching			
EDMG 4980 Student Teaching			450
EDMG 4990 Student Teaching			

Professional Checklist:
_____ Application to Teacher Education
_____ Application to Student Teaching
GACE I (Score _____ Semester _____)
GACE II (Score _____ Semester _____)
Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

A required core area A-E and Area F grade point average of 2.50 or higher is required for admission to teacher education, student teaching, and graduation.

For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

ADDITIONAL REQUIREMENTS

***Area F:** Core Concentration I and Core Concentration II must be lower division courses (numbered 1000-2999).

A grade point average of 2.50 is required in each Middle Grades Concentration Area (Mathematics, Language Arts, Social Studies & Science).

For **Mathematics and Science** Concentrations only, MATH 1001 and MATH 1101 will not satisfy the Area A requirement.

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.

B.S. in EDUCATION with a Major in Middle Grades Education

NAME _____
 ADVISOR _____

gswID# _____

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 2800 (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)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10 hrs min)	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 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one: ECON 2105, HIST 1111, HIST 1112, PSYC 1101, SOCI 1101	3			
Area F (18 hrs)	Hrs	Term	Grade	FE
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
*Core Concentration I	3			0
*Core Concentration II	3			0
*Major Elective	3			0
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				

Effective Catalog Year: 2023-2024

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Courses (24hrs)	Hrs	Term	Grade	FE
EDMG 3020 Middle Grades Learner & Phil	5			75
EDRG 3060 Content Literacy	3			45
EDUC 3200 Instructional Tech-Media	3			0
EDSP 3000 The Exceptional Student	3			15
Select Two of the following (10 hrs):				
EDMG 3030 MG Lang Arts, Assess & App	5			75
EDMG 3060 MG Science I, Assess & App	5			75
EDMG 3100 MG Math I, Assess & App	5			75
EDMG 4050 MG SS, Assess & App	5			75
Concentration I (12 hrs)	Hrs	Term	Grade	
Must complete minimum of 12 hours in selected middle grades primary concentration field. Middle Grades Concentrations Link				
	3			
	3			
	3			
	3			
Concentration II (12 hrs)	Hrs	Term	Grade	
Must complete minimum of 12 hours in selected middle grades secondary concentration field. Middle Grades Concentrations Link				
	3			
	3			
	3			
	3			
Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDUC 4620 Classroom/Behavior Mgmt	3			15
EDMG 4950 Opening School Experience	0			105
EDMG 4970 Student Teaching	3			
EDMG 4980 Student Teaching	3			
EDMG 4990 Student Teaching	3			450

Professional Checklist:

_____ Application to Teacher Education

_____ Application to Student Teaching

GACE I (Score _____ Semester _____)

GACE II (Score _____ Semester _____)

Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

A required core area A-E and Area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching, and graduation.

For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

ADDITIONAL REQUIREMENTS

*Area F: Core Concentration I, Core Concentration II, and Major Elective must be lower division courses (numbered 1000-2999).

A grade point average of 2.50 is required in each Middle Grades Concentration Area (Mathematics, Language Arts, Social Studies & Science).

For **Language Arts Concentration only**: ENGL 2200 or its equivalent is a requirement in this program. ENGL 2200 may be taken as an elective in Area F to satisfy this requirement.

For **Mathematics and Science Concentrations only**: MATH 1001 and MATH 1101 will not satisfy the Area A requirement.

Prior Degree/
Major: _____

Earned at: _____

UNIVERSITY POLICIES AND PRACTICES

Comments:	
Completed by:	Date:

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.



Proposal For a 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: *

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*

...3234323831

Kathryn Early
Faculty Member:

02/16/2024

Date:

...3636383234

Rachel Abbott

Department Chair/Unit Head
Signature:

02/16/2024, 10:32 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/16/2024 10:43:10 AM

B.S. IN EDUCATION WITH A MAJOR CONCENTRATION IN MATHEMATICS

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: **2023-2024**

CORE: 62 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 58 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1113 Precalculus	3		

Area B (4 hrs)	Hrs	Term	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSO 1101(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			

Area D (12 hrs) Area D Lists	Hrs	Term	Grade
Choose a lab science sequence from List A:			
Lab Science I			
Lab (if BIOL or CHEM)			
Lab Science II			
Lab (if BIOL or CHEM)			
MATH 1120 (Calc I)	4		
Recommended Lab Science sequence: PHYS 1111 & 1112 or PHYS 2211 & 2212			

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, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			

Area F (19 hrs)	Hrs	Term	Grade	FE
MATH 1401 Elementary Statistics	3			0
MATH 2221 Calculus II	4			0
MATH 2223 Discrete Systems I	3			0
EDUC 2110 Invest Crit and Cont Issues in Ed	3			15
EDUC 2120 Exp Socio-Cult Persp Div in Edu	3			15
EDUC 2130 Exploring Learning & Teaching	3			15

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:

Major Requirements (26 hrs)	Hrs	Term	Grade
MATH 2222 Calculus III	4		
MATH 2224 Discrete Systems II	3		
MATH 3325 Mathematical Statistics	3		
Select five courses:			
MATH 3100 Modern Geometry	3		
MATH 3200 Number Theory	3		
MATH 3313 Differential Equations	3		
MATH 3316 Analysis I	3		
MATH 3317 Analysis II	3		
MATH 4412 Modern Algebra I	3		
MATH 4413 Modern Algebra II	3		
Math 4458 Computational Science & Eng. 1	3		
MATH 4459 Computational Science & Eng. II	3		
MATH 4490 History and Phil of Mathematics	3		
*MATH 4499 Senior Honors Thesis	3		

Teacher Ed Courses (21 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy	3			45
EDSC 4960 Practicum	3			30
EDSC 4500 Secondary Ed Methods I	3			45
EDSC 4510 Secondary Ed Methods II	3			30
EDSC 4520 Tests and Measurements	3			15
EDUC 3200 Instructional Tech-Media	3			0
EDSP 3000 The Exceptional Student	3			15

Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDUC 4620 Classrm/Behav Mgmt	3			15
EDSC 4970 Student Teaching	3			
EDSC 4980 Student Teaching	3			540
EDSC 4990 Student Teaching	3			
EDSC 4950 Opening School Experience	0			120

Professional Checklist:
_____ Application to Teacher Education
_____ Application to Student Teaching
GACE I (Score _____ Semester _____)
GACE II (Score _____ Semester _____)
Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION
Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.
A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and graduation.
For additional information please access the University Bulletin on the GSW website at www.gsw.edu .

ADDITIONAL REQUIREMENTS
Minimum grade of "C" in all math classes is required.
*Registration for this class is by department invitation.

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

B.S. IN EDUCATION WITH A MAJOR CONCENTRATION IN MATHEMATICS

NAME _____
 ADVISOR _____

gsWD# _____
 Effective Catalog Year: 2024-2025

CORE: 62 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1113 Precalculus	3		

Area B (4 hrs)	Hrs	Term	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang (2000 or higher)(3)			

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			

Area D (12 hrs) Area D Lists	Hrs	Term	Grade
Choose a lab science sequence from List A:			
Lab Science I _____ Lab (if BIOL or CHEM) _____			
Lab Science II _____ Lab (if BIOL or CHEM) _____			
MATH 1120 (Calc I)	4		
Recommended Lab Science sequence: PHYS 1111 & 1112 or PHYS 2211 & 2212			

Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			

Area F (19 hrs)	Hrs	Term	Grade	FE
MATH 1401 Elementary Statistics	3			0
MATH 2221 Calculus II	4			0
MATH 2223 Discrete Systems I	3			0
EDUC 2110 Invest Crit and Cont Issues in Ed	3			15
EDUC 2120 Exp Socio-Cult Persp Div in Edu	3			15
EDUC 2130 Exploring Learning & Teaching	3			15

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: _____

MAJOR/ELECTIVE REQUIREMENTS: 58 HOURS

Major Requirements (22 hrs)	Hrs	Term	Grade
MATH 2222 Calculus III	4		
MATH 2224 Discrete Systems II	3		
MATH 3325 Mathematical Statistics	3		
Select four courses:			
MATH 3100 Modern Geometry	3		
MATH 3200 Number Theory	3		
MATH 3313 Differential Equations	3		
MATH 3316 Analysis I	3		
MATH 3317 Analysis II	3		
MATH 4412 Modern Algebra I	3		
MATH 4413 Modern Algebra II	3		
MATH 4458 Computational Science & Eng. 1	3		
MATH 4459 Computational Science & Eng. II	3		
MATH 4490 History and Phil of Mathematics	3		
MATH 4499 Senior Honors Thesis	3		

Teacher Ed Courses (24 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy Awareness & Application	3			45
EDRG 3050 Foundations of Language Development	3			0
EDSC 4960 Practicum	3			30
EDSC 4500 Secondary Ed Methods I	3			45
EDSC 4510 Secondary Ed Methods II	3			30
EDSC 4520 Tests and Measurements	3			15
EDUC 3200 Instructional Technology	3			0
EDSP 3000 The Exceptional Student	3			15
Student Teaching (12 hrs)				
EDUC 4620 Classrm/Behav Mgmt	3			15
EDSC 4970 Student Teaching	3			
EDSC 4980 Student Teaching	3			540
EDSC 4990 Student Teaching	3			
EDSC 4950 Opening School Experience	0			120

Professional Checklist:
_____ Application to Teacher Education
_____ Application to Student Teaching
GACE I (Score _____ Semester _____)
GACE II (Score _____ Semester _____)
Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and graduation.

For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

ADDITIONAL REQUIREMENTS

Minimum grade of "C" in all math classes is required.

*Registration for this class is by department invitation.

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 graduation.



Proposal For a 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: *

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*

...3535353638

Kathryn Early
Faculty Member:

02/15/2024

Date:

...3734373337

Rachel Abbott

Department Chair/Unit Head
Signature:

02/16/2024, 8:41 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/16/2024 8:57:22 AM

B.S. in Education with Major Concentration in English

NAME _____
 ADVISOR _____

gswID# _____
 Effective Catalog Year: 2023-2024

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 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)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2111, 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)	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 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112				
Area F (18 hrs)	Hrs	Term	Grade	FE
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
English majors must select survey courses in World, British, and American literature across Areas C and F.				
ENGL 2150	3			
EDUC 2110 Investigating Crit & Cont Issues i	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learn & Teaching	3			15

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: _____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (27 hrs)	Hrs	Term	Grade	
ENGL 3100 Intro to Literary & Cultural Theory	3			
ENGL 3220 Advanced Composition	3			
ENGL 3215 Grammar and Its Discontents	3			
One Upper Level Course in American literature	3			
One Upper Level Course in British literature	3			
One Upper Level Course in Professional Writing	3			
Advisor Approved Upper Level English Elective	3			
Advisor Approved Upper Level English Elective	3			
Advisor Approved Upper Level English Elective	3			
Teacher Ed Courses (21 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy	3			45
EDSP 3000 The Exceptional Student	3			15
EDUC 3200 Instructional Tech-Media	3			0
EDSC 4500 Secondary Ed Methods I	3			45
EDSC 4510 Secondary Ed Methods II	3			30
EDSC 4520 Tests and Measurements	3			15
EDSC 4960 Practicum	3			30
Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDSC 4950 Opening School Experience	0			120
EDUC 4620 Classrm/Behav Management	3			15
EDSC 4970 Student Teaching	3			180
EDSC 4980 Student Teaching	3			180
EDSC 4990 Student Teaching	3			180

Professional Checklist:
_____ Application to Teacher Education
_____ Application to Student Teaching
GACE I (Score _____ Semester _____)
GACE II (Score _____ Semester _____)
Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION
Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.
A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and education, student teaching and graduation. For additional information please access the University Bulletin on the GSW website at www.gsw.edu .

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

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.

B.S. in Education with Major Concentration in English

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: **2024-2025**

AREAS A-F: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 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 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 2111, 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)	Hrs	Term	Grade
Area D Lists			
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 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		

Major Core (24 hrs)	Hrs	Term	Grade	
ENGL 3100 Intro to Literary & Cultural Theory	3			
ENGL 3220 Advanced Composition	3			
ENGL 3215 Grammar and Its Discontents	3			
One Upper Level Course in American literature	3			
One Upper Level Cours in British literature	3			
One Upper Level Cours in Professional Writing	3			
Advisor Approved Upper Level English Elective	3			
Advisor Approved Upper Level English Elective	3			
Teacher Ed Courses (24 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy Awareness & Application	3			45
EDRG 3050 Foundations of Language Development	3			0
EDSP 3000 The Exceptional Student	3			15
EDUC 3200 Instructional Technology	3			0
EDSC 4500 Secondary Ed Methods I	3			45
EDSC 4510 Secondary Ed Methods II	3			30
EDSC 4520 Tests and Measurements	3			15
EDSC 4960 Practicum	3			30
Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDSC 4950 Opening School Experience	0			120
EDUC 4620 Classrm/Behav Management	3			15
EDSC 4970 Student Teaching	3			180
EDSC 4980 Student Teaching	3			180
EDSC 4990 Student Teaching	3			180

Professional Checklist:
_____ Application to Teacher Education

ECON 2105, SOCI 1101, PSYC 1101						
HIST 1111 OR 1112						
Area F (18 hrs)			Hrs	Term	Grade	FE
ENGL 2111, 2112, 2121, 2122, 2131, or 2132			3			
ENGL 2111, 2112, 2121, 2122, 2131, or 2132			3			
English majors must select survey courses in World, British, and American literature across Areas C and F.						
ENGL 2150			3			
EDUC 2110 Investigating Crit & Cont Issues in Edu			3			15
EDUC 2120 Exp Socioclrtrl Persp on Diversity			3			15
EDUC 2130 Exploring Learn & Teaching			3			15

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: _____

UNIVERSITY POLICIES AND PRACTICES

_____ Application to Student Teaching
GACE I (Score _____ Semester _____)
GACE II (Score _____ Semester _____)
Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and education, student teaching and graduation. For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

ADDITIONAL REQUIREMENTS

*Area F: Foreign Language must be intermediate level beyond RHSC (CPC).

Select Area F elective course from lower division literature, humanities, fine arts, foreign language or prerequisites to major.

NOTE: Required Major Literature Courses

Any of the upper-level British or American Lit courses will fulfill the English B.A. requirements in these areas. Students are encouraged to study the requirements for the B.A. with Teacher Certification if they want to be certified at a later date.

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.

Proposal For a 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:

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*

...3930393734

Kathryn Early
Faculty Member:

02/16/2024

Date:

...3632323839

Rachel Abbott
Department Chair/Unit Head
Signature:

02/16/2024, 10:27 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/16/2024 10:29:42 AM

B.S. IN EDUCATION WITH A MAJOR CONCENTRATION IN POLITICAL SCIENCE

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 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 1101, 1111, 1113, or 1120	3		
Area B (6 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 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)			

Major Core (27 hrs)	Hrs	Term	Grade
POLS 3205 Intro to Comparative Politics	3		
POLS 4630 International Relations	3		
POLS 2401 Global Issues	3		
Select One (3 hrs):			
POLS 4700 Political Philosophy	3		
POLS 4760 American Political Thought	3		
Select One (3 hrs):			
POLS 4570 Constitutional Law I	3		
POLS 4580 Constitutional Law II	3		
*American Politics Electives (3 hrs):			
*Am Pol Sci Elec	3		
Political Science Electives (6 hrs):			
Any 3000-4000 POLS Course	3		
Any 3000-4000 POLS Course	3		
Advisor Approved Elective (3 hrs):			
	3		

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			

Teacher Ed Courses (21 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy	3			45
EDSC 4960 Practicum	3			30
EDSC 4500 Secondary Ed Methods I	3			45
EDSC 4510 Secondary Ed Methods II	3			30
EDSC 4520 Tests and Measurements	3			15
EDUC 3200 Instructional Tech-Media	3			0
EDSP 3000 The Exceptional Student	3			15

Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A (BIOL)				
NonLab/Lab Science-List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				

Student Teaching (12 hrs)	Hrs	Term	Grade	F.E.
EDUC 4620 Classrm/Behav Mgnt	3			15
EDSC 4970 Student Teaching	3			
EDSC 4980 Student Teaching	3			540
EDSC 4990 Student Teaching	3			
EDSC 4950 Opening School Experience	0			120

Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
SOCI 1101 or PSYC 1101			

Area F (18 hrs)	Hrs	Term	Grade	F.E.
POLS 2101 Introduction to Political Science	3			
POLS 2201 State & Local Government	3			
Select one (3 hrs):				
HIST 1111 or HIST 1112 World Civ I or II	3			
HIST 2111 or HIST 2112 US History I or II	3			
				F.E.
EDUC 2110 Investigating Crit & Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocltl Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15

Professional Checklist:	
_____ Application to Teacher Education	
_____ Application to Student Teaching	
GACE I (Score _____ Semester _____)	
GACE II (Score _____ Semester _____)	
Passed GACE: Yes or No	

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

ADMISSION TO TEACHER EDUCATION
Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.
A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and graduation.
For additional information please access the University Bulletin on the GSW website at www.gsw.edu .

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.
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.

Prior Degree /Major:	
Earned at:	_____

Comments:	_____

Completed by	Date:

B.S. IN EDUCATION WITH A MAJOR CONCENTRATION IN POLITICAL SCIENCE

NAME _____
 ADVISOR _____

gswid# _____
 Effective Catalog Year: 2024-2025

CORE: 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 1101, 1111, 1113, or 1120	3		
Area B (6 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 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, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			

Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A (HEM 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 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
SOCI 1101 or PSYC 1101			

Area F (18 hrs)	Hrs	Term	Grade
POLS 2101 Introduction to Political Science	3		
POLS 2201 State & Local Government	3		
Select one (3 hrs):			
HIST 1111 or HIST 1112 World Civ I or II	3		
HIST 2111 or HIST 2112 US History I or II	3		
EDUC 2110 Investigating Crit & Cont Issues in Edu	3		15
EDUC 2120 Exp Sociocltl Persp on Diversity	3		15
EDUC 2130 Exploring Learning & Teaching	3		15

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: _____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (24 hrs)	Hrs	Term	Grade
POLS 3205 Intro to Comparative Politics	3		
POLS 4630 International Relations	3		
POLS 2401 Global Issues	3		
Select One (3 hrs):			
POLS 4700 Political Philosophy	3		
POLS 4760 American Political Thought	3		
Select One (3 hrs):			
POLS 4570 Constitutional Law I	3		
POLS 4580 Constitutional Law II	3		
*American Politics Electives (3 hrs):			
*Am Pol Sci Elec	3		
Political Science Electives (6 hrs):			
Any 3000-4000 POLS Course	3		
Any 3000-4000 POLS Course	3		
OR Advisor Approved Elective (3 hrs):			
	3		

Teacher Ed Courses (24 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy Awareness & Application	3			45
EDRG 3050 Foundations of Language Development	3			0
EDSC 4960 Practicum	3			30
EDSC 4500 Secondary Ed Methods I	3			45
EDSC 4510 Secondary Ed Methods II	3			30
EDSC 4520 Tests and Measurements	3			15
EDUC 3200 Instructional Technology	3			0
EDSP 3000 The Exceptional Student	3			15

Student Teaching (12 hrs)	Hrs	Term	Grade	F.E.
EDUC 4620 Classrm/Behav Mgnt	3			15
EDSC 4970 Student Teaching	3			
EDSC 4980 Student Teaching	3			540
EDSC 4990 Student Teaching	3			
EDSC 4950 Opening School Experience	0			120

Professional Checklist:

_____ Application to Teacher Education

_____ Application to Student Teaching

GACE I (Score _____ Semester _____)

GACE II (Score _____ Semester _____)

Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and graduation.

For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

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.



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Major Curriculum
Faculty Member Submitting Proposal: Kathryn Early
Department Chair/Unit Head email address for approval: Education - Rachel Abbott
Undergraduate or Graduate Program?: Undergraduate Course
Proposed Effective Date for Curriculum Change: 08/01/2024
Degree & Program Name (e.g. BFA, Art): B.S. Ed. with a Major Conce
Present Requirements: 60 hours (comprised of 27 hours of major/elective courses and 21 hours of teacher education hours and 12 hours of student teaching)
Proposed Requirements: 60 hours (comprised of 24 hours of major/elective courses and 24 hours of teacher education hours and 12 hours of student teaching)

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: Due to legislation passed by the state of Georgia, all teacher education programs must prepare candidates to be aware of how students develop language skills and how to effectively teach these skills in the classroom. We adjusted the curriculum to include a revised course and a new course that will meet these mandated requirements.
EDRG 3060 Content Literacy is to be revised to become EDRG 3060 Content Literacy Awareness and Application. The proposed course EDRG 3050 The Foundation of Language Development will be a new course and be added to the Teacher Education Courses to supplement EDRG 3060 Content Literacy Awareness and Application to fulfill the requirements of the mandates by the state of Georgia.
Other:
Supporting Data:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.: Student opinionnaires; employer surveys, students surveys, alumni surveys
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.): Lesson plan rubric, Impact on student learning assignment, Intern Keys portfolio
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 opinionnaires; employer surveys, students surveys, alumni surveys
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.): Lesson plan rubric, Impact on student learning assignment, Intern Keys portfolio
Other:
Attach a copy of the current curriculum sheet and the proposed curriculum sheet: Secondary History_curriculum change proposal.pdf

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*

...3735333435

Kathryn Early
Faculty Member:

02/16/2024

Date:

...3535393435

Rachel Abbott

Department Chair/Unit Head
Signature:

02/16/2024, 10:26 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/16/2024 10:28:34 AM

B.S. IN EDUCATION WITH A MAJOR CONCENTRATION IN HISTORY

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 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 1101, 1111, 1113, or 1120	3			
Area B (4-5 hrs)	Hrs	Term	Grade	
Select 4-5 hours from list below:				
LIBR 1101(1), CIS 1000(3), THEA 1110(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2110, 2120, or 2130	3			
Select one:	3			
ARTC 1100, MUSC 1100 or THEA 1100				
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 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
ECON 2105, SOCI 1101 or PSYC 1101				
Area F (18 hrs)	Hrs	Term	Grade	
HIST 1111 or 1112 World Civ I or World Civ II	3			
HIST 2111 or 2112 US History I or US History II	3			
HIST 2800 or HIST 2500	3			
EDUC 2110 Investigating Crit & Cont Issues in Edu	3			
EDUC 2120 Exp Socioclrtrl Persp on Diversity	3			
EDUC 2130 Exploring Learn & Teaching	3			

Major Core (27 hrs)	Hrs	Term	Grade
HIST 3810 History of Georgia	3		
HIST U.S. 3000-4000	3		
HIST European 3000-4000	3		
HIST Non-Western 3000-4000	3		
HIST Elective (3000-4000)	3		
HIST Elective (3000-4000)	3		
HIST Elective (3000-4000)	3		
HIST Elective (3000-4000)	3		
HIST Elective (3000-4000)	3		

Teacher Ed Courses (21 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy	3			45
EDSC 4960 Practicum	3			30
EDSC 4500 Secondary Ed Methods I	3			45
EDSC 4510 Secondary Ed Methods II	3			30
EDSC 4520 Tests and Measurements	3			15
EDUC 3200 Instructional Tech-Media	3			0
EDSP 3000 The Exceptional Student	3			15

Student Teaching (12 hrs)	Hrs	Term	Grade	F.E.
EDUC 4620 Classrm/Behav Mgnt	3			15
EDSC 4970 Student Teaching	3			
EDSC 4980 Student Teaching	3			540
EDSC 4990 Student Teaching	3			
EDSC 4950 Opening School Experience	0			120

Professional Checklist:
_____ Application to Teacher Education
_____ Application to Student Teaching
GACE I (Score _____ Semester _____)
GACE II (Score _____ Semester _____)
Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION
Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. ECON 2105 is a requirement in Area E to satisfy this requirement.
A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and graduation.
For additional information please access the University Bulletin on the GSW website at www.gsw.edu .

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

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: _____

B.S. IN EDUCATION WITH A MAJOR CONCENTRATION IN HISTORY

NAME _____
 ADVISOR _____

gswid# _____
 Effective Catalog Year: **2024-2025**

CORE: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (10 hrs min)	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 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101 or PSYC 1101			
Area F (18 hrs)	Hrs	Term	Grade
HIST 1111 or 1112 World Civ I or World Civ II	3		
HIST 2111 or 2112 US History I or US History II	3		
HIST 2800 or HIST 2500	3		
EDUC 2110 Investigating Crit & Cont Issues in Edu	3		
EDUC 2120 Exp Sociochrl Persp on Diversity	3		
EDUC 2130 Exploring Learn & Teaching	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: _____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (24 hrs)	Hrs	Term	Grade	
HIST 3810 History of Georgia	3			
HIST U.S. 3000-4000	3			
HIST European 3000-4000	3			
HIST Non-Western 3000-4000	3			
HIST Elective (3000-4000)	3			
HIST Elective (3000-4000)	3			
HIST Elective (3000-4000)	3			
HIST Elective (3000-4000)	3			
Teacher Ed Courses (24 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy Awareness & Application	3			45
EDRG 3050 Foundations of Language Development	3			0
EDSC 4960 Practicum	3			30
EDSC 4500 Secondary Ed Methods I	3			45
EDSC 4510 Secondary Ed Methods II	3			30
EDSC 4520 Tests and Measurements	3			15
EDUC 3200 Instructional Technology	3			0
EDSP 3000 The Exceptional Student	3			15

Student Teaching (12 hrs)	Hrs	Term	Grade	F.E.
EDUC 4620 Classrm/Behav Mgmt	3			15
EDSC 4970 Student Teaching	3			
EDSC 4980 Student Teaching	3			540
EDSC 4990 Student Teaching	3			
EDSC 4950 Opening School Experience	0			120

Professional Checklist:

____ Application to Teacher Education

____ Application to Student Teaching

GACE I (Score _____ Semester _____)

GACE II (Score _____ Semester _____)

Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. ECON 2105 is a requirement in Area E to satisfy this requirement.

A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and graduation.

For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

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.



Proposal For a 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:

* 2 Major Core Hours
22 Major Elective Hours
9 Certification Core
16 Teacher Education Course Hours
12 Student Teaching

Proposed Requirements:

* 2 Major Core Hours
19 Major Elective Hours
9 Certification Core
18 Teacher Education Course Hours
12 Student Teaching

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@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 *

...3738333933

Rachel Abbott

Faculty Member:

02/16/2024

Date:

...3336373037

Julie Megginson

Department Chair/Unit Head
Signature:

02/17/2024, 11:09 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/19/2024 7:20:44 AM

B.A. in MUSIC with Teacher Certification

NAME _____
 ADVISOR _____

gswid# _____
 Effective Catalog Year: 2024-2025

Areas A-F: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 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 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		

Area D (10 - 11 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 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		

Area F (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	Hrs	Term	Grade
GA HISTORY			US HISTORY
GA CONSTITUTION			US CONSTITUTION
UNIV 1000			

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

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 Core (2 hrs)	Hrs	Term	Grade
MUSC 3000 Piano Proficiency	1		
MUSC 4800 Senior Capstone Project	1		

Major Core Electives (Select 19 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-Clm 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		

Certification Core (9 hrs)	Hrs	Term	Grade	FE
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15

Teacher Ed Courses (18 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy Awareness and Applicati	3			45
EDRG 3050 Foundations of Language Development	3			0
EDUC 3200 Instructional Technology	3			0
EDSP 3000 The Exceptional Student	3			15
MUSC 3090 Music in the Elem School	3			60
MUSC 3093 Choral Music Sec Schools OR	3			60
MUSC 3103 Instrumental Music Secondary	3			60

Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDSC 4950 Opening School Experience	0			120
EDUC 4620 Classrm/Behav Management	3			15
EDUC 4970 Student Teaching	3			180
EDUC 4980 Student Teaching	3			180
EDUC 4990 Student Teaching	3			180

Professional Checklist:

____ Application to Teacher Education

____ Application to Student Teaching

GACE I (Score _____ Semester _____)

GACE II (Score _____ Semester _____)

Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. A required core area A-E and area F grade point average of 2.5 or higher is required for admission to teacher education, student teaching and graduation. For additional information please access the the University Bulletin on the GSW website at www.gsw.edu.

ADDITIONAL REQUIREMENTS

Minimum grade of "C" must be earned in Area A, Area F and all major courses. courses.

*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 every semester in residence.

Must pass MUSC 4800 Senior Capston Project

Must pass the Piano Proficiency test.

B.A. in MUSIC with Teacher Certification

NAME _____

gswID# _____

Effective Catalog Year: 2023-2024

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, SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2001			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10 - 11 hrs min)	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 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101			
HIST 1111 OR 1112			
Area F (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 _____	

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

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

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-Clrn 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		

Certification Core (9 hrs)	Hrs	Term	Grade	FE
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocltl Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15

Teacher Ed Courses (15 hrs)	Hrs	Term	Grade	FE
EDRG 3060 Content Literacy	3			45
EDUC 3200 Instructional Tech-Media	3			0
EDSP 3000 The Exceptional Student	3			15
MUSC 3090 Music in the Elem School	3			60
MUSC 3093 Choral Music Sec Schools OR	3			60
MUSC 3103 Instrumental Music Secondary	3			60

Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDSC 4950 Opening School Experience	0			120
EDUC 4620 Classrm/Behav Management	3			15
EDUC 4970 Student Teaching	3			180
EDUC 4980 Student Teaching	3			180
EDUC 4990 Student Teaching	3			180

Professional Checklist:
Application to Teacher Education _____
Application to Student Teaching _____
GACE I (Score _____ Semester _____)
GACE II (Score _____ Semester _____)
Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. A required core area A-E and area F grade point average of 2.75 or higher is required for admission to teacher education, student teaching and graduation. For additional information please access the the University Bulletin on the GSW website at www.gsw.edu.

ADDITIONAL REQUIREMENTS

Minimum grade of "C" must be earned in Area A, Area F and all major courses. courses.

*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 MUSC 4800 Senior Capston Project

Must pass the Piano Proficiency test.

CURRENT



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Major Curriculum
Faculty Member Submitting Proposal: Jonathan Carter
Department Chair/Unit Head email address for approval: Dept. Chair Music/Comm - Julie Meggin
Undergraduate or Graduate Program?: Undergraduate Course
Proposed Effective Date for Curriculum Change: 05/31/2024 Degree & Program Name (e.g. BFA, Art): BS
Present Requirements: Students have options for concentrations
Proposed Requirements: removing all of the concentrations

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: Students are not using them. we are removing unneeded confusion for advising.
Adopting current best practice(s) in field:
Meeting mandates of State/Federal/Outside Accrediting Agencies:
Other: Certificates allow for similar recognition of focus but allow more flexibility
Supporting Data: Depreciated Concentrations.pdf

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.: No enrollment in the concentrations
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.: None needed
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: *Removing concentrations.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@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 * [checked]

...3131313838

Jonathan Carter
Faculty Member:

03/06/2024
Date:

...3639343735

Julie Megginson

Department Chair/Unit Head
Signature:

03/07/2024, 11:39 AM

Date:

...3631363237

Chu Wu

Committee on Academic Affairs
Signature:

03/07/2024, 1:04 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 03/07/2024 1:02:01 PM

BA in Communication and Emerging Media (Sports-Journalism Concentration)

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)			
WMST 2001(3), COMM 1110(3), POLS 2401(3),			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
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, SOCI 1101, PSYC 1101,			
HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2256 Communication Theory	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 REQUIREMENTS
All courses must have a minimum grade of C

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 hours 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 (9 hours)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
COMM 4600 Capstone/Portfolio	3		
Select One:			
PSYC 3301 Psychological Statistics	3		
COMM 4145 Rhetorical Criticism	3		
SOCI 4440 Methods of Social Research	3		
Major Core Electives	Hrs	Term	Grade
IT 2000 Web Design	3		
IT 2010 Audio-Video Production Tech I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Production Tech II	3		
ARTF 1020 2D Design Concepts & Color	3		
ARST 3081 Beginner Photography I	3		
ARST 3170 Beginner Digital Arts I	3		
ARTS 4170 Intermediate Digital Arts II	3		
ARTS 4171 Advanced Digital Arts III	3		
ARTS 4172 Advanced Digital Arts IV	3		
BUSA 3105 Communications in the Bus Env	3		
COMM 3000 Video Production II	3		
COMM 3040 Integrated Comm & Theory	3		
COMM 3110 Interpersonal Communication	3		
COMM 3115 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 3650 Performance Studies	3		
COMM 3700 Sports Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media & Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
ENGL 2200 Intro to Professional Communication	3		
ENGL 4300 Risk & Crisis Communication	3		
ENGL 4310 Communication in Organizations	3		
MKTG 3840 Marketing Communications	3		
Sports-Journalism Conc. 18 hrs	Hrs	Term	Grade
COMM 3700 Sports Communication	3		
Choose 15 hours from the following:			
IT 2010 Audio-Video Prod. 1	3		
IT 3020 Audio-Video Prod. 2	3		
MKTG 3800 Principles of Marketing	3		
MKTG 4870 Sports Marketing	3		
ENGL 3240 Technical Writing	3		
ENGL 4070 Editing	3		
COMM 3000 Video Production II	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
Free Electives (12 hours)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

BA in Communication and Emerging Media (Strategic Communication Concentration)

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)			
WMST 2001(3), COMM 1110(3), POLS 2401(3),			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
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, SOCI 1101, PSYC 1101,			
HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2256 Communication Theory	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 REQUIREMENTS
All courses must have a minimum grade of C

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 hours 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.

Required Major Core (9 hours)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
COMM 4600 Capstone/Portfolio	3		
Select One:			
PSYC 3301 Psychological Statistics	3		
COMM 4145 Rhetorical Criticism	3		
SOCI 4440 Methods of Social Research	3		
Major Core Electives	Hrs	Term	Grade
IT 2000 Web Design	3		
IT 2010 Audio-Video Production Tech I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Production Tech II	3		
ARTF 1020 2D Design Concepts & Color	3		
ARST 3081 Beginner Photography I	3		
ARST 3170 Beginner Digital Arts I	3		
ARTS 4170 Intermediate Digital Arts II	3		
ARTS 4171 Advanced Digital Arts III	3		
ARTS 4172 Advanced Digital Arts IV	3		
BUSA 3105 Communications in the Bus Env	3		
COMM 3000 Video Production II	3		
COMM 3040 Integrated Comm & Theory	3		
COMM 3110 Interpersonal Communication	3		
COMM 3115 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 3650 Performance Studies	3		
COMM 3700 Sports Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media & Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
ENGL 2200 Intro to Professional Communication	3		
ENGL 4300 Risk & Crisis Communication	3		
ENGL 4310 Communication in Organizations	3		
MKTG 3840 Marketing Communications	3		
Strategic Concentration (18 hrs)	Hrs	Term	Grade
MKTG 3800 Principles of Marketing	3		
Choose 15 hours from the following:			
MKTG 4830 Marketing Communication	3		
MKTG 4840 Social Media Marketing	3		
ENGL 4130 Communication in Organizations	3		
ENGL 4300 Risk and Crisis Communication	3		
COMM 3110 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 4200 Writing for Online Media	3		
COMM 4300 Social Media	3		
Free Electives (12 hours)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

BA in Communication and Emerging Media (Health Concentration)

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)			
WMST 2001(3), COMM 1110(3), POLS 2401(3),			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
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, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2256 Communication Theory	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 REQUIREMENTS
All courses must have a minimum grade of C

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 hours 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 (9 hours)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
COMM 4600 Capstone/Portfolio	3		
Select One:			
PSYC 3301 Psychological Statistics	3		
COMM 4145 Rhetorical Criticism	3		
SOCI 4440 Methods of Social Research	3		
Major Core Electives	Hrs	Term	Grade
IT 2000 Web Design	3		
IT 2010 Audio-Video Production Tech I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Production Tech II	3		
ARTF 1020 2D Design Concepts & Color	3		
ARST 3081 Beginner Photography I	3		
ARST 3170 Beginner Digital Arts I	3		
ARTS 4170 Intermediate Digital Arts II	3		
ARTS 4171 Advanced Digital Arts III	3		
ARTS 4172 Advanced Digital Arts IV	3		
BUSA 3105 Communications in the Bus Env	3		
COMM 3000 Video Production II	3		
COMM 3040 Integrated Comm & Theory	3		
COMM 3110 Interpersonal Communication	3		
COMM 3115 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 3650 Performance Studies	3		
COMM 3700 Sports Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media & Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
ENGL 2200 Intro to Professional Communication	3		
ENGL 4300 Risk & Crisis Communication	3		
ENGL 4310 Communication in Organizations	3		
MKTG 3840 Marketing Communications	3		
Health Concentration (18 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 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 4500 Gender & Communication	3		
Free Electives (12 hours)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

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

BA in Communication and Emerging Media (Media Studies Concentration)

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)			
WMST 2001(3), COMM 1110(3), POLS 2401(3),			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
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, SOCI 1101, PSYC 1101,			
HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2256 Communication Theory	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 REQUIREMENTS
All courses must have a minimum grade of C

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 hours 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 (9 hours)		Hrs	Term	Grade
COMM 3600	Media Criticism	3		
COMM 4600	Capstone/Portfolio	3		
Select One:				
PSYC 3301	Psychological Statistics	3		
COMM 4145	Rhetorical Criticism	3		
SOCI 4440	Methods of Social Research	3		
Major Core Electives				
IT 2000	Web Design	3		
IT 2010	Audio-Video Production Tech I	3		
IT 3000	Advanced Web Design	3		
IT 3020	Audio-Video Production Tech II	3		
ARTF 1020	2D Design Concepts & Color	3		
ARST 3081	Beginner Photography I	3		
ARST 3170	Beginner Digital Arts I	3		
ARTS 4170	Intermediate Digital Arts II	3		
ARTS 4171	Advanced Digital Arts III	3		
ARTS 4172	Advanced Digital Arts IV	3		
BUSA 3105	Communications in the Bus Env	3		
COMM 3000	Video Production II	3		
COMM 3040	Integrated Comm & Theory	3		
COMM 3110	Interpersonal Communication	3		
COMM 3115	Business & Prof Speaking	3		
COMM 3135	Persuasion	3		
COMM 3150	Philosophy/Ethics of Comm	3		
COMM 3400	Health Communication	3		
COMM 3500	Small Group Communication	3		
COMM 3650	Performance Studies	3		
COMM 3700	Sports Communication	3		
COMM 3800	Digital Cultures	3		
COMM 4080	Studies in New Media	3		
COMM 4100	Media & Popular Culture	3		
COMM 4200	Creating for Online Media	3		
COMM 4300	Social Media	3		
COMM 4440	Games & Culture	3		
COMM 4500	Gender & Communication	3		
COMM 4545	Issues in Comm & Media Studies	3		
COMM 4550	Platform Studies	3		
COMM 4700	Internship in Communication	3		
COMM 4770	Special Topics	3		
ENGL 2200	Intro to Professional Communication	3		
ENGL 4300	Risk & Crisis Communication	3		
ENGL 4310	Communication in Organizations	3		
MKTG 3840	Marketing Communications	3		
Media Studies Conc. (Select 18 hrs)		Hrs	Term	Grade
IT 2010	Audio-Video Prod. 1	3		
IT 3020	Audio-Video Prod. 2	3		
PSYC 3340	Mass Media Influences	3		
CSCI 4820	Princ. Of Comp. Graphics	3		
COMM 3000	Video Production II	3		
COMM 3800	Digital Cultures	3		
COMM 4080	Studies in New Media	3		
COMM 4100	Media & Popular Culture	3		
COMM 4200	Writing 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 4770	Special Topics	3		
Free Electives (12 hours)		Hrs	Term	Grade
Free Elective				
Free Elective				

BA in Communication and Emerging Media (Rhetoric Concentration)

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)			
WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
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, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2256 Communication Theory	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 REQUIREMENTS
All courses must have a minimum grade of C

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 hours earned, the extra hours will count in free electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the
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 (9 hours)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
COMM 4600 Capstone/Portfolio	3		
Select One:			
PSYC 3301 Psychological Statistics	3		
COMM 4145 Rhetorical Criticism	3		
SOCI 4440 Methods of Social Research	3		
Major Core Electives	Hrs	Term	Grade
IT 2000 Web Design	3		
IT 2010 Audio-Video Production Tech I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Production Tech II	3		
ARTF 1020 2D Design Concepts & Color	3		
ARST 3081 Beginner Photography I	3		
ARST 3170 Beginner Digital Arts I	3		
ARTS 4170 Intermediate Digital Arts II	3		
ARTS 4171 Advanced Digital Arts III	3		
ARTS 4172 Advanced Digital Arts IV	3		
BUSA 3105 Communications in the Bus Env	3		
COMM 3000 Video Production II	3		
COMM 3040 Integrated Comm & Theory	3		
COMM 3110 Interpersonal Communication	3		
COMM 3115 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 3650 Performance Studies	3		
COMM 3700 Sports Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media & Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
ENGL 2200 Intro to Professional Communication	3		
ENGL 4300 Risk & Crisis Communication	3		
ENGL 4310 Communication in Organizations	3		
MKTG 3840 Marketing Communications	3		
Rhetoric Concentration (Select 18 hrs)	Hrs	Term	Grade
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3500 Small Group Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
ENGL 3100 Lit and Cultural Theory	3		
ENGL 4035 Rhetoric	3		
COMM 4770 Special Topics	3		
Free Electives (12 hours)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

BA in Communication and Emerging Media (Sports-Journalism Concentration)

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)			
WMST 2001(3), COMM 1110(3), POLS 2401(3),			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
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, SOCI 1101, PSYC 1101,			
HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2256 Communication Theory	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 REQUIREMENTS
All courses must have a minimum grade of C

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 hours 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 (9 hours)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
COMM 4600 Capstone/Portfolio	3		
Select One:			
PSYC 3301 Psychological Statistics	3		
COMM 4145 Rhetorical Criticism	3		
SOCI 4440 Methods of Social Research	3		
Major Core Electives	Hrs	Term	Grade
IT 2000 Web Design	3		
IT 2010 Audio-Video Production Tech I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Production Tech II	3		
ARTF 1020 2D Design Concepts & Color	3		
ARST 3081 Beginner Photography I	3		
ARST 3170 Beginner Digital Arts I	3		
ARTS 4170 Intermediate Digital Arts II	3		
ARTS 4171 Advanced Digital Arts III	3		
ARTS 4172 Advanced Digital Arts IV	3		
BUSA 3105 Communications in the Bus Env	3		
COMM 3000 Video Production II	3		
COMM 3040 Integrated Comm & Theory	3		
COMM 3110 Interpersonal Communication	3		
COMM 3115 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 3650 Performance Studies	3		
COMM 3700 Sports Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media & Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
ENGL 2200 Intro to Professional Communication	3		
ENGL 4300 Risk & Crisis Communication	3		
ENGL 4310 Communication in Organizations	3		
MKTG 3840 Marketing Communications	3		
Sports-Journalism Conc. 18 hrs	Hrs	Term	Grade
COMM 3700 Sports Communication	3		
Choose 15 hours from the following:			
IT 2010 Audio-Video Prod. 1	3		
IT 3020 Audio-Video Prod. 2	3		
MKTG 3800 Principles of Marketing	3		
MKTG 4870 Sports Marketing	3		
ENGL 3240 Technical Writing	3		
ENGL 4070 Editing	3		
COMM 3000 Video Production II	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
Free Electives (12 hours)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

BA in Communication and Emerging Media (Strategic Communication Concentration)

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)			
WMST 2001(3), COMM 1110(3), POLS 2401(3),			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
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, SOCI 1101, PSYC 1101,			
HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2256 Communication Theory	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 REQUIREMENTS
All courses must have a minimum grade of C

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 hours 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.

Required Major Core (9 hours)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
COMM 4600 Capstone/Portfolio	3		
Select One:			
PSYC 3301 Psychological Statistics	3		
COMM 4145 Rhetorical Criticism	3		
SOCI 4440 Methods of Social Research	3		
Major Core Electives	Hrs	Term	Grade
IT 2000 Web Design	3		
IT 2010 Audio-Video Production Tech I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Production Tech II	3		
ARTF 1020 2D Design Concepts & Color	3		
ARST 3081 Beginner Photography I	3		
ARST 3170 Beginner Digital Arts I	3		
ARTS 4170 Intermediate Digital Arts II	3		
ARTS 4171 Advanced Digital Arts III	3		
ARTS 4172 Advanced Digital Arts IV	3		
BUSA 3105 Communications in the Bus Env	3		
COMM 3000 Video Production II	3		
COMM 3040 Integrated Comm & Theory	3		
COMM 3110 Interpersonal Communication	3		
COMM 3115 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 3650 Performance Studies	3		
COMM 3700 Sports Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media & Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
ENGL 2200 Intro to Professional Communication	3		
ENGL 4300 Risk & Crisis Communication	3		
ENGL 4310 Communication in Organizations	3		
MKTG 3840 Marketing Communications	3		
Strategic Concentration (18 hrs)	Hrs	Term	Grade
MKTG 3800 Principles of Marketing	3		
Choose 15 hours from the following:			
MKTG 4830 Marketing Communication	3		
MKTG 4840 Social Media Marketing	3		
ENGL 4130 Communication in Organizations	3		
ENGL 4300 Risk and Crisis Communication	3		
COMM 3110 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 4200 Writing for Online Media	3		
COMM 4300 Social Media	3		
Free Electives (12 hours)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

BA in Communication and Emerging Media (Health Concentration)

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)			
WMST 2001(3), COMM 1110(3), POLS 2401(3),			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
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, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2256 Communication Theory	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 REQUIREMENTS
All courses must have a minimum grade of C

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 hours 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 (9 hours)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
COMM 4600 Capstone/Portfolio	3		
Select One:			
PSYC 3301 Psychological Statistics	3		
COMM 4145 Rhetorical Criticism	3		
SOCI 4440 Methods of Social Research	3		
Major Core Electives	Hrs	Term	Grade
IT 2000 Web Design	3		
IT 2010 Audio-Video Production Tech I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Production Tech II	3		
ARTF 1020 2D Design Concepts & Color	3		
ARST 3081 Beginner Photography I	3		
ARST 3170 Beginner Digital Arts I	3		
ARTS 4170 Intermediate Digital Arts II	3		
ARTS 4171 Advanced Digital Arts III	3		
ARTS 4172 Advanced Digital Arts IV	3		
BUSA 3105 Communications in the Bus Env	3		
COMM 3000 Video Production II	3		
COMM 3040 Integrated Comm & Theory	3		
COMM 3110 Interpersonal Communication	3		
COMM 3115 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 3650 Performance Studies	3		
COMM 3700 Sports Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media & Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
ENGL 2200 Intro to Professional Communication	3		
ENGL 4300 Risk & Crisis Communication	3		
ENGL 4310 Communication in Organizations	3		
MKTG 3840 Marketing Communications	3		
Health Concentration (18 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 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 4500 Gender & Communication	3		
Free Electives (12 hours)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

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

BA in Communication and Emerging Media (Media Studies Concentration)

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)			
WMST 2001(3), COMM 1110(3), POLS 2401(3),			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
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, SOCI 1101, PSYC 1101,			
HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2256 Communication Theory	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 REQUIREMENTS
All courses must have a minimum grade of C

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 hours 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 (9 hours)		Hrs	Term	Grade
COMM 3600	Media Criticism	3		
COMM 4600	Capstone/Portfolio	3		
Select One:				
PSYC 3301	Psychological Statistics	3		
COMM 4145	Rhetorical Criticism	3		
SOCI 4440	Methods of Social Research	3		
Major Core Electives				
IT 2000	Web Design	3		
IT 2010	Audio-Video Production Tech I	3		
IT 3000	Advanced Web Design	3		
IT 3020	Audio-Video Production Tech II	3		
ARTF 1020	2D Design Concepts & Color	3		
ARST 3081	Beginner Photography I	3		
ARST 3170	Beginner Digital Arts I	3		
ARTS 4170	Intermediate Digital Arts II	3		
ARTS 4171	Advanced Digital Arts III	3		
ARTS 4172	Advanced Digital Arts IV	3		
BUSA 3105	Communications in the Bus Env	3		
COMM 3000	Video Production II	3		
COMM 3040	Integrated Comm & Theory	3		
COMM 3110	Interpersonal Communication	3		
COMM 3115	Business & Prof Speaking	3		
COMM 3135	Persuasion	3		
COMM 3150	Philosophy/Ethics of Comm	3		
COMM 3400	Health Communication	3		
COMM 3500	Small Group Communication	3		
COMM 3650	Performance Studies	3		
COMM 3700	Sports Communication	3		
COMM 3800	Digital Cultures	3		
COMM 4080	Studies in New Media	3		
COMM 4100	Media & Popular Culture	3		
COMM 4200	Creating for Online Media	3		
COMM 4300	Social Media	3		
COMM 4440	Games & Culture	3		
COMM 4500	Gender & Communication	3		
COMM 4545	Issues in Comm & Media Studies	3		
COMM 4550	Platform Studies	3		
COMM 4700	Internship in Communication	3		
COMM 4770	Special Topics	3		
ENGL 2200	Intro to Professional Communication	3		
ENGL 4300	Risk & Crisis Communication	3		
ENGL 4310	Communication in Organizations	3		
MKTG 3840	Marketing Communications	3		
Media Studies Conc. (Select 18 hrs)		Hrs	Term	Grade
IT 2010	Audio-Video Prod. 1	3		
IT 3020	Audio-Video Prod. 2	3		
PSYC 3340	Mass Media Influences	3		
CSCI 4820	Princ. Of Comp. Graphics	3		
COMM 3000	Video Production II	3		
COMM 3800	Digital Cultures	3		
COMM 4080	Studies in New Media	3		
COMM 4100	Media & Popular Culture	3		
COMM 4200	Writing 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 4770	Special Topics	3		
Free Electives (12 hours)		Hrs	Term	Grade
Free Elective				
Free Elective				

BA in Communication and Emerging Media (Rhetoric Concentration)

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 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 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)			
WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
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, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
COMM 2115 Intercultural Communication	3		
COMM 2137 Intro to Mass Communication	3		
COMM 2145 Rhetoric and Digital Life	3		
COMM 2225 Intro to Video Production	3		
COMM 2500 Strategic Communication	3		
COMM 2256 Communication Theory	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 REQUIREMENTS
All courses must have a minimum grade of C

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 hours earned, the extra hours will count in free electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the
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 (9 hours)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
COMM 4600 Capstone/Portfolio	3		
Select One:			
PSYC 3301 Psychological Statistics	3		
COMM 4145 Rhetorical Criticism	3		
SOCI 4440 Methods of Social Research	3		
Major Core Electives			
IT 2000 Web Design	3		
IT 2010 Audio-Video Production Tech I	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Production Tech II	3		
ARTF 1020 2D Design Concepts & Color	3		
ARST 3081 Beginner Photography I	3		
ARST 3170 Beginner Digital Arts I	3		
ARTS 4170 Intermediate Digital Arts II	3		
ARTS 4171 Advanced Digital Arts III	3		
ARTS 4172 Advanced Digital Arts IV	3		
BUSA 3105 Communications in the Bus Env	3		
COMM 3000 Video Production II	3		
COMM 3040 Integrated Comm & Theory	3		
COMM 3110 Interpersonal Communication	3		
COMM 3115 Business & Prof Speaking	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 3650 Performance Studies	3		
COMM 3700 Sports Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media & Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	3		
ENGL 2200 Intro to Professional Communication	3		
ENGL 4300 Risk & Crisis Communication	3		
ENGL 4310 Communication in Organizations	3		
MKTG 3840 Marketing Communications	3		
Rhetoric Concentration (Select 18 hrs)	Hrs	Term	Grade
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Comm	3		
COMM 3500 Small Group Communication	3		
COMM 3800 Digital Cultures	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Comm & Media Studies	3		
ENGL 3100 Lit and Cultural Theory	3		
ENGL 4035 Rhetoric	3		
COMM 4770 Special Topics	3		
Free Electives (12 hours)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

B.A. in Communication and Emerging Media

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

AREAS A-F: 60 HOURS

OR/ELECTIVE REQUIREMENTS: 60 HC

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 2111, 2112, 2121, 2122 , 2131, or 2132	3			
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, SOCI 1101, PSYC 1101, HIST 1111 OR 1112				
Area F (18 hrs)	Hrs	Term	Grade	
COMM 2115 Intercultural Communication	3			
COMM 2137 Intro to Mass Communication	3			
COMM 2145 Rhetoric and Digital Life	3			
COMM 2225 Intro to Video Production	3			
COMM 2500 Strategic Communication	3			
COMM 2556 Communication Theory	3			

Required Major Core (9)	Hrs	Term	Grade
COMM 3600 Media Criticism	3		
COMM 4600 Capstone/Portfolio	3		
Select One:			
PSYC 3301 Psychological Science	3		
COMM 4145 Rhetorical Criticism	3		
SOCI 4440 Methods of Sociology	3		
Major Core Electives			
IT 2000 Web Design	3		
IT 2010 Audio-Video Production	3		
IT 3000 Advanced Web Design	3		
IT 3020 Audio-Video Production	3		
ARTF 1020 2D Design Concepts	3		
ARST 3081 Beginner Photography	3		
ARST 3170 Beginner Digital Photography	3		
ARTS 4170 Intermediate Digital Photography	3		
ARTS 4171 Advanced Digital Photography	3		
ARTS 4172 Advanced Digital Photography	3		
BUSA 3105 Communications	3		
COMM 3000 Video Production	3		
COMM 3040 Integrated Communication	3		
COMM 3110 Interpersonal Communication	3		
COMM 3115 Business & Professional Communication	3		
COMM 3135 Persuasion	3		
COMM 3150 Philosophy/Ethics of Communication	3		
COMM 3400 Health Communication	3		
COMM 3500 Small Group Communication	3		
COMM 3650 Performance Studies	3		
COMM 3700 Sports Communication	3		
COMM 3800 Digital Culture	3		
COMM 4080 Studies in New Media	3		
COMM 4100 Media & Popular Culture	3		
COMM 4200 Creating for Online Media	3		
COMM 4300 Social Media	3		
COMM 4440 Games & Culture	3		
COMM 4500 Gender & Communication	3		
COMM 4545 Issues in Communication	3		
COMM 4550 Platform Studies	3		
COMM 4700 Internship in Communication	3		
COMM 4770 Special Topics	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	

ENGL 2200 Intro to Profess	3		
ENGL 4300 Risk & Crisis C	3		
ENGL 4310 Communicator	3		
MKTG 3840 Marketing Com	3		
Minor or Certificate Requi	Hrs	Term	Grade



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Major Curriculum
Faculty Member Submitting Proposal: Brian Smith
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: 08/01/2024
Degree & Program Name (e.g. BFA, Art): B.S. Political Science
Present Requirements: Required course POLS 4630 International Relations
Proposed Requirements: Required course POLS 4630 International Relations or POLS 3105 International Law

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 increased flexibility of curriculum will provide the option for pre-law students to focus more on international law than is already provided in POLS 4630, while still providing program learning outcomes.
Adopting current best practice(s) in field: There are increased offerings of law-related classes within field at undergraduate level, including many USG institutions.
Meeting mandates of State/Federal/Outside Accrediting Agencies:
Other: Regular provision of the class will also be more possible for students completing Pre-Law Studies Certificate.
Supporting Data:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.: Requests by student majors.
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.: Assessment process remains the same as with requiring only POLS 4630.
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: *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@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 * [checked]

Brian Smith

Faculty Member:

03/12/2024

Date:

...3135303939

Glenn Robins

Department Chair/Unit Head

Signature:

03/12/2024, 10:30 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 03/12/2024 10:31:30 AM

B.S. in POLITICAL SCIENCE

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: **2023-2024**

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 (4-5hrs)	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 2111, 2112, 2121, 2122, 2131, or 2132	3		
Select one:			
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		3/4		

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		
SOCI 1101, PSYC 1101			

Area F (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 4630 International Relations	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			
Free Elective			

ADDITIONAL REQUIREMENTS and Notes

Minimum grade of "C" required in Area A, Area E, Area F, 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 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 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 _____

gswID# _____

ADVISOR _____

Effective Catalog Year: **2024-2025**

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 (4-5hrs)	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 2111, 2112, 2121, 2122, 2131, or 2132	3		
Select one:			
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		3/4		

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		
SOCI 1101, PSYC 1101			

Area F (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 Politics* 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			
Free Elective			
Free Elective			

ADDITIONAL REQUIREMENTS and Notes

Minimum grade of "C" required in Area A, Area E, Area F, 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 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 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 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:

- *MGNT 3610 Operations Mgmt
- HRMT 3670 Intro Human Res Mgmt
- MGNT 3680 Organizational Theory-Behavior
- MGNT 3700 Info Systems for Mgmt
- MGNT 4260 Small Business/Entrepreneurship
- HRMT 4690 Labor-Mgmt Relations
- Three Approved Business Courses

Proposed Requirements:

- *MGNT 3610 Operations Mgmt or MGNT 3620 Supply Chain Mgmt
- HRMT 3670 Intro Human Res Mgmt
- MGNT 3680 Organizational Theory-Behavior or HRMT 4690 Labor-Mgmt Relations
- MGNT 3700 Info Systems for Mgmt
- MGNT 4260 Small Business/Entrepreneurship
- Approved MGNT or PMGT Course
- Three Approved Business Courses

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: *A_man_2425 Proposed.xls

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 *

...3231383334

Amber Stovall

Faculty Member:

04/05/2024

Date:

...3833333037

Gaynor Cheokas

Department Chair/Unit Head

Signature:

04/05/2024, 11:50 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 04/05/2024 11:56:16 AM

B.B.A. in MANAGEMENT

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

AREAS A-F: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 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 1101, 1111, 1113, or 1120	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 2400(2), SOCI 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 2000(2)			

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
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				
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 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
SOCI 1101, PSYC 1101, HIST 1111 or 1112			

Area F (18 hrs)	Hrs	Term	Grade
ACCT 2101 Accounting Principles I	3		
ACCT 2102 Accounting Principles II	3		
BUSA 2010 Microcomputer App in Business	3		
BUSA 2106 The Environment of Business	3		
ECON 2105 Principles of Macroeconomics	3		
ECON 2106 Principles of Microeconomics	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	_____ W2W Requirement		

Business Core (24 hrs)	Hrs	Term	Grade
BUSA 3050 Business Statistics	3		
BUSA 3060 Quantitative Management	3		
BUSA 3105 Communications in Bus Env	3		
BUSA 3150 Business Finance	3		
MKTG 3800 Principles of Marketing	3		
MGNT 3600 Principles of Management	3		
MGNT 3650 Intro to International Business	3		
*MGNT 4190 Strategic Mgmt-CAPSTONE	3		

Major (27 hrs)	Hrs	Term	Grade
MGNT 3610 Operations Mgmt	3		
HRMT 3670 Intro Human Res Mgmt	3		
MGNT 3680 Organizational Theory-Behavior	3		
MGNT 3700 Info Systems for Mgmt	3		
MGNT 4260 Small Business/Entrepreneurship	3		
HRMT 4690 Labor-Mgmt Relations	3		
Select Three:			
Approved Business Course	3		
Approved Business Course	3		
Approved Business Course	3		

Free Electives (9 hrs)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS
Minimum grade of "C" required in Area A, Area F, Business Core and Major courses. At least 50% of the semester credit hours in business required for the School of Business Administration undergraduate programs must be completed at GSW. Students are considered PACT, PHRM, PMGT, or PMKT until the SoBA Request to Declare Undergraduate Major form is submitted and all requirements have been met. See SoBA website.
*MGNT 4190 should be taken after completing BUSA 3050, BUSA 3150, MGNT 3600 and MKTG 3800.

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

Effective Fall 2014:
 BUSA 2106 is equivalent to BUSA 3106.
 BUSA 3105 is equivalent to BUSA 2105.

Effective Fall 2018:
 HRMT 3670 and MGNT 3670 are equivalent courses.
 HRMT 4690 and MGNT 4690 are equivalent courses.

Prior Degree/
 Major: _____

Earned at: _____

Comments: _____

TRANS EVAL Completed by: _____ Date: _____

B.B.A. in MANAGEMENT

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

AREAS A-F: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 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 1101, 1111, 1113, or 1120	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 240					
SOC 1200(3), SOSC 1101(3), THEA 1110(3), WGSS 200					
Area C (6 hrs)		Hrs	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3				
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					
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 World Civ I or II	3				
HIST 2111 or 2112 US Hist I or II	3				
Select one:	3				
SOCI 1101, PSYC 1101, HIST 1111 or 1112					
Area F (18 hrs)		Hrs	Term	Grade	
ACCT 2101 Accounting Principles I	3				
ACCT 2102 Accounting Principles II	3				
BUSA 2010 Microcomputer App in Business	3				
BUSA 2106 The Environment of Business	3				
ECON 2105 Principles of Macroeconomics	3				
ECON 2106 Principles of Microeconomics	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	_____ W2W Requirement		

Business Core (24 hrs)	Hrs	Term	Grade	
BUSA 3050 Business Statistics	3			
BUSA 3060 Quantitative Management	3			
BUSA 3105 Communications in Bus Env	3			
BUSA 3150 Business Finance	3			
MKTG 3800 Principles of Marketing	3			
MGNT 3600 Principles of Management	3			
MGNT 3650 Intro to International Business	3			
*MGNT 4190 Strategic Mgmt-CAPSTONE	3			
Major (27 hrs)		Hrs	Term	Grade
MGNT 3610 or MGNT 3620	3			
HRMT 3670 Intro Human Res Mgmt	3			
MGNT 3680 or HRMT 4690	3			
MGNT 3700 Info Systems for Mgmt	3			
MGNT 4260 Small Business/Entrepreneurship	3			
Approved MGNT PMGT Course _____	3			
Select Three:				
Approved Business Course _____	3			
Approved Business Course _____	3			
Approved Business Course _____	3			
Free Electives (9 hrs)		Hrs	Term	Grade

ADDITIONAL REQUIREMENTS

Minimum grade of "C" required in Area A, Area F, Business Core and Major courses. At least 50% of the semester credit hours in business required for the College of Business and Computing undergraduate programs must be completed at GSW. Students are considered **pre-major** until the **COBAC** Request to Declare Undergraduate Major form is submitted and all requirements have been met. See COBAC website.

*MGNT 4190 **must** be taken after completing BUSA 3050, BUSA 3150, MGNT 3600 and MKTG 3800.

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.

Effective Fall 2014:
~~BUSA 2106 is equivalent to BUSA 3106.~~
~~BUSA 3105 is equivalent to BUSA 2105.~~

Effective Fall 2018:
~~HRMT 3670 and MGNT 3670 are equivalent courses.~~
~~HRMT 4690 and MGNT 4690 are equivalent courses.~~

Prior Degree/ Major: _____

Earned at: _____

Comments: _____

TRANS EVAL Completed by: _____ Date: _____



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Specify:

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:

ACCT 2101 Accounting Principles I
ACCT 2102 Accounting Principles II
BUSA 2106 Environment of Business
MGNT 3600 Principles of Management
MKTG 3800 Principles of Marketing
Select one:
BUSA 3050 Business Statistics
HRMT 3670 Intro to HR Management
MGNT 3680 Org Theory & Behavior
MGNT 4260 Small Business Entrepreneurship
MGNT 4640 Purchasing Management
HRMT 4690 Labor Management Relations
MKTG 4830 Marketing Communications
MKTG 4850 Marketing Channels
MKTG 4890 Marketing Management

Proposed Requirements:

ACCT 2101 Accounting Principles I
BUSA 3105 Communications in the Business Environment
MGNT 3600 Principles of Management
HRMT 3670 Intro to HR Management or MGNT 3680 Org Theory & Behavior
Select two:
BUSA 2106 Environment of Business
BUSA 3050 Business Statistics
HRMT 3670 Intro Human Res Management
MGNT 3610 Operations Management
MGNT 4620 Supply Chain Management
MGNT 3680 Org Theory and Behavior
MGNT 4260 Small Business Entrepreneurship
MGNT 3660 Business Forecasting
PMGT 3500 Project Management

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:

Ongoing conversations with advisory council, local employers, feedback from students.

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

* Copy of MGNT MINOR 2425 Proposed.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 *

...3234313932

Amber Stovall

Faculty Member:

04/05/2024

Date:

...3936343837

Haynor Cheokas

Department Chair/Unit Head
Signature:

04/05/2024, 11:52 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 04/05/2024 11:57:11 AM

**GEORGIA SOUTHWESTERN STATE UNIVERSITY
SCHOOL OF BUSINESS ADMINISTRATION
MANAGEMENT MINOR**

Name _____ GSW ID _____

Advisor _____

18 HOURS

Required Courses (18 hrs)	Hrs	Hrsc	Term	Grade
ACCT 2101 Accounting Prin I	3			
Acct 2102 Accounting Prin II	3			
BUSA 2106 Environment of Business	3			
MGNT 3600 Principles of Management	3			
MKTG 3800 Principles of Marketing	3			
Select one:				
BUSA 3050 Business Statistics	3			
HRMT 3670 Intro Human Res Mgmt	3			
MGNT 3680 Org Theory and Behavior	3			
MGNT 4260 Small Bus/Entrepreneurship	3			
MGNT 3640 Purchasing Management	3			
HRMT 4690 Labor Management Relations	3			
MKTG 4850 Marketing Channels	3			
MKTG 4890 Marketing Management	3			

Restrictions/Limitations:

No course can satisfy requirements in both a major and a minor program.

Note:

Minimum grade of "C" is required in all course work counted toward the minor.

APPROVED FOR ENTRY:

DATE: _____

APPROVED FOR COMPLETION:

DATE: _____

**GEORGIA SOUTHWESTERN STATE UNIVERSITY
SCHOOL OF BUSINESS ADMINISTRATION
MANAGEMENT MINOR**

Name _____ GSW ID _____

Advisor _____

18 HOURS

Required Courses (18 hrs)	Hrs	Hrsc	Term	Grade
ACCT 2101 Accounting Prin I	3			
BUSA 3105 Communications in Bus Env	3			
MGNT 3600 Principles of Management	3			
HRMT 3670 or MGNT 3680	3			
Select two:				
BUSA 2106 The Environment of Business	3			
BUSA 3050 Business Statistics	3			
HRMT 3670 Intro Human Res Mgnt	3			
MGNT 3610 Operations Management*	3			
MGNT 3620 Supply Chain Management	3			
MGNT 3680 Org Theory and Behavior	3			
MGNT 4260 Small Bus/Entrepreneurship	3			
MGNT 4660 Business Forecasting	3			
PMGT 3500 Project Management	3			

***BUSA 3050 - Business Statistics**

**is a prerequisite for Operations
Management**

Restrictions/Limitations:

No course can satisfy requirements in both a major and a minor program.

Note:

Minimum grade of "C" is required in all course work counted toward the minor.

APPROVED FOR ENTRY:

DATE: _____

APPROVED FOR COMPLETION:

DATE: _____



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Major Curriculum
Faculty Member Submitting Proposal: Jonathan Hobbs
Department Chair/Unit Head email address for approval: Dept. Chair Computing - Shannon Perry
Undergraduate or Graduate Program?: Undergraduate Course
Proposed Effective Date for Curriculum Change: 08/01/2024
Degree & Program Name (e.g. BFA, Art): BS IT

Present Requirements:
BSIT had two tracks, a business option, and a multimedia option. These required many hours outside of general computing courses offered which does not align with ABET accreditation. IT Multi-media and IT Business option tracks. See attached for the specific curriculum.

Proposed Requirements:
Add an introduction of computing into area F with more Major requirements that align with the ABET standards so this new curriculum can be set up for accreditation similar to our BSCS program. Discontinuation of IT Multi-media and Business track options. Implement a new IT major with concentration options for IT, Project Management, Health Informatics, and Multimedia & Mobile App Development. The specific curriculum is attached.

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: Align with ABET standards and accreditation, aligns with other universities
Adopting current best practice(s) in field: Align with ABET standards and accreditation, aligns with other universities
Meeting mandates of State/Federal/Outside Accrediting Agencies: Align with ABET standards and accreditation, aligns with other universities
Other:

Supporting Data:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.: Employers, alumni surveys, accrediting bodies
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.): ABET standards
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, employers
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.): Direct assessments for each course that is evaluated by the SLOs for ABET.
Other:

Attach a copy of the current curriculum sheet and the proposed curriculum sheet: IT_Curriculum.zip

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 * [checked]

Jonathan Hobbs

Faculty Member:

03/04/2024

Date:

...3230353831

Shannon Perry

Department Chair/Unit Head
Signature:

03/04/2024, 9:47 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 04/08/2024 1:27:24 PM

B.S. in Information Technology (Business Option)

NAME _____
 ADVISOR _____

gswid# _____
 Effective Catalog Year: 2023-2024

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 1113 Precalculus	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 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 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (11 hrs) Area D Lists	Hrs	Term	Grade
Choose two lab science courses from List A:			
Lab Science-List A			
Lab (if CHEM or BIOL)			
Lab Science-List A			
Lab (if CHEM or BIOL)			
MATH 2204	3		
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111, HIST 1112			
Area F (18 hrs)	Hrs	Term	Grade
ACCT 2101 Accounting Principles I	3		
ACCT 2102 Accounting Principles II	3		
CSCI 1301 Intro to Programming I	3		
CSCI 1302 Intro to Programming II	3		
CSCI 2510 Data Structures & Algorithms	3		
CSCI 2920 Ethics in Comp Profession	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

Business Core (15 hours)	Hrs	Term	Grade
ACCT 4210 Accounting Systems	3		
BUSA 2106 Environment of Business	3		
BUSA 3150 Business Finance	3		
MGNT 3600 Principles of Management	3		
MKTG 3800 Principles of Marketing	3		
Required Courses (34 hours)	Hrs	Term	Grade
IT 2000 Web Design	3		
IT 3000 Advanced Web Design	3		
IT 3300 Syst Anal Design & Implemt I	3		
CSCI 2100 Assembly Language Prog	3		
CSCI 2200 Computer Architecture	3		
CSCI 2500 Discrete Structures in CS	3		
CSCI 3200 Principles of Operating Systems	3		
CSCI 3400 Introduction to Computer Networks	3		
CSCI 3600 Computer Security	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4940 Capstone Project	4		
Major Electives (6 hours)	Hrs	Term	Grade
Select two:			
IT 2010 Audio-Video Production Tech I	3		
IT 4400 Info Storage & Retrieval	3		
IT 4900 Special Problems in IT	3		
IT 4930 Internship	3		
CSCI 4300 Software Engineering	3		
CSCI 4320 Human Comp Interaction	3		
CSCI 4800 Cloud Computing	3		
Free Electives (5 hours)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS

Minimum grade of "C" must be earned in Business Core, Required Courses, and Major Electives.

CIS 1000 is required for this degree with a minimum grade of "C". This course may be taken to meet Area B requirements or as a Free Elective.

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

B.S. in Information Technology (Multi-Media Option)

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

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 1113 Precalculus	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 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), SOSO 1101(3), THEA 1110(3), WGSS 2001(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (11 hrs) Area D Lists	Hrs	Term	Grade
Choose two lab science courses from List A:			
Lab Science-List A			
Lab (if CHEM or BIOL)			
Lab Science-List A			
Lab (if CHEM or BIOL)			
MATH 2204	3		
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, HIST1112, PSYC 1101, SOCI 1101			
Area F (18 hrs)	Hrs	Term	Grade
ARTF 1020 2D Design Concepts and Color	3		
IT 2010 Audio-Video Production Tech. I	3		
CSCI 1301 Intro to Programming I	3		
CSCI 1302 Intro to Programming II	3		
CSCI 2510 Data Structures & Algorithms	3		
CSCI 2920 Ethics in Comp Profession	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

Multi-Media Core (15 hours)	Hrs	Term	Grade
ARST 3170 Beg Digital Arts I	3		
ARST 4170 Int Digital Arts II	3		
IT 2000 Web Design	3		
IT 3020 Audio-Video Production Tech. II	3		
CSCI 4320 Human Comp Interaction	3		
Required Courses (31 hours)	Hrs	Term	Grade
IT 3000 Advanced Web Design	3		
IT 3300 Syst Anal Design & Implemt I	3		
CSCI 2100 Assembly Language Prog	3		
CSCI 2200 Computer Architecture	3		
CSCI 2500 Discrete Structures in CS	3		
CSCI 3200 Principles of Operating Systems	3		
CSCI 3400 Introduction to Computer Networks	3		
CSCI 3600 Computer Security	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4940 Capstone Project	4		
Major Electives (9 hours)	Hrs	Term	Grade
Select three:			
IT 4400 Info Storage & Retrieval	3		
IT 4900 Special Problems in IT	3		
IT 4930 Internship	3		
CSCI 4300 Software Engineering	3		
CSCI 4800 Cloud Computing	3		
Free Electives (5 hours)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS
Minimum grade of "C" must be earned in all Multi-Media Core, Required Courses, and Major Electives.
CIS 1000 is required for this degree with minimum grade of "C". This course may be taken to meet Area B requirements or as a Free Elective.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Area A, Area F and all major courses.
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.

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

B.S. in Information Technology

NAME _____

gswID# _____

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 <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 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		
NURS 3121 Principles of Informatics	3		
NURS 3122 Concepts of Informatics	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: _____



Proposal For a 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@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 *

...3433373639

Jonathan Hobbs

Faculty Member:

03/04/2024

Date:

...3437363034

Shannon Perry

Department Chair/Unit Head
Signature:

03/04/2024, 9:49 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 04/08/2024 1:26:28 PM

B.S. in COMPUTER SCIENCE

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

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 1113 Precalculus	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 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), SOC 1200(3), SOSOC 1101(3), THEA 1110(3), WGSS 2001(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (12 hrs) Area D Lists	Hrs	Term	Grade
Choose two lab science courses:			
Lab Science-List A			
Lab (if CHEM or BIOL)			
Lab Science-List A			
Lab (if CHEM or BIOL)			
MATH 1120 Calculus I (Min Grade of C Required)	4		
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, PSYC 1101, SOCI 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
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		
CSCI 2920 Ethics in Comp Profession	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: _____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (40 hrs)	Hrs	Term	Grade
CSCI 2200 Computer Architecture	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		
Major Electives (6 hrs)	Hrs	Term	Grade
Select two:			
IT 2000 Web Design	3		
IT 3000 Advanced Web Design	3		
IT 3300 Syst Anal Design & Implemt I	3		
IT 4400 Info Storage & Retrieval	3		
CSCI 4320 Human Comp Interaction	3		
CSCI 4900 Special Problems in CS	3		
CSCI 4930 Internship	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.

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.

For the BS-Computer Science degree, if more than 4 hours are earned in Area B, the extra hours will be used 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 COMPUTER SCIENCE

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

AREAS A-F: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 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), WGS 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 minimum 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.

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: _____



Proposal For a 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: *
 Deactivating
 PSYC 3380, PSYC 3331, PSYC 3340, PSYC 4414, PSYC 4411
 Course deactivations submitted separately

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: BS Psychology Curriculum Sheet 2024-2025 New.xls

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: *BS Psychology Curriculum Sheet 2024-2025 New.xls

Accept

...3031363633

Charles Huffman
Faculty Member:

01/24/2024

Date:

...3635353538

Charles Huffman
Department Chair/Unit Head
Signature:

01/24/2024, 4:07 PM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 01/24/2024 4:08:33 PM



Proposal For a 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: *
 Deactivating
 PSYC 3380, PSYC 3331, PSYC 3340, PSYC 4414, PSYC 4411
 Course deactivations submitted separately

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: BS Psychology Curriculum Sheet 2024-2025 New.xls

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: *BS Psychology Curriculum Sheet 2024-2025 New.xls

Accept

...3031363633

Charles Huffman
Faculty Member:

01/24/2024

Date:

...3635353538

Charles Huffman
Department Chair/Unit Head
Signature:

01/24/2024, 4:07 PM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 01/24/2024 4:08:33 PM

B.S. in PSYCHOLOGY

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, or 1120	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 2800(3), INTL 2000 (1-3), 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 2111, 2112, 2121, 2122, 2131, or 2132	3		
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, SOCI 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
PSYC 1101 Introduction to Psychology	3		
PSYC 2103 Human Growth & Development	3		
Select one:	3		
SOCI 1101, SOSC 1101, SOCI 1160, SOCI 2293, WGSS 2001			
Select 9 lower level elective hours from:			
	3		
	3		
	3		
ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVS, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC, SOCI, SOSC, SPAN, THEA, WGSS			

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	_____ W2W Requirement		

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

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswID# _____
 Effective Catalog Year: 2017-2018

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (27 hrs)	Hrs	Term	Grade
*PSYC 3301 Psychological Statistics	3		
PSYC 4411 Hist & System of Psychology	3		
PSYC 4431 Experimental Psychology	3		
PSYC 4450 Senior Seminar in Psychology	3		
Select 1 course from below (3 hrs)			
PSYC 3365 Biopsychology	3		
PSYC 4407 Theories of Learning	3		
PSYC 4410 Cognitive Psychology	3		
Select 4 courses from below (12 hrs)			
*PSYC 3308 Psychological Aspects of Aging	3		
*PSYC 3309 Human Sexuality	3		
*PSYC 3311 Social Psychology	3		
PSYC 3320 Child Psychology	3		
PSYC 3331 Intro to Psychological Testing	3		
PSYC 3337 Theories of Personal Relations	3		
PSYC 3338 Sport Psychology	3		
*PSYC 3340 Mass Media Influences	3		
PSYC 3350 Health Psychology	3		
PSYC 3380 Sensation & Perception	3		
PSYC 3390 Cross-cultural Psychology	3		
PSYC 4395 Theo/Research Caregiving	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Behavior Modification	3		
PSYC 4405 Theo/Tech Counseling	3		
PSYC 4414 Psychology of Language	3		
PSYC 4422 Theories of Personality	3		
PSYC 4492 Psychology Internships	3		
PSYC 4497 Senior Research I	3		
PSYC 4498 Senior Research II	3		
PSYC 449A Special Topics	3		

Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade

Free Electives (15-18 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

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.

ADDITIONAL REQUIREMENTS
 Minimum grades of "C" must be earned in Area F and all major and minor courses.
 *Equivalent Sociology classes may be substituted for these major Psychology courses.

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.

B.S. in PSYCHOLOGY

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

NEW

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

AREAS A-F: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 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, or 1120	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 2800(3), INTL 2000 (1-3),			
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 2111, 2112, 2121, 2122, 2131, or 2132	3		
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 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:			
ECON 2105, SOCI 1101,	3		
HIST 1111 OR 1112	3		
Area F (18 hrs)	Hrs	Term	Grade
PSYC 1101 Introduction to Psychology	3		
PSYC 2103 Human Growth & Development	3		
Select one:			
SOCI 1101, SOSC 1101, SOCI 1160, or WGSS 2001	3		
Select 9 hours lower-level electives from:			
_____	3		
_____	3		
_____	3		
ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON,			
ENGL, ENVS, FREN, GEOL, HIST, MATH, MUSC,			
PHYS, POLS, PSYC, SOCI, SOSC, SPAN, THEA, WGSS			

Major Core (27 hrs)	Hrs	Term	Grade
*PSYC 3301 Psychological Statistics	3		
PSYC 3365 Biological Psychology	3		
PSYC 4431 Experimental Psychology	3		
PSYC 4450 Senior Seminar in Psycholog	3		
Select 1 course from below (3 hrs)			
PSYC 4407 Theories of Learning	3		
PSYC 4410 Cognitive Psychology	3		
Select 4 courses from below (12 hrs)			
*PSYC 3308 Psychological Aspects of Ag	3		
*PSYC 3309 Human Sexuality	3		
*PSYC 3311 Social Psychology	3		
PSYC 3320 Child Psychology	3		
PSYC 3332 Adolescent Development	3		
PSYC 3338 Sport Psychology	3		
PSYC 3350 Health Psychology	3		
PSYC 3390 Cross-cultural Psychology	3		
PSYC 4395 Theo/Research Caregiving	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Behavior Modification	3		
PSYC 4403 Emotional Prob in Children	3		
PSYC 4405 Theo/Tech Counseling	3		
PSYC 4422 Theories of Personality	3		
PSYC 4492 Psychology Internships	3		
PSYC 4497 Senior Research I	3		
PSYC 4498 Senior Research II	3		
PSYC 449A Special Topics	3		
Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade

Free Electives (15-18 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

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			_____ W2W Requirement

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.

ADDITIONAL REQUIREMENTS
Minimum grades of "C" must be earned in Area F and all major and minor courses.
*Equivalent Sociology classes may be substituted for these major Psychology courses.

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 earned to fulfill PE

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

B.S. in PSYCHOLOGY

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, or 1120	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 2800(3), INTL 2000 (1-3), 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 2111, 2112, 2121, 2122, 2131, or 2132	3		
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, SOCI 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
PSYC 1101 Introduction to Psychology	3		
PSYC 2103 Human Growth & Development	3		
Select one:	3		
SOCI 1101, SOSC 1101, SOCI 1160, SOCI 2293, WGSS 2001			
Select 9 lower level elective hours from:			
	3		
	3		
	3		
ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVS, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC, SOCI, SOSC, SPAN, THEA, WGSS			

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	_____ W2W Requirement		

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

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswID# _____

Effective Catalog Year: 2017-2018

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (27 hrs)	Hrs	Term	Grade
*PSYC 3301 Psychological Statistics	3		
PSYC 4411 Hist & System of Psychology	3		
PSYC 4431 Experimental Psychology	3		
PSYC 4450 Senior Seminar in Psychology	3		
Select 1 course from below (3 hrs)			
PSYC 3365 Biopsychology	3		
PSYC 4407 Theories of Learning	3		
PSYC 4410 Cognitive Psychology	3		
Select 4 courses from below (12 hrs)			
*PSYC 3308 Psychological Aspects of Aging	3		
*PSYC 3309 Human Sexuality	3		
*PSYC 3311 Social Psychology	3		
PSYC 3320 Child Psychology	3		
PSYC 3331 Intro to Psychological Testing	3		
PSYC 3337 Theories of Personal Relations	3		
PSYC 3338 Sport Psychology	3		
*PSYC 3340 Mass Media Influences	3		
PSYC 3350 Health Psychology	3		
PSYC 3380 Sensation & Perception	3		
PSYC 3390 Cross-cultural Psychology	3		
PSYC 4395 Theo/Research Caregiving	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Behavior Modification	3		
PSYC 4405 Theo/Tech Counseling	3		
PSYC 4414 Psychology of Language	3		
PSYC 4422 Theories of Personality	3		
PSYC 4492 Psychology Internships	3		
PSYC 4497 Senior Research I	3		
PSYC 4498 Senior Research II	3		
PSYC 449A Special Topics	3		

Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade

Free Electives (15-18 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

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.

ADDITIONAL REQUIREMENTS
 Minimum grades of "C" must be earned in Area F and all major and minor courses.
 *Equivalent Sociology classes may be substituted for these major Psychology courses.

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.

PSYCHOLOGY MINOR

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

18 Hours Minimum

Required Courses (18 cr)	Hrs	Term	Grade
PSYC 3301 Psychological Statistics	3		
PSYC 3308 Psychosocial Aspects of Aging	3		
PSYC 3309 Human Sexuality	3		
PSYC 3311 Social Psychology	3		
PSYC 3320 Child Psychology	3		
PSYC 3338 Sport Psychology	3		
PSYC 3332 Adolescent Development	3		
PSYC 3350 Health Psychology	3		
PSYC 3365 Biopsychology	3		
PSYC 3390 Cross-cultural Psychology	3		
PSYC 4395 Thry/Resrch Caregiving	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Prin Behavior Modification	3		
PSYC 4403 Emotional Problems of Children	3		
PSYC 4405 Theory & Tech Counseling	3		
PSYC 4407 Theories of Learning	3		
PSYC 4410 Cognitive Psychology	3		
PSYC 4422 Theories of Personality	3		
PSYC 4431 Experimental Psychology	3		
PSYC 449A Spec Topics in Psych	3		
PSYC 4492 Psychology Internships	3		
PSYC 4497 Senior Research I	3		
PSYC 4498 Senior Research II	3		

RESTRICTIONS/LIMITATIONS:

No 3000-4000 level course can be used to satisfy requirements in both a major and a minor program.

NOTE:

Minimum grade of "C" is required in all course work counted toward the minor. Only two lower level courses may be substituted for upper division work with prior written approval of the Dept. Chairperson in Psychology/Sociology. You may choose from the following: PSYC 1101, PSYC 1102, or PYSC 2103.

Advisor Signature _____ Date _____

holo

Approval for Use of PSYC 1101 and/or PSYC 2293

PSYC 1101 _____
 Signature of Chair _____ Date _____

School Psychology Certificate

NEW

NAME _____
 ADVISOR _____

GSW ID# _____
 Effective Catalog Year: 2024-2025

18 Hours

Required Courses (12 hrs)		Hrs	Term	Grade	Certificate Requirements PSYC 1101 is a pre-requisite for all other PSYC courses. Student must have an overall GPA of 2.0. Psychology majors may take this certificate; however, PSYC courses cannot count twice.
PSYC 3320	Child Psychology	3			
PSYC 4422	Personality	3			
PSYC 3332	Adolescent Dev	3			
PSYC 4401	Abnormal Psychology	3			
Select at least 2 courses from below (6 hrs)					
PSYC 3390	Cross-cultural Psych				
PSYC 4402	Behavior Mod.	3			
PSYC 4403	Em Prob of Children	3			
PSYC 4405	Theo/Tech Counseling	3			
PSYC 4492	Psychology Internship	3			

Advisor Signature _____ Date _____

School Psychology Certificate Coordinator _____ Date _____



Proposal For Course Deactivation

Course Deactivation Information

Department Initiating Proposal:

* Department of Music, Communication & Emer

Semester to be Effective:

* Fall

Year to be Effective:

* 2024

Faculty Member Submitting Proposal:

* Mark Laughlin

Department Chair/Unit Head email address for approval:

* Dept. Chair Music/Comm - Julie Meggii

Undergraduate or Graduate Program?:

* Undergraduate Course

List item(s) to be deactivated:

Course(s)

ProgramTrack(s)

Program(s)

Composing Video Game Music Certificate

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:

Meeting mandates of State/Federal/Outside Accrediting Agencies:

Other:

Since its creation, no student has participated in the certificate. The courses related to the certificate will remain within the curriculum as electives.

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:

...3438383534

Mark Laughlin

Faculty Member Signature:

GSW SACSCOC Liaison Signature:

...3234383231

Julie Megginson

Department Chair/Unit Head
Signature: _____

01/17/2024, 10:24 AM

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:

GSW Core IMPACTS Learning Outcomes

Core IMPACTS Mnemonic	Core IMPACTS Area	GSW Learning Outcome
I nstitutional Priority	Institutional Priority	Students will demonstrate the ability to think critically and solve problems related to intercultural knowledge or civic engagement.
M athematics & Quantitative Skills	Mathematics	Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.
P olitical Science: U.S. and Georgia History & Constitution	Georgia Roots	Students will be able to understand and apply factual and conceptual knowledge concerning societal dynamics as they relate to the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.
A rts, Humanities & Ethics	Humanities	Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.
C ommunicating in Writing	Writing	<ul style="list-style-type: none"> • Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate writing conventions (Control of Syntax & Mechanics). • Students will learn appropriate citation conventions for the use of materials from original sources (Sources & Evidence). • Students will adapt their written communications to purpose and audience (Genre & Disciplinary Conventions). • Students will analyze and draw evidence-based inferences from written texts.
T echnology, Mathematics, & Sciences	STEM	Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.
S ocial Sciences	Social Sciences	Students will analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Core IMPACTS Requirement	Requirement Shorthand
Institutional Priority	Institution
Mathematics & Quantitative	Mathematics
Political Science and US History	Citizenship
Art, Humanities, & Ethics	Humanities
Communication in Writing	Writing
Technology, Science, & Mathematics	STEM
Social Science	Social Science

GENERAL CORE (Proposed)

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

CORE: 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 (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 (3-4 credits; C or better)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, or 1120, 1401			
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			
Social Science (6 credits)	Hrs	Term	Grade
Select two:			
SOCI 1101, PSYC 1101, ECON 2105,			
HIST 1111 OR 1112			
Field of Study (18 credits)	Hrs	Term	Grade

Physical Education (4 credits)	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

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 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
One Lab Science	4
Two NonLab/Lab Sci, Math or Tech	6
Science or Non-Science Majors:	Hrs
Lab Science Sequence	8
One NonLab/Lab Sci, Math or Tech	3
Lab Science List	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1108/1108L Essentials of Biology II/Lab	4
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 112K 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:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
Sci, Math or Tech	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

STEM LISTS

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Core Curriculum
Faculty Member Submitting Proposal: David Berggren
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: 08/01/2024
Degree & Program Name (e.g. BFA, Art): Impacts Core
Present Requirements: Social Science Section with SOCI 1101, PSYC 1101, ECON 2105, HIST 1111, HIST 1112
Proposed Requirements: Add SOSC 2101 to Social Science Section with SOCI 1101, PSYC 1101, ECON 2105, 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 study of world religions augments and amplifies the proposed learning outcome of analyzing "the complexity of human behavior" and "how historical, political, social, and geographic relationships develop, persist, or change."
Adopting current best practice(s) in field: Including the study of religion as part of a university's general core curriculum is one of the best practices in higher education to address matters of diversity, advance cross-cultural literacy, and to understand current global issues.
Meeting mandates of State/Federal/Outside Accrediting Agencies:
Other: By adding SOSC 2101 World Religions to the Proposed Social Sciences section gives students more choices.
Supporting Data:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.: Students who have taken upper-level courses have expressed they would have performed better and been better prepared in those courses if they had taken this course as part of the general core curriculum.
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.): The department has two courses in the Social Science section. Artifacts in the form of written assignments will be collected in SOSC 2101 and those artifacts will be assessed in accord with the other courses and in consultation with the GSW Director of Institutional Effectiveness.
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.: The course supports GSW Strategic Plan Objective 1.1 - Ensure an engaged community of life-long supporters who help students understand their connection to the world around them.
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.): The department has two courses in the Social Science section. Artifacts in the form of written assignments will be collected in SOSC 2101 and those artifacts will be assessed in accord with the other courses and in consultation with the GSW Director of Institutional Effectiveness.

Other:

[Empty box with scroll arrows]

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

*Proposal for Curriculum Change - Impacts Core.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@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 *

...3832323236

David Berggren
Faculty Member:

02/21/2024

Date:

...3735323132

Glenn Robins
Department Chair/Unit Head
Signature:

02/22/2024, 8:38 AM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/22/2024 8:44:00 AM

GENERAL CORE

NAME _____
 ADVISOR _____

gswid# _____

Effective Catalog Year: 2023-2024

CORE: 60 HOURS

Area A (9 hrs) (min grade of C)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 1101, 1111, 1113, or 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), SOSOC 1101(3), THEA 1110(3), WGSS 2001(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10-11 hrs)	Hrs	Term	Grade
Non-Science Majors Only (Minimum 10 hours):			
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			
Science or Non-Science Majors (Minimum 11 hours):			
Lab Science - List A			
Lab (if CHEM or BIOL)			
Lab Science - List A			
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 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111 OR 1112			
Area F	Hrs	Term	Grade
Hours:			

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	_____ W2W Requirement

Courses Not Listed Above:	Hrs	Term	Grade

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 or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science (List A)	4
NonLab/Lab Science (List A or B)	3/4
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
Science or Non-Science Majors:	Hrs
Lab Science (List A)	8
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
List A	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1107R Essential of Biology Critical Thinking Lab	0
BIOL 1108/1108L Essentials of Biology II/Lab	4
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:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1152L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
List B	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
List C	Hrs
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

AREA D LISTS

AREA D Notes:
 1. BIOL 1107/1107L 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 Area D requirements.

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

IMPACTS CORE

NAME _____
 ADVISOR _____

gswid# _____

Effective Catalog Year: 2024-2025

CORE: 60 HOURS

Institutional Priority (4-6 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 (1-3), LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3), SOSOC 1101(3), THEA 1110(3), WGS 2001(3)			
MATH & Quantitative Reasoning (3-4 credits; C or better)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, or 1120, 1401			
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			
Social Science (6 credits)	Hrs	Term	Grade
Select two:			
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111 OR 1112			
Field of Study (18 credits)	Hrs	Term	Grade

Physical Education (4 credits)	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

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 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
One Lab Science	4
Two NonLab/Lab Sci, Math or Tech	6
Science or Non-Science Majors:	Hrs
Lab Science Sequence	8
One NonLab/Lab Sci, Math or Tech	3
Lab Science List	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1108/1108L Essentials of Biology II/Lab	4
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:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
Sci, Math or Tech	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

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Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

IMPACTS CORE

NAME _____
 ADVISOR _____

gswid# _____

Effective Catalog Year: 2024-2025

CORE: 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 (1-3),			
LEAD 2020(2), LIBR 1101(2), POLS 2401(3), SOCI 1200(3),			
SOSC 1101(3), THEA 1110(3), WGS 2001(3)			
MATH & Quantitative Reasoning (3-4 credits; C or better)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, or 1120, 1401			
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			
Social Science (6 credits)	Hrs	Term	Grade
Select two:			
SOCI 1101, SOSC 2101, PSYC 1101, ECON 2105,			
HIST 1111 OR 1112			
Field of Study (18 credits)	Hrs	Term	Grade

Physical Education (4 credits)	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

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 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
One Lab Science	4
Two NonLab/Lab Sci, Math or Tech	6
Science or Non-Science Majors:	Hrs
Lab Science Sequence	8
One NonLab/Lab Sci, Math or Tech	3
Lab Science List	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1108/1108L Essentials of Biology II/Lab	4
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:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
Sci, Math or Tech	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

STEM LISTS

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



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: * Specify: Area *

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: *

Accept *

...3330313737

Chadwick Gugg
Faculty Member:

02/06/2024

Date:

...3030383735

Chadwick Gugg
Department Chair/Unit Head
Signature:

02/06/2024, 4:03 PM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 02/06/2024 5:04:48 PM

IMPACTS CORE

New/Proposed Curriculum Sheet

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

CORE: 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 (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 (3-4 credits; C or better)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, or 1120, 1401			
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			
Social Science (6 credits)	Hrs	Term	Grade
Select two:			
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111 OR 1112			
Field of Study (18 credits)	Hrs	Term	Grade

Physical Education (4 credits)	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

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 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
One Lab Science	4
Two NonLab/Lab Sci, Math or Tech	6
Science or Non-Science Majors:	Hrs
Lab Science Sequence	8
One NonLab/Lab Sci, Math or Tech	3
Lab Science List	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1108/1108L Essentials of Biology II/Lab	4
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:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
Sci, Math or Tech	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

STEM LISTS

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

GENERAL CORE

Current/Old Curriculum Sheet

NAME _____
 ADVISOR _____

gswid# _____

Effective Catalog Year: 2023-2024

CORE: 60 HOURS

Area A (9 hrs) (min grade of C)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1001, 1101, 1111, 1113, or 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 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10-11 hrs)	Hrs	Term	Grade	
Non-Science Majors Only (Minimum 10 hours):				
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				
Science or Non-Science Majors (Minimum 11 hours):				
Lab Science - List A				
Lab (if CHEM or BIOL)				
Lab Science - List A				
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 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111 OR 1112				
Area F	Hours:	Hrs	Term	Grade

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			_____ W2W Requirement
Courses Not Listed Above:	Hrs	Term	Grade

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 or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science (List A)	4
NonLab/Lab Science (List A or B)	3/4
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
Science or Non-Science Majors:	Hrs
Lab Science (List A)	8
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
List A	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1107R Essential of Biology Critical Thinking Lab	0
BIOL 1108/1108L Essentials of Biology II/Lab	4
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:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
List B	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
List C	Hrs
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

AREA D LISTS

AREA D Notes:
 1. BIOL 1107/1107L 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 Area D requirements.

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

COURSE OUTLINE

**Department of Mathematics
Georgia Southwestern State University**

DATA 1501: Introduction to Data Science

Credit: Number (3) semester hours

Catalog Description:

DATA 1501 Introduction to Data Science is intended to provide an introduction into the field of Data Science. Students will develop skills in appropriate technology and statistical methods by completing hands-on projects focused on real-world data and addresses the social consequences of data analysis and application. (3-0-3). Prerequisite(s) or Co-requisites: Area A2 mathematics course (MATH 1001, 1101, 1111, 1113, or STAT 1401).

Prerequisite(s) or Co-requisites: Area A2 mathematics course (MATH 1001, 1101, 1111, 1113, or STAT 1401)

Course Learning Outcomes:

Primary/required Learning Objectives (LO) (70 - 80% of the course) for this course are:

1. Explain the importance of and be able to formulate a data analysis problem statement that is clear, concise, and measurable.
2. Identify and appropriately acknowledge sources of data.
3. Be able to apply basic data cleaning techniques to prepare data for analysis.
4. Be able to identify the categorical and/or numerical data types in a given data set.
5. Apply appropriate descriptive and inferential methods to summarize data and identify associations and relationships.
6. Use appropriate tools and technology to collect, process, transform, summarize, and visualize data.
7. Be able to draw accurate and useful conclusions from a data analysis.
8. Effectively communicate methods and findings in a variety of modes.
9. Differentiate between ethical and unethical uses of data science.

Additional Optional Learning Objectives (AOLO) (20– 30% of course content) are:

1. Identify goals and methods of testing hypotheses.
2. Explain the bootstrap methods.
3. Identify legal issues surrounding the use of data.
4. Mine data to develop predictive models and evaluation.

Requirements:

Students will be required to complete weekly reading, online homework assignments, quizzes, midterm and final project.

Instructional Strategies:

This course will be offered in face to face delivery consisting of a blend of direct instruction through mini-lectures on a blend of statistics and data science concepts, active learning through hands-on exploration of the topics using statistical software such as R and Python, and project-based learning.

Grades:

A = 90% to 100%, B = 80% to 89%, C = 70% to 79%, D = 60% to 69%, F = 0% to 59%

Grade Evaluation Basis	Weighted Value
Midterm	20%
Final Project	40%
Homework	20%
Quizzes	20%

Textbooks and Other Required Materials:

Computational and Inferential Thinking: The Foundations of Data Science, 2nd edition By Ani Adhikari, John DeNero and David Wagner. The text would be free or low-cost for students.

Introductory Statistics by Barbara Illowsky, De Anza College, Susan Dean, De Anza College. The text would be free or low-cost for students.

Course Content:

Topics (70%-80% of course content):

What are data?

- Sources of data, data collection and types of data
- Sampling from a population
- Data errors and appropriateness/Cleaning Data
- The role of data in decision making at various levels of society

Methods of Data Analysis, including, but not limited to:

- Distributions (including measures of central tendency and spread)
- Expressions, names, and tables
- Joins
- Arrays
- Functions
- Modeling/mining the data

Using Computational Tools and Statistical Techniques for basic data manipulation

Interpreting results of the data analysis/Data Interpretation, possibly including, but not limited to the following:

- Correlation
- Chance

- Decisions and error probabilities
- Classification
- Confidence intervals
- Simulations
- Empirical, Categorical, and Numerical Distributions
- Assessing Models

Communicate data-driven insights in multiple media modes

- Data visualization - (including graphs, charts, and histograms - univariate qualitative, univariate quantitative, bivariate)
- Communication of the Data Science Findings and What It Means
- Converting data into actionable information and the role of data in decision making at various levels of society

Ethical Aspects of Data Science

- Accuracy
- Misrepresentation
- Privacy
- Security

Additional topics (20%-30% of course content):

- A/B Testing
- Experiments
- Hypothesis testing
- Regression/Least squares
- Prediction intervals
- Inference for the true slope
- Bootstrap
- Bagging
- Clustering
- Frequent Patterns (Shopping Basket Analysis)
- Information Retrieval
- Anomaly Detection
- Legal issues surrounding data
- Causality and Experiments



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: * Specify: Area *

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: *

Accept

...3032373134

Bryan Davis

Faculty Member:

03/12/2024

Date:

...3137333432

Jamie MacLennan

Department Chair/Unit Head

Signature:

03/12/2024, 2:01 PM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 03/12/2024 2:38:16 PM

GENERAL CORE (Proposed)

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

CORE: 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 (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 (3-4 credits; C or better)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, or 1120, 1401			
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			
Social Science (6 credits)	Hrs	Term	Grade
Select two:			
ANTH 1102, SOCI 1101, PSYC 1101, ECON 2105,			
HIST 1111 OR 1112			
Field of Study (18 credits)	Hrs	Term	Grade

Physical Education (4 credits)	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

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 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
One Lab Science	4
Two NonLab/Lab Sci, Math or Tech	6
Science or Non-Science Majors:	Hrs
Lab Science Sequence	8
One NonLab/Lab Sci, Math or Tech	3
Lab Science List	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1108/1108L 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 112K 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:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
Sci, Math or Tech	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

STEM LISTS

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: * Specify: Area *

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.:

As was the case this year, attempts will be made to continue including POLS 2101 in HAIL course clusters or as a standalone HAIL course, with student artifacts used as indicators of successful interdisciplinary synergies.

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

For several years, POLS 2101 has formed a central component of the Political Science Assessment process, including an end-of course test that measures competencies in civics, comparative politics, international politics, American government, and political philosophy. In our assessments, students have consistently shown significant learning growth in these fields. We will continue to gather assessment data through this end-of-course test.

Other:

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

*IMPACTS Proposal - POLS 2101.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@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 *

...3237313136

John LeJeune
Faculty Member:

04/04/2024
Date:

...3339363532

Glenn Robins
Department Chair/Unit Head
Signature:

04/05/2024, 10:36 AM
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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 04/05/2024 10:37:33 AM

GENERAL CORE

NAME _____
 ADVISOR _____

gswID# _____
 Effective Catalog Year: 2023-2024

CORE: 60 HOURS

Area A (9 hrs) (min grade of C)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1001, 1101, 1111, 1113, or 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 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10-11 hrs)	Hrs	Term	Grade	
Non-Science Majors Only (Minimum 10 hours):				
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				
Science or Non-Science Majors (Minimum 11 hours):				
Lab Science - List A				
Lab (if CHEM or BIOL)				
Lab Science - List A				
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 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111 OR 1112				
Area F	Hours	Hrs	Term	Grade

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		_____ W2W Requirement	

Courses Not Listed Above:	Hrs	Term	Grade

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 or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science (List A)	4
NonLab/Lab Science (List A or B)	3/4
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
Science or Non-Science Majors:	Hrs
Lab Science (List A)	8
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
List A:	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1107R Essential of Biology Critical Thinking Lab	0
BIOL 1108/1108L Essentials of Biology II/Lab	4
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 III/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:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry III/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
List B:	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
List C:	Hrs
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

AREA D LISTS

AREA D Notes:
 1. BIOL 1107/1107L 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 Area D requirements.

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

IMPACTS CORE

NAME _____
 ADVISOR _____

gswID# _____

Effective Catalog Year: 2024-2025

CORE: 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 (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 (3-4 credits; C or better)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, or 1120, 1401			
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			
Social Science (6 credits)	Hrs	Term	Grade
Select two:			
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111 OR 1112			
Field of Study (18 credits)	Hrs	Term	Grade

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

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 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
One Lab Science	4
Two NonLab/Lab Sci, Math or Tech	6
Science or Non-Science Majors:	Hrs
Lab Science Sequence	8
One NonLab/Lab Sci, Math or Tech	3
Lab Science List	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1108/1108L 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:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
Sci, Math or Tech	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

STEM LIST

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____



Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: Core Curriculum
Specify: Area C
Faculty Member Submitting Proposal: Michael Moir
Department Chair/Unit Head email address for approval: Dept. Chair English - Michael Moir
Undergraduate or Graduate Program?: Undergraduate Course
Proposed Effective Date for Curriculum Change: 01/01/2025
Degree & Program Name (e.g. BFA, Art): BA, English
Present Requirements: ENGL 2111, 2112, 2121, 2122, 2131, or 2132
Proposed Requirements: ENGL 2110, 2210, or 2310

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: Our current six-survey course model worked well when we had a larger number of English majors, but we have had trouble filling several sections over the last few semesters, and we feel that General Education purposes can be served by returning to our previous three-course model. This will also allow us to offer more sections of Composition I and II, thus better serving current student needs.

Supporting Data:

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.: Steadily declining enrollment in 2000-level literary surveys, especially 2112, 2122, and 2132.
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 opinionnaires
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.): Artifacts produced in class will be collected and assessed by our Assessment Coordinator for the Literary Core on a regular basis.

Attach a copy of the current curriculum sheet and the proposed curriculum sheet: Curriculum Sheets for ENGL Curriculum Change-1.pdf

Accept

...3830313330

Michael Moir

Faculty Member:

04/09/2024

Date:

...3131323136

Michael Moir

Department Chair/Unit Head

Signature:

04/09/2024, 3:35 PM

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:

GSW SACSCOC
Representative Signature

Electronically signed by Bryan Davis on 04/09/2024 3:37:49 PM

GENERAL CORE

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2023-2024

CORE: 60 HOURS

Area A (9 hrs) (min grade of C)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1001, 1101, 1111, 1113, or 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 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10-11 hrs)	Hrs	Term	Grade	
Non-Science Majors Only (Minimum 10 hours):				
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				
Science or Non-Science Majors (Minimum 11 hours):				
Lab Science - List A				
Lab (if CHEM or BIOL)				
Lab Science - List A				
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 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
SOCI 1101, PSYC 1101, ECON 2105,				
HIST 1111 OR 1112				
Area F	Hours:	Hrs	Term	Grade

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		_____ W2W Requirement	
Courses Not Listed Above:	Hrs	Term	Grade

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 or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science (List A)	4
NonLab/Lab Science (List A or B)	3/4
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
Science or Non-Science Majors:	Hrs
Lab Science (List A)	8
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
List A	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1107R Essential of Biology Critical Thinking Lab	0
BIOL 1108/1108L 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:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1151L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
List B	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
List C	Hrs
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

AREA D LISTS

AREA D Notes:

- BIOL 1107/1107L 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 Area D requirements.

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

IMPACTS CORE

NAME _____
 ADVISOR _____

gswID# _____
 Effective Catalog Year: 2024-2025

CORE: 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 (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 (3-4 credits; C or better)	Hrs	Term	Grade
MATH 1001, 1101, 1111, 1113, or 1120, 1401			
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 2110, 2120, 2130, PHIL 2010, or PHIL 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			
Social Science (6 credits)	Hrs	Term	Grade
Select two:			
SOCI 1101, PSYC 1101, ECON 2105,			
HIST 1111 OR 1112			
Field of Study (18 credits)	Hrs	Term	Grade

Physical Education (4 credits)	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

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 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
One Lab Science	4
Two NonLab/Lab Sci, Math or Tech	6
Science or Non-Science Majors:	Hrs
Lab Science Sequence	8
One NonLab/Lab Sci, Math or Tech	3
Lab Science List	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1108/1108L Essentials of Biology II/Lab	4
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 1122K Introductory Physics II with Lab	4
PHYS 2211K Principles of Physics I with Lab	4
PHYS 2222K Principles of Physics II with Lab	4
Nursing and Non-Science Majors:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1152L Survey of Chemistry II/Lab	4
Non-Science Majors Only:	Hrs
BIOL 1005K Popular Biology	4
Sci, Math or Tech	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 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
ENVS 1100 Introduction to Environmental Science	3
GEOL 1142 Geology of Georgia	3
GEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
GEOL 1110 Natural Hazards	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 1401 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

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

Georgia Southwestern State University

Comprehensive Program Review of Academic Programs

Overview

Comprehensive Program Review (CPR) of Academic Programs provides a common base for internal review and evaluation of all Georgia Southwestern State University (GSW) academic programs. The Faculty, Academic Unit Heads, Associate Vice President for Academic Affairs (AVPAA), and the Provost and Vice President for Academic Affairs (VPAA) participate in the CPR and incorporate CPR findings in their recommendations for short- and long-range institutional planning.

Academic Programs in the College of Business and Computing, the College of Education, and the School of Nursing maintain external accreditation, and therefore, CPRs for these schools are aligned with their regular accreditation reviews, and follow the format dictated by their accrediting organization. The frequency of these reviews is determined by the external accrediting organization, although none exceeds ten years. The VPAA completes the final institutional evaluation of programs after the external accreditation reviews are complete that establishes the quality, productivity, and viability of the program, as well as whether the program is vital to GSW's mission. This evaluation by the VPAA includes a judgment of whether program should be continued and at what level.

Academic Programs in all four Colleges that are not externally accredited participate in an internal CPR process as outlined below. Bachelor programs are reviewed every seven years, and graduate programs every ten; minor programs and single discipline specific certificate programs are reviewed as part of the regular CPR process at the same time as the degree programs associated with them. As with the programs that have external accreditation, the VPAA completes the final institutional evaluation of programs after the external review. The VPAA's evaluation establishes the quality, productivity and viability of the program, as well as whether the program is vital to GSW's mission. This evaluation by the VPAA includes a judgment of whether program should be continued and at what level. GSW's General Education Program (the Core) is reviewed every five years at the time of the SACSCOC Interim Fifth-Year Report and the time of SACSCOC reaffirmation. GSW's Co-Requisite Learning Support program is reviewed at the same time as the general education program.

As a collaborative activity between academic units and the Office of Academic Affairs, Comprehensive Program Review serves three primary purposes:

- To elicit informed judgments about how well a program supports student success given its collective resources.
- To make projections about emerging opportunities and the ways a program may best take advantage of those opportunities.
- To ensure that the program has a strategic plan to support student success and the ways and means to implement its plan.

In addition, the CPR process assists programs in maintaining high academic quality and stimulates change that enhances the program's performance. When done well, the process is both an honest

evaluation of current circumstances and a candid dialogue about future possibilities and mutual commitments. The discussion and thought invested in the process leads to actions designed to increase the value of the program's contributions to student success, to Georgia's economic development, and to the general welfare of its graduates.

Responsibilities for CPR Process

The Office of Academic Affairs oversees the CPR process by setting the schedule of internal reviews, or implementing the schedule set by the external accrediting organizations, and insuring that all parts of the process are complete; however, the process begins with the academic program under review and places the following responsibilities on the faculty serving each program:

- Development of a self-study that draws evidence-based conclusions about the current strengths and areas for improvement of the program, shows how the program has improved since its last review, and identifies specific areas of focus for future improvement.
- Participation in an external review of the program.
- Development of a response to conclusions and recommendations of the external review, and a strategic plan to implement the recommendations.

Deans overseeing each program under review have the following responsibilities:

- Providing feedback on the self-study while in development.
- Recommending possible External Reviewers from programs similar to the GSW program in states other than Georgia to the AVPAA.
- Participation in all external reviews.
- Deans may choose to append their own conclusions or recommendations regarding the program under review to the external review report.

The AVPAA has the following responsibilities.

- Approving, inviting, and compensating External Reviewers.
- Assembling an external review team including in addition to the external reviewer, a GSW faculty member from a program that undergoes external accreditation review and a current student in or graduate from the program under review.
- Facilitating and supporting the external review.

In addition to overseeing the CPR Process, the VPAA has the following responsibilities:

- Participation in all external reviews.
- Discussion of review results with academic program representatives and the deans.
- Making the results of all CPRs available to the University System of Georgia by June 30 of the fiscal year in which the review takes place.

The Self-Study

The self-study is intended to help faculty and administrators assess a program's current situation, its emerging opportunities, and its plans for the future. The members of the program faculty undertake the self-study in order to take a thorough and reflective look at the program as a prelude to developing plans for its future. The focusing questions below are intended to guide faculty through the self-study and planning process. They are also framed to focus the attention of the review team that adds an external perspective to the process. The self-study narrative does not need to take the form of an itemized list of questions followed by specific answers, but each question that applies to the unit should be addressed somewhere in the self-study. Each self-study should include an executive summary of the program's strengths and areas for improvement, its progress since last being reviewed, and its plans for the future. In addition to addressing the guiding questions, the self-study narrative should contain a brief history of the programs, a description the program degree(s) and associated minor or certificate programs, and any other information that will enable the review team to make good use of their time. Programs are encouraged to provide data and data-driven analyses by making use of reports routinely available through Institutional Research, and their discipline's professional societies in addition to data collected by the unit.

Focusing Questions for the CPR Process

The following questions are intended to guide a program's self-study process, but not all questions may apply equally to all programs. Some questions require data to answer that will be provided by the Office of Institutional Research and the Office of Institutional Effectiveness and Planning.

- How has the program addressed recommendations from its last comprehensive program review? Have the actions taken by the program produced positive results?
- Are the program's Storm Tracks providing clear pathways to graduation for students supported by sustainable course rotations?
- What have the program's one-year and two-year retention rates been since the last CPR?
- What is the average time to degree since the last CPR for students who begin the program at GSW?
- What is the average time to degree since the last CPR for students who change to the major program while at GSW?
- What is the average time to degree since the last CPR for students who transfer into the major?
- From a curricular analytics point of view, are there any courses in the current program curriculum that delay or block student progression?
- How many graduates has the program produced since the last CPR, both in total and as a yearly average?
- What has been the level of performance on the program's learning outcomes during the last two assessment cycles? What actions for improvement have been taken during those two cycles? What have been the results of those actions?
- What is the aggregate level of performance on course evaluations since the last CPR? How do those aggregate numbers compare with college and university averages? What do the patterns in the numbers and comparisons show?

GSW CPR Process 3

Revised 2023

- What collective actions have been taken by the program faculty to improve teaching and learning since the last CPR? What actions have program faculty members taken individually to improve teaching and learning since the last CPR? What faculty development activities have been undertaken by program faculty collectively or individually?
- Are students in the programs engaging in experiential learning, including but not limited to internships and undergraduate research?
- What actions has the program taken to encourage student sense of belonging in the program?

Format of the Internal Self-Study

Executive Summary should include (1-2 pages in Times New Roman 12pt or similar font, single-spaced with 1 inch margins all around):

- Major Strengths
- Areas for Improvement
- Draft Strategic Plan to maintain the unit's strengths, address its weaknesses, take advantage of its opportunities, and meet its challenges during the next seven years. To the extent that it is possible, this plan should correlate to GSW's current strategic plan; however, the primary purpose of a unit strategic plan is to improve the fulfillment of the unit's mission.

Major strengths might include such things as strong career or graduate school placement rates, continuing success of graduates in their careers, or strong retention and progression rates for the program. Areas for improvement might include the same indicators if they are weaker than one would hope.

Self-Study Narrative should be limited to twenty pages, and should address in detail the points covered in the executive summary providing some evidence to support the conclusions drawn in the executive summary. Wherever possible, the narrative should demonstrate continuity with previous CPR improvement plans.

Appendices should be limited to the material necessary substantiate the claims made in the narrative that are not available on the program's or the university's web site. CV's for full-time program faculty are not compulsory in the appendix, but may provide supporting evidence for the self-study narrative.

The External Review

Since fresh perspectives improve assessment and planning, an external reviewer will be invited to familiarize him or herself with the program and to take part in the deliberations about the program's assessment and planning. External reviewers will be expected to provide candid assessments of the program's current strengths and weaknesses and their best judgment on where the unit should invest its intellectual and other resources in the future. The external reviewer will head the review team that will also include a GSW faculty member from outside the college that houses the academic program under review and a current student in or graduate from the program under review.

The external review team will be chosen by the AVPAA with advice from the academic unit, the Dean of the college and the Provost. External reviewers will be established scholars whose areas of expertise represent a diversity of interests coinciding with the areas of importance to the program and whose programs are regarded as successful, innovative, and effective in managing resources. The GSW Faculty member on the team should come from an academic program that is externally accredited and have experience with assessment and planning. For units with graduate programs, GSW Faculty member should have graduate faculty status. The role of the GSW faculty member on the review team is provide the external reviewer with insight into GSW's institutional culture. The role of student in or graduate from the program is provide a student view on the program.

To help the AVPAA identify appropriate candidates as external reviewers, the program provides a list of two to four programs or departments at other institutions that model different forms of excellence to which the program aspires. To the extent that it is possible, recommended external reviewers should come from programs with roughly the same number of faculty and the similar financial resources; recommended reviewers should be from SACSCOC accredited institutions, primarily from outside Georgia. To avoid the appearance of conflict of interest, individuals with particularly close relationships to the program (former faculty, former mentors or students of program faculty, or research collaborators) should not be recommended and will not be used as external reviewers. The Office of Academic Affairs will identify and contact individual scholars at the institutions nominated and make arrangements with them to do the review online.

Procedures for the External Review Report

There will be two compulsory web conferences required during each review, an initial meeting to get the review started and an exit interview after the external review is complete.

After the initial meeting, the review team, including students or alumni, will be provided with access to the self-study, as well as a template for the external review report. The review team will have two to three weeks to complete the review report.

Once the final report is received by the Provost, an exit meeting will be scheduled between the VPAA, Dean, and department chair, if applicable, to discuss the external review report with the external reviewer. The external reviewer will receive an honorarium after the completion of the exit interview.

The Review Report

After reviewing all the pertinent information, the team will prepare a final report addressing how the program's strengths can be maintained and improvements made in the future. If there are choices to be made, alternatives should be outlined and critiqued. Obviously, if the University invested more resources in a program, the University would reap additional benefits. What the University asks of reviewers is a much more crucial task; they are asked to provide advice about the quality of what the program does, how current resources are used, and how they might be used better to achieve the program's aspirations. While recommendations for additional personnel or facilities will be considered, it may be more productive for reviewers to assume that no additional fiscal resources will be available when making their recommendations.

The review team should agree during its deliberations on a single, consolidated report (typically about five pages of single-spaced text). The report should address the items highlighted in the Self-Study Executive Summary, as well as any other issues deemed pertinent by the review team. The report should conclude with recommended strategic priorities for the program and GSW designed to improve the effectiveness of the programs and the success of its students.

Disposition of the Reports

The external reviewer should notify the Provost when the report is completed. Copies will be downloaded and forwarded to the program, and to the dean of the college that houses the program, each of whom will have an opportunity to respond in writing to the report, sending their responses to the VPAA, and to participate in the exit meeting. The Provost will prepare the Office of Academic Affairs response and send it, along with copies of the consultants' report, unit's response and Dean's response, to the President. Copies of this packet and of the Self-study will be posted in a password protected CPR archive on GSW's web site, which is accessible to Deans, the unit, and others within the University who have been involved in the evaluation process. The Provost will also make the report available to the University System of Georgia by June 30 of the fiscal year in which the review occurred.

Proposal to Revise Attendance Policy

Rationale

Since the Retention Summit early this term, the Retention Committee made a series of recommendations to the Provost. Among them was the clarification of our attendance policy, which applies to both students and faculty, but which is housed entirely in the Undergraduate and Graduate Bulletins. We proposed to do two things. First, eliminate the language from the Bulletins that applies to faculty rather than students. Then, to place updated language applying to faculty in the Faculty Handbook immediately after the section on Roll Verification.

Current UG Bulletin

Attendance

Class attendance is expected of all students enrolled at Georgia Southwestern State University. At the beginning of each semester, every instructor will distribute a course syllabus and that clearly states his or her attendance policy. It is the student's responsibility to inquire of the instructor if there are questions.

Every semester, faculty will provide electronic enrollment verification of class attendance for each student on each official class roll following procedures outlined by the Registrar. Class rolls become official at the close of the drop period each semester, the date of which can be found on the GSW Academic Calendar. Students reported as never attending a class will be dropped from the official class roll at the close of the enrollment verification period.

If a student wishes to be reinstated they must complete the Petition for Reinstatement to Class Roll with their instructor and submit it to Office of Student Accounts. The request will be reviewed and the Office of the Registrar will send an email to your Radar email address with further information.

If you were dropped from more than one class, petitions for all forms must be submitted to the Office of Student Accounts before a decision will be made.

- For students who do not receive financial aid, loans or scholarships: tuition and fees will be recalculated after the class is removed from the schedule. If appropriate, a refund will be issued to the student.
- For students receiving financial aid, loans or scholarships: tuition and fees will be recalculated after the class is removed and financial aid, loans or scholarships will be adjusted accordingly. This adjustment could result in a reduction of aid awarded or loss of loan or scholarship funds.
- No student will be enrolled in a class after the close of the add period, the date of which can be found on the GSW Academic Calendar.

Current Graduate Bulletin

Attendance

Students are expected to attend all classes. If an absence is necessary, the student is responsible for reporting the reason to the instructor; in such cases, each instructor will take whatever action he or she deems necessary.

Faculty members will make their absence policies clear to the students enrolled in their classes in writing and within the first week of the semester. Failure to attend classes during the first week of the semester will result in administrative withdrawal from the course.

Penalties for excessive absences in each course are set at the beginning of each semester by the faculty member teaching that course. Students with excessive absences in a class may receive a grade of F for the course and may imperil their financial aid.

Revised UG Bulletin

Class attendance is expected of all students enrolled at Georgia Southwestern State University. At the beginning of each semester, every instructor will distribute a course syllabus and that clearly states his or her attendance policy. It is the student's responsibility to inquire of the instructor if there are questions.

Students reported as never attending a class will be dropped from the official class roll at the close of the enrollment verification period. If a student wishes to be reinstated they must complete the Petition for Reinstatement to Class Roll with their instructor and submit it to Office of Student Accounts. The request will be reviewed and the Office of the Registrar will send an email to your Radar email address with further information.

If you were dropped from more than one class, petitions for all forms must be submitted to the Office of Student Accounts before a decision will be made.

- For students who do not receive financial aid, loans or scholarships: tuition and fees will be recalculated after the class is removed from the schedule. If appropriate, a refund will be issued to the student.
- For students receiving financial aid, loans or scholarships: tuition and fees will be recalculated after the class is removed and financial aid, loans or scholarships will be adjusted accordingly. This adjustment could result in a reduction of aid awarded or loss of loan or scholarship funds.
- No student will be enrolled in a class after the close of the add period, the date of which can be found on the GSW Academic Calendar.

Faculty Handbook

Roll Verification (Current)

It is the responsibility of the faculty member to document student absences/non-participation during the roll verification period published by the Registrar's Office. Each instructor will carefully note attendance/participation on the roll verification form in RAIN by the published deadline and will notify the Registrar's Office on any changes in attendance/participation after the verification period. When teaching online, it is the responsibility of instructors to require a level of participation by students that would allow the instructor to confidently determine if a student should be counted as having "attended" or "participated" in the course. The syllabus should clearly indicate what it is a student must do to be verified.

Instructors are also expected to correct any errors in the roll verification and respond quickly to inquiries

made by the Registrar's Office concerning student attendance. Failure to do so can result in serious consequences for students and for the institution.

Please note the following:

- Students who attend/participate in none of the classes for which they are registered during the verification period and who do not inform their instructors of their intentions to remain in their courses will be administratively withdrawn from the University and accrue no charges.
- Students who attend/participate in some of their courses during the verification period, but not all, will be withdrawn from courses for which they have been verified by the instructor as not attending/participating and may lose any financial aid for the course they might have otherwise been eligible for and be financially responsible for paying for some portion of the courses they have not attended.
- No refunds will be issued for nonparticipation withdrawals unless it results in a complete withdrawal from the University.

Proposed Attendance/Participation Policy (Suggested Addition to the Faculty Handbook)

At the beginning of each semester, every faculty member will distribute a course syllabus and that clearly states his or her attendance or participation policy. Attendance policies may be more appropriate in face-to-face or hybrid classes, while participation may be more appropriate for online classes. Attendance policies need not be punitive in nature. Faculty may instead offer positive incentives, such as extra points added to the grades of students who attend all classes. Students often have responsibilities that compete with their academic responsibilities, so faculty members should consider having a process for excusing absences for reasonable causes. Faculty members should also take account of the policy on Roll Verification when crafting their individual attendance or participation policies. Regardless of what a faculty member's attendance policy is, they are obliged to honor University Sanctioned Absences granted by the Office of Academic Affairs.

Recommendation from Faculty Affairs regarding Changes to Tenure/Pre-Tenure Review Language:

Original Faculty Handbook Language, p. 35:

All dossiers for pre-tenure review, promotion, tenure, and post-tenure review will be based on scores from **their five prior Annual evaluations (three in the case of Pre-Tenure Review)** on each of the five areas (Teaching, Service, Scholarship, Student Success Activities, and Faculty Development Activities).

Suggested Revision, with changes highlighted:

All dossiers for pre-tenure review, promotion, tenure, and post-tenure review will be based on scores from **all prior faculty Annual Evaluations for the period under review** on each of the five areas (Teaching, Service, Scholarship, Student Success Activities, and Faculty Development Activities).

Proposed Additions to Faculty Handbook

1) HANDBOOK PAGE 16: On Achievements in Student Success Activities:

Examples of activities which could be included as Student Success Activities (some of which may also count as Faculty Development Activities) under the pillars are, but are not limited to, such things as these:

- facilitating study review sessions, tutoring, or supplemental instruction,
- engaging in Transparency in Learning and Teaching (TILT) activities or other High Impact Practices (HIP),
- teaching a practicum and/or internship course,
- teaching a section of UNIV 1000,
- guiding an independent study,
- supervising student teachers,
- mentoring senior seminar or capstone projects,
- pedagogical approaches such as student peer interaction, workshopping, Reacting to the Past pedagogy, other similar activities designed to develop more student-centered teaching approaches,
- Pedagogical approaches, including but not limited to those consistent with “Universal Design for Learning” (UDL), that work to accommodate the needs and abilities of all learners and eliminate unnecessary hurdles in the learning process. (see <https://teaching.cornell.edu/teaching-resources/designing-your-course/universal-design-learning>)

2) FOR HANDBOOK PAGE 17: On Achievements in Faculty Development Activities

Examples of activities which could be included as Faculty Development Activities (some of which may also count as Student Success Activities) under the pillars are, but are not limited to, such things as:

- participating in Teaching Circles or Book Clubs that focus on teaching pedagogies, student interaction, or student motivation,
- receiving a Group Instructional Feedback Technique (GIFT) visit and then applying the suggestions,
- completing self-study courses or reading books related to better teaching,
- attending conferences, sessions at those conferences, workshops, and seminars that focus on best practices in teaching or subject matters taught,

- Participating in Teaching Circles or Book Clubs that focus on pedagogical approaches, including but not limited to those consistent with “Universal Design for Learning” (UDL), that work to accommodate the needs and abilities of all learners and eliminate unnecessary hurdles in the learning process. (see <https://teaching.cornell.edu/teaching-resources/designing-your-course/universal-design-learning>)

Faculty Affairs

Policy Proposal

ADA Issues

Proposal 1: On Accommodation Requests that Involve Significant Restructuring of Courses [For the Faculty Handbook]

Generally speaking, the accommodation process should proceed according to the following steps:

Step 1: Student submits accommodation request to the Director of Accommodations and Access;

Step 2: Director of Accommodations and Access and student engage in interactive process to finalize the accommodation request, and the Director of Accommodations and Access will consult the professor as needed*; and

Step 3: Director of Accommodations and Access makes accommodation decision based on that process.

*Accommodation requests that involve significant restructuring of courses, including but not limited to conversion of face-to-face courses to online (or vice versa), require a meeting between the relevant faculty member and Director of Accommodations and Access before implementation. This is to determine whether such request would substantially alter essential elements of the course or program, and if so, whether alternate accommodations are appropriate. This meeting should take place before such accommodation is offered to the student. If, after this meeting, the instructor believes the accommodation to be requested would substantially alter essential elements of the course or program, they must submit this in writing to the Director of Accommodations and Access within two business days of the meeting. The Director must then respond within three business days of receipt with a final accommodation decision.

Proposal 2: Addition to the ADA Procedures Handbook

Question: If a student experiences a serious accident or illness that requires them to miss mandatory classes, teamwork sessions, or assignments for an extended period, what determines whether the proper approach is to (a) encourage the student to withdraw; (b) seek an incomplete; or (c) approach the office of accommodations?

Answer: If a student experiences this kind of unexpected change in their health status, they should contact the Office of Accommodations and Access to discuss available options. Every case is unique, but generally speaking, it is up to the student to decide whether to withdraw from a course or pursue an incomplete because of a sudden injury or illness that prevents the student from attending a class for a protracted period of time, or from finishing the class. Under such circumstances, an “I” would be appropriate only if the student was doing satisfactory work and had completed most of the course requirements. Students ineligible for an “I” must decide whether to complete the course or withdraw. Beyond this, if a student seeks specific accommodations under the ADA, the student should request accommodations through the Office of Accommodations and Access.

Faculty Conduct Policy Recommendations

Recommendation 1 – Additions Highlighted

Faculty Handbook, pg. 9: Each faculty member shall be responsible for providing a self-evaluation of the prior calendar year, with sufficient comment and documentation no later than January 10 of a given calendar year. The faculty member's designated reviewer will look over the submitted materials and establish a rating of 1-5 for each category based on the documentation provided. In addition, the faculty member's designated reviewer shall indicate on the annual evaluation whether the faculty member is currently subject to a Performance Improvement Plan (PIP) related to Faculty Conduct, and any relevant commentary on progress. and The faculty member's designated reviewer shall meet with the faculty for discussion of these ratings no later than the end of February, to give the faculty member sufficient time to work on adjustments in the event of a poor area of review.

Recommendation 2: All New

To be inserted on pg. 19, immediately before "Grievances Procedures for Faculty and Staff."

In accordance with USG policy 8.3.9.1, which states that each USG institution "should provide for standards governing faculty conduct, including sanctions short of dismissal and procedures for implementing such sanctions," the following procedures will be used to address conduct that a faculty member's designated reviewer deems to be egregiously and/or chronically unprofessional.

Step 1: The faculty member's designated reviewer should schedule a meeting with the faculty member to discuss the conduct in question. The egregious and/or chronic nature of the unprofessional conduct should be communicated in clear terms. A formal record of this meeting and its discussion points should be emailed to the faculty member immediately following.

Step 2: If the specified unprofessional behavior continues within one calendar year of the email relevant to Step 1, the faculty member's designated reviewer should follow-up with an additional meeting and a written statement/agreement that include: (1) the specific nature of the egregiously and/or chronically unprofessional behavior, (2) the manner in which this behavior has been observed and documented, and (3) the specific behaviors that, if continued, may require a Professional Improvement Plan (PIP) for that faculty member. This agreement should specify that if no such behavior is observed over the following two years, the risk of a PIP will be eliminated. If the faculty member does not sign the agreement after it is presented to them, the risk of a PIP related to the unprofessional behavior specified will continue indefinitely.

Step 3: If the faculty member violates the terms of the written agreement in Step 2 over the relevant period of time, the faculty member's designated reviewer may then pursue a Professional Improvement Plan (PIP) on Faculty Conduct, in accordance with existing GSW policies. Failure to comply with the terms of the PIP may result in termination.

The Faculty Affairs Committee recommends the following addition to the GSW Faculty Handbook, indicated in red:

On pg. 10, “1. Because GSW is primarily a teaching institution, performing at a ‘noteworthy evaluation’ in the area of Teaching is expected **for Pre-Tenure, Tenure, and Promotion.**”

We believe this resolves the contradiction in the Handbook that Dr. MacLennan brought to our attention. More specifically, it clarifies that a “3” in Teaching on an Annual Evaluation or Post-Tenure Review would not trigger a PRP or PIP.

Please see Dr. MacLennan’s memo below for details.

MEMORADUM

TO: Faculty Affairs Committee

FROM: Dr. Jamie MacLennan, Professor of Sociology

DATE: February 19, 2024

RE: GSW Faculty Handbook discrepancies regarding faculty evaluation

Dear Faculty Affairs Committee:

I have noticed what I believe to be a discrepancy in the Faculty Handbook with regards to the critical issue of Faculty Evaluations, particularly as they pertain to what will trigger a Performance Remediation Plan (PRP) and/or Performance Improvement Plan (PIP) in the area of Teaching. Specifically, there appears to be language in Section II (Faculty Affairs) that is contradicted by language in Section III (Promotion and Tenure).

Here is a link to the Faculty Handbook for reference:

<https://www.gsw.edu/academic-affairs/files/facultyhandbook.pdf>

To start, on page 9, the Faculty Handbook provides guidelines for translating qualitative designations to quantitative scores. It says:

“Noteworthy,” “outstanding,” and “excellent” achievement as referenced in BOR Policy 8.3.7.3 and in this Faculty Handbook is reflective of a 4 or 5 on this scale.

“Satisfactory” as referenced in this Faculty Handbook is reflective of a 3 on this scale.

“Deficient” and “unsatisfactory” as referenced in this Faculty Handbook is reflective of a 1 or 2 on this scale.

For annual evaluation purposes, a rating of “deficient” or “unsatisfactory” in any area will trigger remediation, to be described below.”

Then, on page 10, the Faculty Handbook states the following: “Because GSW is primarily a teaching institution, performing at a “noteworthy” evaluation in the area of Teaching is expected.”

On the basis of this, it seems that a rating of “Satisfactory” or score of 3 (equivalent ratings, as defined above) for Teaching on an annual evaluation or Post-Tenure Review would trigger a PRP or PIP.

However, on pages 35-6 of the Faculty Handbook, there is a table listing the quantitative expectations (1-5) for each area of Teaching, Service, Scholarship, Student Success Activities, and Faculty Development Activities. On page 35 (right above the table), it states the following: "Expectations for each level of review for tenure-track faculty are summarized in this table, and will be addressed in each section below, as applicable:"

Immediately under that statement, there is a table that lists the expectations for annual evaluations in the area of Teaching as 3, 4, or 5 and also states that the criteria for Post-Tenure Reviews are the same as annual evaluations.

My interpretation of that table is that receiving a 3 or higher for Teaching on an annual evaluation or Post-Tenure Review (which would be equivalent to “Satisfactory” or better) would not trigger a PRP or PIP. It seems to me that this contradicts what is stated earlier in the Faculty Handbook (i.e., pages 9-10 as summarized above).

I would also like to point out that there is additional language on page 47 of the Faculty Handbook indicating that the Dean might still be able to decide whether or not to trigger a PIP regardless of the determinations of Post-Tenure Review committees. There it states:

"The Dean will review the documentation provided by the faculty member and comments from the PTR committee and department head and make a written determination as to whether or not the faculty member is maintaining adequate progress since the last review, with comments to justify the decision."

The language on page 47 could be interpreted as giving the Dean the ability to determine that a faculty member has not made adequate progress since the last review despite receiving a favorable review by the PTR committee.

If I am correct that there is a discrepancy in the Faculty Handbook in this area, it is possible that the triggering of PRPs and PIPs for faculty members will be inconsistently applied across the university depending on the interpretation of the Faculty Handbook by Deans, Chairs, and/or PTR committees.

As such, I am requesting that the Faculty Affairs Committee examine this potential discrepancy and, if it is deemed necessary, rectify it in an unambiguous manner.

I appreciate your time and service to the institution.

Thank you,

Jamie MacLennan

Good afternoon, COBAC faculty; the graduation committee has recommended a change for the MSCS and MBA programs concerning grade replacement. Currently, no grade replacement is permitted. This change will allow students to replace one grade during their respective program.

The Graduate Committee has approved 100% and requests your review and vote. If you have any questions, please don't hesitate to let me or a member of the committee know.

Master of Business Administration

Master of Computer Science

Grade Replacement Policy

In recognition of the rigorous nature of the Master of Computer Science (MSCS) or Master of Business Administration (MBA) programs, the following policy has been adopted to provide students the opportunity to enhance their academic performance.

Grade Replacement

Students are eligible to replace one-course grade during their MSCS or MBA program, provided they received a grade of C or lower on the initial attempt. Only grades of C or lower are eligible for grade replacement. If a student wants to repeat a course that fulfills a degree program requirement, he/she may do so with the understanding that the latest grade earned replaces all previous grades in calculating the GSW Institutional GPA.

The grade must be earned in a subsequent attempt of the same course at GSW. Grade replacement is allowed for a maximum of one course during the entirety of the program. The replacement course can be taken as many times as desired by the student to improve that grade. Students can only receive 2 Cs on their final transcript to be eligible for graduation. Students must maintain a 3.0 to satisfy graduation requirements from the MSCS or MBA programs.

Grade Replacement Process

To initiate the grade replacement process, students must initiate a dynamic form to document the student's intention. The request must include a statement explaining the reasons for the grade replacement.

Students must successfully complete the replacement course with a grade improvement.

Grade Replacement Policy Change MBA and MCSC

Jim Aller, Associate Dean Graduate Programs

Grade Replacement Policy - MBA

- In recognition of the rigorous nature of the Master of Computer Science (MSCS) or Master of Business Administration (MBA) programs, the following policy has been adopted to provide students the opportunity to enhance their academic performance.

Grade Replacement

Students are eligible to replace one-course grade during their MSCS or MBA program, provided they received a grade of C or lower on the initial attempt. Only grades of C or lower are eligible for grade replacement. If a student wants to repeat a course that fulfills a degree program requirement, he/she may do so with the understanding that the latest grade earned replaces all previous grades in calculating the GSW Institutional GPA.

The grade must be earned in a subsequent attempt of the same course at GSW. Grade replacement is allowed for a maximum of one course during the entirety of the program. The replacement course can be taken as many times as desired by the student to improve that grade. Students can only receive 2 Cs on their final transcript to be eligible for graduation. Students must maintain a 3.0 to satisfy graduation requirements from the MSCS or MBA programs.

Grade Replacement Process

To initiate the grade replacement process, students must initiate a dynamic form to document the student's intention. The request must include a statement explaining the reasons for the grade replacement. Students must successfully complete the replacement course with a grade improvement.

MBA/Computer Science Grade Replacement Approval Faculty 16-0

ID	Start time	Completion time	Email	Name	Total points	Quiz feedback	Last modified time	Question	Points - Question	Feedback - Question
1	1/31/24 13:40:44	1/31/24 13:40:46	danielle.taylor@gsw.edu	Olivia Taylor				Approve Policy Change as Outlined		
2	1/31/24 13:41:17	1/31/24 13:41:23	mark.grimes@gsw.edu	Mark Grimes				Approve Policy Change as Outlined		
3	1/31/24 13:44:01	1/31/24 13:44:04	amber.stovall@gsw.edu	Amber Stovall				Approve Policy Change as Outlined		
4	1/31/24 13:45:42	1/31/24 13:45:49	shannon.perry@gsw.edu	Shannon Perry				Approve Policy Change as Outlined		
5	1/31/24 13:53:13	1/31/24 13:54:54	qian.wang@gsw.edu	Qian Wang				Approve Policy Change as Outlined		
6	1/31/24 14:14:48	1/31/24 14:14:52	jonathan.hobbs@gsw.edu	Jonathan Hobbs				Approve Policy Change as Outlined		
7	1/31/24 14:35:49	1/31/24 14:36:00	michael.fathi@gsw.edu	Michael Fathi				Approve Policy Change as Outlined		
8	1/31/24 14:39:34	1/31/24 14:39:48	soumendra.banerjee@gsw.edu	Soumendra Banerjee				Approve Policy Change as Outlined		
9	1/31/24 14:58:51	1/31/24 14:59:47	allen.brown@gsw.edu	Allen Brown				Approve Policy Change as Outlined		
10	1/31/24 15:16:54	1/31/24 15:17:03	darrin.theriault@gsw.edu	Darrin Theriault				Approve Policy Change as Outlined		
11	1/31/24 15:59:01	1/31/24 16:12:52	becca.jones@gsw.edu	Becca Jones				Approve Policy Change as Outlined		
12	1/31/24 22:37:00	1/31/24 22:38:27	alexander.yemelyanov@gsw.edu	Alexander Yemelyanov				Approve Policy Change as Outlined		
13	2/1/24 9:09:56	2/1/24 9:10:00	dawn.hart@gsw.edu	Dawn Hart				Approve Policy Change as Outlined		
14	2/1/24 9:16:20	2/1/24 9:16:37	yangil.park@gsw.edu	Yangil Park				Approve Policy Change as Outlined		
15	2/1/24 11:59:24	2/1/24 11:59:37	robert.bennett@gsw.edu	Robert Bennett				Approve Policy Change as Outlined		
16	2/5/24 7:16:00	2/5/24 7:16:05	joni.hammond@gsw.edu	Joni Hammond				Approve Policy Change as Outlined		

Grade Replacement Policy for Computer Science

- As we voted to substitute one course in the MBA program, we will implement the exact same policy in the Master of Computer Science Degree. Students will be able to replace one grade in the program where they have received a C or Lower.

Computer Science Replacement/MBA Approval by Grad Committee 6-0

ID	Start time	Completion time	Email	Name	Total points	Quiz feedback	Last modified time	As a graduate committee member for 2023 I am voting to approve or not approve 1 grade substitution in the Master of Computer Science Degree Program.	Points - As a graduate committee member for 2023 I am voting to approve or not approve 1 grade substitution in the Master of Computer Science Degree Program.	Feedback - As a graduate committee member for 2023 I am voting to approve or not approve 1 grade substitution in the Master of Computer Science Degree Program.
1	1/17/24 14:24:59	1/17/24 14:25:16	soumendra.banerjee@gsw.edu	Soumendra Banerjee				Approve		
2	1/17/24 15:12:40	1/17/24 15:12:48	sondra.smith@gsw.edu	Sondra Smith				Approve		
3	1/17/24 17:51:16	1/17/24 17:52:06	satyaki.nan@gsw.edu	Satyaki Nan				Approve		
4	1/17/24 19:53:58	1/17/24 19:55:21	alexander.yemelyanov@gsw.edu	Alexander Yemelyanov				Approve		
5	1/22/24 17:52:22	1/22/24 17:52:36	robert.bennett@gsw.edu	Robert Bennett				Approve		
6	1/22/24 18:54:12	1/22/24 18:54:27	darrin.theriault@gsw.edu	Darrin Theriault				Approve		

* = required field
Some content may be updated based on selection



Division of Academic Affairs
800 GSW State University Drive
Americus, GA 31709
229-928-1361

Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: * Graduate Curriculum ▼

Faculty Member Submitting Proposal: * Michelle Dykes

Department Chair/Unit Head email address for approval: * Nursing Graduate - Paula Bryant ▼

Undergraduate or Graduate Program?: * Graduate Course ▼

Proposed Effective Date for Curriculum Change: * 08/01/2024 Degree & Program Name (e.g. BFA, Art): * Nursing Informatics Certifica

Present Requirements:
* NURS 6720 – Applied Statistics and Data Mining 3 cr hrs
NURS 6730 – Process Improvement in Health Care 3 cr hrs
NURS 6740 – Health Information Exchange Standards and Models 3 cr hrs
NURS 6750 – Health Systems Project Management 3 cr hrs
NURS 6760 – Clinical Decision Support System 3 cr hrs
Total credit hours: 15

Proposed Requirements:
* NURS 6100- Principles of Informatics 3 cr hrs
NURS 6170 – Concepts of Informatics I 3 cr hrs
NURS 6711 – Concepts of Informatics II 3 cr hrs
NURS 6750 – Health Systems Project Management – 3 cr hrs
NURS 6730 – Process Improvement for Health Care – 3 cr hrs
NURS 6407 – Practicum 3 cr hrs
Total credit hours: 18

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: MSN Informatics Curriculum was updated to align with current professional and accreditation standards. This means that the certificate program must be updated with the new courses.

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:

Empty text box for additional information.

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

*Nursing Informatics Graduate Certificate Revision.pdf

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Accept *

* ...3833333232

Michelle Dykes
Faculty Member:

03/18/2024

Date:

*

Department Chair/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:

Nursing Informatics Graduate Certificate

Current Requirements

NURS 6720 – Applied Statistics and Data Mining 3 cr hrs

NURS 6730 – Process Improvement in Health Care 3 cr hrs

NURS 6740 – Health Information Exchange Standards and Models 3 cr hrs

NURS 6750 – Health Systems Project Management 3 cr hrs

NURS 6760 – Clinical Decision Support System 3 cr hrs

Total credit hours: 15

New Requirements

NURS 6100- Principles of Informatics 3 cr hrs

NURS 6170 – Concepts of Informatics I 3 cr hrs

NURS 6711 – Concepts of Informatics II 3 cr hrs

NURS 6750 – Health Systems Project Management – 3 cr hrs

NURS 6730 – Process Improvement for Health Care – 3 cr hrs

NURS 6407 – Practicum 3 cr hrs

Total credit hours: 18

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Curriculum Change Information

Select Area of Change:	* Graduate Curriculum		
Faculty Member Submitting Proposal:	* Michelle Dykes		
Department Chair/Unit Head email address for approval:	* Nursing Graduate - Paula Bryant		
Undergraduate or Graduate Program?:	* Graduate Course		
Proposed Effective Date for Curriculum Change:	* 08/01/2024	Degree & Program Name (e.g. BFA, Art):	* Graduate Informatics Certific
Present Requirements: * NURS 6720 – Applied Statistics and Data Mining 3 cr hrs NURS 6730 – Process Improvement in Health Care 3 cr hrs NURS 6740 – Health Information Exchange Standards and Models 3 cr hrs NURS 6750 – Health Systems Project Management 3 cr hrs NURS 6760 – Clinical Decision Support System 3 cr hrs Total credit hours: 15	Proposed Requirements: * NURS 6100- Principles of Informatics 3 cr hrs NURS 6170 – Concepts of Informatics I 3 cr hrs NURS 6711 – Concepts of Informatics II 3 cr hrs NURS 6750 – Health Systems Project Management – 3 cr hrs NURS 6730 – Process Improvement for Health Care – 3 cr hrs Total Credit hours: 15		

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 is geared toward NON-BSN graduates. It is available to any student with a Bachelor's degree or higher in an informatics-related field with clinical experience in healthcare informatics. With the changes in the MSN Informatics curriculum, the certificate options must also be updated to reflect the new courses.
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	
Supporting Data:	<input type="button" value="Attach File"/>

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:	<input type="button" value="Attach File"/>

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:

*Healthcare Informatics Graduate Certificate Revision.pdf

Delete file

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Accept *

*
(click to sign)

Faculty Member: _____

Date: _____

*

Department Chair/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:

Save Progress

Submit Form

Healthcare Informatics Graduate Certificate

Current Requirements

NURS 6720 – Applied Statistics and Data Mining 3 cr hrs

NURS 6730 – Process Improvement in Health Care 3 cr hrs

NURS 6740 – Health Information Exchange Standards and Models 3 cr hrs

NURS 6750 – Health Systems Project Management 3 cr hrs

NURS 6760 – Clinical Decision Support System 3 cr hrs

Total credit hours: 15

New Requirements

NURS 6100- Principles of Informatics 3 cr hrs

NURS 6170 – Concepts of Informatics I 3 cr hrs

NURS 6711 – Concepts of Informatics II 3 cr hrs

NURS 6750 – Health Systems Project Management – 3 cr hrs

NURS 6730 – Process Improvement for Health Care – 3 cr hrs

Total credit hours: 15

* = required field
Some content may be updated based on selection



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Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change: * Graduate Curriculum ▼

Faculty Member Submitting Proposal: * Michelle Dykes

Department Chair/Unit Head email address for approval: * Nursing Graduate - Paula Bryant ▼

Undergraduate or Graduate Program?: * Graduate Course ▼

Proposed Effective Date for Curriculum Change: * 08/01/2024 Degree & Program Name (e.g. BFA, Art): * Nurse Educator Certificate

Present Requirements:
* NURS 6110 Principles in Nursing Education 3 cr hrs
NURS 6220 – Effective Teaching/Learning Strategies 3 cr hrs
NURS 6330 – Evaluation of Learning 3 cr hrs
NURS 6440 – Curriculum Development 3 cr hrs
Total credit hours: 12

Proposed Requirements:
* NURS 6110 Principles in Nursing Education 3 cr hrs
* NURS 6220 – Effective Teaching/Learning Strategies 3 cr hrs
NURS 6330 – Evaluation of Learning 3 cr hrs
NURS 6440 – Curriculum Development 3 cr hrs
NURS 6119 – Information Technology in Healthcare 3 cr hrs
NURS 6407 – Practicum 3 cr hrs
Total credit hours: 18

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: Current best practices include the need for information technology and clinical experience for nurse educators.

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:

*Nurse Educator Graduate Certificate Revision.pdf

Delete file

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Accept *

*
(click to sign)

Faculty Member:

Date:

*

Department Chair/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:

Save Progress

Submit Form

Nurse Educator Graduate Certificate

Current Requirements

NURS 6110 Principles in Nursing Education 3 cr hrs

NURS 6220 – Effective Teaching/Learning Strategies 3 cr hrs

NURS 6330 – Evaluation of Learning 3 cr hrs

NURS 6440 – Curriculum Development 3 cr hrs

Total credit hours: 12

New Requirements

NURS 6110 Principles in Nursing Education 3 cr hrs

NURS 6220 – Effective Teaching/Learning Strategies 3 cr hrs

NURS 6330 – Evaluation of Learning 3 cr hrs

NURS 6440 – Curriculum Development 3 cr hrs

NURS 6119 – Information Technology in Healthcare 3 cr hrs

NURS 6407 – Practicum 3 cr hrs

Total credit hours: 18

*** = required field**
Some content may be updated based on selection



Division of Academic Affairs
800 GSW State University Drive
Americus, GA 31709
229-928-1361

Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change:	* Graduate Curriculum ▼		
Faculty Member Submitting Proposal:	* Michelle Dykes		
Department Chair/Unit Head email address for approval:	* Nursing Graduate - Paula Bryant ▼		
Undergraduate or Graduate Program?:	* Graduate Course ▼		
Proposed Effective Date for Curriculum Change:	* 08/01/2024	Degree & Program Name (e.g. BFA, Art):	* Nursing Leadership Certifica
Present Requirements: * NURS 6100 Principles of Leadership & Management within Healthcare Management 3 cr hrs NURS 6210 – Management of Human Resources in Healthcare 3 cr hrs NURS 6230 – Healthcare Delivery Systems 3 cr hrs NURS 6240 – Healthcare Finance 3 cr hrs Total credit hours: 12	Proposed Requirements: * NURS 6100 Principles of Leadership & Management within Healthcare Management 3 cr hrs NURS 6210 – Management of Human Resources in Healthcare 3 cr hrs NURS 6230 – Healthcare Delivery Systems 3 cr hrs NURS 6240 – Healthcare Finance 3 cr hrs NURS 6119 – Information Technology in Healthcare 3 cr hrs NURS 6407 – Practicum 3 cr hrs		

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="checkbox"/>
Adopting current best practice(s) in field:	Current best practices recommend knowledge in health care information technology as well as clinical experience in the leadership role. <input type="checkbox"/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<input type="checkbox"/>
Other:	<input type="checkbox"/>
Supporting Data:	<input type="button" value="Attach File"/>

Source of Data to Support Suggested Change

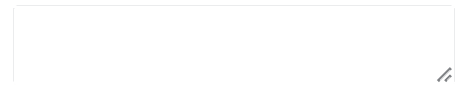
Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<input type="checkbox"/>
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	<input type="checkbox"/>
Source(s) of Data:	Nurse Leader Graduate Certificate Revision.pdf <input type="button" value="Delete file"/>

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.:	<input type="checkbox"/>
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	<input type="checkbox"/>

Other:



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

*Nurse Leader Graduate Certificate Revision.pdf

Delete file

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 *

*
(click to sign)

Faculty Member:

Date:

*

Department Chair/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:

Save Progress

Submit Form

Nurse Leader Graduate Certificate

Current Requirements

NURS 6100 Principles of Leadership & Management within Healthcare Management 3 cr hrs

NURS 6210 – Management of Human Resources in Healthcare 3 cr hrs

NURS 6230 – Healthcare Delivery Systems 3 cr hrs

NURS 6240 – Healthcare Finance 3 cr hrs

Total credit hours: 12

New Requirements

NURS 6100 Principles of Leadership & Management within Healthcare Management 3 cr hrs

NURS 6210 – Management of Human Resources in Healthcare 3 cr hrs

NURS 6230 – Healthcare Delivery Systems 3 cr hrs

NURS 6240 – Healthcare Finance 3 cr hrs

NURS 6119 – Information Technology in Healthcare 3 cr hrs

NURS 6407 – Practicum 3 cr hrs

Total credit hours: 18

*** = required field**
Some content may be updated based on selection



Division of Academic Affairs
800 GSW State University Drive
Americus, GA 31709
229-928-1361

Proposal For a Curriculum Change

Curriculum Change Information

Select Area of Change:	* Graduate Curriculum		
Faculty Member Submitting Proposal:	* Rachel Abbott		
Department Chair/Unit Head email address for approval:	* Education - Rachel Abbott		
Undergraduate or Graduate Program?:	* Graduate Course		
Proposed Effective Date for Curriculum Change:	* 06/01/2024	Degree & Program Name (e.g. BFA, Art):	* MED Middle Grades Educati
Present Requirements: * See attached Program required concentration areas.	Proposed Requirements: * see attached for details. Changed core to align with other MED programs. Removed concentration areas. Added ESOL endorsement.		

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:	GaPSC removed requirement to have concentration areas. Students can earn certificate upgrade in MG as long as the program is in MG.
Other:	Addressing low producing program in MG Mathematics.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	Survey to current MED and EdS students regarding addition of ESOL; feedback from partners.
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.:	<input type="text"/>
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	Key assessment data will be collected.

Other:

Review enrollment and retention data.

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

*Curriculum Change_MED MG.pdf

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Accept *

* ...3239363931

Rachel Abbott

Faculty Member:

03/18/2024

Date:

* ...3235333234

Rachel Abbott

Department Chair/Unit Head Signature:

03/18/2024, 2:35 PM

Date:

*

Committee on Academic Affairs
Signature:

Date:

*

(click to sign)

Committee on Graduate Affairs Chair:

Date:

*

Secretary of the Faculty Senate
Signature:

Date:

*

Dean of the Faculty Signature:

Date:

Save Progress

Return for Revision

Submit Form

Master of Education - Middle Grades (4-8)

Name _____ ID# _____

Advisor _____

Effective Catalog Year: 2007-2008

Professional Core (12 cr)	Hrs	Term	Grade
EDMG 7700 Middle Grades Growth & Dvlpmt	3		
EDUC 7010 Foundations of Public Education	3		
EDUC 7400 Methods of Research	3		
*Professional Core Elective	3		
Teaching Field (15 cr)	Hrs	Term	Grade
Primary Concentration (9 cr)			
	3		
	3		
	3		
Secondary Concentration (6 cr)			
	3		
	3		
Research Options (select option A or B) (9 hrs)	Hrs	Term	Grade
Option A:			
EDMG 7420 Directed Study	3		
Approved Elective*	3		
Approved Elective*	3		
Option B:			
EDUC 741X Thesis I	3		
EDUC 741Y Thesis II	3		
Approved Elective*	3		
Professional Core Electives	Hrs		
EDMG 7020 Special Problems in Middle Grades Ed	3		
EDMG 7800 Innovations in Parent, Family, Sch Col	3		
EDSP 7510 Edu. Measurement & Evaluation	3		
EDUC 7000 Leadership in Education	3		
EDUC 7070 Comp App For Curr & Classroom	3		
EDUC 7100 Computer Based Instruct. Media	3		
EDUC 7150 Assess. & Man. of Classroom Prob.	3		
EDUC 7420 Directed Study or Field Project	3		
EDUC 7600 Prod. & Util. Instruct. Materials	3		
EDUC 7900 Curriculum Planning and Trends	3		

Additional Requirements:		
Admission Status:	REGULAR	Date:
	CONDITIONAL	Date:
Exit Exam Completed:	YES	NO
Professional Core Completed:	YES	NO
Certification Field Completed:	YES	NO
Additional Information:		
Date Program Began:		
Readmit Date (If applicable):		
Certification Fields:		
Initial Certification:	YES	NO
Add-on Certification:	YES	NO
Courses identified by PSC:		
*Research Option Electives		
All elective must be approved by advisor.		

Prior Degree/Major: _____

Earned at: _____

Comments: _____

Completed by _____ Date _____

MASTER OF EDUCATION (M.Ed.) IN MIDDLE GRADES EDUCATION (4-8)

PROPOSED

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2024-2025

33 Hours Minimum

Professional Core (15 hours)	Hrs	Term	Grade
EDUC 7400 Intro to Ed Research	3		
EDUC 7610 Education Policy and School Evaluation	3		
EDUC 7520 Cultural & Linguistic Differences	3		
EDUC 7800 Collaboration and Professionalism	3		
EDUC 7040 Teachers: Law and Ethics	3		

Additional Requirements:	
Date of Admission:	
Professional Core Completed:	

Additional Information:	
Date Program Began:	
Readmit Date (if applicable):	

Middle Grades Education Track (18hrs)	Hrs	Term	Grade
EDUC 7530 Theories of LA and Development	3		
EDUC 7540 Teaching/Assessing ELL	3		
EDMG 6230: Issues and Trends in MG	3		
EDMG 6240: Readings in MG	3		
EDMG 6250: Advanced Readings in MG	3		
EDUC 7150: Assesa-Manage of Classroom Prob	3		

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: _____



GEORGIA SOUTHWESTERN
STATE UNIVERSITY

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Laura Kim Gosa, DNP RN, PTA

Department: Nursing

Campus phone: 229.931.2208 Campus email: laura.gosa@gsw.edu

Highest degree held: Doctor of Nursing Practice (DNP)

Is this a terminal degree in your teaching discipline? Yes No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

N/A

How have you demonstrated exemplary competence in teaching and mentoring of students?

Yes, see attached word document and CV.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

Yes, see attached word document and CV.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean Jenna Sealey Date 12-12-23

Provost Jill Drake Date 12/20/2023

Nominated by Graduate Council on _____
Chair, Graduate Council

Elected by General Faculty on _____.



December 5, 2023

Dear GSW Academic Affairs and Graduate Council:

My name is Laura Kim Gosa and I currently am an Assistant Professor of Nursing. I am a current graduate faculty member which will expire Spring 2024 and I am applying for membership again. Attached to this letter, you will find my graduate faculty application along with my current CV.

I have taught previous graduate courses and I am currently teaching in GSW's MSN program since 2022. The courses I have taught for graduate studies are listed within my CV.

I have experience with not only teaching graduate students, but also with mentoring the graduate students with their research/thesis projects and presentations as well. I currently serve in GSW's MSN program's curriculum committee, MSN policy committee, Faculty Development Committee, along with many other committees which are listed on my CV. I recently published an article this year, and have another one currently in progress for publication as well. I also was instrumental with the revision of our MSN Informatics Curriculum and our Nursing Essentials Mapping across the MSN Informatics Program. I also currently serve as a preceptor to mentor a nursing student pursuing her doctor of nursing practice (DNP) degree for her project dissertation.

Please review my CV for all accomplishments noted for this request and I will be happy to answer any questions you may have with regards to my graduate faculty application.

Thank you so much for your time and consideration.

Sincerely,

Laura Kim Gosa

Laura Kim Gosa, DNP RN, PTA

Laura Kim Gosa

1156 GA Hwy. 32 West

Leesburg, GA 31763

glgosa@yahoo.com OR laurakingosa@gmail.com

229.886.0024

FACULTY CV

Personal Information

Name: Laura Kim Gosa

Rank/Administrative Position: Full-Time Faculty

Department: Nursing

College: College of Nursing & Health Sciences

Teaching Experience:

- GSW, Full-Time Assistant Professor: August 2022 to Present
 - UNIV 1000 GSW University Freshman Course
 - NURS 3120 Nursing Informatics
 - NURS 4010 Nurse Leadership
 - NURS 3200 Health Assessment
 - NURS 6104 Theory for Graduate Nurses
 - UNIV 1000 GSW Experience
 - NURS 4905 Practicum
 - NURS 6110 Information Technology in Healthcare for Graduate Nursing
- ASU, Full-Time Assistant Professor: January 2018 to July 2022
 - NURS 1101: Fundamentals of Nursing
 - NURS 2117: Nursing Leadership
 - NURS 3600: Nursing Informatics
 - NURS 3650: Health & Wellness of Aging
 - NURS 5111: Nursing Theory Development & Grad Nursing-student mentor (2020-2022)
 - NURS 5120: Advanced Nursing Research & Grad Nursing student mentor (2020 – 2022)
 - NURS 6920: Thesis/Research Project & Grad Nursing student mentor (2020 – 2022)
- Darton College of Allied Health/ASU, Part-Time Instructor: August 2012 to Present
 - PTAS 1115: Clinical Pathology
 - ALHE 1104: Intro to Disease Conditions (Fall 2017 Semester)
- Phoebe Putney Health System: January 2013 – January 2018
 - Informaticist EMR Educator for all medical staff

II. Educational Background

DNP, Nursing Practice, Georgia State University	2022
MSN, Nursing Informatics, Georgia Southwestern State University	2016
BSN, Nursing, Georgia Southwestern State University	2011

ASN, Nursing, Darton State College	2009
Associate of Science PTA, Physical Therapist Assistant, Darton College	1997

Licenses or Certificates

Registered Nurse License, eNLC (multi-state)	2009 – Present
Physical Therapist Assistant License, Georgia	1997 – Present
Online Faculty Certification	2020
CITI Training Certification	2020

III. Employment History

Georgia Southwestern State University	2022– Present
Graduate Faculty Member (MSN), Nursing	2022-Present
Assistant Professor, Nursing	2022-Present
BSN Coordinator, Nursing	2023
Albany State University, Darton College of Health Professions	2011– 2022
Graduate Faculty Member (MSN), Department of Nursing	2019 – 2022
Assistant Professor, Department of Nursing	2018 – 2022
Instructor, Department of Allied Health	2011 – 2018

Prior Employment Experience Not In Education

Phoebe Health System, Albany, Georgia	1997 – 2018
Clinical Integration Nurse Manager	2016 – 2018
Informatics RN	2013 – 2016
Cardiac Rehab RN	2009 – 2012
Physical Therapist Assistant	1997 – 2012
Wynfield Health & Rehab, Albany, Georgia	2012
Restorative RN Manager and ADON, Part-Time	
Sumter County School System, Americus, Georgia	2009 – 2011
Physical Therapist Assistant, Part-Time	

Accomplishments in Employment History prior to Academia:

- Leading, developing, directing, and implementing activities/programs that impact health care quality, cost, and outcomes for patients in all 50 physician multi-specialty clinics.
- Project manager within IT to assist with opening new clinics, new departments, and new systems.
- Planning, organizing, and coordinating educational activities to support appropriate quality metrics by physicians which include HEDIS measures, clinical guideline measures, Meaningful Use measures, and MIPS measures.
- Data abstracting, data integrity monitoring, report writing and educating to physicians, Advance Nurse Practitioners, and clinical staff.
- Providing analytical and technical support to all clinical staff, verifying/validating outcomes data.
- Standardizing processes on clinical side for all Phoebe Physician Group and improve clinical workflows.

- Educating all clinical staff including physicians and advanced practitioners to use electronic medical record (EMR) and how to satisfy quality metrics within the system while running and analyzing statistical reports to show providers' progress.
- Responsible for supporting all 300 health system physicians and 650 health system's clinical staff with template building to enhance efficiency with office workflows.
- Developed processes, policies, procedures, and workflows for various programs within physician groups to include Patient Center Medical Home, Chronic Care Management, Medicare Wellness Programs, and Population Health.
- Experience daily in change management, large scale education rollouts, project management, upgrading and implementing clinical applications, and understanding of network, software, hardware, and interfaces while working closely with physicians and staff.
- Built and implemented new EMR in all 42 multi-specialty physician clinics which included training staff and physicians, building programs to support the specialties, managed workflow, improve efficiency, education with upgrades, creating forms/orders/templates, solving critical issues, managed Meaningful Use data for physicians to assist with meeting federal guidelines.
- Working collaboratively with end users including physicians and staff in health system's clinics to coordinate planning, designing, developing, and maintaining clinical applications while using clinical knowledge and skills of clinical practice to ensure the electronic medical record is suitable for clinic's needs.
- Training all new hires to PPG on the EMR including physicians, therapists, nursing staff, and advance nurse practitioners.
- Collaborating with all clinics to streamline processes, standardize, and improve workflows within the clinics.
- CPR instructor
- Assisted with implementing wellness and home exercise programs and ergonomically safe working environments for patients, as well as Phoebe nursing staff.
- Cardiac Rehab nurse working with patients with varying heart diagnoses, monitoring telemetry monitors, nutritional and exercise education for lifestyle changes, handling of emergency situations.
- Provided physical therapy for the fragile pediatric population and geriatric population at outpatient rehabilitation center which includes assessments, interventions/treatments, documentation, and insurance approvals for therapy, discharge planning, equipment/orthotic management, and family training/teaching, auditing charts.
- Provided physical therapy in Phoebe Home Health for geriatrics
- Provided physical therapy care for adult patients in acute (all settings including Med-Surgical, and CCU, MICU, and SICU) and rehab unit.
- Case management responsibilities including: collaborating with physicians, other case managers, nursing, and other parts of the healthcare team,

orthotists, and equipment specialists, discharge planning, home assessments, auditing charts with appropriate billing codes (ICD-9 and CPT codes) and charges (medical record reviews and peer reviews), staying current with Medicaid and Medicare guidelines, and obtaining insurance approvals for therapy from insurance companies and from Medicaid/Medicare, reviewing appeals to justify therapy, and writing justification letters for approvals for equipment for patients such as walkers/standers/wheelchairs, bath chairs; facilitating referrals to specialists, community resources, and healthcare providers; and obtaining secondary payer sources of funding for equipment needs for patients.

- Provided physical therapy to special needs students through contract with Dougherty County Schools and Sumter County Schools.
- Trained in wheelchair assessments, neuro-developmental techniques, aquatic therapy, splinting and serial casting, kinesiotaping techniques, electrical stimulation including TENS and Neuromuscular re-education stimulation, iontophoresis, and manual therapy
- Familiar with guidelines pertaining to FMLA, Worker’s Compensation, ADA, HIPPA, and OSHA
- Developed Restorative Program for Wynfield Park Health and Rehab and trained staff on appropriate care plans for residents on program. Also, functioned as Assistant Director of Nursing of facility.

IV. Publications

Brinson, S., Clack, L., Gill, L., & Gosa, L. (2021). *Overview of Healthcare compliance*. North Georgia Press.

Akella, D., Gosa, L., Hill, K., & Rosier, E. (2023). Perceptions on Males Entering the Nursing Profession: A Critical Realist Approach. *Administrative Issues Journal: Connecting Education, Practice, and Research*, 13(2), 122-129. DOI: 10.5929/2023.13.2.15

Gosa, L., Gill, L., Heyer, J., Davis, A., & Taft, L. (in progress). Interprofessional Simulation Education Collaborative: A Pilot Project.

V. Papers Presented

Poster Presentation GANE 2023	March 2023
Lecturer at GSU: Nursing Policy and Trends	Spring 2021 & Fall 2021
Poster Presentation at Georgia Nurse Leader Coalition	Spring 2022
Presented MSN Report to SACSCOS committee	Fall 2020
Presented MSN Data for Standard VI & VI to committee	Fall 2021

VI. Other Research/Scholarly Activities

DNP Preceptor	2023-Present
GSW CONHS & COBAC Collaboration -Healthcare Informatics	2023-Present
GSW Graduate MSN Curriculum Revision-Informatics	2023-Present
HIP Grant Fall 2022 for Nurse Leadership Course-VSU URC	2022

Interdisciplinary Approach to Lab/Simulation Project	2020 – 2022
Mini Grant Recipient \$200,000. for IEP Pilot Study	2022
Nursing Mentorship: Developed Dosage Calculation Mentoring/Calendly	2022
Student Mentor, Center for Undergraduate Research	Fall 2020 & 2021
Faculty Online Mentor	2020 - 2022
Online Faculty Certification	2020
Chaperone/MSN Student Mentor, GANE	Spring 2020
STAR Nursing Student Tutor/Mentor	2019 – 2021
Nursing Thesis Committee (mentoring MSN students)	2019, 2020, 2021, 2022
Nursing Symposium	
MSN Preceptor for Nurse Educators	Summer 2018, Spring 2019, Spring 2020

VII. Professional Growth Activities

ACEN Conference	2023
Transform Conference	2023
GSW Southwestern Week Meetings and Inservice	2022-2023
GSW Teaching Circles	2022-2023
Disrupting Burnout Conference	2023
GSW Graduate & Undergraduate Retreat	2022-2023
Georgia Nurse Leadership Coalition with GNA	2020- 2021
Ethics Course, Albany State University	2017
Use of Adaptive Assistive Devices in Therapy	2017
Nursing Documentation, Nursing Summit, Albany, Georgia	2017
Quality Symposium, Orlando, Florida	2016

VIII. Institutional Services Performed, including Committee Memberships

GSW Dean Search Committee Member	2023
GSW Board of Regents Meeting	2023
GSW Guest Speaker for Gerontological Nursing Class	2022-2023
GSW Presidential Evaluation Process with Chancellor	2023
GSW Collaboration with COBAC for Nursing Interviews	2023
GSW Collaboration with Education for IEP simulation	2023
GSW MSN Policy Committee	2023
GSW Treasurer for Sigma Mu Pi	2023
GSW Sigma Induction Ceremony	2023
GSW Undergraduate Nursing White Coat Ceremony	2023
GSW Nursing Graduation and Pinning	2022-Present
Nursing Essentials Crosswalk and Mapping	2023
Tim Tebow's Night to Shine	2023
GSW Senior Nurse Breakfast	2022-Present
GSW Undergraduate Research Symposium	2022-2023
GSW Leadership Career Day for Nursing Senior Students	2023
GSW Academic Integrity Board Member	2023-Present
GSW Nursing Graduate Curriculum Committee	2023-Present
GSW Nursing Undergraduate Assessment Committee	2022-Present

GSW Faculty Development Committee	2022-Present
GSW Graduate Faculty Member	2022-Present
“In The Cup” Podcast with President Weaver	Fall 2022
ASU Simulation Center Design Team	2021 – 2022
Pay Equity Committee Member	2021 – 2022
Promotion & Tenure Task Force Sub-Committee	2022
SACSCOC Nursing Committee	2020 – 2022
ASU Nurse Graduate Faculty Member	2019 - 2022
Undergraduate Curriculum Committee	2018 – 2022
Admissions, Progression, and Retention Committee	2018 – 2022
Research, Testing, and Evaluation Committee	2018 – 2022
Ecore/Emajor Project work/Committee Assignments for RN-BSN Program	2021

IX. Professional-Related Community Activities, including Consulting

CPR Instructor	2013 – Present
Informatics Consultant, Phoebe Putney Health System	2018- Present

X. Professional Memberships, including offices held

Georgia Association for Nursing Education Member-Member
Georgia Nurse’s Association -Member
American Nursing Informatics Association- Member
Sigma Theta Tau
American Association of Colleges of Nursing-Member

XI. Recognition & Honors

Teacher of the Year Award-ASU	2022
USG Chancellor Learning Scholar	2020
Poster Presentation Award at GNLC (3 rd Place)	2022
Employee of the Month Awards, Phoebe Putney Health System	1997 – 2018
Be Outstanding Award, Phoebe Putney Health System	2016
Caring Hands Award, Phoebe Putney Health System	1998, 2001



GEORGIA SOUTHWESTERN
STATE UNIVERSITY

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Mark Grimes

Department: COBAC

Campus phone: 4455 Campus email: mark.grimes@gsw.edu

Highest degree held: DBA - Management

Is this a terminal degree in your teaching discipline? Yes XX No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

Consistently high Smart Evals scores and many nice comments related to advising. Ability and willingness to teach a variety of classes as needed.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

Partnering with two colleagues now on a paper; attended and presented papers at two conferences in March/April 2023.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean

Gregory Cheek

Date

2-12-24

Provost

Date

Nominated by Graduate Council on _____.

Chair, Graduate Council

Elected by General Faculty on _____.



Mark A. Grimes, DBA, SHRM-SCP

Associate Professor
School of Business Administration
Georgia Southwestern State University
Americus, GA 31709
mark.grimes@gsw.edu
Cell phone: (229) 938-0513

EDUCATION

DBA (Management), February 2004, Argosy University (Sarasota FL)
MBA (Management), May 1991, Kennesaw State University (Kennesaw GA)
BA (Religion, minor in Business), May 1986, Samford University (Birmingham AL)

ACADEMIC APPOINTMENTS

2022 to present	Professor	Georgia Southwestern State University
2018 to 2022	Associate Professor	Georgia Southwestern State University
2013 to 2018	Assistant Professor	Georgia Southwestern State University
2013	Limited Term Lecturer (non tenure-track)	Georgia Southwestern State University
1999 to 2012	Instructor, Adjunct Professor	Georgia Southwestern State University

ADMINISTRATIVE POSITIONS

Georgia Southwestern State University

Director, Department of Continuing Education, 2013 to 2020

- Coordinated the activities of online learning for teacher recertification credits, real estate licenses, and personal professional improvement.

Co-Director, Center for Business and Economic Development, 1999 to 2003

- Coordinated community economic development activities (detail below)

JOURNAL PUBLICATIONS

Grimes, M.A. and DeBaise, A. (2021). Interviewing peers: A cross-curriculum project with HR and communications students. *International Journal of Human Resource Development and Management*, 21(4): 288-300.

Mathews, A. A., Grimes, M.A., and Bennett III, R.H. (2018). Restructuring New Hire Orientation to improve corporate, unit, and personal outcomes. *The International Journal of Management and Business*, 8(2): 46-62.

Grimes, M.A. and Bennett III, R.H. (2017). Christ-Centered Leadership: God-honoring leadership for committed Christians. *The Journal of Biblical Integration in Business*, 20(1): 24-35.

Grimes, M.A. and Bennett III, R.H. (2015). Theocentric Leadership: A new approach to God-honoring leadership. *Quarterly Review of Business Disciplines*, 2(2): 103-120.

Bennett III, R.H. and Grimes, M.A. (2015). Influence of long-standing, formal groups on attribution: Formation and expression. *The International Journal of Management and Business*, 6(2): 74-93.

RESEARCH IN PROCESS

Submission targeted for early February 2024:

Grimes, M.A., Theriault, D., and Chatham, M.

PROCEEDINGS / ACADEMIC PRESENTATIONS

Grimes, M.A. and Grissett, J. (2023). Can religiosity, coupled with other demographic variables, help to predict participation levels in a civic organization? In Proceedings of the 23rd Annual Academic Conference of the Society of Business, Industry, and Economics, Destin FL, April 12-14, 2023.

Grimes, M.A. and Grissett, J. (2023). Role of religiosity on organizational volunteerism: Managerial implications. In Proceedings of the 34th Annual Conference of the International Academy of Business Disciplines, New Orleans LA, March 29-April 1, 2023.

Aller, J., Grimes, M.A., and Brown, A. (2021). Examination of qualitative versus quantitative video utilization. Poster presentation for "Teaching Matters 2021" Conference, Gordon State College, March 11-12, 2021 (virtual).

Fathi, M., Wilson, E., Cheokas, G., and Grimes, M. (2015). University strategic planning in institutions of higher education. In Proceedings of the Academy of Business Research 2015 Winter Conference, Boca Raton FL, November 10-12, 2015.

Fathi, M., Cheokas, G., and Grimes, M. (2013) Perceived cultural and organizational influences on decision making. In Proceedings of the Academy of Business Research 2013 Winter Conference, Jamaica, November 13-15, 2013.

Fathi, M. and Grimes, M. (2013). Obligations, responsibilities, and roles of the Board of Directors. In Proceedings of the Academic Business World International Conference, Vanderbilt, TN, 2013, edited by E. Joyner, <http://abwic.org/Proceedings/2013/Proceedings-2013.pdf>, 214-231. ISSN 1942-6097 (online).

CONFERENCES ATTENDED

Human Resources and Business Conferences:

2023 Society of Business, Industry, and Economics, Destin, FL, April 12-14, 2023

2023 International Academy of Business Disciplines, New Orleans, LA, March 29-April 1, 2023.

2016 SHRM Training and Learning Conference, Orlando, FL, April 17-20, 2016

2015 SHRM Legal Conference, Atlanta, GA, August 24-26, 2015

2015 Academic Business World International Conference, Vanderbilt, TN, May 21-24, 2013 Presenter and Session Moderator

AWARDS AND RECOGNITION

Best Paper award – IABD conference, April 1, 2023

Honorary Membership – Sigma Alpha Pi, The National Society of Leadership and Success, awarded by student members of the organization, 2015

Excellence in Service to Students award – Sigma Alpha Pi, The National Society of Leadership and Success, awarded by student members of the organization, 2015

“Caught in the Act of Great Teaching” award – GSW Student Association Students’ Choice Recipient, Fall 2015
Excellence in Teaching award – Sigma Alpha Pi, The National Society of Leadership and Success, awarded by student members of the organization, 2014
GSW Most Valuable Professor, presented by GSW Athletic Department, 2014, 2016
Professor of the Year award, presented by the GSW Alumni Association, May 2017, May 2019

COURSES TAUGHT OVER TIME

General Business

BUSA 3105 Business Communications

Human Resources

HRMT 3670 Intro to HR
HRMT 3850 Talent Management
HRMT 4650 Performance Management
HRMT 4670 HR Staffing / Advanced HR
HRMT 4680 Compensation Management
HRMT 4690 Labor Management Relations
HRMT 4790 Current Issues in HR

Management

MGNT 3600 Principles of Management
MGNT 3650 Intro to International Business
MGNT 3680 Organizational Theory and Behavior
MGNT 4260 Small Business Entrepreneurship
MGNT 4xxx International Business Experiences (discontinued)

MBA

BUSA 6100 History and Philosophy of Management (MBA)
BUSA 6110 Business Ethics (MBA)
BUSA 6150 Human Resource Management (MBA)
BUSA 6540 Organizational Leadership (MBA)
BUSA 6xxx Not-for-Profit Fundraising (discontinued MBA)
BUSA 6xxx International Business Experiences (discontinued MBA)

Freshman orientation

UNIV 1000 GSW Experience

INSTRUCTIONAL INNOVATION / COURSE AND PROGRAM DEVELOPMENT

International Business Experiences (undergraduate course), developed course in 2001 (no longer offered).
International Business Experiences (MBA course), developed course in 2001 (no longer offered).
Not-for-Profit Fundraising (MBA course), developed course in 2004 (no longer offered).
Performance Management (undergraduate course), developed course in Fall 2016 to be offered in Fall 2017 as a required course in the HR degree.

ADMINISTRATIVE AND SERVICE-RELATED ACTIVITIES

Georgia Southwestern State University:

University Committees:

2023 – present	Member, QEP Implementation Committee
2022 – 2023	Member, Faculty Development Committee
2021 – 2023	Chair, Post Tenure Review <i>ad hoc</i> committee
2020 – 2022	Member, Faculty Affairs Committee
2019 – 2020	Provost Fellow, Chair of Momentum Approach and Complete College Georgia Steering Committees
2019 – 2020	Member, Academic Affairs Committee
2017 – 2019	Chair, Academic Affairs Committee
2016	Chair, Business and Finance Committee
2015 – 2016	Member, Business and Finance Committee
2014	Area Coordinator, Faculty and Staff Fund Drive
2014	Member, Student Affairs Committee
2013	Member, Scholarships and Financial Aid Committee

School of Business Administration Committees:

2018 – 2023	Member, Management Committee, SoBA / COBAC
2016 – present	Member, Undergraduate Committee, SoBA / COBAC
2015 – 2023	Chair, Pre-business (Pre-major) Committee, SoBA / COBAC
2015 – 2016	Member, Assessment Committee, SoBA
2013 – 2019	Member, Management Committee, SoBA
2015 – 2016	Chair, HR/Mgmt Faculty Search Committee (3 searches; 2 hires), SoBA
2014 – 2015	Member, Online Committee, SoBA
2014 – 2015	Member, Graduate Committee, SoBA
2014 – 2015	Member, Internship Committee, SoBA

Student Enrichment and Service Activities:

2020 – 2023	Coordinator, P&T Teaching Circle
2018	Member, University <i>ad hoc</i> committee on Advising
2017 – 2019	Member, committee to redesign UNIV 1000 course
2016 – 2019	Mentor for GSW Student-Athlete
2015	Coordinator, UNIV1000 Teaching Circle (best practices)
2014	Coordinator, “SOAPS” Teaching Circle (engagement in online courses)
2013 – present	Peer Reviewer, conduct peer evaluations for SOBA faculty
2013 – 2019	Freshmen Move-In Day volunteer
2013 – 2019	Student Appreciation Day volunteer

Community:

- Charter Organization Representative, Troop 21 Boy Scouts, 2021-present
- Cub Scout Den Leader, Pack 21 Cub Scouts, 2019-2021
- Assistant Coach, Southland Academy 3rd and 4th grade football team, 2019
- Assistant Coach, Southland Academy 1st and 2nd grade football team, 2017 and 2018
- Assistant Coach, SCPRD youth League Baseball team, 2016 – 2019
- Education student mock interviewer (with Ms Michelle McKie), 2017

- Reader and timer, PAGE Academic Bowl (with Dr Jay Cliett and Dr Sam Peavey), 2001 – 2021
- Member, Treasurer, Vice-President, President, Past-President, Kiwanis Club of Americus, 2000 – present
- Deacon, First Baptist Church of Americus, 2004 – present
- Sunday School Teacher, First Baptist Church of Americus, 2001 – present
- Member, Audio-Visual Committee, First Baptist Church of Americus, 2000 – present
- Chair, Audio-Visual Committee, First Baptist Church of Americus, 2013 – present
- Member / Chair, Properties Committee, First Baptist Church of Americus, 2016 – 2018
- Member / Chair, Finance Committee, First Baptist Church of Americus, 2010 – 2012
- Member / Chair, Personnel Committee, First Baptist Church of Americus, 2006 – 2008
- Member / Chair, Scholarship Committee, First Baptist Church of Americus, 2002 – 2004
- Member, Americus Sumter County Chamber of Commerce, Workforce Development Committee, 2013 – 2015

PROFESSIONAL MEMBERSHIPS

Society for Human Resource Management (SHRM) – member since March 2012

PROFESSIONAL WORK EXPERIENCE

Phoebe Putney Health System (Albany, GA)

Leadership Development Coordinator, 2009 to 2012

Managed internal training and development programs geared towards managers who did not have formal business training.

- Created and taught classes on a variety of management topics
- Updated and taught or facilitated all aspects of new employee orientation
- Coordinated development of annual training for all employees
- Oversaw onboarding and training of all personnel in acquired hospitals and facilities

Sumter Regional Hospital

Director of Education Department, 2003 to 2009

Coordinated activities of internal and community education before the tornado, and worked with Senior Management team after the tornado to keep employees informed about recovery progress.

- Created and taught classes on a variety of management topics
- Managed a staff of six and an annual budget (not including payroll) of approximately \$100,000
- Coordinated Nursing Education, Community Education, and Wellness Education programs
- Served as one of three organizational coordinators for hospital-wide budget-reduction efficiency program

Georgia Southwestern State University, School of Business Administration

Director of Center for Business and Economic Development, 1999 to 2003

Coordinated activities designed to boost local economy through economic development.

- Managed tri-county (Sumter, Dooly, and Macon) tourism collaborative
- Secured grant funding for stage two of ongoing project
- Researched and published quarterly Cost of Living Studies for six southwest GA communities in partnership with ACCRA
- Taught classes in adjunct role as needed

Automatic Data Processing (Atlanta GA)

Various roles in Customer Services Department, 1989 to 1999

- Worked with a defined base of large payroll clients throughout Southeast US to troubleshoot and correct payroll processing issues as Customer Service Rep level I (1989 to 1991), level II (1991-1993) and Senior (1993-1995), visiting them onsite as needed
- Programmed output reports for all payroll clients as Management Reports Specialist (1995-1997)
- Created, staffed, trained, and managed new department that programmed all output reports for all payroll clients in the region as Manager of Client Support Services Department (1997-1999)



APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Sondra Smith

Department: COBAC

Campus phone: 229-931-2126 Campus email: sondra.smith@gsw.edu

Highest degree held: Doctor of Business Administration in Accounting

Is this a terminal degree in your teaching discipline? Yes X No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, I.

N/A

How have you demonstrated exemplary competence in teaching and mentoring of students?

See attached

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

See attached

Attach a current CV. _____

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean Eugene Cheek Date 2-22-24

Provost _____ Date _____

Nominated by Graduate Council on _____ Chair, Graduate Council

Elected by General Faculty on _____

SONDRA L. SMITH, DBA, CPA
180 Briarwood Circle
Americus, GA 31709
(770) 789-7638

I. Educational qualifications, academic & professional work experience

EDUCATION

Doctor of Business Administration, Accounting

Kennesaw State University, Kennesaw, Georgia

Dissertation: Data Analytics in an Audit: Examining Fraud Risk and Audit Quality

Committee: Dr. Jennifer Schaefer, KSU, Dr. Scott Vandervelde, Univ. of South Carolina,
and Dr. Velina Popova, KSU

Graduation date: July 26, 2018

MPAcc (Master of Professional Accounting)

University of West Georgia, December 1996

B.B.A., Accounting

University of West Georgia, August 1990

CERTIFICATION

Certified Public Accountant	Georgia #024521	12/2004-present
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ACADEMIC EXPERIENCE

Georgia Southwestern State Univ.	Assistant Professor, Acctg.	8/2021-present
Indiana University East	Assistant Professor, Acctg.	8/2017-7/2021
University of North Georgia	Temp Lecturer in Accounting	08/2016-7/2017
Mercer University	Visiting Professor, Acctg.	08/2015-3/2017
Kennesaw State Univ./SPSU	Lecturer in Accounting	1/2013-7/2015
Becker Review Course	Instructor (part-time)	6/2013-3/2017
Shorter University	Assistant Professor	8/2011-5/2013
University of West Georgia	Lecturer in Accounting	8/2002-5/2010
University of West Georgia	Adjunct Instructor	1999-2002

West Georgia Technical College Instructor/Director 1994-2003

II. Research/Skills

ARTICLES

Journal Articles/Publications:

Fowler, S. and Smith, S. "Tibbins Pharmaceuticals: A Case on the Application of Time-Driven Activity-Based Costing" IECJ Publication, Vol. 16, No. 3, Art. 3, September 2023.

Smith, S., Cluskey, B. "Use of Missing Data in Securities & Exchange Commission Filings to Predict Bankruptcy," Review of Business Research IABE, VII (6), 2007, 124-130. Learning & Pedagogical Research.

Smith, S., Hodges, C., and Cluskey, B. "The Impact of Online Quizzing On Student Success in an Introductory Financial Accounting Class," Journal of College Teaching and Learning, Volume 3, Number 7, July, 2006, pgs. 13-18.

Working Papers and Research in Progress:

Brown, A., Cheokas, G, Palmer, D. and Smith, S. "The psychological effects related to knowledge-sharing and knowledge hiding." Anticipated submission date-March 2024.

Smith, S. "How to help students master the first principles of accounting course" Anticipated submission date-July 2024

Smith, S., Schafer, J. "Data Analytics in an Audit: Examining Fraud Risk and Audit Quality." Anticipated submission date-October 2024

Smith, S. and Schafer, J. "How are data analytics used in a CPA firm: A qualitative study." Anticipated submission date-2025

Smith, S. "Qualities/competencies employers look for in recent accounting college graduates: A qualitative study." Anticipated submission date – 2025

Published Proceedings: (abstract only)

Smith, S., Hodges, C., and Cluskey, B. "The Impact of Online Quizzing On Student Success in an Introductory Financial Accounting Class,"

ABR & TLC Conference Refereed Proceedings, January 2-6, 2006.

Other

Interviewed for article in "Current Events" periodical for the Georgia Society of CPA's, January 2022.

CERTIFICATIONS/TRAINING

- TILT training, 2021
- FACET Peer-Review Fellowship, 2020/2021
- Peer Review training, 9/2020
- QM (Quality Matters) Academy, 4/2020
- Teaching for student success: An evidence-based approach, 4/2021

BOOK PUBLICATION

EMC Paradigm, Co-authored textbook entitled, College Accounting, Dansby, et al. Contributed section entitled, "Internet Assets" in each of the 29 chapters. 1999.

PAPERS PRESENTED AT ACADEMIC MEETINGS and OTHER PRESENTATIONS

- "Redesigning Principles of Accounting to Make it Useful for All Business Majors," University of Georgia, Governor's Teaching Fellows, April 5, 2023.
- "Impact of Artificial Intelligence," Georgia Southwestern State University, March 3 and March 31, 2023.
- "The New ABC's for Teaching for Student Success: HPQT: HIP, PR, QM and TILT," Teaching Matters Conference, March 2022
- "How to Help Students Master the First Principles of Accounting Course," Georgia Association of Accounting Educators, February 2022
- "Tibbins Pharmaceuticals: A Case on the Application of Time-Driven Activity-Based Costing in a Pharmaceutical Environment," Virtual Conference of Teaching and Learning in Accounting, American Accounting Association, July 2021.
- "Tibbins Pharmaceuticals: A Case on the Application of Time-Driven Activity-Based Costing in a Pharmaceutical Environment," Spark: Meeting of the Regions, American Accounting Association, May 2021.

“Examining Current Practices of Data Analytics in Auditing,” Georgia Society of CPA’s Annual Convention, Banff, Canada, June 2018

“Use of Missing Data in Securities & Exchange Commission Filings to Predict Bankruptcy, International Academy of Business & Education, Las Vegas, NV, October 2007.

“The Impact of Online Quizzing on Student Success in an Introductory Financial Accounting Class,” Clute Institute for Academic Research, 2006 TLC Conference, Orlando, Florida, January 2006.

“Use of Missing Data in Securities & Exchange Commission Filings to Predict Bankruptcy, Fort Meyers, FL. November 2005.

“Crime and Punishment: An Analysis of SEC Enforcement Actions,” The American Academy of Accounting and Finance, New Orleans, LA, December 2004.

SKILLS

- IBM SPSS Statistics
- SmartPLS 3
- QDA Miner (qualitative research)
- CATScanner (qualitative research)
- AMOS Graphics
- IDEA data analytics software
- Microsoft Office
- QuickBooks
- Sage
- QM (Quality Management) certified
- Peer-review certified

III. Teaching

UNDERGRADUATE COURSES

- Principles of Accounting I
- Principles of Accounting II
- Intermediate Accounting, I
- Intermediate Accounting II
- Intermediate Accounting III
- Survey of Accounting Theory and Practice
- Computerized Accounting (QuickBooks/Sage)
- Advanced Accounting
- Individual Tax Accounting
- Government and Nonprofit

- Corporate Income Tax
- Advanced Tax
- Payroll Accounting
- Cost Accounting
- Advanced Cost/Managerial Accounting
- Personal Finance
- Legal Environment of Business
- Auditing I
- Auditing II
- Business Applications
- Business Computer Applications
- Accounting Information Systems
- Corporate Partnership Estate Taxation
- Business Capstone
- Fraud Examination

GRADUATE COURSES

- Foundations of Accounting and Finance
- Financial and Managerial Accounting
- Corporate Taxation
- Accounting for Managers

TEACHING CONTRIBUTIONS/TRAINING

- How to teach an online course? The following three training modules are presented to elementary, secondary, and post-secondary education:
 - How to use technology
 - How to design an online class
 - How to teach online
- Mentoring program for all accounting majors – Purpose of my mentoring program is to guide each student in their career and to assist them with steps to achieve their short and long-term career goals. Emphasis is also on tracking all of the accounting majors after graduation. It is broken down into four phases:
 - Orientation phase
 - Specific fields of accounting phase
 - Goals phase
 - Future career phase
- Completed peer review of Shari Fowler's BUS A-311 Intermediate Accounting course, 9/2020
- IUE book clubs related to teaching
 - Small Teaching Online
 - What the Best College Teachers Do
 - The New Art & Science of Teaching
- Faculty sponsor, Institute of Management Accountants Student Case Competition, 1/2021

- In the process of getting BUS A-201 Introduction to Financial Accounting QM certified.
- Created fraud examination course at Georgia Southwestern State University, Spring, 2022
- Completed peer review of Dawn Hart's ACCT 2102 class in August 2022
- Completed peer review of Robert Bennett's presentation to UNIV 1000 class in February 2023
- Completed peer review of Danielle Taylor's ACCT 2101 class in March 2023

IV. Academic Service

BOOK REVIEWS AND PUBLICATIONS

Routledge, Taylor and Francis Group, Management Accounting in a Dynamic Environment, Reviewed October 2013.

McGraw-Hill Irwin, Fundamental Financial Accounting Concepts, Edmonds, McNair, Milam and Olds, 6th Edition, Reviewed November 2008.

McGraw-Hill Irwin, Fundamental Financial Accounting Concepts, Edmonds, McNair, Milam and Olds, 4th Edition, Reviewed on 2/28/05.

McGraw-Hill Irwin, Fundamental Financial and Managerial Concepts, Edmonds, et al. Reviewed on 11/25/05.

SERVICE-UNIVERSITY LEVEL

Georgia Southwestern State University

Graduate Affairs Committee, 2023-

Governor's Teaching Fellows Program, Graduated April 2023

Faculty Development Grant Committee, 2021-2022

Student Affairs Committee, 2022-2023

Faculty Senate representative, 2022-

Teaching Circles

- Teaching with Technology
- New Faculty
- Faculty Learning Committee
- Promotion and Tenure
- High Impact Practices
- Belonging Teaching Circle

Indiana University East

Budgetary Affairs Committee, 2017-present

Enrollment Management Committee, 2020

Course Deliver Options Committee, 2020
Course Scheduling Options Committee, 2020
Technology Restart Committee, 2020

University of West Georgia

Undergraduate Academic Programs Committee, 2009-2010
SACS Academic Programs Committee, 2009-2010
Student Travel Awards, 2004-2010
Centennial Steering Committee, 2005-2006
Presenter, "What students need to know about income taxes," 2006
University Club, 2005-2007
Advisor to Excel Center, 2005
Board of Directors, Alumni Association, 2002-2004

SERVICE-COLLEGE LEVEL

Georgia Southwestern State University

COBAC Graduate Committee, 2023-
Faculty Credentials Committee, 2021-2022
Strategic Plan Committee, 2022-2023
Pre-Major Committee, 2021-2022

Indiana University East

Student Affairs Committee, 2017-present

Richards College of Business

Represented Department of Accounting & Finance for scholarship
awarded by Windham Brannon, August 2008, August 2007
AACSB Accounting Accreditation Committee, 2004-2010

SERVICE-DEPARTMENT LEVEL

Georgia Southwestern State University

Co-Chair, Accounting
Advisor to approximately 50 students

Indiana University East, Business Dept.

Coordinator for ACC 2102
Faculty advisor, IMA Student Chapter
Internship coordinator

Business Department, SPSU (now KSU)

Coordinator for ACC 2102, 2013-2015

Shorter University, Ledbetter College of Business

Advisor to Accounting Club, 2011-2013
Curriculum Committee, 2012-2013
Coordinator for ACC 2101, 2011-2013
Advisor for students, 2012-2013

Department of Accounting and Finance, University of West Georgia
Conducted orientation sessions for new students, 2008-2010
Webmaster, 2005-2009
Co-faculty Advisor – Accounting Club, 2005-2007
Advisor – Accounting Club, 2009-2010
Portfolio Evaluation Committee, 2003-2010
Technology Task Force Committee, 2003-2010
Accounting Scholarship Committee, 2006-2010
Department representative, Festival of Majors, 2004, 2007
Coordinator for ACCT 2101, Dept. of Acctg. & Finance, 2004-2010

SERVICE COMMUNITY & PROFESSIONAL

Community

Guest speaker, Strayer University, 2012
Guest speaker, Alexander High School, 2007
Guest speaker, Women's Financial Seminar, 2006
Guest speaker, West Georgia Chapter of GSCPA's, 2009
Carrollton Civic Women's Club, 2006-2008
Advisory Committee, West Georgia Technical College, 2006-2008
Sertoma Club of Carrollton, 2005-present
Volunteer for LIFT Program of Carrollton, 2005-2014
Member of Carroll County Chamber of Commerce, 2001-2011
Member of Rome Chamber of Commerce, 2011-2013
Rotary Club International, 2001-2007, 2021-present
Program Chair, Rotary Club Int'l of Americus, 2022-2023
Chair, Silent auction for Sheffield Gala, Rotary Club Int'l of Americus, 2022-
Treasurer, Sumter Arts Council, 2023-present
Member of Sumter for Books, 2023-present
Member of Sumter Historic Trust, 2022-present

Professional

Diversity & Inclusion Taskforce, GSCPA, 2022-present
Treasurer, Georgia Association of Accounting Educators, 2023-present
Secretary, Georgia Association of Accounting Educators, 2022-2023
Advisory Council, Association of Certified Fraud Examiners, 2022-present
Statewide Council, Georgia Society of CPA's, 2008-present
CPA Exam Task Force, GSCPA's, 2015-2016
Educational Foundation Board Member 2011-2017
President, West Ga. Chapter of GSCPA's, 2006-2008
Director, Educational Foundation, GSCPA's, 2011-2017

Co-Chair of College Outreach Task Force, GSCPA's, 2008-2009
Governance Task Force, GSCPA's, 2007-2013
Co-Chair, College 2 Career Conference, GSCPA's, 2008
College 2 Career Task Force, 2008-2013

PROFESSIONAL EXPERIENCE

Holmes & Robinson, P.C.	Auditor	2006
West Georgia Technical College	Director of Instruction, Evening Studies	1999-2003
West Georgia Technical College	Program Manager	1998-1999
Trent Tube	Plant Accountant/Controller	1992-1994
Sabre Group	Financial Analyst	1990-1992
Wasdin, Darnell, Penland & Holmes CPAs	Staff Accountant	1989-1990

PROFESSIONAL MEMBERSHIPS

Academic: American Accounting Association
Georgia Association of Accounting Educators

Professional: Georgia Society of Certified Public Accountants (GSCPA)
(Currently on State Council)
Institute of Management Accountants (IMA)
Association of Certified Fraud Examiners (ACFE)
American Institute of Certified Public Accountants (AICPA)

HONORS AND AWARDS

July 2018. Inducted into Beta Gamma Sigma international honor society.

April 2012. Inducted into Sigma Beta Delta honor society.

May 2009. Recognized as Outstanding Volunteer by GSCPA's.

April 2008. Outstanding Advisor from the UWG Accounting Club.

February 2007. Completed Leadership Academy program through the Georgia Society of CPA's.

August 2007. Received "Most Improved Chapter" for the West Georgia

- Chapter of the Georgia Society of CPA's while serving as President.
- August 2006. Received "Annual Faculty Service Award for 2005-2006" by the Richards College of Business at the University of West Georgia for educational excellence in service.
- January 2006. Received "Best Paper Award" from the Clute Institute for Academic Research for an article entitled, "The Impact of Online Quizzing on Student Success in an Introductory Financial Accounting Class."
- May 2005. Received "Certificate of Appreciation" for my contributions as Academic advisor for the Excel Center, University of West Georgia.
- Spring, 2005. Received, "Distinguished Service Award," for my outstanding Efforts with students with disabilities at the University of West Georgia
- July 2004. Certificate of Recognition from PwC University for Faculty.
- Fall, 2004. Received, "Distinguished Service Award," for my outstanding Efforts with students with disabilities at the University of West Georgia.
- 2002, Completed Leadership Carroll through the Carroll County Chamber of Commerce
- 2002, Nominated for Who's Who Among Professional Women.
- 2001-2002. Received the award, "Outstanding Faculty Member," by the Student Government Association of the University of West Georgia For outstanding service in the Richards College of Business.
- May 1999. Received the award, "Outstanding Student Leadership Advisor," by the Student Leadership Council, West Central Technical College.

PRESENTATIONS

- 2020, February. Presentation to 8th graders about why they should attend Indiana University East and major in business, RCS 8th Grade Career Day, Indiana University East.
- 2018, September. Promise Indiana's Walk into My Future Program, Indiana University.
- 2012, March. Spoke to Strayer University about the importance of student membership in the Georgia Society of CPA's.

- 2009, December. Spoke to West Georgia Chapter of Georgia Society of CPA's on topic entitled, "Update on IFRS."
- 2007, December. Spoke to Alexander High School students about majoring in accounting and finance and the opportunities available at UWG.
- 2006, March. Spoke to group of students at Tyus Hall, University of West Georgia, about what students needs to know about personal income taxes.
2003. Spoke to local civic organization on "Diversity & Asset Management." Theme for the fashion show was "Women's Financial Seminar." I was the CPA who spoke to a group of women about what women need to know about their finances.
- 1998, December. Presented, "Listening: The Untaught Skill" at the faculty and Staff meeting of West Central Technical College.
- 1998, August. Presented, "Listening: The Untaught Skill" at the Association For the Promotion of Campus Activities Annual Conference, Savannah, Georgia.

ACADEMIC REFERENCES

Dr. Jennifer Schaefer
Associate Professor of Accounting
Kennesaw State University
Kennesaw, GA 30144
470-578-6095
jschafe1@kennesaw.edu

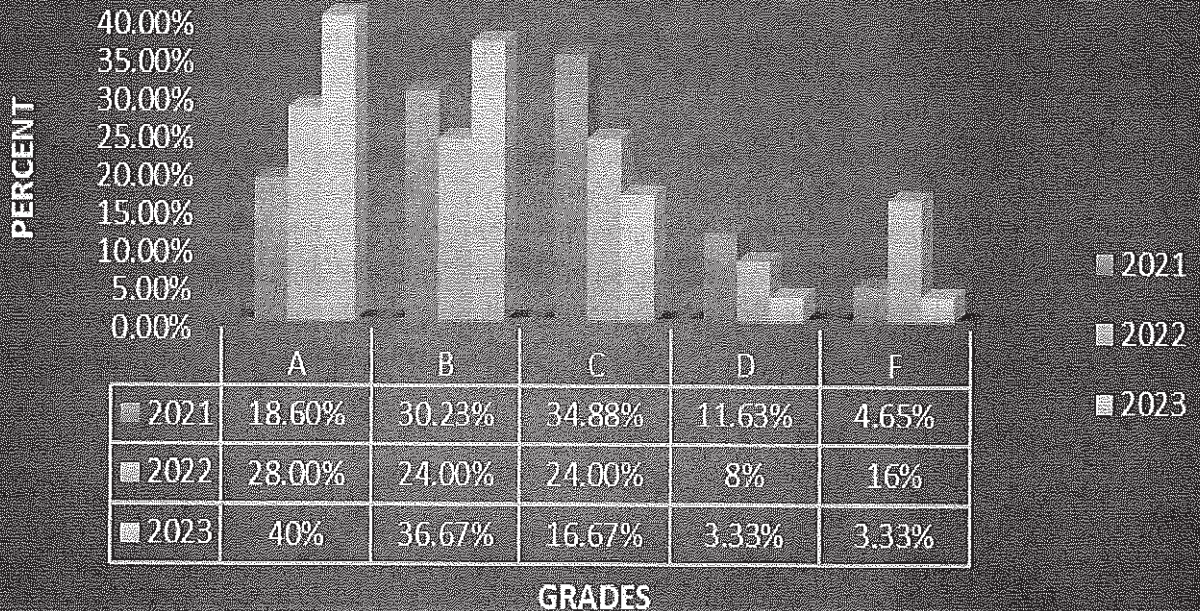
Mr. Boyd Search
CEO, Georgia Society of CPA's
Atlanta, GA 30328
404-231-8676
Boyd.Search@gscpa.org

Dr. Julie Petherbridge
Assistant Professor of Accounting
Mercer University
Atlanta, GA 30341
678-547-6010
petherbrid_j@mercer.edu

How have you demonstrated exemplary competence in teaching and mentoring of students?

- There are two specific ways I mentor students: 1. I currently advise approximately 60-70 students each semester. When I advise each student, I talk with them about their goals while at GSW and their aspirations in accounting once they graduate. 2. For all my students (both online and face-to-face), I either talk with each student in person or I talk with each student on the phone every semester. Many semesters, I try to communicate with each student twice (one on one). I think this is important because it allows me to a) get to know each student; b) be present in all of my classes; c) create an open line of communication; and d) show students that I care and that I'm here to help them after they graduate.
- I also actively search for internships for all the accounting majors. I feel it is crucial for all students to have the opportunity of doing an internship in order to obtain experience before they graduate from GSW. Additionally, I help students revise their resumes. I have taught for over 28 years and have received numerous teaching awards.
- I completed the Governor's Teaching Program in April of 2023
- I have been trained (and/or certified) in the following:
 - TILT, 2021
 - FACET Peer-Review Fellowship, 2020-2021
 - Peer Review training, 2020
 - Quality Matters Academy, 2020
 - Teaching for Student Success, 2021
 - Various book clubs relating to teaching
- I developed a Fraud Examination class at GSW. I teach it each Spring semester online and this is my third year teaching it. It has over 40 students in this class. I created this class in order for our students to have an additional avenue they can pursue once they complete their degree at GSW – which is being a Certified Fraud Examiner.
- I (along with a colleague) have totally revamped our first principles of accounting class. The purpose was to streamline this class to ensure that ALL students that take this class are given all the important and relevant information they need to understand the basics of accounting and equip them with the knowledge they need in other business classes. By overhauling this class, the results were quite startling. Below is a visual that explains its success:

ACCT 2101 - F21, F22 and F23



How have you demonstrated exemplary competence in scholarship and professional activities?

- In 2023, I had an article published in the Institute of Management Accountant's Case Educational Journal. I am currently working on 5 active articles in which two or three should be submitted and/or published this year with the remaining two submitted and published within the next two years. Previously I had publications along with being a co-author of an accounting textbook.
- I am an active member in the following organizations:
 - Georgia Society of CPA's – I have been a council member for the past 19 years along with being on the educational foundation, chairing various committees (CPA Exam Task Force, College Outreach Task Force and Governance Task Force) and prior President of the West Georgia Chapter (of which I re-activated after it had been defunct for years)
 - Georgia Association of Accounting Educators – I have been a member of this organization for 25 plus years. I was secretary last year, treasurer this year, and I will be President in two years (and will be hosting conference at GSW)
 - American Accounting Association -I have been an active member for 12 plus years and have presented at their conferences;
 - Association of Certified Fraud Examiners – I have been a member of ACFE for approximately 7 years. I was recently appointed to the advisory council

- Institute of Management Accountants – I have been a member for the past 8 years and am active in the women’s accounting leadership series. I have also taken students to the annual conference in 3 of the last 6 years.
 - American Institute of Certified Public Accountants – I have been a member of this organization for the past 17 plus years.
- I have presented at 5 conferences in the past two years and am presenting at another conference in 2024.
- I have taught graduate courses in the past (at Mercer University and University of West Georgia), and previously assisted Jim Aller with the MBA program at GSW
- I was recently interviewed for an article in “Current Events” which is the periodical for the Georgia Society of CPA’s
- I am active at GSW as follows
 - Faculty Development Grant Committee, 2021-2022
 - Teaching Circles
 - Teaching with Technology
 - New Faculty
 - Faculty Learning Committee
 - Promotion and Tenure
 - High Impact Practices
 - Belonging Teaching Circle
 - Within COBAC, I am (or was previously) on the following committees:
 - Faculty Credentials Committee
 - Faculty Development Grant Committee
 - Student Affairs Committee
 - Strategic Plan Committee
 - Pre-Major Committee
 - Graduate Affairs Committee
 - Co-Chair, Accounting
 - Faculty Senate Representative for COBAC
- I am active in the local community as follows:
 - Rotary Club, 2021-present
 - Completed Part 1 and 2 of Rotary Leadership
 - Chair, Auction Committee for Annual Gala
 - Volunteered at various functions
 - Member of Sumter Historic Trust
 - Treasurer of Sumter Arts Council
 - Member of Books for Sumter



GEORGIA SOUTHWESTERN
STATE UNIVERSITY

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Glenn Robins

Department: Department of History and Political Science

Campus phone: 229-931-2108 Campus email: glenn.robins@gsw.edu

Highest degree held: Ph. D.

Is this a terminal degree in your teaching discipline? Yes X No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

I have earned tenure and promotion to full professor at GSW which requires exemplary competence in teaching. As for mentoring students, I serve as an advisor to History majors, an advisor to General Studies majors, and as a University Success Champion.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

I have authored, or edited five books and have a number of articles and conference presentations and have earned exemplary scores on my Annual Evaluations for scholarship.

Attach a current CV. _____

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean *Gregory Cheokas* Date 2.12.24

Provost _____ Date _____

Nominated by Graduate Council on _____
Chair, Graduate Council

Elected by General Faculty on _____

Curriculum Vitae

Glenn Robins
Professor of History
Department of History
Georgia Southwestern State University
800 GSW Street, Americus, Georgia 31709
Phone: (229) 931-2108 e-mail: glenn.robins@gsw.edu

Education

- Ph.D., University of Southern Mississippi [history], August, 1999.
Dissertation: "Leonidas Polk and Episcopal Identity: An Evangelical Experiment in the Mid-nineteenth Century South."
Adviser: William K. Scarborough
- M.A., East Tennessee State University [history], 1994.
Thesis: "Morristown-Hamblen County and the Tennessee Valley Authority: The Modernization of an Appalachian Community."
Adviser: Margaret Ripley Wolfe
- B.A., Carson-Newman College [major in history and minor in Greek], 1990.
- A.A.S, Thomas Nelson Community College [mechanical technology], 1986.

Fellowships

West Point Summer Seminar Fellow, United States Military Academy, June 2009

Awards

Vice President's Award for Research, Georgia Southwestern State University, 2012

Courses Taught

American History I & II	American Colonial History
World History I & II	The Study of History
Religion and the American South	Historiography
Introduction to Historical Methodology	Old South
The Reformation	America and the Cold War
U.S. Social History	Civil War
New South	Georgia History
The Civil War in History and Memory	The Vietnam War
War, Media, and Public Opinion	Americans at War

Teaching Experience

Professor of History, Georgia Southwestern State University, 2001 to present.

Assistant Professor of History, Brewton-Parker College, 2000-2001.

Visiting Assistant Professor, Department of History, University of Southern Mississippi, 1999-2000.

Graduate Teaching Assistant, Department of History, University of Southern Mississippi, 1995 to 1999.

Adjunct faculty, Department of History, William Carey College, 1996 to 1998.

Adjunct faculty, Department of History, Carson-Newman College, 1993 to 1994.

Public History, Private Sector Experience, and Patents

Director of the Southwest Georgia Oral History Center, Americus, Georgia, 2006-2010.

Research and editorial assistant, History Office, NASA John C. Stennis Space Center, 1994-95.

Engineering Technician, NASA Langley Research Center, 1985-88.

United States Patent #005325720A, Method For Making A Dynamic Pressure Sensor And A Pressure Sensor Made According To The Method, July 5, 1994.

Professional Service (recent)

President-elect, President, and Past President, Georgia Historical Society, 2018-2020, each office holds a specific set of responsibilities.

Program Committee, Society for Military History, 2019.

Executive Board, Georgia Historical Society, 2017-2018.

Peer Reviewer [book manuscripts], University Press of Kansas; Kent State University Press, Naval Institute Press.

Books

A Debt of Gratitude: How Jimmy Carter Put Vietnam Veterans' Issues on the National Agenda, under advance contract with University Press of Kansas.

Transforming Civil Prisons: Lincoln, Lieber, and the Politics of Captivity, coauthor with Paul J. Springer. Routledge Press, 2014.

The Longest Rescue: The Life and Legacy of Vietnam POW William A. Robinson. University Press of Kentucky, 2013. The book was issued in paperback July 2015 and as an audiobook January 2016.

They Have Left Us Here to Die: The Civil War POW Diary of Sgt. Lyle G. Adair, 111th U.S. Colored Infantry," Kent State University Press, 2011. Army Historical Foundation Distinguished Writing Award Finalist.

America and the Vietnam War: Re-examining the Culture and History of a Generation, coeditor with Andrew Wiest and Mary Kathryn Barbier. Routledge Press, 2009.

The Bishop of the Old South: The Ministry and Civil War Legacy of Leonidas Polk, Mercer University Press, 2006

Published Chapters

"The American POW Experience," in *America and the Vietnam War: Re-examining the Culture and History of a Generation*, coeditors Andrew Wiest, Glenn Robins and Mary Kathryn Barbier. Routledge Press, 2010.

Journal Articles

"Andersonville in History and Memory," *Georgia Historical Quarterly* Vol. XCV, No. 3 (Fall 2011): 408-422.

"Race, Repatriation, and Galvanized Rebels: Union POWs and the Exchange Question in the Deep South Prison Camps of the South." *Civil War History* Vol. 53, No. 2 June 2007, 117-140.

"Soldiers of the Pen: The Literary Careers of Richard Taylor, John Bell Hood, and W. H. Tunnard." *American Nineteenth Century History* Vol. 7, No. 2, June 2006, 281-298.

"Post Cold War Religious Culture: Southern Baptist Interpretations of the First Gulf War." *Perspectives in Religious Studies* Vol. 31, Fall 2004, 291-310.

"Lost Cause Motherhood: Southern Women Writers and the Transmission of Confederate Culture in Louisiana," *Louisiana History* Vol. XLIV, Summer 2003, 275-300.

“Inside the Mind of a Johnny Reb: The Civil War Letters of John Cato,” *Journal of Mississippi History* Vol. 64, Spring 2002, 33-46.

Exhibition Reviews

“National Prisoner of War Museum,” *Journal of American History* Vol. 99, June 2012, 275-279.

Columns and Newspaper Articles

“Gulf Wars Tweak Southern Baptist Thinking,” April 2, 2003 in EthicsDaily.com, an imprint of the Baptist Center for Ethics, http://www.ethicsdaily.com/article_detail.cfm?AID=2375

Encyclopedia Articles, Book Reviews & Periodical Reviews

Review of R. David Cox, *The Religious Life of Robert E. Lee* in *Journal of Southern History*, Volume LXXXIV, No. 3, August 2018, 737-738.

Review of T. Felder Dorn’s *Challenges on the Emmaus Road: Episcopal Bishops Confront Slavery, Civil War, and Emancipation in Florida* *Historical Quarterly* Vol. 95, Winter 2017 435-437.

Review of Gregory P. Downs’ *After Appomattox: Military Occupation and the Ends of War* in *Georgia Historical Quarterly* Vol. XCIX, Winter 2015, 365-368.

Review of John K. Derden’s *The World’s Largest Prison: The Story of Camp Lawton in Georgia* *Historical Quarterly* Vol. XCVIII, Fall 2014, 231-34.

Review of Bruce T. Gourley, *Diverging Loyalties: Baptists in Middle Georgia During the Civil War* in *Georgia Historical Quarterly*, Vol XCVII (summer 2013): 248-251.

Review of Carl P. Borick’s *Relieve Us of This Burthen: American Prisoners of War in the Revolutionary South, 1780-1782*, in *The Journal of Military History* Vol 76 (July 2012): 868-869.

Review of James M. Gillispie’s *Andersonvilles of the North: The Myths and Realities of Northern Treatment of Civil War Confederate Prisoners* in *Journal of Southern History* Vol. 76, No. 2, May 2010, 459-461.

Review of Edward Caudill and Paul Ashdown’s *Sherman’s March in Myth and Memory*

Civil War Book Review (Winter 2009)

<http://www.lib.lsu.edu/civilwarbookreview/index.php?q=3114&field=ID&browse=yes&record=full&searching=yes&Submit=Search>

Review of Buck T. Foster's *Sherman's Mississippi Campaign* and Ben Wynne's *Mississippi's Civil War* in *Journal of Southern History* Vol. 74, No. 2, May 2008, 467-469.

Review of Matt Spruill III and Matt Spruill IV's, *Echoes of Thunder: A Guide to the Seven Days Battles*, in *Louisiana History* Vol. 49, No. 3, Summer 2008, 341-342.

"Americus Movement," *New Georgia Encyclopedia*, John C. Inscoe, editor, (February 2008) <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3612&sug=y>

Review of Amy Murrell Taylor's *The Divided Family in Civil War America*, in *Louisiana History* Vol. 48, No. 1, Winter 2007, 116-118.

Review of Charles W. Sanders, Jr.'s *While in the Hands of the Enemy: Military Prisons of the Civil War*, in *Georgia Historical Quarterly* Vol. 90, Winter 2007, 579-582.

Review of Peter Carmichael's *The Last Generation: Young Virginians in Peace, War, and Reunion*, in *Georgia Historical Quarterly* Vol. 90, Spring 2006, 137-139.

Review of Robert G. Evans, ed. *The 16th Mississippi Infantry: Civil War Letters and Reminiscences* in H-NET BOOK REVIEW, Published by H-CivWar@h-net.msu.edu (May 2004). <http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=vx&list=h-civwar&month=0405&week=d&msg=Qg5Pizp8PNEYsKWIvWOBcw&user=&pw=>

Review of Marilyn Mayer Culpepper's *All Things Altered: Women in the Wake of Civil War and Reconstruction* in *Civil War Book Review* (spring 2003), <http://www.cwbr.com/civilwarbookreview/>

Review of Mark Newman's *Getting Right With God: Southern Baptists and Desegregation, 1945-1995* in *Whitsitt Journal*, 9 (spring 2002), 20-22.

Review of Victoria E. Bynum, *The Free State of Jones: Mississippi's Longest Civil War*, in *Civil War Book Review*, 4 (spring 2002), 35.

Review of Dan R. Frost, *Thinking Confederates: Academia and the Idea of Progress in the New South*, in *Georgia Historical Quarterly*, 85 (fall 2001), 503-506.

"Leonidas Polk," *Encyclopedia of the American Civil War*, eds. David S. Heidler and Jeanne T. Heidler, (2000).

Review of Steven E. Woodworth, *Six Armies in Tennessee: The Chickamauga and Chattanooga Campaigns*, in *Journal of Mississippi History*, winter 1999.

Review of Anita Shafer Goodstein, "A Rare Alliance: African American and White Women in the Tennessee Elections of 1919 and 1920," in *Mid-America, An Historical Review*, winter 1999.

Review of Christine Leigh Heyrman, *Southern Cross: The Beginnings of the Bible Belt*, in *Southern Historian*, spring 1999.

Review of W. Fitzhugh Brundage ed., *Under Sentence of Death: Lynching in the South*, in *The Alabama Review*, January 1999.

Editing

Copy Editor, *Exploring the Sources of World Civilization 1650 to present*, published by McGraw-Hill Companies for the History Department of the University of Southern Mississippi, 1997.

Scholarly Papers

Panelist, Bringing Military History to Today's Classroom: Strategies, Approaches, Relevancy, A Roundtable Discussion Sponsored by the Society of Military, Georgia Association of Historians, February 6-8, 2020.

"Georgia and Vietnam Veterans: Jimmy Carter, Max Cleland, and the Free College Tuition Debate" at the Veterans: Enduring, Surviving, and Remembering War Conference held at the U.S. Naval War College in Newport, Rhode Island, September 12-13, 2019.

"There is No Substitute for Victory: Public Opinion, Limited War, and the Tet Offensive at The Vietnam Center and Archive and Institute for Peace & Conflict (IPAC) at Texas Tech University, Lubbock, Texas, April 26-29, 2018.

"From Soldier to Activist: Max Cleland and the Meaning of the Tet Offensive," at the In Country: Vietnam 1968 Symposium, at the National Museum of the Marine Corps, November 14-15, 2018.

"Georgia versus the Antiwar Movement: The American South and the Rejection of Peace in 1967," at The Vietnam Center and Archive and the Institute for Peace & Conflict (IPAC) at Texas Tech University, Lubbock, Texas, April 27-30, 2017.

"Georgia's Seventh District and the Cambodian Invasion of 1970: The Antiwar Perspective" at the Georgia Association of Historians Meeting in Rome, Georgia, February 25-27, 2016.

- "Prophet Against Prophet: Ralph McGill, Martin Luther King Jr., and the Vietnam War" at the Popular Culture Association in the South Meeting in Wilmington, North Carolina, October 1-3, 2015.
- "Dove, Hawk, or Owl: The Vietnam War Cartoons of Clifford Baldowski" at the 2015 Georgia Association of Historians Meeting in Statesboro, Georgia, February 19-21, 2015.
- "Pennsylvania at Andersonville: Death, Commemoration, and the Legacy of the Commonwealth's Prisoners of War," at the Pennsylvania Historical Association Meeting, October 17-19, 2013 in Gettysburg, Pennsylvania.
- "Imagining Racial Equality: Winslow Homer's *Near Andersonville* and Reconstruction in a Southwest Georgia Community," at the Georgia Association of Historians annual conference, February 7-9, 2013, St. Simons Island, Georgia.
- "Training Future Leaders (and Future Prisoners): The U.S. Military and The Andersonville Staff Ride," at the Society for Military History's annual conference in Lisle, Illinois, June 9-12, 2011.
- "Blue, Gray, and Black: Commemorative Battles at Andersonville," Organization of American Historians Conference, Houston, Texas, March 17-20, 2011.
- "The Other Republic of Suffering: Death, Dying, and Commemoration at Andersonville," Society of Civil War Historians Conference, Richmond, Virginia, June 17-19, 2010.
- "A Century of Controversy: Andersonville in History and Memory," Georgia Association of Historians, Decatur, Georgia, February 18-20, 2010
- "The Other Republic of Suffering: Death, Dying, and Commemoration at Andersonville," Society of Civil War Historians Conference, Richmond, Virginia, June 17-19, 2010.
- "The McCain Thesis: American Prisoners of War in Vietnam and Resistance to Propaganda Indoctrination." Society of Military History Conference, Murfreesboro, Tennessee, April 2-5, 2009.
- "Georgia and the Civil Rights Movement: Navigating the GPS, *NGE*, and Freedom on Film Project," Georgia Council for the Social Studies, Athens, Georgia, October 23-24, 2008.
- "The Propaganda War: American Prisoners of War in North Vietnam, 1965-1969," Society for Military History, Ogden, Utah, April 17-20, 2008.

- “The Children of Choice: The Desegregation of Americus High” at the Oral History Association Meeting, Oakland, California, October 24-28, 2007.
- “The Other Combat: Union Prisoners of War and the Culture of Resistance,” at the University of Mississippi Conference on the Civil War, Oxford, Mississippi, May 18-19, 2007.
- “Teaching School Desegregation Through Primary Sources: Americus, Georgia as a Case Study,” at the 2007 Georgia Association of Historians Meeting, Milledgeville, Georgia, April 6, 2007.
- “The Last Captive: Interpreting the POW Narrative of Sgt. Lyle Adair 111th United States Colored Infantry,” Society for Military History, Lawrence, Kansas, May 18-21, 2006.
- “Race, Repatriation, and Galvanized Rebels: Union POWs and the Exchange Question in the Deep South Prison Camps of the South” at the annual meeting of the Gulf South History and Humanities Conference in Mobile, Alabama, October 7-9, 2004.
- “An Inter-faith Dialogue: A Jesuit Model for Southern Baptist Higher Education” at the Christianity and the Soul of the University conference in Waco, Texas, March 25-27, 2004.
- “When the South Really Had a (Public) Mind: Confederate Soldiers and the First Generation of Lost Cause Literature” at the annual meeting of the Georgia Association of Historians in Americus Georgia, March 28, 2003.
- “The Southern Baptist Reader: A Postmodern Solution to the Perspectival Dilemma” at the international meeting of the Conference on Faith and History in Huntington, Indiana, October 10-12, 2002.
- “Soldiers of the Pen: The Postwar Literary Careers of Richard Taylor, John Bell Hood, and W. H. Tunnard,” Society for Military History, Madison, Wisconsin, April 4-7, 2002.
- “Southern Children and Confederate Heritage: The 1911 Essay Contest of the Louisiana Chapters of the Daughters of the Confederacy,” Fifth Conference on Southern Women’s History, Richmond, Virginia, June 15-17, 2000.
- “The Lost Cause in Louisiana: Sarah Dorsey, Ann Snyder and the Confederate Heritage,” Annual Meeting of the Louisiana Historical Association Meeting, March 23-25, 2000.
- “Post Cold War Religious Culture: Southern Baptist Interpretations of the Persian Gulf War,” Tennessee Conference of Historians, Gallatin, Tennessee, September 24-

25, 1999.

“‘Mistis! Mistis! You Must Have Tom Baptized Over Again:’ Southern Episcopalianism, Slave Christianity, and the Paternalistic Bargain in Louisiana,” Seventeenth Gulf South History and Humanities Conference, Hammond, Louisiana, October 8-10, 1998.

“The Bishop as General: Leonidas Polk, Army Evangelicalism, and Christian Honor,” The Annual Meeting of the Society of Military History, Wheaton, Illinois, April 23-26, 1998.

“Soldiers of Stone: The Lost Cause Mythologies of Generals Leonidas Polk and Stonewall Jackson,” The Annual Meeting of the American Culture Association, Orlando, Florida, April 8-11, 1998.

“Sewanee and the Lost Cause,” Graduate Conference on Southern History, University of Mississippi, March, 20-21, 1998.

“Leonidas Polk: The Making of a Southern Nationalist,” The Annual Meeting of the Mississippi Chapters of Phi Alpha Theta, Hattiesburg, Mississippi, April 1996.

“Answering the Call of Providence: Leonidas Polk and the Creation of a Southern Evangelical,” The Annual Meeting of the Louisiana Chapters of Phi Alpha Theta, Hammond, Louisiana, March 1996.

“Progress in Action: The Tennessee Valley Authority Remodels Hamblen County, Tennessee,” Appalachian Studies Conference, Johnson City, Tennessee, March 1993.

Awards and Honors

GSW Distinguished Faculty Grant, 2004-2005, along with J. M. Malachowski, Nancy Morris, and Bonnie Simmons

GSW Faculty Development Grant, Fall 2001, Fall 2002, Spring 2003, Spring 2004, Fall 2005, Spring 2007, Spring 2008, Fall 2009, Spring 2010, Fall 2010, Spring 2011

Jay Washam Dissertation Award, University of Southern Mississippi, April 2000.

McCain Dissertation Fellowship, University of Southern Mississippi, 1997.

Outstanding Graduate Student, Phi Alpha Theta Award, University of Southern Mississippi, May 1997.

Southern Baptist Historical Society, Lynn May Study Grant, May 1997.

Center for American History, The University of Texas at Austin, Research Travel Award, February 1997.

Outstanding Graduate Student in History, Colonial Dames Award, East Tennessee State University, May 1993.

Panel Commentator

International Security/Internal Safety Conference, Starkville, Mississippi, March 25, 2007. Panel Title: "The Intersection Between International and Cultural Issues."

Georgia Association of Historians annual meeting, Columbus, GA, April 7-9, 2005. Panel Topic: "Biographies and Consequences in Georgian History."

Gulf South History and Humanities Conference, Pensacola, Florida, October 1999. Session Commentator, "Slavery, Religion, Coexistence, and Coercion,"

Professional Services and Memberships (past)

Eighth District Regional Coordinator, Georgia History Day, October, 2004 to 2010

Selection committee member, Andersonville-National Prisoner of War Research Grant, 2001 to 2012.

Judge, Georgia History Day, Americus Georgia, 2002-2003, 2018-2019.

Chair, Glover Moore Prize Committee, Mississippi Historical Society, 2002-2003.

Book Review Editor, *The American Graduate: A Cyber-journal of Social and Cultural History*, 1997 to 1999.

Peer Reviewer [article manuscript or book chapters], *Journal of Mississippi History*, January 2000, Holt McDougal, September 2009, *Journal of the Georgia Association of Historians* June 2007 and December 2010, Bedford St. Martins, February, *Civil War History*, July 2011, Pearson Education, August 2011.

Judge, Mississippi History Day, Hattiesburg, Mississippi, 1999.

Program Chair and Member of the Conference Committee, The Annual Meeting of the Mississippi Chapters of Phi Alpha Theta, Hattiesburg, Mississippi, April 1996.

Editor, Phi Alpha Theta Newsletter, University of Southern Mississippi, 1996-97.

Project Judge, Mississippi History Day, Hattiesburg, Mississippi, March 1996.

Member of, Society of Military History, Phi Alpha Theta, Georgia Historical Society,
Georgia Association of Historians



GEORGIA SOUTHWESTERN STATE UNIVERSITY

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Chuchu Wu

Department: Elementary Education

Campus phone: 229-931-2744 Campus email: chu.wu@gsw.edu

Highest degree held: Ph.D.

Is this a terminal degree in your teaching discipline? Yes X No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

I design and plan courses for graduate and undergraduate levels. I have a terminal degree that enat

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

I present twice a year in the national or state level conferences. I have received serval faculty develc Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean Rachel Allett Date 4/9/24

Provost Jill Drake Date 4/9/24

Nominated by Graduate Council on 4/13/24. J. M. Dukes Chair, Graduate Council

Elected by General Faculty on

Curriculum Vitae 2000-2023

Chu-Chu Wu
Full Professor

Phone: 229-591-0425
Email: chu.wu@gsw.edu
Office: 229-931-2744
Fax: 229-931-2163

Mailing Address:
559 District Line Road
Americus GA31709

Education

2007

Ph. D. , Child and Family Studies, Syracuse University, Syracuse, NY

Specialization: *Early Childhood Education*; GPA: 3.86/4.00;

Research Interest: Parental involvement/beliefs, Emergent Literacy, Teaching Quality

Dissertation title: Reading beliefs and strategies of Taiwanese mothers with preschoolers in relations to the children's emergent literacy

1999

M. S. , Human Development and Family Studies, Iowa State University, Ames, Iowa

Specializations: *Early Childhood Education* and *Child Development*

Thesis title: Maternal beliefs and practices and their preschoolers' emergent writing

1994

BA, English Literature and Language, Fu-Jen Catholic University, Taipei, Taiwan

Working Experiences

8/1/2020-Present

- **Professor, Tenured**, College of Education, Georgia Southwestern State University

08/01/2012-2020

Associate Professor, Tenured, School of Education, Georgia Southwestern State University, GA

- Promoted to be an Associate Professor and got tenure as of 08/01/2013.

08/2005 to 7/31/2012

Assistant Professor, School of Education, Georgia Southwestern State University, GA

- Responsible for teaching 3 undergraduate courses in the Department of Early Childhood Education, School of Education
- Advising assigned undergraduate students in Early Childhood Education majors
- Responsible for administrative work related to students, faculty and community services.

01/2003 to 05/2003

Adjunct instructor, Child and Family Studies, Syracuse University, New York

- Class Title: CFS 365: Language Development in Young Children and Families
- Responsible for teaching, grading, designing syllabus, and assignments. 38 students attended.

Administrative Assistant, Child and Family Studies, Syracuse University, New York

01/2001 to 08/2003

- Working for Dr. Alice Honig, Professor Emerita of Child Development, for the Annual National Infant/Toddler Caregiving Workshop.

Curriculum Vitae 2000-2023

Awards & Grants

09/05/2023	Faculty Development Grant (submitted on 9/5/2023 for \$455.48)
2/17/2023	Faculty Development Grant (\$300)
10/12/2022	Faculty Development Grant (\$478.60)
9/23/2022	High Impact Practice Grant (HIP) \$300)
07/1/2019	High Impact Practice Opportunity (HIPO) Grant (\$ 1500USD). Implementing GSW After School Math Tutoring Program.
07/1/2018	High Impact Practice Opportunity (HIPO) Grant (\$ 1500USD). Running an after school math tutoring program for the community.
1/15/2018	Application for a Conference Grant of \$ 25,000.00USD to Chiang Chin-Kao Foundation International Scholarly Exchange (CCKF). Not received.
12/15/2018	Application for a conference grant of \$ 5000.00USD to Science and Technology Division, Taipei Economic and Cultural Office in Houston. Received.
12/9/2016	Faculty and staff Development Grant (\$ 1200): Exploring collaboration and study abroad opportunities in Guatemala.
6/8-6/21/2015	AACUS Fellowship. Japanese Studies Institute: Integrating Japanese Studies into Undergraduate Curriculum. San Diego State University, San Diego, California.
3/25/2015	Faculty Instructional Grant Proposal titled "To Purchase a 3 HD Document Cameras, Model DC 192 Ladibug, for School of Education's Math, Science, and Social Studies classrooms." Granted \$ 1795.
4/24/2014	Faculty Instructional Grant Proposal titled "To Purchase a set of Common Core Standard based Math Workbooks and Instructional guides from Grade 1-Grade 8." The school has granted funding of \$856.00.
9/6/2013	Federal Grant: Near Peer Service Learning Grant \$ 8000 (sustained) Collaborating with local Title one high need high school, Dr. Brown and I recruited and trained college mentors for high need high school students through the Honor Program's service and learning course. We also provided workshops and a five-day Boot Camp experience for these high school participants at the end of semester.
10/05/2012	Near Peer Service Learning Grant \$ 25,000.00 (Federal Level) Federal grant under College Access Challenge Grant Deploy college students to serve as college coaches to mentor high-need local high school students and help high school seniors with college application processes.
11/12/2012	The Faculty Development Grant Proposal Georgia Southwestern State University (Grant amount: \$606 USD)
03/14/2012	The Faculty Development Grant Proposal Georgia Southwestern State University /Grant amount: \$700 USD

Curriculum Vitae 2000-2023

- 3/27/2023 Wang, L., & Wu, C. (2023). Chinese primary and secondary's health and physical education standards: characteristics and implications. Will presented at 2023 USG Teaching & learning Conference at Athens, GA on March 28, 2023.
- 10/19/2022 Wu, C. (2022) Thinking strategies for learning basic facts of addition, subtraction, multiplication, and division. Presented at 14th Annual Georgia Association of Mathematics Teacher Education Conference at Rock Eagle, GA (state level).
- 10/18/2019 Wu, C. ((2019). Slide, flip, and turn: Making geometric connections with tangram puzzles for pre-k to 5th grade. Will present at Georgia Math Conference, the 60th GMC annual conference at Rock Eagle, Georgia. (Oct. 16-18, 2019). (State Level)
- 02/07/2018 Wu, C., Burns, T., Edwards, H., Gafford, K., Smith, M., Sumner, M., & Taylor, M. (2018). 5/4^{ths} of people have trouble with fractions. Presented at 2018 PAGE FGE DAY at Georgia Southwestern State University. (Regional Level)
- 11/17/2017 Wu, C. (2017). Curriculum and assessment practices in Pre-K through grade 5 elementary education in Southwestern Georgia. Presented at 2017 NAEYC annual conference at Atlanta, Georgia. (November 15-18, 2017) (National Level)
- 10/7/2017 Wu, C. (2017). Fun with Tangram Puzzle: Transformational geometry. Presented at GAAYC, the 51st Annual together for children conference: Empowering early educators, Atlanta, Georgia on October 6-7, 2017. (State Level)
- 2/8/2017 C.Wu. & other five other students. (2017). Math is fun. Future Education Conference, GSW, Americus, GA
- 2/8/2017 C. Wu., & other five other students. (2017). What do you know about today's education? Future Education Conference, GSW, Americus, GA
- 04/01/2016 Wu, C. (2016). Exploring Grade P-5 curriculum and assessment practices in Southwestern Georgia. Presented at Teaching Matters Annual Conference, Barnesville, GA. (Regional Level)
- 03/04/2016 Wu, C. (2016) Integrate Japanese culture into undergraduate curriculum: What is learned in the Japanese Studies Institute Fellowship Program 2015-2016? International Student Office, Georgia Southwestern State University, Americus, GA.
- 08/07/2015 Wu, C. & Huang, H. (2015). Tips on how to prepare tenure and promotion portfolio. Young Scholar Panel Discussion, the 39th Annual Conference of Chinese-American Academic and Professional Association in Southeastern United States, Atlanta, GA. (Regional Level)
- 10/14-16/2015 Lee, C. Y. & Wu, C. (2015). "Attachment, Social Support, and Loneliness among Taiwanese Emerging Adults," presented at SSEA 2015, the 7th Conference on Emerging Adulthood, in Miami, FL (USA), October 14-16, 2015. (National level)

Curriculum Vitae 2000-2023

- 04/14/2007 2008 CAERDA (Chinese American Educational Research Development Association) International Conference, New York, NY, USA
Title: How do Taiwanese preschoolers begin reading? The role of gender and age. (paper presentation)
- 04/01/2007 2007 Georgia Psychological Society, Macon, Georgia, USA
Title: Cross cultural perspectives: Taiwanese mothers' interactive strategies with their preschoolers. (Paper presentation)
- 11/10/ 2006 2007 SRCD Biennial Meeting, Boston, Massachusetts, USA
Title: Examining a mediation model: Reading beliefs and strategies of Taiwanese mothers in relation to preschoolers' early language abilities. (Poster presentation)
- 11/09/ 2006 2006 Annual Conference of National Association of Education for Young Children (NAEYC), Atlanta, GA
Title: Taiwanese maternal beliefs about preschool children language learning through storybook reading. (Poster presentation)
- 9/6/2006 2006 Annual Conference of National Council on Family and Relations (NCFR), Minneapolis, MN
Title: We are the same and we are different: Taiwanese and American maternal beliefs about preschooler's language learning through storybook reading. (Paper presentation)
- 11/19/ 2001 Third World Seminar, Georgia Southwestern State University, Americus, GA
Title: Asian American Immigration: Historical timeline, Asian American today, and Myth.
- 05/01/2000 National Council on Family and Relations (NCFR), Rochester, NY
Title: What parents know about emergent writing: Parents make a difference.
- 10/24/1998 Child and Family Studies Research Poster Presentation, College of Human Development, Syracuse University, Syracuse, NY
Title: Parental beliefs, involvement, and young children emergent writing
- Iowa Association for the Education of Young Children (IAEYC) 1998 Fall Conference, Des Moines, Iowa
Topic title: Preschoolers as authors: The role of writing in emergent literacy

Teaching Activities (Courses Developed & Taught)

- 2023- Present EDUC8340 Research Methods I
EDUC8110 Research Methods II
EDUC8440 Research Methods III
- Fall 2022 EEDC3600 Self Expression
Fall 2021 EDEC3450 Classroom management
- 01/2013 HONS 2000: Near Peer Service Learning Seminar (Undergraduate)

Curriculum Vitae 2000-2023

School of Education, Georgia Southwestern State University, Americus, GA

A study of the historical philosophical, socio-cultural, legal, political, economic, and technological foundations of American Education. (3-0-3)

EDUC/EDMG 7420: Directed Studies (Fall 07)

School of Education, Georgia Southwestern State University, Americus, GA

Supervised 7 graduate students whose majors are in ECE and Middle grades on writing a research proposal for exiting the program.

EDUC 2230: Exploring Teaching and Learning (Fall 07)

School of Education, Georgia Southwestern State University, Americus, GA

A revised course derived from the previous "EDUC 2130: Human Growth and Development." This course is designed to explore key aspects of learning and teaching through examining learning processes with the goal of applying knowledge to enhance the learning of all students in a variety of educational settings and contexts. Field Experience Required. (2-1-3)

EDEC 3100: Math Method for Early Childhood (summer 07)

School of Education, Georgia Southwestern State University, Americus, GA

Activity oriented course that models the discovery approach of teaching mathematics and alternative assessment measures to monitor individual and class growth. Content will feature investigations of numbers (patterns, operations and properties), statistics-graphing, and elementary geometry. Attention also given to effective teaching practices and materials that will assist students in making the transition from student to teacher. Field experience required. (2-1-3)

08/2005-2007

EDUC 2030: Human Growth and Development (spring 07)

School of Education, Georgia Southwestern State University, Americus, GA

The purpose of this course is to teach candidate teachers full knowledge of growth and development in children from conception to adolescent years. Candidate teachers will also learn, analyze, and discuss current issues in relation to child development and early childhood education from peer reviewed journal articles. Candidate will also learn and understand basic developmental theories in child development in physical, social/emotional, and cognitive domains. Candidates will learn and practice basic reflective skills, observation skills, lesson planning, basic research methods in their field experience.

08/2005-2006

EDEC 3650: Integrated Curriculum (spring 07)

School of Education, Georgia Southwestern State University, Americus, GA

The purpose of this course is to teach candidate teachers how to develop a state standard based (GPS) thematic unit across content subjects using children's literature. Current early childhood education issues with respect to curriculum will be examined, analyzed, and discussed in this class. Candidate teachers required 30 hours of field experience and will apply teaching methods using children's literature and developmental appropriate concepts to their field practices. Two sessions are offered. Each session has an enrollment of 20 students.

EDUC2010: Introduction to Education (Fall 05/06, spring 06)

Curriculum Vitae 2000-2023

- 11/25/2009 Participated in GSW Thanksgiving Meal for students on campus
- 11/23/2009 Participated in GSW Faculty and Staff Thanksgiving Luncheon
- 11/26/2008 Participated in GSW Thanksgiving Meal for students on campus
- 11/24/2008 Participated in GSW Faculty and Staff Thanksgiving Meal
- 10/31/2008 Helped to supervise Education Center Pre-K program for on-campus "Halloween Trick or Treat" trip
- 10/20/2008 Donated approximately 55 books to the James Earl Carter Library.
- 10/2008 Provided students with professional development opportunity in GCTM.
- 2/9/2008 Participated in fund raising at the Chinese New Year Celebration Fair, Atlanta, GA.
- 12/01/2007 Christmas caroling at Magnolia Manor
- 4/19/2007 **International Week at Georgia Southwestern State University**
Assist and coordinate culture-related activities for the university community to participate.
- 03/2006 **Farm fair/science fair, Georgia Youth Science and Technology Center, Plains, GA**
- 9/2004-11/2004 **Presentation in Elementary Schools**
- Invited as a guest speaker to give speeches in elementary schools. Topic: "Parent-Child Storybook Joint Reading: What parents can bring to the child?" Elementary schools, Tainan, Taiwan
- 07/27/01—08/15/01 **Teacher training workshops, Buddha Light Temple, Denver, CO**
- Invited as a guest speaker to present topics on Child Development and Early Childhood Education for prospective teachers. Three training classes were provided.
- 03/2001—05/2001 **Adopt a Culture, Office of International Students, Syracuse, NY**
- Volunteered as a presenter to introduce Taiwanese culture to elementary school students.
- 09/2000—12/2000 Bridge to Success, Office of International Students, Syracuse NY
Volunteered as a Discussion Leader to help news students to adjust to American cultures and school life by sharing various cultural experiences with each other and introducing campus activities.

Professional Level

- 12/1/2008 -present **Served as a reviewer of Children Book for the Southern Early Childhood Association (SECA).**
- 2009-present **Proposal Reviewer of 6th International Conference on Education and Information Systems, Technologies and Applications: EISTA 2008.**
- 12/19/2007-01/14/2008 **Proposal Reviewer of the 2008 Chinese American Educational Research Association (CAERDA) Conference**
- 05/25/2007-06/05/2007 **Volunteer to review the 21st Century Community Learning Centers (21st CLCC) competitive grant proposal for the 2007-2008.**

Professional Membership

Curriculum Vitae 2000-2023

Leslie Couse, Assistant Professor, Department of Education

1 Morrill Hall, 62 College Road, University of New Hampshire, Durham, NH 03824

(O) 603-862-0638/2310 Email: lcouse@unh.edu

*Dr. Couse served as the director of Child Development Lab at Syracuse University and I was working for her as a head teacher in one of preschool classrooms.

Dr. Bruce Carter, Assistant Professor, Child and Family Studies

202 Slocum Hall , Syracuse University, Syracuse NY 13244

(O) 315-443-2757 Email: dbcarter@syr.edu

Dr. Carter taught me several Child Development courses.

Dr. Norma Burgess, Professor, Child and Family Studies

202 Slocum Hall , Syracuse University, Syracuse NY 13244

(O) 315-443-2757 Email: njburgess@syr.edu

Taught me courses in Family Studies and research project seminar.



GEORGIA SOUTHWESTERN STATE UNIVERSITY

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Michele A. McKie

Department: College of Education

Campus phone: 229-931-2616 Campus email: michele.mckie@gsw.edu

Highest degree held: Ed.D. Curriculum and Instruction

Is this a terminal degree in your teaching discipline? Yes X No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

In addition to my degree in Curriculum & Instruction, I hold a masters degree in Special Education.

How have you demonstrated exemplary competence in teaching and mentoring of students?

See attached

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

See attached

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean Rachel Albright Date 4/9/24

Provost Jill Drake Date 4/9/24

Nominated by Graduate Council on 4/13/24 Chair, Graduate Council

Elected by General Faculty on

Application for Graduate Faculty Status

Michele A. McKie

How have you demonstrated exemplary competence in teaching and mentoring of students?

I exhibit competence in teaching through student evaluations, peer evaluations, supervisor evaluations, and candidate success on GACE assessments. My most recent supervisor evaluation was conducted in an undergraduate course I taught this fall. It was noted that I used a variety of teaching strategies, including visuals, class discussions, linkages to Georgia Standards and recent field experiences, and reinforcement of concepts. Last summer, my co-teacher provided me with an evaluation of her experience working with me in the online Teacher Leadership Seminar course. She noted how the assignments in the online course were engaging for students and herself as she worked to grade them. She noted the planning I did prior to the course to ensure students had meaningful experiences. Each year, I receive a variety of feedback from students. I consider each piece of feedback, but I also self-evaluate through the process. I take time each semester to reflect on the strategies that can be improved the next time the course is taught and what worked well. Graduate students I have taught have sent me emails describing how I supported them through the program in ways I did not know I had helped. A graduate student gave me a silver coin this fall because she appreciated how I helped her navigate the GACE Teacher Leadership assessment through our online virtual seminars and the emails we exchanged. This was a pleasant surprise because I did not know the impact I had on this student.

Mentoring students is something I strive to do regularly. I believe having conversations about relevant experiences in the teaching field and providing my knowledge of situations is important for the growth of students. My teaching and assessment philosophy aligns with providing constructive feedback. Students can take opportunities to grow through each assignment. I communicate with students my expectations of reading written feedback and using it to grow through the next assignment. I also believe students need multiple modalities at times to receive the feedback, and I often incorporate video feedback when a concept would take longer to explain in writing than to visually show them where improvement can be. I also model reflective teaching with my students. I reflect during class on how our class sessions and assessments may have been areas for growth in my teaching and their learning. I often have students who will come to me during my office hours to run things by me or ask for help on an assignment. I believe having an open-door policy has been a strength in the building of relationships with my students. They know they can stop by and ask questions or send me emails and will receive timely feedback.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

I am a professional member of several organizations which benefit the field of teacher education. I serve on two boards directly related to my current work in teacher education and assessment. I also serve on the leadership team for another organization for women in education, where we work toward supporting current P-12 educators.

In my role as assessment director, I am working toward collecting data on our current graduate programs to help graduate faculty make decisions about their programs. Additionally, I helped to make several changes in the Teacher Leadership graduate program, where we noticed changes were needed to improve the program. I worked directly with our graduate faculty to help ensure we were implementing assessments that aligned with the Georgia Professional Standards Commission standards. Another example includes when I worked closely with our faculty in the College of Education to collect data for our accreditation review. Through this experience, I am helping to ensure we are collecting the appropriate data necessary to meet the standards for continued program approval. Although this work is at the undergraduate level, we are working to implement several similar processes for our data collection at the graduate level to ensure we can go through the peer review process in our CPR. I recently worked with our special education department to undergo major curriculum and program delivery changes. This process took us nine months to implement, but the revisions will allow our students many additional opportunities in the refreshed curriculum, such as the addition of an autism endorsement certificate.

Recently I was published with colleagues at GSW for our work on the TILT project. I also wrote an article on my dissertation research, which is in press. The Delta Kappa Gamma Women Educators group published a reflective piece this fall on our work with induction teachers in the area. This fall, I will begin taking courses for professional development in Curriculum and Instruction to add the service certificate to my Georgia teacher certification. This program requires me to spend time in a school during part of my coursework, which will update my experiences in the P-12 classrooms and allow me to add my knowledge to my classroom teaching.

Curriculum Vitae
Michele A. McKie, Ed.D.
216 Edgewood Drive • Americus, GA 31709
Cell: 229-591-2424
Email: Michele.Mckie@gsw.edu

Education

Ed.D., Curriculum and Instruction: Learning and Development, Valdosta State University, James L. and Dorothy H. Dewar College of Education and Human Services, Valdosta, Georgia 2021

M.Ed., Special Education, Georgia Southwestern State University, School of Education, Americus, Georgia 2007

B.S.Ed., Special Education, Georgia Southwestern State University, School of Education, Americus, Georgia 2005

Teaching Experience

Assessment Director and Assistant Professor, Georgia Southwestern State University 2021-Present

Leads the development, organization, analysis and reporting of student learning outcomes and related activities to support planning activities with education faculty. Worked with COE accreditation official to finalize evidence for submission to GaPSC leading to a successful accreditation visit during the spring of 2022.

Assessment Director and Lecturer, Georgia Southwestern State University 2020-2021

Field and Clinical Experiences Director, Georgia Southwestern State University 2014-2020

Established and maintained partnerships with P-12 school systems, made field experience and student teaching placements for teacher candidates, hosted student teaching seminars, hosted edTPA boot camps for senior level teacher candidates

Special Education Teacher, Sumter County Elementary Math, Science, & Technology Academy, Americus, Georgia 2006-2014

Served students with disabilities in the interrelated inclusion classroom; served students in a resource classroom for reading comprehension; served students in a resource classroom for basic reading using the SRA Corrective Reading-Direct Instruction Program

Special Education Teacher, Macon County Middle, Oglethorpe, Georgia 2005-2006

Served students in grades 6-8 in the interrelated resource classroom for all subjects; served students in the 8th grade interrelated inclusion

classroom for English/Writing, served students in the 6th grade interrelated inclusion classroom for social studies.

Publications

McKie, M. (2019). Building a teacher pipeline through the implementation of an Educators Rising chapter (Published April 2020). *The Delta Kappa Gamma Bulletin: Collegial Exchange*.

McKie, M. (2023). Building intentional, relationship-focused professional development for induction teachers. *The Delta Kappa Gamma Bulletin: Collegial Exchange*, 90(2), 41-43.

McKie, M., Bochenko, M., Hartsell, T., Marchiano, D., and Radcliffe, B.J. (in press). What decisions must be considered when implementing the intern as teacher model in a school district?. *The Delta Kappa Gamma Bulletin: International Journal for Professional Educators*.

Palmer, D., Bachhofer, C., Brown, A., Kaus, A., and **McKie, M.** (2023). Facilitating TILTING as a faculty community. *Perspectives In Learning*, 20(1), 25-41.
<https://csuepress.columbusstate.edu/pil/vol20/iss1/4>

Awards and Recognitions

Sumter County Schools Teacher of the Year (2013)

Teacher of the Year (2013); Sumter County Elementary School

Teacher of the Month (October 2006); Macon County Middle School

Grants

Elise Boylston Memorial Foundation Grant Recipient (2023); Grant Title: Induction Support Program, Requested \$2,850; Awarded \$1,000.

Georgia Southwestern State University Faculty Development Grant Recipient (2023); Grant Title: GACTE Teacher Pipeline Research Presentation. Requested \$600. Awarded \$600.

Georgia Department of Education FY 2022-2025 (2022); Grant Title: Georgia Teacher Endorsement Grant - Autism Education. Requested \$103,734.90; Not Funded.

Georgia Southwestern State University High Impact Practice Opportunity Grant Recipient (2022); Grant Title: Postsecondary Options for Individuals with Intellectual Disabilities, Developmental Disabilities & Autism Spectrum Disorders: A Survey of Resources in Southwest Georgia, Requested \$300. Awarded \$300.

Elise Boylston Memorial Foundation Grant Recipient (2019); Grant Title: Building Service Leadership with Teacher Candidates, Requested \$2,500; Awarded \$1,500.

Georgia Southwestern State University High Impact Practice Opportunity Grant Recipient (2019); Grant Title: Flexible Seating in the College of Education. Cowritten with Maggie Johnson, Educators Rising Student President; Requested \$1,200. Awarded \$1,200

Georgia Southwestern State University High Impact Practice Opportunity Grant Recipient (2018); Grant Title: “Building Service Leadership with Teacher Candidates”, Requested \$1,500; Awarded \$1,500.

GaETC Innovation Grant Recipient (2013); Grant Title: “Increasing Math Achievement for Students in Co-Taught Math Classrooms”, Requested \$2,500; Awarded \$2,500

Invited Talks

Abbott, R. and **McKie, M.** (2023, September 13). *Recruitment and Retention* [Guest Speaker]. Chatt-Flint RESA.

Bernstein, G. and **McKie, M.** (2016, October). *Co-teaching and collaboration with special educators* [Guest Speaker]. Schley County Schools.

McKie, M. (2020, November 11). *Building work ethics* [Virtual Guest Speaker]. Americus-Sumter Co. HS 9th Graders in Mrs. S. Woodson’s class.

McKie, M. (2023, October 4). *General education teacher’s role in IEP development and meeting* [Guest Speaker]. Georgia Southwestern State University. Mr. Jason Cribbs’ Adaptive Physical Education class.

McKie, M. (2020, October 23). *Positives of a career in education/why attend GSW College of Education* [Virtual Guest Speaker]. Lee Co. HS 10th-12th graders in Mrs. Whittaker’s class.

McKie, M. (2020, October 30). *Positives of a career in education/why attend GSW College of Education* [Virtual Guest Speaker]. Schley Co. HS 9th graders in Mrs. Jennifer Driver’s class.

McKie, M. (2020, November 22). *Observations of teaching at the college level* [Virtual Guest Speaker]. Americus-Sumter Co. HS 10th-12th graders in Mrs. Caldwell’s class.

McKie, M. (2023, November 28). *Using technology to assess learners* [Guest Speaker]. GSW Tech Media Course with students in Mr. Zach Ward’s class.

Professional Presentations

Abbott, R., Gerlach, L. and **McKie, M.** (2016, October). *Georgia Southwest P-20 Collaborative* [Poster Presentation]. Georgia Educator Preparation Providers Summit.

Abbott, R. and **McKie, M.** (2019). *Enhancing P-20 conversations through advisory councils* [Roundtable Proposal Accepted]. Southeastern Regional Association of Teacher Educators Conference.

- Abbott, R. and **McKie, M.** (2017, May). *Georgia Southwest P-20 Collaborative* [Conference Session]. Georgia Induction Summit.
- Abbott, R. and **McKie, M.** (2023, October). *Supporting Early Career Educators Through a Community Induction Program* [Conference Session]. Florida Association of Teacher Educators Conference.
- Barnetson, K., Abbott, R., and **McKie, M.** (2019). *Collaborating to support induction teachers* [Roundtable Proposal Accepted]. Southeastern Regional Association of Teacher Educators Conference.
- Barnetson, K., Abbott, R., **McKie, M.** (2019, October 10). *Mentoring: One University's Approach to Promote Teacher Retention* [Proposal Accepted]. Georgia Association of Teacher Educators Conference.
- Barnetson, K. and **McKie, M.** (2019, May). *Collaborating to support induction teachers* [Conference Presentation]. Georgia Induction Summit.
- Gant, A. and **McKie, M.** (2022, July). *Interns as Teachers* [Conference Presentation]. Georgia Association of Education Leaders.
- Hawkins, J., Conley, B., Pafford, B., Eubanks, E., and **McKie, M.** (2018, February). *Math Workshop: What are the kids doing* [Conference Session]. Future Georgia Educators Conference.
- McKie, M. (2017, February). *Math Workshop: What are the kids doing?* [Conference Session]. Future Georgia Educators Conference.
- McKie, M., Porter, C., and Gant, A. (2022, October 20). Filling teacher shortages: Innovative practices utilizing baccalaureate candidates to meet the needs. [Virtual Webinar]. Georgia Association of Education Leaders.
- McKie, M. (2019, October 10). *Promoting Recruitment in Education through the Educators Rising Organization* [Proposal Accepted]. Georgia Association of Teacher Educators Conference.
- McKie, M. (2020, September 26). *High School and College Roundtable*. Delta Kappa Gamma Virtual Membership and Executive Board Conference.
- McKie, M. (2019, October 24). *Partnership success stories: Mutually beneficial relationships* [Conference Session]. GaPSC Annual Certification and Program Officials Conference. https://www.gapsc.com/EducatorPreparation/Conference_Presentations.aspx
- McKie, M. (2021, October 14). *A qualitative case study to explore the intern as teacher model in South Georgia* [Conference Session]. Georgia Association of Teacher Educators (GATE) 2021 Annual Conference. https://issuu.com/gaate/docs/gate_2021_conference_program
- McKie, M. (2022, January 27). *A qualitative case study to explore the intern as teacher model in South Georgia* [Virtual Webinar]. Georgia Professional Standards Commission (GaPSC).

Mckie, M., Harper, C., Peters, J., Pheil, V., Zinskie, C., and Mosely, K. G. (2021, October 15). *Moving forward together: Featuring collaboration among Georgia's teacher professional associations* [Panel]. Georgia Association of Teacher Educators (GATE) 2021 Annual Conference. https://issuu.com/gaate/docs/gate_2021_conference_program

Mitchell, S., Hagood, S., **Mckie, M.**, and Porter, D. (2022, April 14). *Implementing effective practices through video + feedback* [Conference Session]. Georgia Association of Colleges for Teacher Educators (GACTE) Conference. <https://gacte.net/wp-content/uploads/2022/04/GACTE-SPRING-BOOKLET-2022-4-11-22-FINAL.pdf>

Riddle, R. and **McKie, M.** (2018, May). *Engaging college and high school students in the career path through an Educators Rising club* [Conference Session]. Georgia Induction Summit.

Campus or Departmental Presentations

McKie, M., Tarrer, A., and Watson, J. (2024, January 9). *Supporting and advising students with disabilities* [Faculty Presentation]. Georgia Southwestern State University.

McKie, M. (2021, August 16). *Tilting my course syllabus* [Faculty Presentation]. Georgia Southwestern State University.

Graduate Courses Taught

Master of Education Program:

Assessment in Special Education [Hybrid] (Spring 2022, Spring 2023, Spring 2024)

Cultural and Linguistic Differences [Online] (Summer 2020)

Readings in Special Education [Online] (Fall 2022, Fall 2023)

Teachers and the Law [Online], Co-instructor (Summer 2020, Summer 2021, Summer 2022, Summer 2023)

Education Specialist Program:

Literacies, Digital Technology & Learning [Online], Co-instructor (Summer 2016, Summer 2017, Summer 2018, Summer 2019, Summer 2020, Summer 2021, Summer 2022, Summer 2023)

Practicum II in Teacher Leadership [Online] (Spring 2024)

Seminar in Teacher Leadership [Online] (Summer 2022, Summer 2023)

Undergraduate Courses Taught

Acquisition and Development of Language [F2F, Online], Special Education Undergraduate Program (Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2021, Fall 2022, Fall 2023)

Assessment of Learners with Disabilities [F2F, Online] Special Education Undergraduate Program (Fall 2020, Fall 2021, Fall 2022, Fall 2023)

Elementary Mathematics Methods [F2F, Online] Elementary Education Undergraduate Program (Spring 2022, May 2022)

Professional, Legal, and Ethical Aspects of Special Education, Special Education Undergraduate Program [F2F] (Fall 2021, Spring 2022, Fall 2022, Spring 2023, Fall 2023, Spring 2024)

Teaching Math and Science to Students with Disabilities, Special Education Undergraduate Program [F2F] (Spring 2016, Spring 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2021, Spring 2022, Spring 2024)

University Supervisor for Student Teachers, Special Education Undergraduate Program (Fall 2022, Spring 2023)

Endorsement Courses Taught

Classroom and Behavior Strategies for Autism [Online] (Fall 2020)

Identification and Assessment of Students with Autism [Online] (Summer 2020, Summer 2021)

Planning and Teaching for Autism Spectrum Disorders [Online] (Spring 2021)

Advising

Special Education Program Advisor 2022-Present

Educators Rising Student Organization 2017-Present

Initiated creating the organization and worked with students to create bylaws and become an approved organization. The mission of the organization is to encourage middle and high school students to consider education as a career path.

Zeta Tau Alpha 2022-Present

Research Experience

McKie, M. A., "A Qualitative Case Study to Explore the Intern as Teacher Model in South Georgia," Ed.D. diss., Valdosta State University, 2021. Retrieved from <https://hdl.handle.net/10428/4992>

Service

University Level

University Restructuring Committee, 2024

Quality Enhancement Plan Committee, 2022-2023

Strategic Planning Task Force, *2021-2022*
Instructional Technology Committee, *2021-2022*
Institutional Effectiveness Committee, *2020-Present*
Post-Pandemic Strategy Task Force with President Weaver, *2020-2021*
Teaching Circle Chair, “Assessment in Education”, *Fall 2020*
Give Southwestern Fundraising Committee, *2019-Present*
GSW Academic Planning Steering Committee, *2019-2020*
Teaching Circle Chair, “Walking and Talking”, *Fall 2019*
Educators Rising Advisor, *2018-Present*
Enhancing Educators Conference Committee Chair; College of Education, *2018-2019*
GSW Field and Clinical Experiences Advisory Council; Chair, *2014-Present*
GSW Teacher Education Council Member, *2014-2022*
College of Education Search Committee Member
Lecturer/Assistant/Associate Professor of History Committee Chair; *2023*
Lecturer/Assistant Professor Special Education Committee Member; *2021-2022*
GSW Field and Clinical Experiences Director Committee Member, *Summer 2020*
GSW Faculty Member Committee Member, *2018-2019*
GSW Faculty Member Committee Member, *Fall 2017*
GSW Pre-Kindergarten Employee Committee Member, *Spring 2016*
GSW Pre-Kindergarten Employee Committee Member, *Summer 2015*

State Level

Cultivating Georgia Teachers Advisory Committee for Secondary Students, Georgia Department of Education, *2022*
Educators Rising Taskforce, Georgia Department of Education, *2020-Present*
Georgia Teacher Induction Taskforce, Georgia Department of Education, *2020-2021*
Georgia Assessment Directors Association (GADA) Secretary, *2020-Present*
Georgia Association of Colleges for Teacher Education (GACTE) Research Chair, *2017-Present*
Georgia Field Directors Association; Board Member *2017-2020*

Local Level

Area 11 Special Olympics Coordinator, *2023-Present*
GSW and Delta Kappa Gamma Women Educator Induction Program Coordinator, *2022-Present*
Delta Kappa Gamma (DKG) President Elect, *2022-Present*

Schley County High School's Career, Technical and Agricultural Education program (CTAE) Advisory Council, *2021-2023*

Delta Kappa Gamma (DKG) Secretary, *2020-2022*

Lee County High School's Career, Technical and Agricultural Education program (CTAE) Advisory Council, *2019-2021*

Marion County High School's Career, Technical and Agricultural Education program (CTAE) Advisory Council, *2019-2020*

Delta Kappa Gamma (DKG) Professional Growth and Services Committee Chair, *2018-2020*

Chattahoochee-Flint RESA Board of Control, *2014-Present*

Sumter County Elementary Yearbook Committee Co-Chair, *2010-2011*

Sumter County Elementary Leadership Team, *2009-2014*

Professional Memberships

Council for Exceptional Children, *2022-Present*

National Association of Special Education Teachers, *2021-Present*

Georgia Assessment Directors Association (GADA), *2020-Present*

Phi Delta Kappa Association, *2019- 2023*

Zeta Tau Alpha Alumnae; Member of Americus Group, *2018-2021*

Georgia Association of Colleges for Teacher Education (GACTE), *2017-present*

Educators Rising, *2017-Present*

Delta Kappa Gamma Society, *2015-Present*

Southwest Georgia P-20 Collaborative, *2015-Present*

Georgia Field Directors Association, *2014-2020*

Professional Association of Georgia Educators, *2007-Present*

Georgia Association of Educators, *2005-2007*

Conference Attendance

Annual Certification and Program Officials Conference, GaPSC; October 28, 2021

Florida Association of Teacher Education Conference (FATE)

FATE Annual Conference; October 21, 2023

Georgia Association of Colleges for Teacher Education Conference (GACTE)

Educators: The Original First Responders; October 25-27, 2023

Cruising Collaboratively on the Winds of Change; November 16-18, 2022

Diversity, Equity, Inclusion: Rethinking Out Teacher Educator Roles;

November 18-19, 2021

Navigating Uncharted Waters [Virtual]; October 18-19, 2020

Georgia Association of Education Leaders (GAEL) Conference, July 10-13, 2022

Georgia Association of Teacher Educators (GATE) Conference; October 14-15, 2021

Georgia Induction Summit [Virtual]; May 6-7, 2021; April 7, 2022

GaPSC 28th Annual Certification Officials Conference [Virtual]; November 3, 2022

Georgia State Organization – Delta Kappa Gamma – Conference [F2F]; September 23, 2023

Georgia State Organization – Delta Kappa Gamma – Conference [Virtual]; September 24, 2022

IUPUI Assessment Institute Virtual Conference, October 25-26, 2021

National Educator Shortage Summit; February 7-8, 2022

Professional Development

Georgia Assessment Friends; Ongoing Fall 2021-Present

Georgia Ethics Assessment for Educational Leadership, PASSED, August 14, 2022

Georgia Professional Standards Commission Webinars

Interrater Reliability Workshop; December 4, 2021

Survey Development; January 22, 2021

InTASC Standards Conversation; January 12, 2021

GACE PAA Support; October 1, 2020

Curriculum Mapping; September 14, 2020

Georgia Southwestern State University

The Craft of College Teaching Book Study; Throughout 2023-2024

Take Out and Tech Tips with Zach; November 29, 2022

4th Annual Jubilee International Symposium; October 12, 2022

High Impact Practices; Throughout Spring 2021

TILT Workshop; April 29, 2021

TILT Faculty Development; Summer 2021

Georgia Teacher Leadership VPLC; Ongoing Fall 2021-Present

ISTEU: Introduction to the ISTE Standards: Students; April 7, 2022

Southwest Georgia P-20 Meetings

Distance Learning; October 26, 2021

Equity; March 2, 2021



GEORGIA SOUTHWESTERN STATE UNIVERSITY

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Rachel Abbott

Department: College of Education

Campus phone: 229-931-2173 Campus email: rachel.abbott@gsw.edu

Highest degree held: Ph.D.

Is this a terminal degree in your teaching discipline? Yes X No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

I teach UNIV 1000 and graduate (M.Ed. and Ed.S.) classes. I also advise and mentor over 100 paraprofessionals in the online elementary education program.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

See attached.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean [Signature] Date 4/9/2024
X Provost [Signature] Date

Nominated by Graduate Council on 4/13/24 [Signature] Chair, Graduate Council

Elected by General Faculty on

Rachel Abbott, Ph.D., CHES
Work Phone: (229) 931-2173

EDUCATION

<u>Degree</u>	<u>School</u>	<u>Years</u>
M.Ed. in Evaluation, Assessment, Research, and Learning	Georgia Southern University	2017-2019
PhD in Health Education and Health Promotion	University of Alabama	2001-2005
M.S. in Food and Nutrition	Florida State University	1999-2000
B.S. in Exercise Science	Longwood College	1995-1999

Additional Coursework

Columbus State University		2009-2010
<ul style="list-style-type: none">• Foundations of Education-American Education• Foundations of Education-Motor Learning and Human Growth and Development• Foundations of Education – Instructional Approaches• Foundations of Education – Special Education• Physical Education at the Elementary Level• Physical Education at the Middle School Level• Physical Education at the High School Level• Assessment in Physical Education		

EMPLOYMENT

Georgia Southwestern State University

Dean (February 2016 – Present)

Professor (August 2020 – Present)

Associate Professor (tenured) (July 2014 – July 2020)

Interim Dean (July 2014 – February 2016)

Assistant Professor (August 2009 – July 2014)

Accreditation Coordinator (October 2010 – Present)

University of West Georgia

Assistant Professor (August 2003 – July 2009)

Coordinator of Field Experiences (August 2005 – July 2009)

MAJOR ACCOMPLISHMENTS

Georgia Southwestern State University
Dean/Professor, College of Education

GSW is a state university in the University System of Georgia. GSW has approximately 3,000 residential, commuter and online students enrolled in undergraduate and graduate programs in the arts, humanities, sciences, and education. I currently serve as the Dean of the College of Education. I am responsible for budget management, maintaining state accreditation, fostering partnerships with our local schools and state agencies, monitoring academic programs, and strategic planning. The COE is comprised of approximately 650 students and 17 full-time faculty and staff. The college consists of 16 degree programs at the undergraduate, graduate (master's and specialist), and certificate/endorsement levels.

- Creation/Approval of new programs
 - Created Education Specialist degree in Teacher Leadership
 - Created Autism Education Endorsement
 - Developed and Implemented Special Education General Education Certification Only
 - Developed and Implemented Friday-Only/Online Elementary Education
 - Created ESOL Endorsement
- Recruitment Strategies
 - Graduate Programs increased each year; recently from 245 in AY2020-21 to 365 AY2023-2024
 - Created COE Recruitment Task Force
- Accreditation and Assessment
 - Led successful NCATE/GaPSC visit in spring 2013
 - Led successful GaPSC continuing accreditation review in spring 2022 (two areas of strength)
- Partnerships with Division of Student Engagement and Success
 - Co-Chair of Committees – Advising Task Force and Scheduling
 - Serve on Student Retention Committee
 - Serve on Orientation Committee
- Work with Provost's Office
 - Chair of UNIV 1000 Freshman Seminar Committee
 - Member of GSW Team for USG Mindset and Momentum Approach working groups
- Partnerships with P-12 Schools
 - Serve as lead for Southwest GA P-20 Collaborative
 - Created Superintendent's Advisory Committee
 - Implemented Paid Student Teaching Internship Model
 - Implemented Induction Support Model
 - Serve on Marion County CTAE Advisory Board
 - Serve on Sumter County School District Strategic Planning Board
- College of Education
 - Increased enrollment in graduate programs

- Hired Assessment Director and Clinical Director
- Hired 19+ faculty and staff positions (2014-2023)
- Restructured field experiences
- Restructured courses and programs for implementation of edTPA
- Secondary program revision for BSED degree
- Strategic planning and update/revision of all COE undergraduate/initial certification programs
- Reviewed and revised key assessments

PROFESSIONAL GROWTH

Honors/Fellowships:

2021-2022 Fellow, Becoming a Provost Academy (BAPA) leadership program with American Association of State Colleges and Universities and American Academic Leadership Institute

2018-2019 Fellow, Deans for Impact, Impact Academy

Leadership Award, Georgia Assessment Director Association (2018-2019)

Certifications:

Mental Health First Aid Certification, (2018-Present)

Kennesaw State University Center for Conflict Management, General Mediation Training (2017-Present)

Georgia Department of Education Teacher Keys Effectiveness System (TKES) Certification (2013-2016)

National Commission for Health Education Credentialing; Certified Health Education Specialist (2003-Present)

Memberships in Professional Societies:

Delta Kappa Gamma (2020-Present)

Georgia Assessment Directors Association (2013-Present)

Georgia Association of Colleges for Teacher Education (2010-Present)

Georgia Association for Health, Physical Education, Recreation, and Dance (2003-2006, 2012-Present)

National Commission for Health Education Credentialing (2003-Present)

American Alliance for Health, Physical Education, Recreation, and Dance (1998-2015)

American Association for Health Education (AAHE) (1998-2015)

American Public Health Association (APHA) (2001-2003)

American School Health Association (ASHA) (2002-2010)

Publications:

Donahue, R.E., Fitzhugh, Boling, W., Eddy, J.M., Leaver-Dunn, D., Abbott, R.L., Chaney, J.D., Childress, R., Strasser, S., Hardy, M., Notaro S.J., O'Rourke, T.W. et. al. (2002). Using the responsibilities of the health educator to rate journals in the field. *American Journal of Health Studies*, 18, 1-9.

Selected Presentations:

Abbott, R., Jenkins, D., Harmon, C., & McKenzie, B. (2024, February). Promoting student success through campus collaborations. Oral Presentation at Annual Conference on The First-Year Experience. Seattle, WA.

Abbott, R. & McKie, M. (2023, October). Supporting early career educators through a community induction program. Oral Presentation at Florida Association of Teacher Educators. St. Petersburg, FL.

Abbott, R., Barnetson, K., & McKie, M. (2019, October). One university's approach to promote teacher retention. Oral Presentation at Georgia Association of Teacher Educators Conference. Lake Blackshear, GA.

Abbott, R., Barnetson, K., & McKie, M. (2019, May). Georgia southwestern state university school of education induction program. Oral Presentation at Georgia Induction Summit, Macon, GA.

Abbott, R., Barnetson, K., & McKie, M. (2018, October). Collaborating to support induction teachers. Roundtable at Southeastern Regional Association of Teacher Educators, Panama City, FL

Abbott, R. & McKie, M. (2018, October). Enhancing P-20 conversations through advisory councils. Oral presentation at Southeastern Regional Association of teacher Educators, Panama City, FL.

Britsky, K. & Abbott, R. (2013, April). Creating a faculty mentoring program for your players. Oral presentation at annual Women's Basketball Coaches Association (WBCA) National Convention, New Orleans, LA.

Abbott, R.A. & Barnetson, K. (2013, January). Visual Stories: An Effective Strategy for Teaching Physical Education. Oral presentation at annual Share the Wealth Physical Education Conference, Jekyll Island, GA.

Abbott, R.A. (2012, October). Assessing teacher candidate dispositions. Oral presentation at annual Georgia Association of Teacher Educators (GATE) Conference, Atlanta, GA.

Jenkins, D. B., Heidorn, B., & Hilbish, R. A. (2009, October). An analysis of written feedback provided to student teachers. Paper presentation at the triannual Physical Education Teacher Education (PETE) Conference for the National Association for Sport and Physical Education (NASPE), Myrtle Beach, SC.

Hilbish, R., & Bainer-Jenkins, D. (2009, October). A comparison of video and face-to-face observation of student teachers. Paper presentation at the triannual Physical Education Teacher Education (PETE) Conference for the National Association for Sport and Physical Education (NASPE), Myrtle Beach, SC.

Abbott, R.L., & Mowling, C. (2007, February). Utilizing technology-based feedback (BEST Software) to enhance teacher candidates critical reflection process. Oral presentation at Southern District American Alliance for Health, Physical Education, Recreation, and Dance Annual Convention, Chattanooga, TN.

Selected Invited Presentations

Abbott, R. & McKie, M. (2019, October). Partnership success stories: Mutually beneficial relationships. Presentation at 2019 Georgia Professional Standards Commission (GaPSC) Annual Certification and Program Officials Conference.

Abbott, R. (2017, May). Southwest GA P-20 Collaborative. Presentation at 2017 Georgia Induction Summit.

Abbott, R. (2015, September). GSW School of Education Updates and Certification Requirements in Georgia. Presentation to the Cordele Lions Club (Cordele, GA).

Abbott, R. (2015, June). What is edTPA and How Will It Impact My School and Teachers? Presentation for Chattahoochee Flint Regional Educational Service Agency (CF-RESA) Principals Academy.

Abbott, R. (2014, December). Sharing Lessons Learned and Plans from P-20 Regional Partnership Meetings. Presentation at 2014 Georgia Professional Standards Commission (GaPSC) Annual Certification and Program Officials Conference.

Grants:

High Impact Practice Opportunity (HIPO) Grant, \$1,500. Improving Early Literacy in Sumter and Surrounding Counties, 2018-2019.

High Impact Practice Opportunity (HIPO) Grant, \$1,500. Improving Early Literacy in Sumter and Surrounding Counties, 2018-2019.

Georgia Network for Transforming Educator Preparation (GaNTEP) Limited Continuation Award, \$9,000, for Co-Teaching Professional Learning Opportunity, Fall 2015.

Georgia Network for Transforming Educator Preparation (GaNTEP) Grant/Award, \$10,000, for Transforming Educator Preparation: Building Capacity to Positively Impact P-12 Student Learning Conference (TEP Conference), August 2014.

University of West Georgia College of Education Faculty SEED Grant, \$2600, for “The Impact of a Pedometer Based Intervention on Sedentary Adults,” Spring 2006 (with Jeff Johnson).

University of West Georgia Faculty Research Grant, \$1500, for “Utilizing Technology-Based Feedback (BEST Software) to Enhance Teacher Candidates Critical Reflection Process,” Spring 2006 (with Claire Mowling).

Professional Experiences and Training:

Invited Team Member, Spring 2024 Teach to Lead Summit, 6 member team from Georgia Department of Education and local schools (Spring 2024).

Chair, Georgia Professional Standards Commission Board of Examiners, Offsite chair and team member, (Fall 2023).

Invited Team Member, Georgia Professional Standards Commission Teacher Leadership Review Task Force (January 2023-Present)

Chair, Georgia Professional Standards Commission Board of Examiners, Offsite and onsite chair and team member, (Spring 2022-Fall 2022).

Training, Georgia Professional Standards Commission Board of Examiners Site Visitor 2022 Standards Training (Fall 2021).

Invited Team Member, Georgia Professional Standards Commission Standards Review Task Force (Fall 2020-Spring 2021).

Chair, Georgia Professional Standards Commission Board of Examiners, Offsite and onsite chair and team member (Fall 2020-Spring 2021).

Training, Georgia Professional Standards Commission Board of Examiners Chair Training (October, 2019).

Member, Georgia Professional Standards Commission Board of Education, Offsite and onsite team member for CAEP/GaPSC review team (Fall 2019-Spring 2020).

Judge, Region 6 FBLA Leadership Conference, Marion County Middle/High School (Spring 2018).

Invited Team Member, Georgia Professional Standards Commission Pedagogy Only Task Force Member, Fall 2018-Fall 2019)

Invited Team Member, One of 6 member GA team invited to attend the Reimagining Teacher Preparation Together Convening at the Gates Foundation, Seattle, WA, Fall 2018.

Member, Georgia Professional Standards Commission Board of Education, BOE offsite team member for CAEP/PSC review team (Fall 2014-Spring 2015; Spring 2018, Spring 2019).

Ambassador, National Commission for Health Education Credentialing (NCHEC) Ambassador (Spring 2016-Present).

Training and Credentialing, Teacher Keys Effectiveness System provided by Georgia Department of Education at Valdosta State University (Spring 2014).

Training, edTPA Training provided by GaPSC at Columbus State University (Spring 2014).

Training, edTPA Local Evaluation Training provided by the Georgia Board of Regents. (Fall 2013).

Member, Georgia Professional Standards Commission Board of Education, BOE offsite and onsite team member for NCATE/PSC review team. (Fall 2013).

Training, Georgia Professional Standards Commission Board of Education. BOE Team member Refresher Training. (Spring 2013)

SERVICE

Committee Membership:

Georgia Southwestern State (GSW) University

University

Chair, University 1000 Committee (July 2019-Present)

Co-Lead, Advising Task Force (August 2019-Present)

Member, Provost Search Committee (February 2023-April 2023)

Member, University Supported Enrollment Committee (August 2022-Present)

Member, Strategic Planning Task Force (January 2022 – Present)

Member, Retention Committee (August 2020-Present)

Member, Post Pandemic Task Force (October 2020-Present)

Advisor, Delta Kappa Pi (August 2019- Present)

Member, President's Cabinet and Strategic Planning Committee (August 2017-July 2018)

Member, Enrollment Management Council (June 2015 – May 2016)

Member, GSW Business and Finance Committee (August 2017-May 2018)
Member, GSW Academic Grievances Committee (August 2012-May 2017)
Member, GSW Alcohol, Tobacco, and Other Drugs Task Force (2009-2015)
Member, GSW Community Prevention Alliance Workgroup (CPAW) (January 2012-2015)
Chair, GSW Financial Aid and Scholarships Committee (August 2011-May 2013)
Member, President's Committee on Retention and Graduation Committee (2010-March 2012)
Member, GSW Student Affairs Committee (August 2009-May 2011)

University of West Georgia (UWG)

University

Member, UWG Faculty Senate Committee (August 2005-May 2009)
Member, UWG Academic Policies and Procedures Committee (August 2005-May 2009)
Member, UWG Teacher Education Advisory Committee (August 2005-August 2006)
Member, Alcohol and Drug Abuse Prevention Team (ADAPT) Education Committee (2006-2009)

College of Education

Member, College of Education Faculty Governance Council (2003-2009)
Secretary, College of Education Faculty Governance Council (2007-2008)
Member, College of Education Assessment Advisory Committee (2004-2005)
Member, College of Education Dean's Evaluation Committee (2004-2005)

Physical Education and Recreation Department

Chair, Curriculum Committee (2003-2009)
Chair, Physical Education Teacher Education (PETE) Committee (2005-2009)

Advisement:

Georgia Southwestern State (GSW) University

GSW College of Education Success Champion (N=40) (December 2022-Present)
GSW Elementary Education Advisor; Last Name I-O (N=35) (2018-Present)
GSW Education Minors Advisor (N=25) (2014-Present)
GSW Education Specialist Teacher Leadership Advisor (N=52) (2020-Present)
GSW Co-Advisor, History w/Teacher Certification students (Fall 2021-Present)
GSW Exercise Science Program Majors Advisor (N=45) (2015-2018)
GSW Department of HHP Health and Physical Education Majors Advisor (N=34) (2009-2015)

University of West Georgia (UWG)

Member, L. Biggins Dissertation Committee (2008-2010)
UWG Department of PER Graduate Advisor (N=9) (2005-2009)
UWG Masters of Education Oral Comprehensive Exam Committee Chair and Member (N=15) (2005-2008)

Other Service:

Georgia Southwestern State (GSW) University

Member, Chattahoochee-Flint RESA Educator Preparation Advisory Board (August 2019-Present)

Member, Chattahoochee-Flint RESA STEM/STEAM Advisory Board (August 2019-Present)

Secretary, Georgia Association of Colleges of Teacher Education (Summer 2016-Present)

Team Lead, Southwest GA P-20 Collaborative (Fall 2014-Present)

Member, Marion County CTAE Advisory Board (Fall 2019-Present)

President, Georgia Assessment Director's Association (Spring 2017-Summer 2019)

Member, One Sumter Economic Development Foundation, Inc. Workforce Development Strategy Team (Fall 2017)

Participant, Collaborate with Houston County Adapted Physical Education Coordinator to assist with Special Olympics in Houston County and in field experiences (Fall 2012-Fall 2014)

Participant, Collaborate with Special Education colleague to assist with Special Olympics (Fall, 2013)

Participant, Attend the 2012 FEA Georgia Fall Conference to recruit students for the School of Education (October, 2012)

Participant, Collaborated with Special Education colleague to assist with Special Olympics (Fall, 2012)

Participant, Collaborated with Special Education colleague to assist with Special Olympics (Fall, 2011)

Mentor, Faculty Mentor for three GSW's Women Basketball players (2011-2019)

Mentor, Sumter County Mentor Partnership, Mentor for 5th grade student at Sarah Cobb Elementary (2010-2011)



GEORGIA SOUTHWESTERN STATE UNIVERSITY

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Darrin Theriault

Department: COBAC (Management)

Campus phone: 229.931.6917 Campus email: darrin.theriault@gsw.edu

Highest degree held: Ph.D.

Is this a terminal degree in your teaching discipline? Yes X No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

Student success is my top priority. Making students' learning experience as meaningful, relevant, ar

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

As junior faculty, I am on the verge of submitting two studies to A-level journals for publication. The 1

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean Gaynor Cheokas Date 4.5.24

Provost Jill Drake Date 04/12/2024

Nominated by Graduate Council on 4/9/24. Chair, Graduate Council

Elected by General Faculty on

V I T A

DARRIN E. THERIAULT

Assistant Professor of Management
College of Business & Computing
Georgia Southwestern State University
Phone: 229.931.6917

Email: darrin.theriault@gsw.edu

LinkedIn: [linkedin.com/in/darrin-theriault-032b0115a](https://www.linkedin.com/in/darrin-theriault-032b0115a)

EDUCATION

- Ph.D. Business Administration (Human Resource Management & Organizational Behavior)
Kennesaw State University, 2021
Dissertation Title: When Leaders Ostracize: Bottom-line Mentality Climate and Emotional Labor as Predictors of Workplace Ostracism
Faculty Advisor: Dr. James A. Meurs
- M.S. Management (Leadership & Organizational Effectiveness)
Troy University, 2008
Thesis Topic: Exploring the lack of diversity at senior-levels of Army leadership.
- B.S. Sociology
Georgia College and State University, 1996

WORK EXPERIENCE

- 08/22-Present Assistant Professor of Management, Georgia Southwestern University
- 07/21-07/22 Limited Term Assistant Professor of Management; Kennesaw State University
- 2014-2021 Director, Academic Testing Services, Kennesaw State University, Kennesaw, Georgia.
- Led a team of six testing professionals responsible for delivering a wide menu of academic and professional exams to students and working professionals.
- Gained international recognition for our innovative approach to testing. Leaders from Birmingham City University (Birmingham, England) invited me to their campus to help establish the U.K.'s first academic testing center at a university.
- Delivered a variety of exams that directly contribute to student success and improving the university's retention, progression, and graduation (RPG) rates.
- Served as president of Georgia's statewide professional testing association.
- 2017-2021 University Credit for Prior Learning (CPL) Coordinator, Kennesaw State University, Kennesaw, Georgia.
- Invited by senior leaders at East Georgia State College to facilitate a CPL workshop to help East Georgia establish a CPL program.

- Received multiple invitations to share best practices serving adult leaders as part of the Council for Adult and Experiential Learning (CAEL) webinar series.
- Led KSU's adult learning committee to establish an unprecedented, fully automated, student- and faculty-friendly CPL system.
- Advised hundreds of students about CPL opportunities, helping them earn credit and saving learners thousands of dollars.
- Provided direct support to Morris Brown College's CPL efforts by assessing student portfolios and sharing CPL best practices.

- 2011-2014 Chair, Department of Military Science / Professor of Military Science (U.S. Army), Southern University, Baton Rouge, Louisiana.
- Led a cadre of eight military and civilian team members responsible for developing future Army leaders.
 - Improved cadet overall performance from 32nd out of 32 universities to 15th.
 - Served as advisor, coach, teacher, and mentor to over 50 cadets as they matriculated through Southern University and developed into dynamic Army commissioned officers.
 - Conducted over 20 public speaking engagements in Baton Rouge and across Louisiana to share the Army story, to increase support for an HBCU Army ROTC program, and to highlight many of the cadets' accomplishments.
- 2013-2014 Certified Personal Fitness Trainer (part-time) with focus on youth and seniors, Southside YMCA, Baton Rouge, Louisiana.
- Focused attention on the underserved as it relates to fitness training – youth and elderly.
 - Helped improve clients' strength, balance, and athleticism significantly enhancing their quality of life and self-confidence.
- 2009-2011 Executive Officer, 1-18 Infantry Battalion (U.S. Army), Fort Riley, Kansas with deployment to Baghdad, Iraq.
- Second in command of a 650-soldier battalion.
 - Led, coordinated, and synchronized multiple staff sections responsible for the battalion's operations, security, intelligence gathering, logistics, maintenance, budget, and administrative tasks.
 - Successfully managed annual budget over \$5M allocated for the battalion's training, operations, maintenance, and logistical support.
 - Built strong professional and personal relationships with senior Iraqi Army leaders while partnering in joint combat patrols and training missions.
- 2006-2009 Executive Officer to the Chief Operations Officer (G3), U.S. Army Training and Doctrine Command, Fort Monroe, Virginia.
- Provided direct support to the US Army 2-Star General Officer responsible for training 750,000 soldiers annually at 32 Army schools under 10 Centers of Excellence.
 - Coordinated the General's daily schedule, long-range calendar, and travel arrangements.
 - Synchronized training project initiatives across multiple staff sections led by senior Army officers.
- 2000-2006 Company Commander, Headquarters and Headquarters Company, 1st Brigade, 3rd Infantry Division (U.S. Army), Fort Stewart, Georgia with deployment to Baghdad, Iraq; and Company Commander, D Company, 3-69 Armor Battalion (U.S. Army), Fort Stewart, Georgia with deployment to Samarra, Iraq.

- Managed training, operations, and security of over 100 Soldiers in a combat environment.
- Provided for the health, welfare, and morale of over 100 soldiers and their family members.
- Built strong partnerships with Iraqi Security Forces during joint training, combat patrols, and other security missions.
- Maintained a fleet of M1A1 tanks, infantry fighting vehicles, and other vehicles above a 90% operational readiness rate.
- Managed an annual budget of \$1.7M.

1996-2000 Held various platoon-level leadership and Armor Battalion staff leadership positions, Fort Riley, Kansas.

University

Awards: Recipient of the 2017 Kennesaw State University Administrator of the Year

Military

Awards: Bronze Star Medal x 3
Combat Action Badge

SCHOLARLY ACTIVITIES

Courses Taught:

Fall Semester, 2021 (Kennesaw State University)
Management and Behavioral Sciences (MGT 3100) / online
International Management (MGT 4190)
Strategic Management (MGT 4199); two sections

Spring Semester, 2022 (Kennesaw State University)
Management and Behavioral Sciences (MGT 3100)
Organizational Behavior (MGT 4001)
Human Resource Management (MGT 4002)
Strategic Management (MGT 4199) / online

Spring Semester, 2022 (Morris Brown College / Volunteer)
Prior Learning Assessment (BOML 214) / online

Summer Semester, 2022 (Kennesaw State University)
Strategic Management (MGT 4199); three sections

Fall Semester, 2022 (Georgia Southwestern State University)
The Environment of Business (BUSA 2106); two sections
Intro to Human Resource Management; two sections (one online)

Spring Semester, 2023 (Georgia Southwestern State University)
Organizational Leadership (BUSA 6540 / MBA); online
Organizational Theory & Behavior (MGNT 3680); two sections

Summer Semester, 2023 (Georgia Southwestern State University)
Organizational Leadership (BUSA 6540 / MBA); online, two sections
Organizational Theory & Behavior (MGNT 3680); online

Fall Semester, 2023 (Georgia Southwestern State University)

The Environment of Business (BUSA 2106)

Business Ethics (BUSA 6110 / MBA); online

Business Strategy (BUSA 6600 / MBA); online

Spring Semester, 2024 (Georgia Southwestern State University)

The Environment of Business (BUSA 2106)

Business Strategy (BUSA 6600 / MBA); online

Organizational Leadership (BUSA 6540 / MBA); online

Courses Taught (Army ROTC): Fall Semester 2012 – Spring Semester 2014 (Southern University)

Foundations of Leadership & Management

Advanced Leadership & Management

Leading Small Tactical Units

Transitioning to Becoming Officer in the U.S. Army

Various individual-, squad-, and platoon-level tactical labs

Research

Interests:

Workplace Aggression

Work Stress

Organizational Culture

Leadership

Political Skill

RESEARCH PUBLISHED OR IN PROCESS

Theriault, D.E. (2021). When leaders ostracize: Bottom-line mentality climate and emotional labor as predictors of workplace ostracism. *Dissertation*.

Theriault, D.E., Meurs, J.A., & Gupta, S. (Projected submission, Feb 2024, Journal of Vocational Behavior). How bottom-line mentality climate and emotional labor predict leader ostracism. *Manuscript in preparation*.

Theriault, D.E. (Projected submission, March 2024). Team cohesion: A hidden positive outcome of abusive supervision?

Grimes, M.A., Theriault, D., and Chatham, M. (no projected date). Implementing critical HR functions in small businesses: Where to start.

CONFERENCES, PRESENTATIONS AND WORKSHOPS

2016 Theriault, D.E. Testing centers as a strategic resource for universities to boost RPG. Georgia Collegiate Testing Association annual conference, Statesboro, Georgia.

Theriault, D.E., & Leeds, E.M. Automating prior learning assessment to improve student access and data management. University System of Georgia annual Summit IT conference, Augusta, Georgia.

2017 Theriault, D.E. Building synergy between testing centers and prior learning assessment: A bridge for student success. College Board annual ACCUPLACER and CLEP conference, New Orleans, Louisiana.

2019 Theriault, D.E. (Invited workshop provider). Academic testing services: A strategic resource to boost student success. Birmingham City University, Birmingham, England.

Theriault, D.E. (Invited workshop provider). Prior learning assessment: A springboard to student and institutional success. East Georgia State College, Swainsboro, Georgia.

Theriault, D.E. (Invited presenter). Leveraging prior learning assessment in high schools to increase college readiness. Georgia Association of High School Counselors annual professional development training: Brunswick, Macon, and Marietta, Georgia.

Nickerson, B., & Theriault, D.E. (Invited presenter). The art & science of supporting adult learners. The Council for Adult and Experiential Learning (CAEL) webinar series.

2022 Theriault, D.E., TEDxGeorgiaSouthwesternU, “Know Your Role: Successful Career Transitions,” <https://youtu.be/mX9sqJ6s4bk>

2023 Theriault, D.E. (Invited facilitator). From the Ground Up, workshop to assist Portland State University establish a credit for prior learning program.

2023 Theriault, D.E. (Invited facilitator). Credit for Prior Learning and the Military-Connected Student; workshop to assist leaders from Montana University system serve military-connected students.

SERVICE

External portfolio reviewer to assess prior learning credit for Morris Brown College students, 2021.

Ad Hoc Reviewer, Southern Management Association Conference, 2019.

Staff Advisor to Army ROTC Department, Kennesaw State University, 2016-2022.

Academic Affairs representative, Adult Learning Committee, Kennesaw State University, 2017-2022.

University Representative, University System of Georgia’s Regents’ Academic Council on Adult Learning, 2017-2022.

College Liaison (College of Professional Education) on the university Diversity and Inclusion Task Force, 2019-2020.

Academic Affairs Committee, Georgia Southwestern State University (2022-2023).

Management Discipline Committee, College of Business & Computing, Georgia Southwestern University, currently.

Strategic Planning Committee, College of Business & Computing, Georgia Southwestern State University, currently.

Business & Finance Committee, Georgia Southwestern State University (currently).

CERTIFICATIONS

University System of Georgia: QPR Suicide Prevention Training, January 2023.

PhD in Business Administration Program Teaching & Learning Modules 1 & 2, Kennesaw State University, Center for Excellence in Teaching and Learning, April 2019.

Online Course Development, Kennesaw State University, Center for Excellence in Teaching and Learning, March 2019.

Adult Learner 360, Council for Adult and Experiential Learning, April 2018.

Credit for Prior Learning Subject Matter Expert, Council for Adult and Experiential Learning, November 2019.

ASSOCIATIONS

Academy of Management, 2017-present

Southern Management Association, 2017-present

American Psychological Association, 2021-present

Veterans of Foreign Wars, 2023-present



GEORGIA SOUTHWESTERN STATE UNIVERSITY

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Gaynor Cheokas

Department: COBAC

Campus phone: 229.931.2627 Campus email: gaynor.cheokas@gsw.edu

Highest degree held: DBA

Is this a terminal degree in your teaching discipline? Yes X No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

Teaching full time since 2010. Received Teaching Excellence award in 2019. List of courses taught found in CV. Recently led School of Business Administration through Extension of Accreditation from AACSB; also in FA23, Dept. of Computing receive initial accreditation from ABET (i.e., assurance of learning and effectiveness in teaching measures).

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

Reference CV for list of scholarship activity. Reference notes from 2023 Annual Performance Evaluation. Consulting activities continue with small business owners and entrepreneurs through the Center for Business and Economic Development housed in COBAC.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean Gaynor Cheokas Date 4.5.24

Provost Jill Drake Date 04/10/2024

Nominated by Graduate Council on 4/9/24. M. Dykes Chair, Graduate Council

Elected by General Faculty on



GEORGIA SOUTHWESTERN
COLLEGE OF BUSINESS
AND COMPUTING

Gaynor G. Cheokas, DBA

Dean, CBED Director

College of Business and Computing

Georgia Southwestern State University

An AACSB-Accredited School

gaynor.cheokas@gsw.edu

Office phone: (229) 931-2726

Education

Doctor of Business Administration

Georgia State University, Atlanta, GA, 2013

Major Areas of Study: Small Business, Entrepreneurship, Family-Owned Businesses, Organizational Leadership, Organizational Change

Dissertation Title: *"In their own words: How does the succession experience of second generation family business owners influence future approaches to succession?"*

Master of Science Administration

Georgia Southwestern State University, Americus, GA, 1994

Area of Study: Business Management

Bachelor of Science

Columbus State University, Columbus, GA, 1979

Major: Political Science

Academic Appointments

2021 to present	Dean	Georgia Southwestern State University
2020 to 2021	Interim Dean	Georgia Southwestern State University
2018 to present	Assoc. Professor	Georgia Southwestern State University
2013 to 2018	Assist. Professor	Georgia Southwestern State University
2007 to 2013	Lecturer	Georgia Southwestern State University
2005 to 2007	Adjunct	Georgia Southwestern State University

Professional Experience

2006 to present	Director of Center for Business and Economic Development	GSW
2006 to 2006	Business Consultant, Macon, GA	SBDC
2004 to 2006	Area Director and Business Consultant	GSW/SBDC
1991 to 2004	Division Director – Retail Stores	The Tog Shop
1985 to 1991	Retail Store Manager – Flagship unit	The Tog Shop

Research Publications

Brown, A., **Cheokas, G.**, Palmer, D., Smith, S., (2022). "Face to face and virtual work: Perceptions from experienced financial professionals on effectiveness of knowledge sharing". *In progress, Journal submission target date May 2024.*

Cheokas, G., Bennett, R., (2023). "Exploring the Influences on Compensation Strategies by Family Firm Leaders". *In progress, Journal submission March 2024.*

Cheokas, G., Bennett, R., (2019). "Influences on the Leaders of Family Firms in Determining Compensation Strategies: A Comparative Study". *Journal submission, January 2021.*

Cheokas, G., Bennett, R., (2016). The importance of succession experiences of family business leaders: a structured interview investigation. *Quarterly Review of Business Disciplines*, 3(3), 233-260.

Cheokas, G. (2013). "In their own words: How does the succession experience of second generation family business owners influence future approaches to succession?" *Business Administration Dissertations*. Paper 28, http://scholarwords.gsu.edu/bus_admin_diss/28.

Caldwell, C., Dixon, R., Floyd, L., Chaudoin, J., Post, J., **Cheokas, G.** (2011). "Transformative Leadership: Achieving Unparalleled Excellence". *Journal of Business Ethics*. 109(2), 175-187.

Fathi, M., Wilson, E., **Cheokas, G.** (2011). Strategies in hiring and development processes in small and large companies. *International Journal of the Academic Business World*, 5(2), 29-34.

Proceedings / Academic Presentations

Bennett, R., **Cheokas, G.**, Perry, S., (April 2024). "Leader Considerations in Family Businesses". *International Academy of Business Disciplines*, Las Vegas, Nevada.

Bennett, R., **Cheokas, G.**, Perry, S., (April 2024). "Role of Christian Faith in Servant Leadership Practices: Further Evidence". *International Academy of Business Disciplines*, Las Vegas, Nevada.

Cheokas, G., Bennett, R., (April 2023). "Exploring the Influences on Compensation Strategies by Family Firm Leaders". *The International Academy of Business Disciplines*, New Orleans, Louisiana.

Cheokas, G., (June 2019). "Ethics and Fee-for-Service: A Conversation". *U.S. Department of Health and Human Services Aging and Disability Resource Connection: Healthy Communities 2019 Summit*, Savannah, Georgia.

Cheokas, G., Bennett, R. (April 2019). "Influences on the Leaders of Family Firms in Determining Compensation Strategies: An Exploratory Study". *International Academy of Business Disciplines Conference*. Jacksonville, Florida.

Cheokas, G., (2017). Factors of influence in determining family member compensation in family-owned firms: An exploratory study. *Academy of Business Research*. San Antonio, Texas.

Fathi, M., Wilson, E., Grimes, M., **Cheokas, G.**, (2015). Strategic planning in institution of higher education. *Academy of Business Research*. Boca Raton, Florida.

Cheokas, G., Bennett, R., (2015). The challenge of leadership sustainability for family-owned businesses. *International Academy of Business Disciplines*. Orlando, Florida.

Fathi, M., **Cheokas, G.**, Grimes, M., (2013). Perceived cultural and organizational influences on decision making. *Academy of Business Research*, Montego Bay, Jamaica.

Cheokas, G., Sinyard, D., (2012). All in the family: avoiding succession planning may mean the end of the family-owned firm. *Family Enterprise Research Conference*, Montreal, Canada.

Fathi, M., Wilson, E., **Cheokas, G.**, (2012). Strategy in Operating in the Global Economy. *International Academy of Business and Public Administration Disciplines*.

Fathi, M., Wilson, E., **Cheokas, G.**, (2011). "Strategies in Hiring and Development Processes in Small and Large Companies". *Academic Business World International Conference and International Conference on Learning and Administration in Higher Education*. Honolulu, Hawaii.

Other Publications

Cheokas, G., (2004 to 2019). Accomplishment and Impact Report – Quarterly and Annual Report, GSW Center for Business and Economic Development, SOBA-GSW Web access.

Cheokas, G., (2006). *Cha-Ching, Cha-Ching – The Holidays are Here, Five Powerful Tips for Small Shop Owners*, Business Sense Newsletter, SBDC Network.

Cheokas, G., (2006). *Resource Guide for Starting a Business – Entrepreneur Friendly Designation Report*, Americus and Sumter County, GA.

Cheokas, G., (2005). *Floor Planning Your Future – Design to Sell; a Merchandising Exercise*, Business Sense Newsletter, SBDC Network.

Conferences Attended

- 2024 AACSB, International Conference and Annual Meeting, Atlanta, Georgia, April 15-18, 2024.
- 2023 AACSB, International Conference and Annual Meeting, Chicago, Illinois, April 23-25, 2023.
- 2022 AACSB, International Conference and Annual Meeting, New Orleans, Louisiana, April 24-26, 2022.
- 2021 AACSB, Deans Meeting, February 22-25, 2021 (virtual).
- 2020 GA University Entrepreneurship Initiative, "How Might We...", September 16, 2020 (virtual).
- 2019 U.S. Department of Health and Human Services Aging and Disability Resource Connection: Healthy Communities 2019 Summit, Savannah, Georgia, June 18-19, 2019.
- 2017 Georgia University Entrepreneurship Initiative, Atlanta, Georgia, September 27, 2017.
- 2017 Teaching Matters, Gordon State College, Barnesville, Georgia, March 3-4, 2017.
- 2012 Family Business Research Conference, Montreal, Canada, May 11 – 13, 2012.
- 2011 AACSB, Assessment Conference, Atlanta, Georgia, March 14-16, 2011.
- 2010 Economic Opportunities for Southwest Georgia, Cuthbert, Georgia, April 1, 2010.
- 2010 The Entrepreneur Summit, Milledgeville, Georgia, March 2-3, 2010.
- 2008 Jim Blanchard Leadership Forum, Columbus, Georgia, September 8 – 9, 2008.

Engagement Activities - Academic / Professional

- BBA New Program application – Project Management submitted to USG, April 2024.
- AACSB Accreditation Peer Review visit, March 10-12, 2024
- AACSB Accreditation Pre-visit, September 14-15, 2023
- Annual Fund Campaign – COBAC, Fall 2023
- GSW Foundation, Annual Day of Giving, September 21, 2023
- Member, AACSB Peer Review Team – Teas A&M, Texarkana, Texarkana, TX, November 2023
- Member, AACSB Peer Review Team – Wilkes University, Wilkes-Barr, PA, March 2023
- Member, AACSB Peer Review Team – Texas A & M University, Central Texas, Killeen, TX, October 2022
- University System of Georgia, approval of EMBA program – August 2022
- ABET Accreditation Review Team campus visit – Department of Computing, October 2022
- FinTech – program collaboration with FinTech Academy – Spring 2021
- Developed and implemented the “Double Canes” program – Fall 2020
- Developed and implemented the Entrepreneurship Certificate – Fall 2020
- *How to Set Up a Discussion Topic Assessment*, GSW Training in GAView, March 2020.
- *Fairness: Ethical Decision Making in Capitalist System*, Rosalyn Carter Institute for Caregiving, BRI Care Consulting Conference, Georgia Southwestern State University, September 2018.
- *Maximizing the Benefits of Discussion with Online Teaching* – Symposium for Engaged Teaching, Center for Teaching and Learning, Georgia Southwestern State University, February 2018, Workshop - March 2018.
- *Excellence in Service Training* – Georgia Southwestern State University, 2016, 2015.
- *How to Start a Business*, Americus Chamber of Commerce, Chamber Champions, 2015.
- *Youth Entrepreneurship: Do You Know Who They Are*, Youth Ambassadors, Chamber of Commerce, Americus, GA October 2015.
- Lean Six Sigma Training. GSW Admissions, Financial Aid, Registrar’s Office, October 2015.
- *Transformational Leaders Transforming Teams*, Innovative Senior Solutions, Annual Leadership Development. Keynote speaker, January 2015.
- *Process Improvement Course: Excellence in Customer Service*. GSW Continue Education Americus, GA, 2011-2012.
- *Resources for Our Local Business Community*, Leadership Sumter, GEDA Economic Development Session, 2010.
- Historic Heartland, GA Tourism, GA Department of Economic Development. Strategic Planning Session, Facilitator, 2010.
- *Maximum Marketing*, Americus-Sumter Chamber of Commerce, Instructor, 2008
- Perry Chamber of Commerce, Perry, GA. Strategic Planning Session, Facilitator, 2007.
- Kiwanis Club of Reynolds. Guest speaker, 2006.
- Rotary Club of Montezuma. Guest speaker, 2006
- Rotary Club of Americus. Guest speaker, 2005, 2006.
- Women Entrepreneurships Conference, Session facilitator, 2005, 2006.
- Small Business Administration Overview, Guest speaker, MGNT 4260-Dr. Fathi, 2005.

Training and Certificates

- Building a Certified Peer Observation Program, USG-Teaching and Learning Center, July 28, 2021
- Hybrid High-Impact Practices, USG-Teaching and Learning Center, October 6, 2020
- Engaging Students, USG-Teaching and Learning Center, September 29, 2020

- Professional Fundraising for Deans and Academic Leaders – February 26, 2020.
- Blended Learning in the 21st Century – eSchool Media, September 2018.
- Assurance of Learning – Association of Advance Collegiate Schools of Business (AACSB), 2017.
- ENACTUS – Advisor training, Atlanta, 2017, 2016, 2015.
- GOView – Instructor Training, Georgia Southwestern State University, Americus, Georgia, 2016.
- USG Adult Learning Consortium - Training, Atlanta, Georgia, March 13, 2012.
- Service Excellence – Champion training, Macon State University, 2008, 2009.
- Six Sigma – Yellow & Green Belt, University of Georgia, 2008.
- ICAPP Liaison Officer Training, University of Georgia, 2007.
- Examiner Training, Georgia Oglethorpe Assessment Process, Kennesaw State University, Kennesaw, Georgia, 2006.
- Small Disadvantage Business, Small Business Administration, 2006.
- Georgia Academy for Economic Development, 2005.

Awards and Honors

- Excellence and Commitment to Teaching Award – GSW, April 2019.
- Best Paper Award – Academy of Business Research, 2017.
- Step UP for Small Business Grant, Sam’s Club, Fabulous Feet Dance Studio Project, 2015.
- Best Paper Award – Academy of Business Research, 2015.
- Best Paper Award – Academic Business World International Conference 2011.
- Most Valuable Professor – Spring 2007, Spring 2009, Spring 2010, Spring 2011, Spring 2012, Spring 2013.
- Economic Developer of the Year – Chamber of Commerce, 2009.
- Outstanding Service Award – GSW-School of Business, 2009.
- Outstand Service Award – Americus Rotary Club, 2006, 2007.

External Funding / Grants

- Developed Annual Fund Raising program, “Connect, Advance, Transform” – collaboration with GSW Foundation, Spring 2023
- Women’s Economic Empowerment Grant - Walmart, Canes Change Project, 2016
- Veterans Advancement Grant, ADP, Artisanal Honey Start-up Project, 2016
- Women’s Economic Empowerment Grant – Walmart, Women of Worth Project, 2015

Instructional Innovation / Student Engagement / Course Development

- Guest Speakers– Business Owners, Organizational Leaders, 2015-Present
- Business Tours – field trips to downtown Americus businesses – Sweet Georgia Bakery, Kinnebrew Company, TCI Powder Coat, 2018
- Virtual Discussions Sessions featuring guest speakers, real-time discussions to provide classroom experience for online students, 2016 to present
- Collaborative Learning Activity, BUSA 3020 and MKTG 4830, Vanishing Borders project, 2015
- Collaborative Learning Activity, BUSA 3105 and HRMT 4670, Resume/Interview project, 2015, 2016
- Business Leadership: Perspectives and Practice I, II (BUSA 3020 and 3021), developed 2013

Administrative and Service-Related Activities

Georgia Southwestern State University:

University Committees:

2020 - present Member, Graduate Committee
2020 - 2021 Member, Faculty Development Committee
2019 - 2020 Member, Academic Steering Committee
2019 - 2020 Member, Faculty Senate
2019 - 2020 Member, Faculty Affairs
2019 - 2020 Chair, Faculty Development Committee
2018 - 2019 Member, Faculty Senate
2018 - 2019 Member, Faculty Affairs Committee
2018 - 2019 Secretary, Faculty Development Committee
2016 - 2018 Member, Faculty Affairs Committee
2016 - 2017 Secretary, GSW Presidential Search Committee
2016 Member, Search Committee, Head Coach – Men’s Basketball
2014 - 2016 Secretary, Academic Affairs Committee
2014 - 2016 Member, Featured Public Servant Selection Committee
2014 - 2016 Member, Excellence in Customer Service Committee
2014 Member, Faculty Retention and Recruitment Plan
2012 - 2014 Member, Complete College Georgia
2009 Member, GSW Green Committee

School of Business Administration:

2020 – present University System of Georgia, Regents Advisory Council, Business Deans
2018 - 2019 Chair, Management Faculty Committee
2018 - 2019 Member, Strategy Plan, Undergraduate, and Pre-Major Committees
2018 - 2019 Chair, Senior Recognition Committee, Ethics Panel
2018 Chair, Freshman Welcome Committee
2017 - 2018 Member, Search Committee, Human Resource Faculty
2017 Chair, Search Committee, Management Faculty
2017 Member, Freshman Welcome Committee
2016 – 2017 Member, Performance Evaluation Committee
2016 Chair, Senior Recognition Committee - Ethics Panel,
2016 Member, Search Committee, Human Resource Faculty
2016 Member, Graduate Committee
2016 Member, Freshman Welcome Committee
2016 Chair, Graduation Cakes and Cookie and Commencement Committee
2015 Member, Freshman Welcome Committee
2014 Chair, Management Committee
2012 Chair, Management/
2012 Chair, Search Committee, Human Resource Faculty
2012 Member, Search Committee, Management Faculty
2012 Member, Undergraduate Committee
2012 Secretary, Strategic Planning Committee
2010 Member, Dean Search Committee, School of Business Administration
2010 Member, Management Committee
2008 - 2009 Member, Assessment Committee

2008 Member, AACSB Review Team Visit Committee
2007 - 2011 Coordinator, Internship Co-op Program, Warner Robins Air Logistics Center
2007 - 2019 Chair, Economic Outlook Luncheon, Sponsored by the GSW-CBED

Professional Development:

2020 Professional Fundraising for Deans and Academic Leaders, Macon, Georgia, February 26.
2018 Blended Learning in the 21st Century, September 12, 2018
2014 USG Customer Service Training, Valdosta State University, Valdosta, Georgia, March 6.
2010 Entrepreneur Summit, Milledgeville, Georgia, March 2-3.
2008 USG Eco. Development Summit, Georgia Tech, Atlanta, Georgia, May 15-16.
2007 ICAPP Liaison Officer (ILO) Profession Development, East Georgia College, Swainsboro, Georgia, November 14.
2007 Entrepreneur Friendly Professional Development Day, Macon, Georgia, October 7.
2007 Entrepreneur Friendly Professional Development Day, Macon, Georgia, May 2.
2006 Intellectual Capital Partnership Program (ICAPP) Training, Macon St. College, August 1.

Student Enrichment and Service Activities:

2019 – present Peer Reviewer, new faculty during first year
2010 - 2019 Peer Reviewer, conduct peer evaluations for SOBA faculty, GSW
2010 - 2019 Faculty Advisor, Hurricane Cheerleaders
2015 Peer Reviewer, tenure process, Political Science Department, GSW
2013 - 2017 Faculty Co-Advisor, ENACTUS Business Leadership Team
2015 - 2016 Faculty Advisor, Future Leaders in Long Term Care, ACHCA

Community Service Activities:

2019 – present Board Member,
2015 - 2019 Judge, Future Business Leaders of America, Marion County High, Buena Vista, Georgia
2018 Sister City Host Family – Japanese Students, August 2018
2017 Judge/Interviewer, REACH Scholarship, Sumter County Middle School, Americus, Georgia
2014 Member, Downtown Renaissance Strategic Planning Committee, Americus, Georgia
2010 Evaluator, Family, Career and Community Leaders, Marion County High, Buena Vista, Georgia
2008 Member, Entrepreneur Friendly Review Team, Camilla, Georgia
2006 – 2007 Chair, Entrepreneur Friendly Community Designation Committee, Americus, Georgia

Professional Membership / Associations

- Americus-Sumter Chamber of Commerce – Member (2004 to present), Community Assessment Committee (2014 to 2015), Economic Development Committee (2006 to 2010)
- Georgia Department of Economic Development – Entrepreneur Friendly Community, State-wide project, Georgia (2005 to present)
- Intellectual Capital Partnership Program (ICAPP) – Liaison Officer, GSW Representative, Economic Development Program of the University System of Georgia (2008 to 2012)
- Georgia Micro Enterprise Network – Member, (2009 to 2011)

- Georgia Economic Developers Association (GEDA) – Entrepreneur Development Committee (2007 to 2008)
- Customer Service Champion – Board of Regents, USG (2007 to 2009)
- Georgia Oglethorpe Award - Board of Examiners (2006 to 2007)

Civic Membership / Associations

- Rotary Club of Americus – Membership Chair (2021-2022), Immediate Past President (2018-2019), President (2017-2018), President-elect (2016-2017), Secretary (2005), Board of Directors-2006 to present, Member - 2005 to present
- Georgia Rotary Student Program – Board Trustee, District 6900, 2018-2021
- Daughters of the American Revolution – 2016 to present
- Campbell Chapel AME Restoration Project Committee – 2010 to present
- Magnolia District, State Garden Clubs of Georgia, State Board, 2015
- Americus Blue Tide Swim Team – Board Member, 1996 to 2009
- Family Violence Council – Board Member, 2009
- Sumter Historic Trust – President, 2006 to 2008, Member 1990 to present
- Sumter County Federation of Garden Clubs - President, 2003 to 2005, Member 1984 to present
- Southland Academy PTO -President, 2002 to 2003
- Early Bloomers Garden Club - President, 1992 to 1996, Member, 1984 to present
- Americus Junior Service League - Board Member – Recording Secretary, Corresponding Secretary, 1996 to 2001
- American Cancer Society (Americus Unit) - Board Member, 1992 to 1994

Professional Work Experience

Dean, College of Business and Computing (2021 - Present)

Interim Dean, College of Business and Computing (2020-2021)

Associate Professor of Management (2018 – Present)

Assistant Professor of Management (2013-2018)

Director – Center for Business and Economic Development (7/2006-Present)

Georgia Southwestern State University – Americus, Georgia

Faculty Responsibilities:

- Instructor – curriculum development, in classroom and online course delivery.
- Scholar Activity – maintain AACSB academically qualified status: publications, conference proceedings
- Student Advisement – Approximately 40, Pre-Business students.
- SOBA Committee Assignments – Management, Undergraduate, Pre-Business, Strategic Planning, Ethic Panel Coordinator, Advisor Board Liaison
- University Committee Assignment – Faculty Affairs, University Council

Academic Courses Taught, Fall 2005 - present

Undergraduate Courses:

- MGNT 4260: Small Business Management & Entrepreneurship (campus and online)
- MGNT 3680: Organization Theory and Behavior (campus and online)
- MGNT 3650: International Business (campus)
- MKTG 4850: Marketing Channels (campus)

- BUSA 3105: Business Communications (campus and online)
- BUSA 3020: Business Leadership: Perspectives and Practice I
- BUSA 3021: Business Leadership: Perspectives and Practice II
- BUSA 2000: Business Leadership
- BUSA 1405: Business Leadership
- UNIV 1000: Freshman Orientation

Graduate Courses:

- BUSA 6550: Entrepreneurship (online)
- BUSA 6540: Organizational Leadership (online)

Director Responsibilities:

- Support economic and entrepreneurship development in area served by GSW.
- One-on-one consulting with business owners and pre-venture business clients on specific topics, including: management, recording keeping, market strategy, financial forecasting, and other business operation related areas.
- Continuing Education Instructor/Trainer – Development and delivery to both Internal and External delivery groups. Courses include: How to Start a Business, How to Write a Business Plan, and Business Boot Camp: Process Improvement 101, Gorilla Marketing, Bookkeeping Basics, and other customer/market related topics.
- Resource provider, directing clients to other appropriate sources of business information and assistance; Local, State, and Federal agencies.
- Prepare Advancement and Impact reports.
- Coordinator of External Partnerships.
 - GSW, School of Business Administration Advisory Board
 - South Georgia Technical College, Business Incubator Center
 - Americus and Cordele Chambers' of Commerce
- Economic development research which is shared with government and public agencies.
- Liaison within the local and regional economic development community to increase visibility and awareness of program services.

Business Consultant - Small Business Development Center (1/2006-6/2006)

Small Business Development Center (SBDC) - Macon, Georgia

- One-on-one consulting with business owners and entrepreneurs to include: preparation of business plan, market analysis, financial feasibility, management skills, accounting systems, and other specific needs.
- Develop and deliver training programs based upon community needs assessment.
- Development of specific area of expertise, multi-unit retail management.
- Resource provider, directing clients to other appropriate sources of business information and assistance.
- Serve as an advocate of business development, expansion and retention in the area; being a viable leader in the local business community; engaged in public relation activities, such as presentations and committee participation.
- Maintain adequate client files as per SBA and SBDC guidelines.
- Represent Area Director when necessary.

Area Director – Small Business Development Center (10/2004 – 12/2005)

Small Business Development Center (SBDC) – Americus, Georgia

Responsibilities:

- Individual consulting with business owners and entrepreneurs to include: business plans, market feasibility, financial viability, operations management, legal structures, accounting and recording keeping systems.
- Develop and deliver business training programs.
- Prepare Semi-Annual activity reports for SBA; Quarterly reports for SBDC.
- Serve as an advocate of business development.
- Engage in public relations activities to include speeches, presentations, civic committee participation, and other related activities.

Director, Stores Division – The Tog Shop, Inc. (12/1991 – 10/2004)

The Tog Shop, Inc. - Americus, Georgia

Responsibilities:

- Management duties for six regional retail outlet stores and one warehouse location.
- Direct supervision of fifty-five to sixty staff members.
- Prepare and manage budget for Stores Division, stores and warehouse.
- Develop and direct inventory purchasing budget; record and track open-to-buy.
- Coordinate the alignment of inventory levels within stores and warehouse.
- Personnel recruitment, selection, training, and evaluating.
- Forecast sales
- Design successful marketing strategies to meet sales goals.
- Coordinate and direct annual inventory audits for all units and warehouse.
- Prepare financial statements – month, quarter, annual.
- Planned/instructed professional development activities for store managers.
- Facilitate effective communications between all stakeholders.

Manager, Retail Store - The Tog Shop, Inc. (8/1985 – 12/1991)

The Tog Shop, Inc. - Americus, Georgia

Responsibilities:

- Daily store operations; supervised 12 staff members.
- Cash handling/daily cash drawer reconciliation.
- Staff selection, training and scheduling.
- Performed staff evaluations; monitoring achievement.
- Floor merchandising; maximizing use of display space.
- Development of marketing campaigns (print, radio, direct mail, online).

Manager and Bookkeeper - Martin Carpet Cleaning, LLC (9/1979 – 10/1983)

Lynn Haven, Florida and Bay St. Louis, Mississippi

Responsibilities:

- Scheduled service appointments.
- Cash handling/daily deposit.
- Negotiated contracts – initial and renewals.
- Maintained financial records.
- Tracked inventory/initiated purchase orders.

2. **Initiative - performs work with a minimum of direction; demonstrates innovation; shows drive and energy; works beyond requirements when necessary; achieves established goal and objectives.**

Unsatisfactory Satisfactory Extraordinary

1 2 3 4 5 6 7 8 9 10

General Comments:

Dr. Cheokas, an exemplary administrator in terms of demonstrating initiative and innovation. She is always willing to try something new to further her vision for COBAC. She has learned the role of dean well and consistently performs work with minimal direction, showcasing her leadership and drive. She know how to sets sound goals, achieves them.

3. **Interpersonal Relations - Works well with others; facilitates cooperation; is tactful and courteous; maintains composure under pressure.**

Unsatisfactory Satisfactory Extraordinary

1 2 3 4 5 6 7 8 9 10

General Comments:

Dr. Cheokas demonstrates outstanding collaboration with various units across campus, fostering strong working relationships to achieve both COBAC and divisional goals and objectives. Even under high-pressure situations, she remains composed and professional, consistently prioritizing decisions that benefit students. Her talent for cultivating positive working relationships with her faculty and staff greatly contributes to the College's repeated success and recognition.

4. **Productivity - Completes tasks on or before deadlines using good judgment and consultation as appropriate; effectively separates essential ideas from trivia; makes timely decisions; is clear and decisive; attends to detail when necessary.**

Unsatisfactory Satisfactory Extraordinary

1 2 3 4 5 6 7 8 9 10

General Comments:

Under Dr. Cheokas' leadership, the College of Business and Computing has experienced an exceptionally successful year. Gaynor consistently demonstrates outstanding productivity, and her demeanor has influenced her entire leadership team and, consequently, the entire college. 2023 COBAC achievements include earning ABET accreditation, initiating the Pitch competition, launching the eMBA program, developing a new Project Management degree, and successful AACSB and SACSCOC visits. Gaynor's productively reflects a commendable work ethic and a commitment to delivering top-notch results.

5. **Diversity Efforts – Understands the importance of diversity to the institution; is aggressive in the effort to attract and hire women and minorities; is sensitive to issues of race, gender, and culture.**

Unsatisfactory Satisfactory Extraordinary

1 2 3 4 5 6 7 8 9 10

General Comments:

Dr. Cheokas actively demonstrates her understanding of the importance of diversity at GSW. The College has a very diverse corps of faculty and Gaynor advocates for inclusive practices and policies that provide support for COBAC's diverse faculty, staff, and students.

Employee Comments:

Thank you!

**I have read and understand this evaluation, and I understand I will receive a copy of it.
My signature below does not necessarily indicate agreement with its contents.**

Employee Signature Gregory Cheekes Date 3-25-24

Graduate Faculty

Graduate faculty are those members of the Corps of Instruction who hold a terminal degree in the teaching discipline or a related discipline or must hold a master's degree in the teaching discipline with a terminal degree in a related discipline. In specific cases, faculty who hold a master's degree in the teaching discipline and who have demonstrated exceptional scholarly or creative activity or professional experience may also be included in the graduate faculty. Designation as Graduate Faculty is reserved to faculty in academic units which offer graduate degree programs or provide an academic concentration for a graduate degree program offered by another unit.

Graduate faculty may be scheduled routinely to teach graduate courses in the discipline(s) for which they have been designated as holding graduate faculty status or to supervise the teaching of graduate courses by persons who do not hold graduate faculty status. Faculty who are not included in the graduate faculty may not be scheduled to teach graduate courses unless specifically authorized to do so by the Vice President for Academic Affairs.

To be elected to the Graduate Faculty a faculty member must be recommended, in specific disciplines, by that faculty member's academic dean, with concurrence by the Vice President for Academic Affairs. The Graduate Council will review the nomination and credentials and, if approved, nominate the recommended faculty member to the General Faculty for election. Election, by majority vote of the General Faculty, will be for a period of five years.

Proposed:

To be elected to the Graduate Faculty, a faculty member must be recommended, in specific disciplines, by that faculty member's academic dean with concurrence by the Graduate Affairs Committee and the Vice President for Academic Affairs. The faculty member will initiate the Graduate Faculty Application Form, attaching a current curriculum vitae. The form will be routed in the following order: the academic dean for approval, the executive assistant to the provost for verification of eligibility, the Graduate Affairs committee for approval by vote, and then to the Vice President for Academic Affairs for final approval. Once approved, the Graduate Faculty status is valid for five years.

Rationale for change: The current policy has the VPAA reviewing the form before the Graduate Affairs Committee. There are no Faculty Senate bylaws that state that Graduate Faculty status must be approved by the Faculty Senate or the General Faculty.

RECOMMENDATION 1 – Amendment to GSW Faculty Handbook, pg. 30:

Faculty Development Grants – Original Language

To insure 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 1. 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 over those requesting a second research grant in the same fiscal year.

Faculty Development Grants – Proposed Language

To insure 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 1. 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.**

Recommendation 2: Amendment to Faculty Development Committee Description
(GSW Faculty Handbook, p. 189)

Faculty Development Committee Description – Original Text

The Faculty Development Committee will oversee University efforts on Faculty Development. The committee will advise the administration of grants related to Faculty Development and review the various faculty development grant proposals. It will also advise on programs for Faculty Development. The committee will confer with the faculty and the administration to effectively advise on how to better support faculty development and suggest ways in which the faculty development program may be improved.

Faculty Development Committee Description – Proposed Changes

The Faculty Development Committee will oversee University efforts on Faculty Development. The committee will advise the administration of grants related to Faculty Development and review the various faculty development grant proposals. It will also advise on programs for Faculty Development. The committee will confer with the faculty and the administration to effectively advise on how to better support faculty development and suggest ways in which the faculty development program may be improved. At least once each fiscal year, preferably at the end of the spring semester, the Faculty Development Committee will request a summary from the GSW Provost on all funding and appropriations related to the Faculty Development Account, and will provide written feedback to the Provost where appropriate.