

## Memorandum

**To:** General Faculty

**Date:** January 24, 2018

**Regarding:** Faculty Senate agenda for January 26, 2018 in TLC 1-203 at 3 p.m.

The agenda for the January 26, 2018 Faculty Senate meeting is as follows:

1. Call to order
2. Roll call
3. Approval of Minutes from January 12, 2018 ([Addendum I](#))
4. Committee Reports

**Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)**

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

A) College of Science and Mathematics

1) Biology Department

a) [BIOL 3310: Microbiology](#)

Request: Modify

b) [BIOL 4727: Essentials of Immunology](#)

Request: Modify

c) [BIOL 4728: Bacterial Pathogenesis](#)

Request: Modify

d) [BIOL 4729: Medical Virology](#)

Request: Modify

B) College of Social Sciences

1) Political Science Department

a) [Minor in Public Administration](#)

Request: Modify

2) Psychology Department

a) [Minor in Psychology](#)

Request: Modify

C) Interdisciplinary Studies

1) [Bachelor of Interdisciplinary Studies](#)

Request: Add

- 2) [XIDS 2000: Intro to Interdisciplinary Studies](#)

Request: Add

- 3) [XIDS 2300: Diasporic Dialogues](#)

Request: Add

- 4) [XIDS 3000: Interdisciplinary Methods](#)

Request: Add

### **Committee III: Graduate Program Committee (Susan Hall Webb, Chair)**

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

##### **A) Richards College of Business**

###### **1) Management Department**

- a) [MGNT 6675: International Work Practicum](#)

Request: Add

- b) [MGNT 6684: Management Internship](#)

Request: Add

- c) [CISM 6684: Management Information Systems Internship](#)

Request: Add

- d) [International Track \(Concentration\) for Master of Business Administration](#)

Request: Add

- e) [Young Executive Program for Master of Business Administration](#)

Request: Add

###### **2) Economics Department**

- a) [Master of Professional Accounting \(MPAcc\)](#)

Request: Modify

##### **B) College of Education**

###### **1) Sport Management, Wellness, and Physical Education**

- a) [Master of Science with a Major in Sport Management](#)

Request: Add

- b) [SPMG 6120: Strategic Management of Sport Organizations](#)

Request: Add

- c) [SPMG 6130: Research and Assessment in Sport](#)

Request: Add



- d) [SPMG 6140: Strategic Sales and Marketing for Sport Organizations](#)  
Request: Add
- e) [SPMG 6150: Applied Communication and Technology in Sport](#)  
Request: Add
- f) [SPMG 6200: Intercollegiate Athletics Management](#)  
Request: Add
- g) [SPMG 6210: Student Athlete Development](#)  
Request: Add
- h) [SPMG 6220: Compliance and Eligibility](#)  
Request: Add
- i) [SPMG 6230: Advanced Event Management and Operations](#)  
Request: Add
- j) [SPMG 6300: Introduction to Sport Analytics](#)  
Request: Add
- k) [SPMG 6310: Big Data and Statistical Analysis in Sport](#)  
Request: Add
- l) [SPMG 6320: Analytics in Sport Business](#)  
Request: Add
- m) [SPMG 6330: Applied Network Analysis in Sport](#)  
Request: Add
- n) [SPMG 7100: Sport Management Research](#)  
Request: Add
- o) [SPMG 7110: Sport Management Capstone](#)  
Request: Add
- p) [SPMG 7685: Special Topics in Sport Management](#)  
Request: Add

**Information Items:**

A) Richards College of Business

1) Management Department

- a) [CISM 5355: Cyber Security](#)

Request: Modify

B) College of Education

1) Early Childhood Through Secondary Education Department

a) [Specialist in Education with a Major in Secondary Education \(EDS\)](#)

Request: Modify

5. Old Business

6. New Business

7. Announcements

A) Senate Liaison Reports

8. Adjournment

## **Addendum I**

**Faculty Senate**  
**Draft Minutes**  
**January 12, 2017**  
**(Rescheduled from December 8, 2017)**

1. Call to order

*Dr. Farmer called the meeting to order at 3:00 p.m.*

2. Roll call

*Present:*

*Barbour, Bertau, Bohannon, Chwialkowska, Dahms, DeFoor, Edelman, Elman, Fleming, Fujita, Green, Guo, Henderson, Hipchen, Hoang, Hong, Johnson, Khodkar, Lee, McKendry-Smith, Merrem, Miller (Loicano, sub.), Moon, Morris, Neely (Geyer, sub.), Perryman, Reber, Remshagen, Robinson, Rutledge, Schoon, Schroer, Trotman-Scott, Self, Smallwood, Stanfield, Sterling, Stuart, Tweraser (Hunt, sub.), Varga, Vasconcellos, Velez-Castrillon, Webb, Welch, Williams, Willox, Zamostny, and Zot.*

*Absent:*

*Cormican, Dutt, and Pencoe*

3. Approval of Minutes from November 10, 2017

*Minutes were approved electronically on December 10, 2017, due to inclement weather*

4. Committee Reports

**Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)**

**Action Items:**

A) College of Arts and Humanities

1) Foreign Languages and Literatures Department

- a) [Bachelor of Arts with a Major in Foreign Languages and Literatures \(French with P-12 Certification\)](#)

Request: Modify

*Item was approved unanimously*

- b) [Bachelor of Arts with a Major in Foreign Languages and Literatures \(Spanish with P-12 Certification\)](#)

Request: Modify

*Item was approved unanimously*

B) College of Science and Mathematics

1) Chemistry Department

- a) [CHEM 3825: Research Methods](#)

Request: Modify

*Item was approved unanimously*

2) Geosciences Department

- a) [GEOL 3825: Research Methods](#)

Request: Modify

*Item was approved unanimously*

3) Mathematics Department

- a) [MATH 0997: Support for Quantitative Reasoning](#)

Request: Add

*Item was approved unanimously*

- b) [MATH 0999: Support for College Algebra](#)

Request: Add

*Item was approved unanimously*

- c) [MATH 3825: Research Methods](#)

Request: Modify

*Item was approved unanimously*

4) Physics Department

- a) [PHYS 3825: Research Methods](#)

Request: Modify

*Item was approved unanimously*

**Information Item:**

A) Spring 2018 Undergraduate Courses with Service Learning (SL) designations

**Committee II: Graduate Programs Committee (Susan Hall-Webb, Chair)**

**Action Item:**

- A) The GPC motions to amend the definition of “residency” to allow for university-sponsored exchange and study abroad coursework by adding the following language to the Graduate Catalog regarding the Requirements for Degrees:

*“Students shall receive resident credit for University-sponsored studies abroad programs (including short-term and semester exchange programs) for which course registration and fee payment are effected through the University.”*

Request: Approve

*Item was approved unanimously*

**Information Items:**

- A) Richards College of Business

- 1) Management Department

- a) [CISM 5330: Enterprise Architecture](#)

Request: Modify

- b) [CISM 5390: Business Intelligence and Data Mining](#)

Request: Modify

- B) Spring 2018 Graduate Courses with Service Learning (SL) designations

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

**Action Item:**

- A) The APC motions to amend the definition of “residency” to allow for university-sponsored exchange and study abroad coursework by adding the following language to the Undergraduate Catalog regarding the Requirements for Degrees:

*“Students shall receive resident credit for University-sponsored studies abroad programs (including short-term and semester exchange programs) for which course registration and fee payment are effected through the University.”*

Request: Approve

*Item was approved unanimously*

**Committee IV: Faculty Development Committee (Megumi Fujita, Chair)**

**Action Item:**

- A) Revision of Faculty Handbook, Section 114 “Outside Employment and Consulting”

([Figure One](#))

Request: Approve

*Item was approved unanimously*

**Information Items:**

- A) UWG Procedure 6.4.2 and its Appendix A: Disclosure/Request for Approval to engage in External Activity (Form) (**Figure Two**)
- B) Faculty Research Grant, Status update, Call for Proposal Draft

**Committee X: Rules Committee (Susan Welch, Chair)**

**Action Items:**

- A) UWG *Faculty Handbook*, Modification of Section 207
  - 1) UWG *Faculty Handbook*
    - a) Section 207, Academic Honesty/Dishonesty (**Figure Three**)  
Request: Modify

*Item was approved unanimously with a friendly amendment to modify “subcommittee” in the original document to “committee”*

- B) UWG Procedure 2.7.12, Academic Honesty/Dishonesty
  - 1) UWG Academic Affair Policies
    - a) UWG Procedure 2.7.12, Academic Honesty/Dishonesty (**Figure Four**)  
Request: Approve

*Item was approved unanimously*

- C) UWG *Faculty Handbook*, Section 208
  - 1) UWG *Faculty Handbook*
    - a) Section 208, Academic Appeals (**Figure Five**)  
Request: Modify

*Item was approved unanimously*

- D) UWG Procedure 2.7.14, Grade Appeals Procedure
  - 1) UWG Academic Affair Policies
    - a) UWG Procedure 2.7.14, Grade Appeals (**Figure Six**)  
Request: Approve

*Item was approved unanimously*

- E) UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs (**Figure Seven**)
  - 1) Information items for Senate
    - a) Designation of service-learning courses

Request: Modify

5. Old Business

6. New Business

A) Discussion of Policy 8.4, Records and Information Management, Tara Pearson

*Tara Pearson conversed with Senate about the impending Records Information Management (RIM) policy, pointing to the [website](#) for further information. In particular, the schedule of record retainment and destruction was a subject for discussion as was future plans to train Records Liaisons in each department. These Liaisons would deploy the policy correctly.*

B) LEAP update, David Newton

*Dr. Crafton, in Dr. Newton's stead, reported that the First Year Seminars, of which there were 28 sections in fall 2017 and 10 during spring 2018, are going well. Dr. Crafton reminded faculty that these seminars fit into the LEAP initiative's goal of offering students First-Year Experiences along with Capstone Experiences, guided pathways towards graduation, and high-impact practices in courses. There will likely be double the number of these seminars offered next AY, and UWG 1101 will be phased out entirely. The deadline for proposing a seminar for next AY is January 23, 2018.*

7. Announcements

A) Senate Liaison Reports

- 1) At its December meeting, the USGFC passed a resolution calling for the elimination of the cap on summer salaries at 33% of academic-year salaries.

8. Adjournment

*Dr. Farmer adjourned the first Faculty Senate meeting of 2018 at 4:26 p.m.*

Respectfully Submitted,

Dr. Angela Insenga

Associate Professor of English

Executive Secretary of the General Faculty and Faculty Senate



## Figure One

### 114 Outside Activities

**114.01 Policy.** While Board of Regents emphasizes that a USG employee shall not engage in any outside endeavor which will interfere with the official duties, full-time members of the faculty, staff and administration are encouraged to engage in outside activities which enable them to use their professional expertise and to increase the quality and quantity of public services offered through the University. Such activities include consulting, teaching, speaking, and participating in business or service enterprises.

Board of Regents' (BOR) Policy 8.2.15 requires that all outside activities, except single-occasion activities, must be reported in writing and secure approval prior to engaging in such activities. The BOR Policy also requires USG institutions to have procedures in place for approving outside activities of faculty members and ensuring that such activity does not constitute a conflict of commitment or conflict of interest. For ongoing outside activities, approval must be requested each academic year.

#### 114.01.01 Types of BOR-endorsed Outside Activities

**Occupational:** Professional activity that does not interfere with the regular and punctual discharge of official duties provided the activity meets one of the following criteria:

1. It is a means of personal professional development;
2. It serves the community, state or nation; or,
3. It is consistent with the objectives of the institution.

**Consulting:** Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it shall be considered reasonable and desirable for faculty members to engage in consulting activities, which are defined for purposes of this policy as any additional activity beyond duties assigned by the institution, professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year.

**\*eCore and outside teaching** (e.g. Kaplan, eMajor): Teaching beyond the official duties must be reported and obtain an approval through the same procedure for Outside Activities.

**Political:** As responsible and interested citizens in a democratic society, USG employees are encouraged to fulfill their civic obligations and otherwise engage in the normal political processes of society.

**114.02 Approval Procedure.** The disclosure/request form in **UWG Procedure 6.4.2** must be filled and submitted to the department chair, the dean, and the Provost for approval. If a faculty member consults for/with another USG institution, he or she is to consult with Human Resources as additional procedure is required.

### **114.03 Operational Definitions**

**A. Conflicts of Commitment** – occurs when the aggregate time devoted to external activities (including paid and unpaid activities) adversely affects an employee’s appropriate use of leave and/or institutional resources, or the completion of duties and responsibilities during your assigned work schedule. In general, time spent in outside employment should not average more than one day a week during regular semesters.

**B. Conflicts of Interest** – exists whenever personal, professional, commercial, or financial interests or activities outside of the University have the possibility (either in actuality or in appearance) of influencing a University employee’s decision or behavior with respect to work-related activities, including but not limited to: teaching and student affairs, appointments and promotions, greater than incidental use of University resources, procurement and business transactions, or the design, conduct or reporting of University research.

**C. Reimbursement:** Any member of the faculty, staff, or administration who uses institutional personnel, facilities, equipment and/or materials in any of the approved outside activities not related to duties assigned to or expected of him or her by University of West Georgia is required to reimburse the institution.

## Figure Two

### **UWG PROCEDURE NUMBER: 6.4.2 Employee Conflicts of Commitment and Interest** **Authority: UWG POLICY 6.4 (Workplace Practices)**

The Chief Human Resources Officer, pursuant to the authority of University of West Georgia (UWG) Policy 6.4, establishes the following procedures for Employee Conflicts of Commitment and Interest:

#### **A. Definitions**

1. ***Conflicts of Commitment*** – occurs when the aggregate time devoted to external activities (including paid and unpaid activities) adversely affects an employee’s appropriate use of leave and/or institutional resources, or the completion of duties and responsibilities during your assigned work schedule.
2. ***Conflicts of Interest*** – exists whenever personal, professional, commercial, or financial interests or activities outside of the University have the possibility (either in actuality or in appearance) of influencing a University employee’s decision or behavior with respect to work-related activities, including but not limited to: teaching and student affairs, appointments and promotions, greater than incidental use of University resources, procurement and business transactions, or the design, conduct or reporting of University research. See also, [O.C.G.A. § 45-10-26](#).
3. ***Consulting*** – for purposes of this Procedure, “*Consulting*” and “*Employment*” are interchangeable as a basis for determining a “*Conflict of Interest/Commitment*”. “*Consulting*” generally implies that the work is performed as an independent contractor (i.e., with certain expertise), while “*Employment*” generally implies that the work performed is at the direction of an employing agency or company, where the individual is on the agency/company payroll.
4. ***Disclosure/Request for Approval to Engage in External Activities Form*** – **Appendix A** to this procedure. It must be completed if an employee seeks to engage in activity that could constitute a “*Conflict of Commitment*” or “*Conflict of Interest*”.
5. ***Employee Relationships*** – See, [UWG Procedure 6.4.4 Employee Relationships](#).
6. ***Employment*** – for purposes of this Procedure, “*Employment*” is interchangeable with “*Consulting*”
7. ***Family/Relatives*** – Husbands, wives, parents, children, brothers, sisters, and any in-laws of any of the foregoing, except: children under age 25 employed in a temporary or part-time status, provided there is at least one level of supervision authority between the child and his/her parent. *Please note:* The State of Georgia’s conflict of interest law (Section B.2 below) is limited to spouses and dependents. See [O.C.G.A. § 45-10-20](#).
8. ***Gifts and Gratuities*** - Georgia law discusses gifts and gratuities in [O.C.G.A. § 21-5-70](#), [O.C.G.A. § 45-1-6](#), Georgia Rules and Regulations [Rule 478-1-.07\(3\)\(a\)\(4\)](#), and the Board of Regents Policy Manual [§8. 2.13 \(Gratuities\)](#). All UWG employees, including faculty and staff, should read these provisions and contact [University General Counsel](#) with any questions.

9. **Performance Evaluation** – for purposes of this Procedure, it means an annual assessment of performance, skills, or success in assigned duties and responsibilities, regardless of the name assigned to the form used for evaluation.
10. **Sales and Solicitation Policy** – UWG has established policy related to sales, advertising, and solicitation on campus. See [UWG Policy 5.5](#) and accompanying procedures.
11. **Single-Occasion Activities** – activities involving only a few hours, generally less than one work day, and not recurring on a regular basis or on an established schedule.

**B. Procedures for Employees – General**

1. **Required UWG Reporting.** Employees are expected to devote their primary professional loyalty, time and energy to the University. If an employee seeks to engage in activities in addition to his/her employment at UWG, you must complete and submit the “*Disclosure/Request for Approval to Engage in External Activities Form*,” attached as **Appendix A** to this procedure.
2. **Frequency of Required Reporting.** Employees are required to complete a “*Disclosure/Request for Approval to Engage in External Activities Form*” on the following occasions:
  - a. At the time of hiring or transfer to a new position, regardless of whether the employee has any activity to report;
  - b. When changes or modifications are required for an existing report;
  - c. When the employee engages in a separate activity that has not been previously reported; and
  - d. At the time of the employee’s annual performance evaluation. If there is no activity or modification that needs to be reported at the time of the Performance Evaluation, the employee and supervisor may indicate this on the Performance Evaluation form in the place so provided.
3. **Required State of Georgia Reporting.**
  - a. **Disclosure Form.** Any employee/employee’s spouse/employee’s dependent that has transacted business with any agency of the State of Georgia (includes USG institutions), on behalf of yourself or for any business in which you/your spouse/your dependent has a substantial interest, has a duty to report the transactions. Georgia law ([O.C.G.A. § 45-10-23](#)) requires State employees to report to the [Georgia Government Transparency and Campaign Finance Commission](#) by January 31<sup>st</sup> of each year any business transactions over \$250.00 (single) or over \$9,000.00 (aggregate for the calendar year). The form may be found [here](#). A copy may be found in **Appendix B**, but *please consult the Commission’s web site or office, as this form may have changed*.
  - b. **Exceptions - [O.C.G.A. § 45-10-24](#).** Disclosure requirements shall not apply to a transaction with a unit of the University System of Georgia by a family owned business in which an employee of the university system or a member of the employee's family has an ownership interest where *all of the following apply*:
    - i. The employee or one or more members of the employee's family or both have an ownership interest in a family owned business, but the employee is not actively engaged in the day-to-day management of the business;
    - ii. The employee is employed by a department of the unit of the university system in a position below that of department head; and

- iii. The transaction is with a unit of the university system different than the unit employing the employee or with a department of the employing unit of the university system different than the department employing the employee.

**C. Procedures for Employees – Research**

The University promotes objectivity in University research by establishing processes that provide a reasonable expectation that the design, conduct, and reporting of sponsored research is free from bias resulting from financial conflicts of interest of the University Employee involved in the research. Please refer to [UWG Policy 4.4 Financial Conflict of Interest](#) and accompanying procedures.

**D. Potential Conflicts of Interest**

[Section 8.2.13.2 of the Board of Regents Policy Manual](#) states: “An employee shall make every reasonable effort to avoid even the appearance of a conflict of interest. An appearance of conflict exists when a reasonable person will conclude from the circumstances that the employee’s ability to protect the public interest, or perform public duties, is compromised by personal interest. An appearance of conflict can exist even in the absence of a legal conflict of interest.” The following may constitute conflicts of interest in addition to those stated above:

1. **Employee Relationships.** Amorous relationships and the employment of relatives have clear potential to involve a conflict of interest. The procedures governing these potential conflicts is found in [UWG 6.4.4, Employee Relationships](#).
2. **Gifts and Gratuities.** [Section 8.2.13.1 of the Board of Regents Policy Manual](#) states: “An employee of the Board of Regents shall not directly or indirectly solicit, receive, accept, or agree to receive a thing of value by inducing the reasonable belief that the giving of the thing will influence his/her performance or failure to perform any official action. The acceptance of a benefit, reward or consideration where the purpose of the gift is to influence an employee in the performance of his/her official functions is a felony under O.C.G.A. § 16-10-2.

A USG employee or any other person on his/her behalf, is prohibited from knowingly accepting, directly or indirectly, a gift from any vendor or lobbyist as those terms are defined in Georgia statutes (O.C.G.A. § 21-5-70(6) and 45-1-6(a)(5)b). If a gift has been accepted, it must be either returned to the donor or transferred to a charitable organization.

A gift may be accepted by the employee on behalf of the institution subject to reporting requirements of the Board of Regents. If the gift is accepted, the person receiving the gift shall not maintain custody of the gift for any period of time beyond that reasonably necessary to arrange for the transfer of custody and ownership of the gift.” Exceptions to these requirements include:

- a. **Gifts - Exceptions.** Please refer to [Section 8.2.13.1 of the Board of Regents Policy Manual](#) for gifts and gratuities that are acceptable under current policy.
  - b. **Gifts - Vendor Training.** Actual and reasonable expenses for food, beverages, travel, lodging and registration provided to permit participation in a meeting, demonstration, or training related to official or professional duties if participation has been approved.
3. **Outside Employment and Consulting.**

- a) **Employment.** [Section 8.2.15.1 of the Board of Regents Policy Manual](#) states: “A USG employee shall not engage in any occupation, pursuit, or endeavor which will interfere with the regular and punctual discharge of official duties.” It may be acceptable if the activity is a means of personal professional development; serves the community, state or nation; or, it is consistent with the objectives of the institution. Complete and submit the **“Disclosure/Request for Approval to Engage in External Activities Form” (Appendix A)** to avoid any potential conflicts of interest.
- b) **Consulting.** [Section 8.2.15.2 of the Board of Regents Policy Manual](#) states: “Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it shall be considered reasonable and desirable for faculty members to engage in consulting activities, which are defined for purposes of this policy as any additional activity beyond duties assigned by the institution, professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year.”

*NOTE:* Faculty who use institutional resources for consulting need to be aware that Board of Regents and UWG may require reimbursement or written agreements related to intellectual property. See, [Board of Regents Policy, Section 6.3 Intellectual Property](#), and UWG’s academic policy on [Outside Employment](#). Complete and submit the **“Disclosure/Request for Approval to Engage in External Activities Form” (Appendix A)** to avoid any potential conflicts of interest.

- c) **Political/Public Service.** [Section 8.2.15.3 of the Board of Regents Policy Manual](#) states: “As responsible and interested citizens in a democratic society, USG employees are encouraged to fulfill their civic obligations and otherwise engage in the normal political processes of society. Nevertheless, it is inappropriate for USG personnel to manage or enter political campaigns while on duty to perform services for the USG or to hold elective political office at the state or federal level while employed by the USG.”

Minimum requirements/limits include:

- i. Employees may not manage or take an active part in a political campaign which interferes with the performance of duties or services for which he or she receives compensation from the USG.
- ii. Employees may not hold elective political office at the state or federal level.
- iii. Employees seeking elective political office at the state or federal level must first request a leave of absence without pay beginning prior to qualification as a candidate in a primary or general election and ending after the general or final election. If elected to state or federal office such person must resign prior to assuming office.
- iv. Employees may seek and hold elective office at other than the state or federal level, or appointive office, when such candidacy for or holding of the office does not conflict or interfere with the employee’s duties and responsibilities to the institution or the USG.

#### **E. Guidelines/Procedures of Other University Units.**

Other University units may develop additional procedures on this subject matter that is specific to the unit, but in the event any conflicts arise between the versions, the provisions stated herein will control.

**F. Records.**

All records generated for compliance with this procedure shall be routed to, and maintained by, the Human Resources department. The Chief Human Resources Officer may establish standards or guidelines for record-keeping.

**G. Compliance.**

Failure to comply with any of the requirements stated herein could result in disciplinary action, up to and including termination.

*Issued by the Chief Human Resources Officer, the \_\_\_\_ day of \_\_\_\_\_, 2017.*

\_\_\_\_\_  
Signature, Chief Human Resources Officer

Reviewed by Vice President of Business & Finance: \_\_\_\_\_

Previous version dated: July 21, 2017

## APPENDIX A

### DISCLOSURE/REQUEST FOR APPROVAL TO ENGAGE IN EXTERNAL ACTIVITY

All employees are expected to devote their primary professional loyalty, time, and energy to the University. Employees are encouraged to participate in professional activities (e.g. consulting, teaching, speaking, participating in business or service enterprise) that do not interfere with the regular and punctual discharge of official duties.

The specific responsibilities and professional activities that constitute an appropriate commitment will differ across Colleges/Schools and departments, but they should be based on a general understanding between the employee and his or her supervisor. Pursuant to University and Board of Regents policies, a full time University employee must submit this completed form to his or her supervisor and receive advance written approval (as evidenced by the supervisor's signature on this form) before engaging in external activities.

#### Form Guidelines:

1. All employees must complete this form at the time of hiring, upon transfer to a new position at UWG, when any information contained in a previous form needs to be changed or modified, when the employee engages in a separate activity from the one previously reported, and each year at the time of the employee's performance evaluation. If there is no activity or modification that needs to be reported at the time of the Performance Evaluation, the employee and supervisor may indicate this on the Performance Evaluation form in the place so provided.
2. A form must be completed for **each** separate activity.
3. **Frequency of Disclosure.** When any employee is hired or transferred into a new employment position, or whenever the information for a previously filed **Request for Approval to Engage in External Activity** requires modification, the employee must complete and submit another **Disclosure/Request for Approval to Engage in External Activity**.
4. When the nature of an approved outside activity or the time committed to it changes significantly, subsequent to approval, an amended outside activity form must be filed.
5. A form is not required to be filed for activities undertaken by a faculty member employed on an academic year contract for activities which begin after the end of spring semester and are completed before the beginning of the succeeding fall semester, unless that faculty member is employed to teach one or more courses at the University during that summer semester. Similarly, all employees are not required to file this form for "**Single-Occasion Activities**" (activities involving only a few hours, generally less than one work day, and not recurring on a regular basis or on an established schedule).
6. When an employee undertakes appropriate outside activity, the following conditions are expected to be observed as part of the employee's University obligations:
  - a. Follow established policies and process to identify and gain prior approval to undertake any outside activity.
  - b. Engage only in outside activities that are not in conflict with the employee's position, that reflect positively on the department or academic unit and the



University, and that do not compete directly with previously established activities associated with the University.

- c. Do not use the University position to actively promote consulting or other outside activities for compensation.
- d. Do not use University resources (space, equipment, personnel, or other University property) for outside activities, except where explicit permission has been obtained and appropriate arrangements for reimbursement have been established.
- e. Be prepared to account for the actual amount of time devoted to approved outside activities and their appropriateness.

**CHECK ONE:**

☐ New Hire/Transfer to New Position/New Activity

☐ Changes/Modifications to Existing Form

☐ Additional Form Completed for Separate Activity

Please identify how many separate activities are involved as of the date of signature:

\_\_\_\_\_

<b>EMPLOYEE IDENTIFICATION. (Please include all information requested.)</b>	
<b>Employee Name(Printed):</b>	
<b>Employee Title:</b>	
<b>Department/School:</b>	
<b>Supervisor Name:</b>	

1. Type of Activity (Check category below, and explain further in the space provided; be specific and include the name and address of the related organization):

☐ **Occupational.** [BOR Policy 8.2.15.1 “Outside Activities –Occupational”](#)

Does one of the following apply? If yes, check below.

☐ It is a means of personal professional development?

☐ It serves the community, state or nation.

☐ **Consulting.** [BOR Policy 8.2.15.2 “Outside Activities – Consulting”](#)

☐ **Political.** [BOR Policy 8.2.15.3 “Outside Activities – Political”](#)

☐ **Other (explain below)** See, [UWG Procedure 6.4.2.](#)

2. Describe the activity, and provide the dates or date range and the amount of time required.

Description:

Date(s):

Time required:

3. ☐ Check if this a continuing activity from the previous academic year.
4. Conflict with Duties/Time Away from Work [**STAFF** complete]  
(Please summarize all activities that may be required during normally scheduled work hours):

Conflict with Duties/Time Away from Work [**FACULTY** complete]

- ☐ No classes would require substitute instruction.
- ☐ Substitute instruction would be required in the following classes (List course number, hour and location, along with substitute instructor's last name):
- ☐ Will involve the use of institutional resources (please clarify):
- ☐ Will involve cancellation of office hours (please clarify):
- ☐ Will involve reduced commitment in service to institution (please clarify):
- ☐ Will involve reduced commitment to personal professional development (please clarify)

**[EMPLOYEE SIGNATURE REQUIRED]**

By my signature below, I certify that I have read and understand all applicable laws and policies/procedures, and that all the information given herein is true and correct. I hereby certify that my outside activity described above does not incur ***“Conflict of Interest”*** nor ***“Conflict of Commitment”***. I further understand that any changes to the information I have given requires

that I complete and submit another *Disclosure/ Request for Approval to Engage in External Activity*:

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

[TO BE COMPLETED BY SUPERVISOR]

The above activity has been reviewed by the person(s) signing below.

The above activity requires the use of institutional resources, and an agreement related to reimbursement is attached. YES \_\_\_\_\_ NO \_\_\_\_\_

Supervisor/Department Head: \_\_\_\_\_

Dean/Director (as applicable): \_\_\_\_\_

Provost/VP (as applicable): \_\_\_\_\_

President (as applicable): \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

*A copy of this form should be returned to the employee, a copy should be retained by the unit in accordance with its procedures, and the original should be forwarded to the Chief Human Resources Officer.*

## Figure Three

### 207 Academic Honesty/Dishonesty

#### Academic Honor at West Georgia

Academic honesty is essential in preserving one's own integrity, the integrity of the institution, and in gaining a true education. The UWG Honor Code states that “we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility.” The code further states that UWG students assume responsibility for upholding the honor code and that they “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.”

Just as complete honesty should be the instructor's standard in his or her presentation of material, this same standard should be demanded from students when they complete assignments. (For example, tests, reports, projects, and term papers.) Every instructor has the responsibility to inculcate in students the ideal of academic honesty and to take all practical precautions against its violation. The instructor or advisor should communicate with the student whom he or she suspects of violating the Honor Code. The instructor/advisor should inform the student of the academic penalty he or she intends to institute per the syllabus ([UWG Student Handbook](#)).

Academic dishonesty on the part of the student shall be interpreted to mean cheating, i.e., the obtaining and using of information during an examination by means other than those permitted by the instructor, including the supplying of such information to other students. Academic dishonesty shall also include plagiarism, i.e., the purchase and use of ghost-written papers and reports, or excessive collaboration (incorporating into a report, term theme, research paper, or project, ideas and information obtained from another resource or person without giving credit to resource or the person from whom such information was obtained). Further, inclusion of the published or unpublished writings of another person without duly noting these sources according to normal scholarly procedures shall be considered plagiarism. No material prepared to meet the requirements in one course may be used to fulfill the requirements in another without permission of the instructor.

All faculty members should promote academic honesty, not only through their own standards of scholarly conduct, but also by anticipating conditions which may lead to dishonesty on the student's part. Suspicion is not a sound basis for a healthy educational environment, and the instructor must judge those instances where his or her trust will encourage responsibility rather than cheating.

Each college or school should utilize best practices to discourage academic dishonesty.

In cases of suspected academic dishonesty, the instructor will communicate the concerns with the student. After communicating with the student, the instructor should send a brief report of the case, including the breach of academic integrity and supporting documentation to the Office of Community Standards. The case then becomes part of the student's conduct record at UWG. The

submitted report will be automatically forwarded to the Associate or Assistant Dean of the College/School or Library in which the alleged incident took place ([UWG Student Handbook](#)). The student may appeal this action to the department chair and through regular administration channels to the Grade Appeals Subcommittee of the Academic Policies and Procedures Committee ([please see Section 208 of the Faculty Handbook](#)).

## Figure Four



### **UWG PROCEDURE NUMBER: UWG Procedure 2.7.12**

#### **Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities**

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.7**, establishes the following procedure for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty how to prevent and handle incidents of academic dishonesty by students.

#### **A. Academic Dishonesty defined.**

1. Academic Dishonesty consists of: All forms of academic dishonesty, including, but not limited to cheating, excessive collaboration, fabrication, plagiarism, and facilitating or allowing academic dishonesty in any academic exercise.
2. Examples of Academic Dishonesty include, but are not limited to:
  - a. Cheating: Cheating means using, attempting to use or aiding others in using unauthorized materials, information, or study aids. It also means excessive collaboration or gaining unauthorized access to unauthorized materials.
  - b. Fabrication: Fabrication means falsification or unauthorized invention of any information or citation.
  - c. Plagiarism: Plagiarism means representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged. Plagiarism also includes "self-plagiarism" which includes the reuse of one's own work without acknowledging that one is doing so or citing the original work.
  - d. Excessive Collaboration: Excessive collaboration means the end result of all idea swapping, sharing, brainstorming, and conferring has obliterated one student's voice and replaced it with that of another. Student writers collaborate excessively when they abandon, wittingly or unwittingly, their own words and adopt, claiming them as their own, the ideas or exact phrasing of their collaborator.
  - e. Any other acts deemed academically dishonest not specifically named above. See the University Honor Code for additional examples of academic dishonesty (UWG Student Handbook).

**B. Procedures to Prevent Academic Dishonesty.**

1. Each faculty member should utilize best practices to discourage academic dishonesty.
2. Faculty shall include in their syllabi a link to the university's statement on academic dishonesty and the honor code via the UWG Common Language For Course Syllabi (<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>).
3. The syllabus should include information of the academic penalty for engaging in academic dishonesty (see also UWG Procedure 2.7.3 (201.03)).

**C. Procedures for Handling Incidents of Academic Dishonesty.**

1. In cases of suspected academic dishonesty, the faculty member will communicate the concerns with the student. The faculty member or student has the right to have another faculty member present (face-to-face or virtually) when discussing suspected academic dishonesty.
2. After communicating with the student, the faculty member should report the case, including supporting documentation (paper, exam, etc.), to the Office of Community Standards via the Report Academic Misconduct link ([https://cm.maxient.com/reportingform.php?UnivofWestGeorgia&layout\\_id=1](https://cm.maxient.com/reportingform.php?UnivofWestGeorgia&layout_id=1)). The case then becomes part of the student's conduct record at UWG.
3. The submitted report will be automatically forwarded to the Associate or Assistant Dean of the College/School or Library in which the alleged incident took place (UWG Student Handbook).
4. The student may appeal this action to the associate dean or department chair and through regular administration channels to the Grade Appeals Committee (see Section 208 of the Faculty Handbook).

**D. Compliance [or Penalties].**

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

*Issued by the* [title of person charged with writing procedure], *the* \_\_\_\_ *day of* \_\_\_\_\_, 2017.

---

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: \_\_\_\_\_

Previous version dated: N/A

## Figure Five

### 208 Academic Appeals

#### 208.01 Confidentiality

Due to the sensitive nature of any appeals hearing, confidentiality will be respected in a manner consistent with relevant state law and University System of Georgia policy.

#### 208.02 Categories of Academic-Based Appeals

There are three categories of academic-based appeals. All three are initiated by the student.

- Admission to the University (Section 208.03)
- Grade Appeals (Section 208.04), of which there are two kinds: Academic Dishonesty Grade Appeals and Grade Determination Appeals
- Academic Suspension or Academic Dismissal from the University (Section 208.05). Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (208.04) or hardship withdrawal (205.01).

Sections 208.03 and 208.04 identify the two university committees established to hear admission appeals and grade appeals and include the general processes and procedures that should be followed. Given the variability and uniqueness of individual circumstances, the chairperson of a respective committee may, in consultation with respective parties, suggest alternative actions/processes as issues present themselves.

- Committee for Admission Appeals
- Committee for Grade Appeals

#### 208.03 Appeals of Admission to the University

**A. Applicants.** Undergraduate applicants to the university who have been denied admission or readmission may appeal that decision by submitting an appeal to the Admission Appeals committee. Applicants are advised to communicate with the Office of Undergraduate Admissions for instructions. Graduate applicants who are denied admission to a graduate program may appeal that decision by submitting an appeal to the relevant College or School.

**B. The committee for Admission Appeals.** The Admission Appeals committee hears appeals made by undergraduate applicants for admission or readmission to the university.

1. **Summary.** After a student has petitioned the appropriate administrative officials in the Office of Undergraduate Admissions, he or she has the right to appeal an adverse decision by such officials in cases of admission or related matters. Appeals must be made in writing with supporting evidence, as determined by the Admissions Appeals committee.

2. **Responsibilities of the Admission Appeals Subcommittee.** The Admission Appeals committee hears appeals made by undergraduate applicants for admission or readmission to the university.

a. **Appeal(s) Hearing.** Appeal(s) hearings may be scheduled regularly or as needed.

- i. The Director of Admissions (or designee) will be responsible for distributing appropriate materials to committee members and for scheduling each appeal(s) hearing.



ii. The Admissions Appeals committee chairperson will be responsible for chairing the hearing and for conveying recommendations of the committee in writing to the Director of Admissions.

b. **Electronic Polling.** At the discretion of the chairperson, an electronic poll of the committee will suffice in lieu of an appeal(s) hearing.

3. **Admission Appeals committee Membership.** The committee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library) and four university officials. The university officials are: the Associate Vice President for Enrollment Management (voting), the Registrar (voting), the Director of The Center for Academic Success (voting), and the Director of Admissions (non-voting).

a. **Chairperson.** The Associate Vice President for Enrollment Management shall serve as the chairperson of the Admission Appeals committee.

b. **Faculty Members.** Each Dean, in consultation with the chairperson of the Admission Appeals committee, will appoint a faculty member to the committee. Appointments shall be made in May to replace faculty members whose terms have expired. An appointment to fill a vacancy should be made when the vacancy occurs.

i. **Length of Service.** Faculty members serve two-year (staggered) terms starting with the summer semester.

ii. **Timing of Appointment.** Deans shall make appointments in May to replace faculty members whose terms have expired. An appointment to fill a vacancy shall be made when the vacancy occurs.

c. **Quorum.** Any five members of the committee, at least three of whom must be faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost or Associate Vice President for Enrollment Management appoint substitutes to serve on a temporary basis.

C. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).

## 208.04 Grade Appeals

### A. Summary.

1. **The Committee for Grade Appeals.** The Grade Appeals committee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The grade appeal procedure is explained in Section 208.04(F). Fairness and procedural safeguards are listed in Section 208.04(G).

2. **Student's Right to Appeal.** Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal with the chair of the department, or the associate dean if a chair of the department does not exist, that offers the course.

3. **Timetable for Grade Appeals.** Grade appeals shall be initiated by the student no later than the end of the semester following the assignment of the grade and concluded no later than one year (12 calendar months) after the assignment of the grade

**B. Definitions.** There are two kinds of grade appeals.

**1. Academic Dishonesty Grade Appeal.** If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, his or her case should be considered an Academic Dishonesty Grade Appeal.

**2. Grade Determination Appeal.** If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

**C. Responsibilities of the Grade Appeals committee.** The Grade Appeals committee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The chairperson of the committee will be responsible, in conjunction with the Office of the Provost and Vice President for Academic Affairs, for distributing appropriate materials to committee members, for announcing in advance the time and place of each scheduled appeal(s) hearing, and for conveying recommendations of the committee in writing to the Provost (or Provost's designee).

**1. Academic Dishonesty Grade Appeals.** In cases where there are allegations of academic improprieties, it is assumed that these cases will be related to the course. It would be expected that a faculty member who has noted improprieties would have taken some form of corrective action (see Section 207).

a. The purpose of the Grade Appeals committee in hearing this type of student complaint is (1) to determine if academic improprieties did take place and (2) to review the appropriateness of the faculty member's corrective action as it relates to final grade assignment.

b. Fairness and procedural safeguards for Academic Dishonesty Grade Appeals, Section 208.04(G)(1)(c), state that the burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.

**2. Grade Determination Appeals.** Educational institutions have the responsibility for evaluating students by standards and using a grading system that is publicized and known to faculty and students. The responsibility for determining the grade of each student rests on the faculty member who has responsibility for teaching the course in which the student is enrolled. If a student feels unfairly treated by a faculty member in terms of the assignment of the final course grade, the student can initiate a Grade Determination Appeal.

a. The purpose of the Grade Appeals committee hearing this type of student complaint is to review the totality of the student's performance in relationship to his or her final grade.

b. Fairness and procedural safeguards for Grade Determination Appeals, Section 208.04(G)(2)(c), state that the burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.

**D. Membership of the Grade Appeals committee.** The committee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library), one University official, and one student.

**1. Chairperson.** The University official shall serve as the chairperson of the Grade Appeals committee.

**2. Faculty Members.** Each Dean, in consultation with the chairperson of the Grade Appeals committee, will appoint a faculty member to the committee each year.

**A. Length of Service.** The length of service on this committee shall be for-two-year (staggered) terms starting with the fall semester.

**B. Timing of Appointment.** Deans shall make appointments in May to fill expired terms. An appointment to fill a vacancy shall be made when the vacancy occurs.

**3. Quorum.** Any four members of the committee, not including the chair, and at least three of whom are faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost appoint substitutes to serve on a temporary basis.

**4. Role of the Assistant Dean of Students/Coordinator of Community Standards.** For Academic Dishonesty Grade Appeals, the Assistant Dean of Students/Coordinator of Community Standards of the University will be invited to sit on the committee to ensure that all due process requirements are met.

**E. Faculty Availability for Grade Appeal Decisions.** If a faculty member is unavailable when a grade appeal is underway, a faculty-ranked administrator may assume the faculty member's place in the decision-making process in the following circumstances.

**1. Permanently Unavailable.** If a faculty member is permanently unavailable for a grade appeals hearing because he or she is no longer employed by the University, the Department Chair or the associate dean if a chair of the department does not exist, is responsible for the grade and will attend the hearing. In such a case, the Department Chair is acting instead of the faculty member who assigned the grade.

**2. Temporarily Unavailable.**

**a. Decision Outcome is Not Time Sensitive.** If a faculty member is temporarily unavailable, for example, on temporary leave, out of the country, or ill, and the outcome of the hearing does not affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will be delayed until the faculty member returns.

**b. Decision Outcome is Time Sensitive.** If a faculty member is temporarily unavailable and the outcome of the hearing does affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will not be delayed. Under such circumstances, the faculty member will be represented by his or her college/school/library Dean (or Dean's Designee), rather than the Department Chair, or the associate dean if a chair of the department does not exist. The Chairperson of the Grade Appeals Subcommittee shall schedule an appropriately timed hearing with the Dean/Designee. Given these circumstances, and in the event of finding for the involved student, the Dean/Designee is authorized to make the appropriate grade change or other remedies congruent with the appeal finding.

**F. Procedures.** The student is encouraged to present their concerns to the faculty member regarding their grade. If dissatisfied with the discussion with the faculty member the student can initiate a grade appeal in writing, using the Student Grade Appeal Form.

**1. Procedural Summary.** Grade appeals begin at the level of the Department Chair.

**a. Department Chair,** or the associate dean if a chair of the department does not exist. Upon receipt of the written grade appeal, the Chair (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade

Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available documentation and (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

**b. Dean (or Dean's Designee).** The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).

**c. Provost (or Provost's Designee).** The Provost/designee submits the appeal to the chairperson of the Grade Appeals committee for a hearing.

**d. Grade Appeals committee.** At the conclusion of the hearing of the Grade Appeals committee, the chairperson of the committee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). The Chair shall only vote to break a tie. If a majority of the members of the Grade Appeals committee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).

## **2. Timetable of Appeals**

**a. Academic Dishonesty Grade Appeal.** This appeal is defined in 208.04(B)(1). An Academic Dishonesty Grade Appeal may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student. The appeal must be concluded no later than one year (12 months) after the grade is assigned.

**b. Grade Determination Appeal.** This appeal is defined in 208.04(B)(2). A Grade Determination Appeal shall be initiated after the final course grade is assigned, but no later than the end of the semester following the assignment of the grade, and concluded no later than one year (12 months) after the final course grade is assigned.

**3. Documentation Required for the Appeal.** A student must submit the Student Grade Appeal Form and any supporting paperwork to the Department Chair.

## **G. Fairness and Procedural Safeguards**

**1. Academic Dishonesty Grade Appeals.** In order to guarantee fairness and proper procedural safeguards for all concerned, the subcommittee shall be guided by the following procedures:

a. The committee will hear a case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college/school/library dean

b. The committee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will

ensure relevant materials reach all parties in a timely fashion.

c. The burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.

d. The student appearing before the subcommittee shall have the right to be assisted by an advisor of his or her choice.

e. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses on his or her behalf. He or she shall have opportunity to hear and question adverse witnesses. In no case shall the committee consider statements against a student unless the student has been given an opportunity to rebut unfavorable inferences that might otherwise be drawn.

f. All matters upon which a decision will be based must be introduced at the proceeding before the committee. Any conclusions drawn by the committee shall be based solely upon such evidence.

g. In the absence of a transcript, an audio recording of the hearing shall be made.

h. Appellants who fail to appear after proper notice will have their cases heard in absentia. The chairperson of the committee will submit in writing conclusions and recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).

**2. Grade Determination Appeals.** In order to guarantee procedural fairness to both the student and the faculty member involved, the following procedures shall guide such hearings:

a. The committee will hear the case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college/school/library dean.

b. The committee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.

c. The burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.

d. Both the student and faculty member shall be given an opportunity to present his or her case and to refute the case presented by the other.

e. All matters upon which a recommendation will be based must be introduced during the hearing before the committee. Recommendations shall be based solely upon such evidence.

f. Appellants who fail to appear after proper notice will have their cases heard in absentia.

g. The chairperson of the committee will submit in writing conclusions and

recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).

**208.05 Appeals of Academic Suspension or Academic Dismissal from the University**

Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (208.04) or hardship withdrawal (205.01). The suspension or dismissal will not be overturned until the grade appeal or hardship withdrawal has been processed.

Figure Six



**UWG PROCEDURE NUMBER: UWG Procedure 2.7.14**

**Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities**

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.7**, establishes the following procedure for compliance with UWG Policy **2.7** on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the grade appeals procedure.

**A. Definitions.**

**1. Academic Dishonesty Grade Appeal** - Faculty member assigned a grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal.

**2. Grade Determination Appeal** - Reasons underlying an appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member.

**B. Grade Appeal Procedures.**

The student is encouraged to present their concerns to the faculty member regarding their grade. If dissatisfied with the discussion with the faculty member, the student can initiate a grade appeal in writing, using the Student Grade Appeal Form.

Grade appeals begin at the level of the Department Chair, or the Associate Dean if a chair of the department does not exist.

**a. Department Chair.** Upon receipt of the written grade appeal, the Chair (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available documentation and (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

**b. Dean (or Dean's Designee).** The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing. If the Dean/designee denies the appeal, the written notification to the student should explain the

student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal

is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).

**c. Provost (or Provost's Designee).** The Provost/designee submits the appeal to the chairperson of the Grade Appeals committee for a hearing.

**d. Grade Appeals committee.** At the conclusion of the hearing of the Grade Appeals committee, the chairperson of the committee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). The Chair shall only vote to break a tie. If a majority of the members of the Grade Appeals committee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).

**C. Compliance [or Penalties].**

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (See Section 4.7.1 Student Appeals, BOR Manual).

*Issued by the* [title of person charged with writing procedure], *the* \_\_\_\_ *day of* \_\_\_\_\_, 2017.

\_\_\_\_\_  
Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: \_\_\_\_\_

Previous version dated: N/A



## Figure Seven

### UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs

*Many changes also need approval by the BOR, SACS, and/or specialized accreditors prior to implementation.*

*This document only addresses the UWG internal approval process.*

The Provost serves as the Chief Academic Officer for the Institution. As such, all changes to programs and courses need approval of the Provost. The Dean, serving under the Provost, serves as the Chief Academic Officer for the college or school of his or her appointment. It is the responsibility of both the Dean and members of the faculty to engage in improvements and innovations in pedagogy, curriculum, and programming in an effort to increase student learning. Many of these changes should flow naturally out of market conditions, environments, national norms, and data collected and analyzed through the assessment of student learning outcomes.

The process for new or modified academic programs and curriculum normally (but not exclusively) initiates within a college or school. As such, it is the responsibility of the Dean as the chief academic officer of the college or school to manage the curriculum creation/modification process within his/her area of appointment. Each college or school has the opportunity to define internal processes for the creation and modification of curriculum and academic programs, within the boundaries of UWG and BOR policy and procedures.

When the creation or modification of an academic program or curriculum is approved by the Dean, many changes should also be submitted for consideration by the faculty senate and its committees, while others should be reported directly to the Office of the Provost and Vice President for Academic Affairs.

The process of notification and approval for the creation/modification of academic programs and curriculum is outlined below:

1. The following are **actions items** by the Senate:
  - Any changes to degree requirements within a college or across colleges
  - Changes in semester credit hours for an existing course
  - New academic programs and new courses (degrees, minors, certificates, etc...)
  - Changes to a course level (i.e. changing from 3000 to 4000 level)
  - Adding or removing a course from the Core Curriculum
  - Changes to course prerequisites that span across colleges
  - Modifying the requirements to complete an academic program
  - New or modified concentrations within a degree program
  - New XIDS course topics
2. The following are **information items** for the Senate:
  - Changes in admission standards for an academic program
  - Suspending (deactivating) or eliminating (terminating) academic programs
  - Offering an existing academic program more than 95% online
  - Offering an approved academic program more than 50%, but less than 95% online
  - Designation of service-learning courses (action item for Service Learning Committee)
3. The following are **reviewed by the Senate graduate and undergraduate programs** committees to assure quality of academic programs
  - Comprehensive Program Reviews
  - Academic program learning outcome assessments
4. The following are **not items considered** by the Senate and should be reported directly to office of the Provost:
  - Modifications/additions/deletions to existing academic program learning outcomes
  - Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
  - Minor modifications to courses including : course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school
  - Creation or modifications of assessment artifacts
  - Moving an approved course to online delivery

## Addendum II

## Course View (Read Only)

### Attachments

Current File: [Example Syllabus for Microbiology BIOL 3310.doc](#)

### Originator

Department

College of Science and Mathematics

College

Kenyon, William J.

Originator

### What would you like to do?

☐ Add New Course ☒ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☒ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

### Course Details

BIOL 3310  
Prefix Number

Microbiology  
Course Title

Microbiology is the study of biological organisms and agents too small to be seen with the unaided eye. This course will introduce students to the diversity, physiology, anatomy, and genetics of microorganisms, with particular emphasis on the bacteria. It will also introduce students to key areas of microbiology, including medical microbiology, microbial ecology, food microbiology, and biotechnology.

### Course Catalog Description

4.00  
Lec Hrs

0.00  
Lab Hrs

4.00  
Credit Hrs

Spring - 2018  
Effective Term

Spring and Fall  
Frequency

Letter Grade  
Grading



**Prerequisites**

(BIOL 1107 or BIOL 2107 Minimum Grade: C) and (BIOL 1107L or BIOL 2107L Minimum Grade: C) and (BIOL 1108 or BIOL 2108 Minimum Grade: C) and (BIOL 1108L or BIOL 2108L Minimum Grade: C) and CHEM 1211K or (CHEM 1211 and CHEM 1211L ) and CHEM 1212K or (CHEM 1212 and CHEM 1212L )

**Corequisites****Rationale**

We are asking that Microbiology (BIOL 3310) be modified by elimination of the laboratory component and conversion of the course to a 4-credit hour lecture course. The proposed changes are the first step in the development of a Microbiology Certificate program which will be structured within the existing B.S. degree program in the Department of Biology. The modified BIOL 3310 lecture course will continue to cover a wide variety of topics related to laboratory techniques and will also include online, virtual laboratory activities. After successful completion of BIOL 3310, undergraduate Biology majors can elect to participate in the certificate program by enrolling in one or more of the following 4000-level microbiology courses: Bacterial Genetics (BIOL 4315), Essentials in Immunology (BIOL 4727), Bacterial Pathogenesis (BIOL 4728), Medical Virology (BIOL 4729). Microbiology (BIOL 3310) will be a prerequisite for each of these 4000-level courses and will be offered each semester. Each 4000-level course will become a 4-credit hour course with a more specialized laboratory component. These changes to the microbiology curriculum will allow students to efficiently progress through BIOL 3310, a required course for all Biology majors. These changes will also provide focused upper-level courses for those students interested in career paths in the microbial sciences. These changes are reflected in the modified course description above.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 150

Comments

Attachments

Current File: Example Syllabus for Microbiology BIOL 3310.doc

<div> College Approvals </div> <div> <div> Gregory T. Payne 2017-09-05 </div> <div> APPROVED </div> </div> <div> Coordinator, COSM Curriculum Committee </div> <div> <div> Christopher Tabit 2017-08-15 </div> <div> APPROVED </div> </div> <div> Chair, Course Department </div>	<div> Other Approvals </div> <div> <div> Nicholas Sterling 2018-01-18 </div> <div> APPROVED </div> </div> <div> Chair, Undergraduate Programs Committee </div> <div> <div> Julia Farmer </div> <div> [REQUIRED] </div> </div> <div> Chair of the Faculty Senate </div>	<div> Final Approval </div> <div> <div> David Jenks </div> <div> [REQUIRED] </div> </div> <div> Final Approver </div>
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## ***Microbiology (BIOL 3310)***

### ***Spring Semester 2018***

#### **COURSE DESCRIPTION**

Microbiology is the study of biological organisms and agents too small to be seen with the unaided eye. This course will introduce students to the diversity, physiology, anatomy, and genetics of microorganisms, with particular emphasis on the bacteria. It will also introduce students to the key areas of microbiology, including medical microbiology, microbial ecology, food microbiology, and biotechnology. In the laboratory, students will learn techniques for medical microbiology and biotechnology.

#### **COURSE PREREQUISITES**

Either Combination A or Combination B:

- **Combination A**  
BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, CHEM 1211K, and CHEM 1212K  
with a minimum grade of C in every BIOL course
- **Combination B (transfer students)**  
BIOL 1107, BIOL 1107L, BIOL 1108, BIOL 1108L, CHEM 1211K, and CHEM 1212K  
with an average GPA of 2.5 or greater for these courses

#### **SUGGESTIONS BEFORE ENROLLING**

- Although not an official prerequisite, completion of Cell and Molecular Biology (BIOL 3134) is highly recommended before enrolling in Microbiology (BIOL 3310).
- Completion of Organic Chemistry I (CHEM 2411 and CHEM 2411L) is also advised.
- Microbiology (BIOL 3310) is intended for biology majors as a degree requirement which satisfies the Prokaryotic Biology sub-discipline of the biology curriculum.
- Pre-nursing majors and others interested in health sciences are directed to enroll in Medical Microbiology (BIOL 2030) during either the spring or summer semester.

## LECTURES

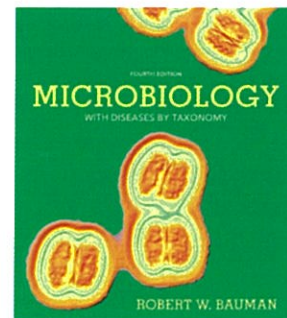
Starting Date: Monday, January 8th  
Ending Date: Monday, April 30th  
Class Times: MWF 10:10am-11:00am & W 11:15am-12:05pm  
Room: 148 Biology Building

## INSTRUCTOR

Name: Dr. William J. Kenyon  
Office: Room 149 Strozier Hall  
Office Hours MWF: 8:30-9:30am, 11:00am-12:00pm, and 1:00-2:00pm  
Office Phone: 678-839-4033  
E-mail: via CourseDen or wkenyon@westga.edu

## REQUIRED TEXTBOOK

Text Title: ***Microbiology with Diseases by Taxonomy***  
Edition: 4<sup>th</sup> edition (2014)  
Authors: Robert W. Bauman  
Publishers: Benjamin Cummings Publishing Company  
ISBN-13: 978-0-321-81931-4  
ISBN-10: 0-321-81931-4  
Website: [masteringmicrobiology.com](http://masteringmicrobiology.com)



## LEARNING OBJECTIVES

- To understand the fundamental differences between prokaryotic and eukaryotic cells
- To gain a basic understanding of the differences between cellular and acellular microbes
- To appreciate the incredible diversity of microbial life
- To gain a basic understanding of microbial genetics and physiology
- To appreciate the enormous impact that microorganisms have on human activities
- To be introduced to microbial pathogenesis and the infectious disease process
- To be introduced to the immune system as a defense against microbial invasion



## READING ASSIGNMENTS

- Reading the material in the textbook is critical for success in the course.
- The reading and exam schedule is on the last page of this syllabus.
- Students are expected to read the material before it is covered in lecture.
- Reading the material again following each lecture is highly recommended.
- Several hours per week should be devoted to reading the textbook.

## ATTENDANCE POLICIES

- Attendance is mandatory.
- Roll will be taken regularly at the beginning of class.
- If you miss lecture, you must provide the instructor with a valid excuse.
- If planning to miss more than one lecture, you must discuss this with the instructor.
- You should arrive promptly before each lecture begins.
- Tardiness is disruptive and will not be tolerated.
- If attendance and/or tardiness continue to be a problem, you will be reported to the university as “not engaged” in the course.

## CLASSROOM BEHAVIOR

- Talking among students is expected to immediately stop once the lecture begins.
- Electronic devices that create disruptive noise must be turned off or silenced.
- Your attention should be focused on the instructor and the lecture presentation.
- If these issues become a problem, you will be reported as “not engaged” in the course.
- However, you are strongly encouraged to ask questions during the lecture.

## EXAMS

- Number of Exams: 4
- Questions per Exam: 50-100
- Points per Exam: 200 (number of points per question may vary)
- Question Formats: multiple choice, true or false, matching, *etc.*
- Scantron Form: form #229633 (larger 8<sup>1/2</sup> X 11 Scantron form)

## GRADING

- Total Exam Points: 800 pts. from 4 exams
- Online Lab Activities: 200 pts. from masteringmicrobiology.com assignments
- Total Course Points: **1,000 pts. possible for entire course**
- Course Grading Scale: 90.0-100% = A, 80.0-89.9% = B, 70.0-79.9% = C, 60.0-69.9% = D, < 60.0% = F

## Missed Exams

- If you miss an exam, you must immediately notify the instructor to reschedule the exam.
- Missed exams must be made up within a period of one week.
- You must have a valid, written excuse (e.g., from a physician) to make up an exam.
- No make-up exams will be allowed during the last week of the course.
- The final exam cannot be made up. Do not miss the final!
- It is your responsibility to regularly check your grades and Email.

## STUDYING ADVICE

- 1) Read the material in the textbook before coming to lecture.
- 2) Attend every lecture and be on time for the beginning of class.
- 3) Study the lecture slides (lecture slides will be posted on CourseDen).
- 4) Take detailed notes during lecture.
- 5) Ask questions during lecture.
- 6) After lecture, review the text and organize your notes.
- 7) Use the study aids on the course website [masteringmicrobiology.com](http://masteringmicrobiology.com).
- 8) Discuss the material with classmates.
- 9) Spend several hours per week studying for this course.
- 10) See the instructor during office hours if anything is unclear.

## ACADEMIC INTEGRITY

- Cheating will not be tolerated in any form.
- During exams, keep your eyes on your exam, and do not let others look at your exam.
- Cheating automatically results in receiving zero points for that exam.
- Please refer to the UWG Student Handbook for university-wide policies on cheating:  
[https://www.westga.edu/administration/vpsa/ocs/assets/docs/2016 2017 UWG Student Planner.pdf](https://www.westga.edu/administration/vpsa/ocs/assets/docs/2016%202017%20UWG%20Student%20Planner.pdf)

### REGARDING SEATS FOR BIOLOGY COURSES

Seats for all courses offered by the Biology Department are limited. Even though the Biology Department continues to increase the supply of seats for popular courses on an annual basis, the Biology Department cannot guarantee a seat for all interested students in a given semester. To plan for the possibility of a seating shortage, most students are advised to build a flexible course schedule each semester. Other students, especially students who have a pre-major or have not declared a major, are advised to consider alternative course-providers as a contingency for semesters in which a specific biology course is critically important.

### All Students Please Note!

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf) documentation at [http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

### Other important information:

<https://www.westga.edu/police/campus-carry.php>



## ***Microbiology (BIOL 3310) Lecture and Exam Schedule — Spring Semester 2018***

Date	Day of Week	Lectures and Exams	Chapters
Jan 8	M	Introduction and Syllabus	
Jan 10	W	A Brief History of Microbiology	Chapter 1
Jan 12	F	A Brief History of Microbiology	Chapter 1
Jan 15	M	<b>No Class, MLK Day</b>	
Jan 17	W	The Chemistry of Microbiology	Chapter 2
Jan 19	F	The Chemistry of Microbiology	Chapter 2
Jan 22	M	The Chemistry of Microbiology	Chapter 2
Jan 24	W	Cell Structure and Function	Chapter 3
Jan 26	F	Cell Structure and Function	Chapter 3
Jan 29	M	Cell Structure and Function	Chapter 3
Jan 31	W	<b>Exam 1</b>	<b>Chapters 1, 2, and 3</b>
Feb 2	F	Microscopy, Staining, and Classification	Chapter 4
Feb 5	M	Microscopy, Staining, and Classification	Chapter 4
Feb 7	W	Microscopy, Staining, and Classification	Chapter 4
Feb 9	F	Microscopy, Staining, and Classification	Chapter 4
Feb 12	M	Microbial Metabolism	Chapter 5
Feb 14	W	Microbial Metabolism	Chapter 5
Feb 16	F	Microbial Metabolism	Chapter 5
Feb 19	M	Microbial Metabolism	Chapter 5
Feb 21	W	Microbial Metabolism	Chapter 5
Feb 23	F	Microbial Nutrition and Growth	Chapter 6
Feb 26	M	Microbial Nutrition and Growth	Chapter 6
Feb 28	W	Microbial Nutrition and Growth	Chapter 6
Mar 2	F	Microbial Nutrition and Growth	Chapter 6
Mar 5	M	<b>Exam 2</b>	<b>Chapters 4, 5, and 6</b>
Mar 7	W	Microbial Genetics	Chapter 7
Mar 9	F	Microbial Genetics	Chapter 7
Mar 12	M	Microbial Genetics	Chapter 7
Mar 14	W	Microbial Genetics	Chapter 7
Mar 16	F	Microbial Genetics	Chapter 7
Mar 19	M	<b>Spring Break</b>	
Mar 21	W	<b>Spring Break</b>	
Mar 23	F	<b>Spring Break</b>	
Mar 26	M	Microbial Genetics	Chapter 7
Mar 28	W	Recombinant DNA Technology	Chapter 8
Mar 30	F	Recombinant DNA Technology	Chapter 8
Apr 2	M	Recombinant DNA Technology	Chapter 8
Apr 4	W	<b>No Class, Study Day</b>	
Apr 6	F	<b>Exam 3</b>	<b>Chapters 7 and 8</b>
Apr 9	M	Controlling Microbial Growth in the Environment	Chapter 9
Apr 11	W	Controlling Microbial Growth in the Environment	Chapter 9
Apr 13	F	Controlling Microbial Growth in the Environment	Chapter 9
Apr 16	M	Controlling Microbial Growth in the Environment	Chapter 9
Apr 18	W	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
Apr 20	F	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
Apr 23	M	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
Apr 25	W	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
Apr 27	F	Controlling Microbial Growth in the Body: Antimicrobial Drugs	Chapter 10
Apr 30	M	<b>No Class, Study Day</b>	
May 2	W	<b>Exam 4 (8:00am-10:00am)</b>	<b>Chapters 9 and 10</b>

## Course View (Read Only)

### Attachments

Current File: [Syllabus Immunology.doc](#)

### Originator

Biology Department

Department

College of Science and Mathematics

College

Molesworth-Kenyon, Sara

Originator

### What would you like to do?

☐ Add New Course ☒ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites

☐ Corequisites

☒ Description

☐ Title

☒ Credit

☐ See Comments

### Shared Governance Process

Senate Action Item

(See Procedure)

### Course Details

BIOL

4727

Essentials of Immunology

Course Title

Essentials of immunology is designed as an introduction to the immune response. The student will obtain a broad, comprehensive understanding of the principles of immunology. The course will focus on a detailed study of antigen-antibody interactions, humoral immunity, and cell-mediated immunity. Medically important syndromes, including AIDS, will be discussed to reinforce the principles of immunology. A laboratory component is included to support the exploration of immuno-diagnostic techniques.

### Course Catalog Description

3.00

Lec Hrs

3.00

Lab Hrs

4.00

Credit Hrs

Fall - 2018

Effective Term

Yearly

Frequency

Letter Grade

Grading



**Prerequisites**

BIOL 3310

**Corequisites**

**Rationale**

We are asking that essentials of Immunology (BIOL 4727) be modified by inclusion of a laboratory component, and conversion of the course to a 4-credit hour course (3/3/4). The proposed changes are an additional step in the development of a Microbiology Certificate program which will be structured within the existing B.S. degree program in the Department of Biology. The modified BIOL 4727 laboratory course will cover a wide variety of experimental techniques geared towards development of the advanced skills required for a career within the field of immunology. Completion of Microbiology (BIOL 3310 or equivalent transfer credit) will be a requirement for acceptance into BIOL 4727. Undergraduate Biology majors can elect to participate in the microbiology certificate program by enrolling in this course and additional 4000-level microbiology courses: Bacterial Genetics (BIOL 4315), Bacterial Pathogenesis (BIOL 4728), or Medical Virology (BIOL 4729). Each of these 4000-level courses will become a 4-credit hour course containing a specialized laboratory component. This change will provide a focused upper-level course for those students requiring technical skills to be competitive for a career in the microbial sciences. These changes are reflected in the modified course description above.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: [Syllabus Immunology.doc](#)

<div>College Approvals</div> <div> <div>Gregory T. Payne [APPROVED 2017-09-05]</div> <div>Coordinator, COSM Curriculum Committee</div> <div>Christopher Tabit [APPROVED 2017-08-15]</div> <div>Chair, Course Department</div> </div>	<div>Other Approvals</div> <div> <div>Nicholas Sterling [APPROVED 2018-01-18]</div> <div>Chair, Undergraduate Programs Committee</div> <div>Julia Farmer [REQUIRED]</div> <div>Chair of the Faculty Senate</div> </div>	<div>Final Approval</div> <div>David Jenks [REQUIRED]</div> <div>Final Approver</div>
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**Dr. Molesworth.**  
**Essentials in Immunology (BIOL 4727/5727)**  
**Lecture Syllabus**

**Description of Course**

This is an introductory level immunology course in which the fundamentals of the subject will be covered for both the innate and adaptive immune systems. Subjects to be covered will include antibody structure and function, antigen recognition, B and T cell development and immunity.

**Academic Goals for the Course**

- It is the goal of this course to provide students with a fundamental knowledge of immunology.
- Students will complete this course understanding the role of the immune system in defense against disease.
- They will know the cell types which compose both branches of the immune system and understand the function and role of each cell when the body is under attack from the microbiological world.
- In addition students will understand the complex processes which are in place to control and organize cells of the immune system and the failsafe mechanisms which the body has in place to avoid damage to host tissue by the highly reactive immune defense cells.
- Lastly students will gain an insight into the diseases which can result when the immune system fails to function normally.
- Laboratory sessions will use a clinical approach to illustrate immunological mechanisms and demonstrate diagnostic techniques relating to the field.

**Instructor Contact Information and Office Hours**

Dr. Sara Molesworth  
Department of Biology  
University of West Georgia  
Office: Room 206 Biology Building  
Phone: 678-839-4028  
E-Mail: please use Course Den  
Office hours: 8:30-9:30am and 11-noon M-F

**Textbook and Reading Assignments**

Text Title: *The Immune system*  
Edition: 4<sup>th</sup> edition  
Authors: Peter Parham  
Publishers: Garland Science  
ISSBN: 978-0-8153-4146-8

**Reading Assignments**

Students are expected to read each chapter in its entirety before the chapter is covered in lecture (see lecture schedule). Students should set aside several hours each week for the sole purpose of reading the textbook.



Reading assignments are mandatory and will be used to generate classroom discussion.

## **Assignments, Examinations and Final Grades**

### **UNDERGRADUATES:**

#### **Assignments**

- A Total of 3 take home/group work assignments consisting of multiple choice questions,
- Scantron form #229633 required for each.
- Every question carries equal weight.
- 200 points per assignment.
- If a student is absent on the completion date for an assignment a valid written excuse must be provide to submit the work late.

#### **Exam**

- There will be one introductory exam (50 pts) and one final exam (100 points),
- Scantron form #229633 required.

#### **Final Grade**

- 1000 grade points available, *remember that 10 grade points = 1 % point.*
- Final letter grades use the following standard scale without exception (no bumping, sliding or curving):

UNDER GRADUATE Biol 4727

A = 90-100%,  
B = 80-89.9%,  
C = 70-79.9%,  
D = 60-69.9%,  
F = below 60.0%

- The lab contribute 25% of the grade (250 pts).

### **GRADUATES**

#### **Assignments**

- A Total of 3 take home/group work assignments
- Scantron form #229633 required for each.
- Every question carries equal weight.
- 100 points per assignment.
- If a student is absent on the completion date for an assignment a valid written excuse must be provide to submit the work late.
- A 20 minute formal presentation on the immunological disease case study of your choice will be performed.
  - a. Abstracts for the presentation and a copy of the power point slides to be presented will be submitted at week 7 (50 pts).
  - b. Presentations will be given at the end of the semester and students will run three per class in alphabetical order (250) pts.

#### **Exam**

- There will be one introductory exam and one final exam each worth 200 points,
- Scantron form #229633 required

## Final Grade

- 1000 points available.
- Final letter grades are based on the following standard scale:

### GRADUATE Biol 5727

- A = 90-100%,
  - B = 80-89.9%,
  - C = 70-79.9%,
  - D = 60-69.9%,
  - F = below 60.0%
- 
- The lab contribute 25% of the grade (250 pts).

## Studying Advice

1. Read the textbook before coming to lecture!!!
  - For every hour spent in a lecture you should spend at least two or three extra hours studying the book and working on your notes.
2. Attend every lecture.
3. Take detailed notes during lecture.
4. Ask questions during lecture.
5. After lecture, review the text and organize your notes.
6. Use the study aids at the end of each chapter.
7. Discuss the material with classmates.
  - Study groups may be helpful for some students BUT be cautioned that these will not replace individual time spent on the subject.
  - Study groups are useful for discussion of topics to clarify the key points and may be of most help for revision i.e. select a topic amongst your group, study on your own, then and only then meet as a group to reinforce the material.
8. See the instructor during office hours if anything is unclear.
  - If you are confused about a topic or find yourself lost in a chapter do not rely on your friends to teach you – that is why I have office hours.
  - Never delay asking for help – it is not a weakness but strength to identify when you need more guidance.
9. Work consistently hard throughout the semester!!!!!!
  - It is far better to maintain a good grade than try to pull your grade up at the end of the semester.

## Suggestions for what to do before each lecture:

Study the book!

If you come prepared to a lecture everything you hear will reinforce what you have already learnt and if you have question we can address them immediately.

I suggest that you get into a routine of doing the following before each lecture:

- read the chapter(s) quickly
- note any words which are unfamiliar to you as you read
- use the glossary to define these terms and keep a record of them in your notes
- re-read the chapter in detail

- use the summary in the book to identify the key concepts that you have learnt
- make revision notes
- use your revision notes to produce a one page chapter map or summary.

Never leave revision notes to the last minute it will only cause you unnecessary stress just before an exam. Remember there are no short cuts to success..... only hard work.

### **Attendance and Classroom Behavior**

- Attendance is mandatory and role will be taken.
- If you are absent repeatedly from the role you will be reported on Banweb as not engaged
- All cell phones, and any other electronic devices that create disruptive noise, must be silenced during lectures.
- Lectures will begin promptly, any late comers who cause disruption will be asked to leave.
- Excessive talking during the lecture period is distracting to me and other students and you may be asked to leave.

### **Academic Integrity**

Cheating and plagiarism will not be tolerated in any form. Any student who cheats on an exam or assignment will receive zero points with no chance of recovering those points later. Refer to the UWG Student Handbook for university policies.

### **Final Words**

- You are responsible for your own actions and must remain self-motivated with your studies.
- As your lecturer I can only help if you ask for it – if you do not take advantage of my office hours that is your decision.
- REMEMBER I DO NOT **GIVE** YOU YOUR GRADE YOU **EARN** IT.

#### **All Students Please Note!**

- 
- For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assets/Dept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf)
- Additions and updates are made as institution, state, and federal standards change, so please review it each semester



## Essentials in Immunology (BIOL 4727/5727)

	Week		Lecture	3E	4E	Chapter Reading Assignments
Aug 11	1	Th	Syllabus & Introduction Video			
16		T	Elements of the immune system and their roles in defense (59 slides)	1	1	
18	2	Th				
23		T				
25	3	Th	Innate immunity (84 slides)	2	2&3	
30		T				
Sept 1	4	Th				
6		T				
8	5	Th	Principals of adaptive immunity (62 slides)	3	merged into	Introductory Exam 50 mins
13		T				
15	6	Th			4&5	
20		T	Antibody structure and the generation of B-cell diversity (65 slides)	4	4	Assignment 1 due
22	7	Th				
27		T				Graduate Abstract and slide handout due
29	8	Th	Antigen recognition by T lymphocytes (39 slides)	5	5	
Oct 4		T				
6	9	Th	T cell-mediated immunity (56 slides)	8	8	
11		T				No CLASS
13	10	Th				Assignment 2 due
18		T	Immunity mediated by B cells and antibody (65 slides)	9	9	
20	11	Th				
25		T				
27	12	Th	Infection at the mucosal surface. (60 slides)	10	10	
Nov 1		T				Assignment 3 due
3	13	Th				
8		T	Failures of the body's defenses (66 slides)	11	11	
10	14	Th				
15		T	Catch up			
17	15	Th	Word cloud and crossword 20 points			
29		T	Graduate Presentations			
Dec 1	16	Th	Graduate Presentations			
DEC 8 <sup>th</sup> Final exam 8 am Note time change!!!!!!!!!!!!!!!!!!!!!!						

**Room 144 Biology 9.30am- 10.50am T. Th.**

PRESENTATION SKILL:	Agree strongly 5	Agree 4	Neutral 3	Disagree 2	Disagree strongly 1
<b><u>1. QUALITY OF SLIDES:</u></b>					
Appropriate use of fonts, bullets and highlights.					
Animation and background were clear yet not distracting.					
Figures and images were copied clearly					
Citations appeared on relevant slides.					
<b>Comments:</b>					
<b><u>2. QUANTITY OF INFORMATION:</u></b>					
No overcrowding of slides.					
Over view and introduction were relatively short					
Focus of details was on the results and interpretation of data.					
The significance of the study was described in terms of it's clinical or environmental impact.					
<b>Comments:</b>					
<b><u>3. STRUCTURE OF PRESENTATION</u></b>					
Introduction was informative and relevant to understanding the data.					
Background was interesting and defined the context of the study within the field of biology.					
Focus of presentation was on specific data and unique features of study.					
Concluding comments and critique were substantiated.					
<b>Comments:</b>					
<b><u>4. BACKGROUND UNDERSTANDING</u></b>					
Limited reading from the slides or notes.					
Verbal expansion of the information on the slides was evident.					
Questions were answered appropriately.					
Speaker attempted to stimulate discussion with audience.					
<b>Comments:</b>					
<b><u>5. TIME KEEPING</u></b>					
16-20 mins      excellent					
13-15.5 mins      good					
10.5-12.5 mins      average					
Below 10 mins      poor					

# Essentials in Immunology Lab Syllabus.

Location: New Micro unit in biology building.

## General information:

Lab is scheduled for a 3 hour block one day a week:

**DO NOT ARRIVE LATE TO LAB – IF YOU MISS THE LAB INTRO. YOU WILL BE DENIED ACCESS TO THE PRACTICAL ON GROUNDS OF LACK OF TRAINING AND SAFETY.**

## Lab Manual and lab record book:

- All protocols will be provided via Course den for preview.
- Laboratory sessions will utilize specialized kits with detailed instructions obtained from commercial suppliers.
- No specific lab manual is required for purchase.
- A laboratory notebook for record keeping will be supplied in lab.

## Examination and Grading:

- The laboratory course contributes 25% of the final grade for BIOL 4727/5727.
- Each week you will be assessed on your preparation and practical work.

## Assessment:

- There will be 10 lab tests, each worth 20 points (total of 200 points).
- Laboratory record book assessment will be worth 50 pts.

## Attendance:

- Labs will start punctually.
- Role will be taken.
- Arrive on time - you **will not** be given additional time for completing your assessments.
- Absence will require written documentation of illness etc. within 1 week.
- Worksheets may be made up at instructor's discretion after a permitted absence.

## Laboratory Rules and Safety:

- Silence cell phones.
- Listen to all announcements.
- Talking during the instructional period should only be directed towards the instructor.
- Excessive noise levels during practical work will not be tolerated for reasons of safety. You must be attentive to the instructor's advice at all times.
- **If I have to shout you are too loud!!!!**
- Absolutely no food or drink in the lab. (This includes items in a bag or pocket.) If found you will have to dispose of the item due to possible contamination. This includes items such as gum and lip balm.
- Lockers are provided outside the laboratory to secure for your bags and other belongings.
- Wear a lab coat and sensible clothing – you will be using flammables, stains and biohazardous materials.
- Adequate foot wear is required – **no open toes no excessive heels.**
- Long hair should be tied away from face for safety.
- No hats to be worn in the lab.
- **REPORT ALL ACCIDENTS IMMEDIATELY IN A CALM MANNER.**
- Treat all equipment with respect – it is expensive and potentially hazardous!!
- Consider all micro-organisms as potential pathogens.

- **If you are immuno-compromised for any reason you must receive clearance from your Doctor and the Instructor prior to entering the lab (this includes pregnancy).**
- Wash hands whenever you leave the lab.
- Disinfect your work area with 70% ethanol at the start of the lab and again at the end.
- Use caution when operating electric sterilizers they are extremely hot.
- If you are confused about any procedure or concept, ask questions.
- Check course den for announcements.
- All tubes and plates should be labeled legibly with the student's code (initials plus bench number). You may need to add other descriptions depending upon the lab exercise.
- Agar plates should be labeled on the bottom with a marker; do not use tape.
- Slides should be labeled with a pencil or alcohol resistant marker.
- Electric sterilizers are hot!! Do not leave your inoculating loop in the sterilizer – it will melt!
- It is **your** responsibility to clean up your work area at the end of the lab period. Your instructor will designate an area to place supplies and used culture tubes for disposal.
- **Safety is of the utmost importance when working in a laboratory.** Please conduct yourself in a responsible manner at all times. Listen attentively to your instructor on all matters.

### **Academic Integrity**

- University policy is adhered to regarding cheating and plagiarism.

### **Basic Lab Equipment and Supplies**

Your station should contain:

2 inoculating loops  
 1 inoculating needle  
 1 box of microscope slides  
 1 book of lens paper  
 1 book of bibulous paper  
 1 giant clothes pins  
 1 pencil  
 Tube rack  
 Sharpie®  
 DI water  
 70% ethanol  
 1 Bactcinerater  
 1 staining kit

### **Microscopes**

Proper knowledge of microscope use is essential to getting the most out of your lab experience. Each student will be assigned a microscope and will be responsible for the proper use and care of that microscope. General guidelines for microscope use are on courseDen. Please familiarize yourself with those guidelines as well as rules for set-up and storage of microscopes (listed below).

1. Always carry your scope with two hands - one on the arm and one under the base.
2. Place your scope on the bench away from the edge. Make sure it is a safe distance away from sterilizers, or anything else that is hot.

3. Before turning on microscope, make sure the light intensity control is on its lowest setting.
4. ONLY THE OIL IMMERSION OBJECTIVE SHOULD BE PLACED IN OIL.
5. Be careful not to get oil on the other objectives.
6. The following steps should be performed after use of microscope and before storage:
  - Wipe the objective lenses with lens paper. Clean the oil immersion lens last.
  - Rotate the nosepiece so that the lowest power objective is pointing downward.
  - Clean stray oil from the stage.
  - Turn the light intensity control to its lowest setting.
  - Lower the stage as far as possible.
  - Carefully coil or fold the cord and tuck it at the SIDE of the scope NOT under the condenser.
  - Move the scope to the back of your bench.

**Learning objectives:**

- To develop the skills required for performance of tissue culture.
- To understand the mechanism behind antibody-antigen interaction.
- To learn techniques which enable immunological detection of proteins and diagnosis of disease.
- To develop skills in data interpretation and analysis.



## **Laboratory Schedule**

Lab	Experiment	Aim
<b><i>Some labs will take more than one week for completion</i></b>		
1	Eukaryotic cell Biology	To introduce the concepts of aseptic manipulation of tissue cultures.
2	Analysis of mammalian cell types	Staining and microscopic observation of human cells
3	Morphology of cancer cells. Blood based cancer diagnosis.	To demonstrate the diagnostic changes observed in cancer cells and explore clinical methods for confirming cancer in a patient.
4	Radial immunodiffusion	To demonstrate the physical interaction between antigen and antibody.
5	Blood typing	Immunological basis for blood typing – agglutination assay
6	Immunoblot for clinical diagnosis	To demonstrate the specificity of antibody antigen interactions
7	Western blot analysis	To explore protein identification through their detection by antibodies
8	Quantitative ELISA	To explain a key immunological assay used clinically and for research.
9	In search of the kissing disease	Use of the ELISA technique to diagnose patients with mononucleosis due to infection with Epstein-Barr virus
10	Immunology of the pregnancy test Diagnosis of AIDS	To demonstrate the theory behind the use of rapid immunological tests .

### **All Students Please Note!**

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)  
Additions and updates are made as institution, state, and federal standards change, so please review it each semester

## Course View (Read Only)

### Attachments

Current File: [Example Syllabus for Bacterial Pathogenesis.doc](#)

### Originator

Biology Department

Department

College of Science and Mathematics

College

Kenyon, William

Originator

### What would you like to do?

☐ Add New Course ☒ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites

☐ Corequisites

☒ Description

☐ Title

☒ Credit

☐ See Comments

### Shared Governance Process

Senate Action Item

(See Procedure)

### Course Details

BIOL  
Prefix

4728  
Number

Bacterial Pathogenesis  
Course Title

Bacterial Pathogenesis introduces students to the field of medical microbiology and the study of infectious disease. Topics covered include a discussion of environmental and host factors involved in bacterial infection and disease, an introduction to epidemiology and nosocomial infections, an overview of innate and acquired host defenses, and an extensive survey of bacterial pathogens with special emphasis on virulence factors and molecular mechanisms underlying disease processes. The laboratory component will focus on methods routinely used to isolate, culture, and identify bacterial pathogens.

### Course Catalog Description

3.00  
Lec Hrs

3.00  
Lab Hrs

4.00  
Credit Hrs

Spring - 2018  
Effective Term

Yearly  
Frequency

Letter Grade  
Grading



**Prerequisites**

BIOL 3310

**Corequisites**

**Rationale**

As part of the restructuring of our microbiology curriculum, we are removing the laboratory component associated with Microbiology (BIOL 3310) and adding laboratories to three, 4000-level, microbiology courses. Bacterial Pathogenesis (BIOL 4728) is one of these courses. Bacterial Pathogenesis will become a 4-credit hour, upper-level course (3/3/4) aimed at Biology majors participating in the new Microbiology Certificate program. As a lecture-only course, Microbiology (BIOL 3310) will remain a prerequisite for the 4000-level microbiology courses with labs. These changes will provide an opportunity for students to experience more focused, and in-depth, upper-level labs in the microbial sciences. These changes are reflected in the modified course description above.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 24

Comments

Attachments

Current File: Example Syllabus for Bacterial Pathogenesis.doc





***Bacterial Pathogenesis (BIOL 4728/5728)***  
***Lecture Syllabus***  
***Spring Semester 2018***

**COURSE DESCRIPTION**

Bacterial Pathogenesis introduces students to the field of medical microbiology and the study of infectious disease. Topics covered include a discussion of environmental and host factors involved in bacterial infection and disease, an introduction to epidemiology and nosocomial infections, an overview of innate and acquired host defenses, and an extensive survey of bacterial pathogens with special emphasis on virulence factors and molecular mechanisms underlying disease processes. The laboratory component will focus on methods routinely used to isolate, culture, and identify bacterial pathogens.

**PREREQUISITE**

- Microbiology (BIOL 3310)

**MEETING TIMES**

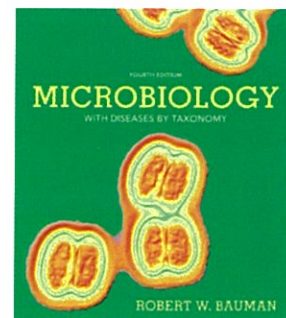
Starting Date: Monday, January 8th  
Ending Date: Monday, April 30th  
Lecture: MWF, 9:05-9:55AM, classroom in newly renovated Biology Building  
Laboratory: MW, time TBD, teaching laboratory in new Biology Building

**INSTRUCTOR**

Name: Dr. William J. Kenyon  
Office: Room 149 Strozier (or new office in Biology Building)  
Office Hours: 8:00-9:00AM (MWF), 8:00AM-12:00PM (T), and 8:00-11:00AM (R)  
Office Phone: 678-839-4033  
Primary Email: via CourseDen  
Secondary Email: wkenyon@westga.edu

**REQUIRED TEXTBOOK**

Text Title: ***Microbiology with Diseases by Taxonomy***  
Edition: 4<sup>th</sup> edition (2014)  
Authors: Robert W. Bauman  
Publishers: Benjamin Cummings Publishing Company  
ISSBN-13: 978-0-321-81931-4  
ISSBN-10: 0-321-81931-4



## **LEARNING OBJECTIVES**

- To recognize that parasitism is a type of symbiotic relationship resulting in disease
- To identify the environmental and host factors affecting bacterial infection and disease
- To define factors affecting the spread of bacterial infections through populations
- To survey the immune system as a defense against microbial invasion
- To compare and contrast the survival strategies of various bacterial pathogens
- To categorize bacterial virulence factors and their roles in pathogenesis
- To apply laboratory techniques commonly used in diagnostic bacteriology

## **READING ASSIGNMENTS**

- Reading the textbook is critical for success in the course.
- The reading schedule is included at the end of this syllabus.
- Students are expected to read the material before it is covered in lecture.
- Reading the material again following lecture is highly recommended.
- Several hours per week should be devoted to reading the textbook.

## **ATTENDANCE AND TARDINESS POLICIES**

- Attendance is mandatory, and class roll will be taken regularly throughout the semester.
- If you miss a lecture, you must provide a written excuse as soon as possible.
- If planning to miss more than one lecture, you must give prior notice.
- Tardiness is disruptive. Please arrive a few minutes before each lecture begins.
- If attendance and/or tardiness continue to be a problem, you will be officially reported to the university.

## **CLASSROOM RULES OF BEHAVIOR**

- Talking among students is expected to immediately cease once class begins.
- Electronic devices that create disruptive noise must be turned off or silenced.
- Your attention should be focused on the instructor and the lecture presentation.
- If these issues become a problem, you will be officially reported to the university.
- However, you are strongly encouraged to ask questions during the lecture.



## EXAMINATIONS AND GRADING

### Exams

- There will be a total of 4 regular exams during the semester.
- Each regular exam is worth 100 points for a total of 400 points.
- There will be approximately 50-100 questions per exam. Therefore, the number of points per question may vary.
- Most questions will be in multiple choice format, but other formats are possible.
- You will need a large Scantron form #229633 for each exam.

### Missed Exams

- If you miss an exam, you must immediately contact the instructor to reschedule.
- You must have a valid written excuse (e.g., from a physician) to make up an exam.
- With a permitted absence, missed exams can be made up within one week.
- No make-up exams will be allowed during the last week of the course.
- It is your responsibility to regularly check your Email and your grades.

### Micro-Slides and MMWR Presentations

- Each undergraduate student enrolled in BIOL 4728-01W (DSW) is required to submit a set of "Micro-Slides" using PowerPoint. More information on how to create your *Micro-Slides*, and how they will be graded, will be provided later in the semester.
- Graduate students enrolled in BIOL 5728-01 are required to give a 15-20 minute PowerPoint presentation based on an article from the *Morbidity and Mortality Weekly Report (MMWR)* published by the Centers for Disease Control and Prevention (CDC). Graduate *MMWR* presentations are scheduled for the last week of the semester. More information regarding the organization of *MMWR* presentations, including a suggested outline and grading rubric, will be provided later in the semester.
- *Micro-Slides* and *MMWR* presentations are each worth 200 points.

### Extra Credit Opportunity

- Attendance at the graduate *MMWR* presentations during the last week of the semester will be worth extra credit points. This extra credit is for undergraduates only.
- These points will simply be added to your point total for the course.

### Final Grades

- There are **800 total points** possible for the course:
  - 400 regular exam points +  
200 points for either *Micro-Slides* or *MMWR* presentation +  
200 lab points
- Total points ÷ 800 points possible = final percentage
- Letter grades are based on your final percentage according to the standard scale:  
**A = 90-100%, B = 80-89.9%, C = 70-79.9%, D = 60-69.9%, F = below 60.0%**
- It is your responsibility to regularly check your grades throughout the semester.



## STUDYING ADVICE

- 1) Read the material in the textbook before coming to class.
- 2) Attend every lecture and be on time for the beginning of class.
- 3) Study the lecture slides.
- 4) Take detailed notes during each lecture.
- 5) Ask questions during each lecture.
- 6) After class, review the text and organize your notes.
- 7) Use the study aids at the end of each chapter.
- 8) Discuss the material with classmates.
- 9) Spend several hours per week studying for this course.
- 10) See the instructor during office hours if anything is unclear.

## ACADEMIC INTEGRITY

- Cheating and/or plagiarism will not be tolerated in any form.
- During exams, keep your eyes on your exam, and do not let others look at your exam.
- Cheating and/or plagiarism will result in no points for that exam or assignment.
- Please refer to the UWG Student Handbook for official university-wide policies:  
[https://www.westga.edu/administration/vpsa/ocs/assets/docs/2016 2017 UWG Student Planner.pdf](https://www.westga.edu/administration/vpsa/ocs/assets/docs/2016%202017%20UWG%20Student%20Planner.pdf)

### REGARDING SEATS FOR BIOLOGY COURSES

Seats for all courses offered by the Biology Department are limited. Even though the Biology Department continues to increase the supply of seats for popular courses on an annual basis, the Biology Department cannot guarantee a seat for all interested students in a given semester. To plan for the possibility of a seating shortage, most students are advised to build a flexible course schedule each semester. Other students, especially students who have a pre-major or have not declared a major, are advised to consider alternative course-providers as a contingency for semesters in which a specific biology course is critically important.

### All Students Please Note!

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

### Other important information:

<https://www.westga.edu/police/campus-carry.php>

## Bacterial Pathogenesis (BIOL 4728/5728) Lecture & Exam Schedule – Spring Semester 2018

Date	Day of Week	Lecture and Exam Schedule	Chapters to Read
Jan 8	M	Course Description and Syllabus	
Jan 10	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 12	F	Infection, Infectious Diseases, and Epidemiology	
Jan 15	M	<b>No Class, MLK Day</b>	
Jan 17	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 19	F	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 22	M	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 24	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 26	F	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 29	M	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Jan 31	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Feb 2	F	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Feb 5	M	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Feb 7	W	Infection, Infectious Diseases, and Epidemiology	Chapter 14
Feb 9	F	<b>Exam 1</b>	<b>Chapter 14</b>
Feb 12	M	Innate Immunity	Chapter 15
Feb 14	W	Innate Immunity	Chapter 15
Feb 16	F	Innate Immunity	Chapter 15
Feb 19	M	Innate Immunity	Chapter 15
Feb 21	W	Innate Immunity	Chapter 15
Feb 23	F	Adaptive Immunity	Chapter 16
Feb 26	M	Adaptive Immunity	Chapter 16
Feb 28	W	Adaptive Immunity	Chapter 16
Mar 2	F	Adaptive Immunity	Chapter 16
Mar 5	M	Adaptive Immunity	Chapter 16
Mar 7	W	Adaptive Immunity	Chapter 16
Mar 9	F	Adaptive Immunity	Chapter 16
Mar 12	M	<b>Exam 2</b>	<b>Chapters 15 and 16</b>
Mar 14	W	Pathogenic Gram-Positive Bacteria	Chapter 19
Mar 16	F	Pathogenic Gram-Positive Bacteria	Chapter 19
Mar 19	M	<b>No Class, Spring Break</b>	
Mar 21	W	<b>No Class, Spring Break</b>	
Mar 23	F	<b>No Class, Spring Break</b>	
Mar 26	M	Pathogenic Gram-Positive Bacteria	Chapter 19
Mar 28	W	Pathogenic Gram-Positive Bacteria	Chapter 19
Mar 30	F	Pathogenic Gram-Positive Bacteria	Chapter 19
Apr 2	M	Pathogenic Gram-Positive Bacteria	Chapter 19
Apr 4	W	Pathogenic Gram-Positive Bacteria	Chapter 19
Apr 6	F	<b>Exam 3</b>	<b>Chapter 19</b>
Apr 9	M	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
Apr 11	W	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
Apr 13	F	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
Apr 16	M	Pathogenic Gram-Negative Cocci and Baccilli	Chapter 20
Apr 18	W	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
Apr 20	F	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
Apr 23	M	Rickettsias, Chlamydias, Spirochetes, and Vibrios	Chapter 21
Apr 25	W	<b>Graduate Student MMWR Presentations</b>	
Apr 27	F	<b>Graduate Student MMWR Presentations</b> <b>Micro-Slides Due</b>	
Apr 30	M	<b>Exam 4</b>	<b>Chapters 20 and 21</b>



# Bacterial Pathogenesis (BIOL 4728/5728)

## Laboratory Syllabus

### Instructor:

Dr. William Kenyon

Office: 149 Strozier Hall

Phone: 678-839-4033

Email: via Course Den or wkenyon@westga.edu

### General information:

Recommended Lab Manual: Microbiology A Laboratory Manual, 11<sup>th</sup> Edition  
Authors: Cappuccino and Welsh  
Publisher: Pearson

### Examination and Grading:

- The laboratory course contributes 200 pts. to the final grade for the course.
- Each week you will be assessed on your preparation and practical work.

### Assessment:

- There will be 10 lab exams, worth 20 points each (total of 200 points).

### Attendance:

- Labs will start punctually.
- Role will be taken.
- Please arrive on time!
- You **will not** be given additional time for completing your lab work.
- Absences will require written documentation of illness within 1 week.

### Laboratory Rules and Safety:

- Silence cell phones.
- Listen to all announcements.
- Talking during the instructional period should only be directed towards the instructor.
- Excessive noise levels during practical work will not be tolerated for reasons of safety. You must be attentive to the instructor's advice at all times.
- **If I have to shout you are too loud!!!!**

- Absolutely no food or drink in the lab. (This includes items in a bag or pocket.) If found you will have to dispose of the item due to possible contamination. This includes items such as gum and lip balm.
- Wear a lab coat or sensible clothing. You will be using flammables and stains.
- Adequate foot wear is required.
- **Open toed shoes and excessive heels are not permitted.**
- Long hair should be tied away from face for safety.
- **Hats are not permitted in the lab.**
- All bags should be stowed neatly at the side of the lab – not in walkways.
- **REPORT ALL ACCIDENTS IMMEDIATELY IN A CALM MANNER.**
- Treat all equipment with respect. It is expensive and potentially hazardous!
- Consider all microorganisms potential pathogens.
- **If you are immuno-compromised for any reason you must receive clearance from your Doctor and the Instructor prior to entering the lab (this includes pregnancy).**
- Wash hands whenever you leave the lab.
- Disinfect your work area with 70% ethanol at the start and end of lab.
- Use caution when operating electric sterilizers. They are extremely hot!
- If you are confused about any procedure or concept, ask questions.
- Check CourseDen for announcements.
- All tubes and plates should be labeled legibly with the student's code (initials plus bench number). You may need to add other descriptions depending upon the lab exercise.
- Agar plates should be labeled on the bottom with a marker. Do not use tape.
- Slides should be labeled with a pencil or alcohol resistant marker.
- Electric sterilizers are hot! Do not leave your inoculating loop in the sterilizer because it will melt.
- It is **your** responsibility to clean up your work area at the end of the lab period.
- Your instructor will designate an area to place supplies and used culture tubes for disposal.
- **Safety is of the utmost importance when working in a laboratory.**
- Please conduct yourself in a responsible manner at all times. Listen attentively to your instructor on all matters.



## **Lab Equipment and Supplies**

Your station should contain:

- 2 inoculating loops
- 1 inoculating needle
- 1 box of microscope slides
- 1 book of lens paper
- 1 book of bibulous paper
- 1 giant clothes pins
- 1 pencil
- Tube rack
- Sharpie®
- DI water
- 70% ethanol
- 1 Bacinerater (electric sterilizer)
- 1 staining kit

## **Microscopes**

Proper knowledge of microscope use is essential to getting the most out of your lab experience. Each pair of students will be assigned a microscope and will be responsible for the proper use and care of that microscope.

General guidelines for microscope use are on CourseDen. Please familiarize yourself with those guidelines as well as rules for set-up and storage of microscopes (listed below).

1. Always carry your scope with two hands. Use one on the arm and one under the base.
2. Place your scope on the bench away from the edge. Make sure it is a safe distance away from sterilizers, or anything else that is hot.
3. Before turning on microscope, make sure the light intensity control is on its lowest setting.
4. ONLY THE OIL IMMERSION OBJECTIVE SHOULD BE PLACED IN OIL.
5. Be careful not to get oil on the other objectives.
6. The following steps should be performed after use of microscope and before storage:

- Wipe the objective lenses with lens paper.
- Clean the oil immersion lens last.
- Rotate the nosepiece so that the lowest power objective is pointing downward.
- Clean stray oil from the stage.
- Turn the light intensity control to its lowest setting.
- Lower the stage as far as possible.
- Carefully coil or fold the cord and tuck it at the SIDE of the scope NOT under the condenser.
- Move the scope to the back of your bench.

### **Laboratory Learning objectives:**

- To understand the importance of aseptic technique within microbiology.
- To understand the relative size of microorganisms.
- To learn techniques which will enable a student to isolate, culture and identify a specimen obtained from the environment.
- To develop skills in data interpretation and analysis.

#### **REGARDING SEATS FOR BIOLOGY COURSES**

Seats for all courses offered by the Biology Department are limited. Even though the Biology Department continues to increase the supply of seats for popular courses on an annual basis, the Biology Department cannot guarantee a seat for all interested students in a given semester. To plan for the possibility of a seating shortage, most students are advised to build a flexible course schedule each semester. Other students, especially students who have a pre-major or have not declared a major, are advised to consider alternative course-providers as a contingency for semesters in which a specific biology course is critically important.

#### **All Students Please Note!**

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#### **Other important information:**

<https://www.westga.edu/police/campus-carry.php>



## Preliminary Laboratory Schedule for Bacterial Pathogenesis (BIOL 4728/5728)

<b>Day 1 - Tuesday</b>		<b>Day 2 - Thursday</b>
Pre-Lab	Lab orientation Syllabus	Pre lab exercises <ul style="list-style-type: none"> <li>• How steady is your hand exercise?</li> <li>• Viral Contamination Demonstration</li> </ul>
Lab 1	1. Common aseptic transfers and inoculation methods <ul style="list-style-type: none"> <li>• plate to broth</li> <li>• broth to swab plate</li> </ul> 2. Ubiquity of microorganisms <ul style="list-style-type: none"> <li>• environmental sample to swab plate</li> </ul>	3. Hand washing DVD <ul style="list-style-type: none"> <li>• Glow germs hand washing effectiveness</li> <li>• Observe cultures</li> </ul>
Lab 2	DVD : Microscopy <ul style="list-style-type: none"> <li>• Microscopy with prepared slides</li> <li>• Colored thread</li> <li>• Eukaryotes</li> <li>• Take home tube for water sample</li> </ul>	4. Microscopy with live sample <ul style="list-style-type: none"> <li>• Pond Water on well slide</li> </ul>
	<i>Class does not meet. Independent revision session</i>	Lab Test: Pre-lab, Lab 1, Lab 2
Lab 3	5. Simple stains <ul style="list-style-type: none"> <li>• Produce a smear</li> <li>• Stain smear</li> <li>• Observe under microscope</li> <li>• Progress to oil immersion</li> </ul>	6. Negative stain <ul style="list-style-type: none"> <li>• Produce stain</li> <li>• Observe slides under microscope</li> <li>• Progress to oil immersion</li> </ul>
Lab 4	7. Isolation of a pure culture <ul style="list-style-type: none"> <li>• Mixed culture transfer to streak plate</li> </ul>	<ul style="list-style-type: none"> <li>• Observe results from streak plate</li> </ul>
Lab 5	8. Identification of cell wall type <ul style="list-style-type: none"> <li>• Produce a separate smear for each of the two organisms</li> <li>• Store heat fixed smear</li> </ul>	<ul style="list-style-type: none"> <li>• Gram Stain smears</li> <li>• Observe under oil immersion</li> </ul>
	<i>Class does not meet. Independent revision session</i>	Lab Tests: Lab 3, Lab 4, Lab 5
Lab 6	9. Selective and Differential Testing - Gram positive <ul style="list-style-type: none"> <li>• Streak organism on Mannitol salt agar</li> <li>• Streak organism on Blood agar</li> </ul>	<ul style="list-style-type: none"> <li>• Observe plates</li> </ul>
Lab 7	10. Selective and Differential testing - Gram negative <ul style="list-style-type: none"> <li>• Streak organism on MacConkey agar</li> <li>• Perform Oxidase test</li> </ul>	<ul style="list-style-type: none"> <li>• Observe plates</li> <li>• Perform Catalase test</li> </ul>
Lab 8	11. Antimicrobial susceptibility <ul style="list-style-type: none"> <li>• Kirby Bauer test</li> </ul>	<ul style="list-style-type: none"> <li>• Results and data analysis</li> </ul> <p style="color: red;">Dispose of ALL bacterial samples.</p>
	<i>Class does not meet. Independent revision session</i>	Lab Tests: Lab 6, Lab 7, Lab 8
Lab 9	<ul style="list-style-type: none"> <li>• Class Review</li> </ul>	Contagion group lab assignment

## Course View (Read Only)

### Attachments

Current File: [Syllabus Virology BIOL 4729.doc](#)

### Originator

Department

College of Science and Mathematics

College

Molesworth-Kenyon, Sara

Originator

### What would you like to do?

☐ Add New Course ☒ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☒ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

BIOL Prefix 4729 Number

Medical Virology Course Title

Medical virology is designed as an introduction to viruses that are involved in human disease. The student will obtain a broad, comprehensive understanding of the principles of virology using specific medical examples. The course will focus on a detailed study of the viral structure, replication gene expression, pathogenesis, and host defense. A laboratory component is included for the exploration of clinical virology techniques.

### Course Catalog Description

3.00 Lec Hrs

3.00 Lab Hrs

4.00 Credit Hrs

Spring - 2018 Effective Term

Yearly Frequency

Letter Grade Grading



**Prerequisites**

BIOL 3310

**Corequisites****Rationale**

We are asking that medical virology (BIOL 4729) be modified by inclusion of a laboratory component, and conversion of the course to a 4-credit hour course (3/3/4). The proposed changes are an additional step in the development of a Microbiology Certificate program which will be structured within the existing B.S. degree program in the Department of Biology. The modified BIOL 4729 laboratory course will cover a wide variety of experimental techniques geared towards development of the advanced skills required for a career within the field of virology. Completion of Microbiology (BIOL 3310 or equivalent transfer credit) will be a requirement for acceptance into BIOL 4729. Undergraduate Biology majors can elect to participate in the microbiology certificate program by enrolling in this course and additional 4000-level microbiology courses: Bacterial Genetics (BIOL 4315), Bacterial Pathogenesis (BIOL 4728), or Essentials of Immunology (BIOL 4727). Each of these 4000-level courses will become a 4-credit hour course containing a specialized laboratory component. This change will provide a focused upper-level course for those students requiring technical skills to be competitive for a career in the microbial sciences. These changes are reflected in the modified course description above.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: Syllabus Virology BIOL 4729.doc

<div>College Approvals</div> <div> <div> Gregory T. Payne 2017-09-05 </div> <div> APPROVED </div> </div> <div> Coordinator, COSM Curriculum Committee </div> <div> <div> Christopher Tabit 2017-08-15 </div> <div> APPROVED </div> </div> <div> Chair, Course Department </div>	<div>Other Approvals</div> <div> <div> Nicholas Sterling 2018-01-18 </div> <div> APPROVED </div> </div> <div> Chair, Undergraduate Programs Committee </div> <div> <div> Julia Farmer </div> <div> REQUIRED </div> </div> <div> Chair of the Faculty Senate </div>	<div>Final Approval</div> <div> <div> David Jenks </div> <div> REQUIRED </div> </div> <div> Final Approver </div>
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# **Dr. Molesworth.**

## **Medical Virology (BIOL 4729/5729)**

### **Lecture Syllabus**

#### **Description of Course**

This is an introductory course for virology. The course places emphasis on viruses which cause disease in humans. Aspects of virology which will be covered include, virus classification, mode of infection, symptoms of disease and control of infection.

#### **Academic Goals for the Course**

- It is the goal of this course to provide students with a fundamental knowledge of human virology.
- Students will gain an understanding of the methods by which viruses and the host interact.
- They will learn that viruses exhibit various methods of replication and have evolved sophisticated means to exploit the host.
- In addition students will understand the basic immunological mechanisms by which the host defends itself against attack by viruses.
- Students will gain an insight into the variety of diseases which are produced by viruses.
- The laboratory component of this course will provide instruction for students in key techniques required in a virology lab. These will include safe working at the bio hazard II safety level, propagation, observation and detection of viruses.

#### **Instructor Contact Information and Office Hours**

Dr. Sara Molesworth  
Department of Biology  
University of West Georgia  
Office: Room 206 Biology Building  
Phone: 678-839-4028

E-Mail: please use Course Den  
Office hours: 8:30-9:30am and 11-noon M-F

#### **Textbook and Reading Assignments**

Text Title: *Understanding Viruses*  
Edition: 3rd edition.  
Authors: Teri Shores  
Publishers: Jones and Bartlett Learning  
ISBN: 978-0-7637-8553-6

## Reading Assignments

Students are expected to read each chapter in its entirety before the chapter is covered in lecture (see lecture schedule). Students should set aside several hours each week for the sole purpose of reading the textbook. Reading assignments are mandatory

## Assignments, Examinations and Final Grades

### UNDERGRADUATES:

#### Assignments

- A Total of 3 take home/group assignments.
- Scantron form #229633 (large, pink form) required for each.
- Every question carries equal weight.
- 200 points per assignment.
- If a student is absent on the completion date for an assignment a valid written excuse must be provide to submit the work late.

#### Exams

- There will be one introductory (50 pts) and one final exam (100 points).
- Scantron form #229633 required.

#### Final Grade

- 1000 points available, ***remember that 10 grade points = 1 % point.***
- Final letter grades are based on the following standard scale without exception (no bumping, sliding or curving):

A = 90-100%,  
B = 80-89.9%,  
C = 70-79.9%,  
D = 60-69.9%,  
F = below 60.0%

- The lab contribute 25% of the grade (250 pts).

### GRADUATES

#### Assignments

- A Total of 3 take home/group assignments.
- Scantron form #229633 required for each.
- Every question of carries equal weight.
- 100 points per assignment.
- If a student is absent on the completion date for an assignment a valid written excuse must be provide to submit the work late.
- A 20 minute formal presentation on the virus of your choice will be performed.
  - a. Abstracts for the presentation and a copy of the power point slides to be presented will be submitted at week 7 (50 pts).
  - b. Presentations will be given at the end of the semester and students will run three per class in alphabetical order (250) pts.

#### Exam

- There will be one introductory (50pts) and one final exam (100 points).
- Scantron form #229633 required.

### **Final Grade**

- 1000 points available.
- Final letter grades are based on the following standard scale:

GRADUATE Biol 5727

- A = 90-100%,
  - B = 80-89.9%,
  - C = 70-79.9%,
  - D = 60-69.9%,
  - F = below 60.0%
- The lab contribute 25% of the grade (250pts).

### **Studying Advice**

1. Read the textbook before coming to lecture!!!
  - For every hour spent in a lecture you should spend at least two or three extra hours studying the book and working on your notes.
2. Attend every lecture.
3. Take detailed notes during lecture.
4. Ask questions during lecture.
5. After lecture, review the text and organize your notes.
6. Use the study aids at the end of each chapter.
7. Discuss the material with classmates.
  - Study groups may be helpful for some students BUT be cautioned that these will not replace individual time spent on the subject.
  - Study groups are useful for discussion of topics to clarify the key points and may be of most help for revision i.e. select a topic amongst your group, study on your own, then and only then meet as a group to reinforce the material.
8. See the instructor during office hours if anything is unclear.
  - If you are confused about a topic or find yourself lost in a chapter do not rely on your friends to teach you – that is why I have office hours.
  - Never delay asking for help – it is not a weakness but strength to identify when you need more guidance.
9. **Work consistently hard throughout the semester!!!!!!**
  - It is far better to maintain a good grade than try to pull your grade up at the end of the semester.

Suggestions for what to do before each lecture:

Study the book!

If you come prepared to a lecture everything you hear will reinforce what you have already learnt and if you have questions we can address them immediately.

I suggest that you get into a routine of doing the following before each lecture:

- read the chapter(s) quickly
- note any words which are unfamiliar to you as you read
- define these terms and keep a record of them in your notes

- re-read the chapter in detail
- use the summary in the book to identify the key concepts that you have learnt
- make revision notes

Never leave revision notes to the last minute it will only cause you unnecessary stress just before an exam. Remember there are no short cuts to success..... only hard work.

## **Attendance and Classroom Behavior**

- Attendance is mandatory and role will be taken.
- If a student is repeatedly absent from the role they will be reported on Banweb as not engaged.
- All cell phones, and any other electronic devices that create disruptive noise, must be silenced during lecture.
- Lectures will begin promptly, any late comers who cause disruption will be asked to leave.
- Excessive talking during the lecture period is distracting to both myself and other students and will not be tolerated.

## **Academic Integrity**

Cheating and plagiarism will not be tolerated in any form. Any student who cheats on an exam or assignment will receive zero points with no chance of recovering those points later. Refer to the UWG Student Handbook for university policies.

## **Final Words**

- You are responsible for your own actions and must remain self-motivated with your studies.
- As your lecturer I can only help if you ask for it – if you do not take advantage of my office hours that is your decision.
- REMEMBER I DO NOT **GIVE** YOU YOUR GRADE YOU **EARN** IT.

### **All Students Please Note!**

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.



## Medical Virology (BIOL 4729/5729)

	Week	Day	Lecture	Slides	Chapter Reading Assignments
Aug 11	1	Th	Syllabus		
16		T	Introduction DVD Understanding viruses	15 54 mins	1
18	2	Th	Host cell constraints, virus architecture and nomenclature	18+27	2-3
23		T	Replication and diagnosis	25+34	4-5
25	3	Th	Viral entry and infection	28	6
30		T	DVD Your immune system	28 mins	
Sept 1		Th	Introductory exam	50 mins	
6		T	Host resistance	50	7
8	4	Th	Epidemiology	41	8
13		T	Group work: 20 points Contagion – glow germs & Build a Virus		
15		Th	Medicine and clinical trials	28	9
20	5	T	Viruses and cancer	55	10
22		Th	Polio	50	11
27	6	T	Influenza	79	12
29		Th			Assignment 1 due
Oct 4	7	T	Rabies	53	13
6		Th			Graduate Abstract and slides due
11	8	T	Poxviruses (Smallpox)	69	14
13		Th			
18	9	T	Herpesviruses	68	15
20		Th			Assignment 2 due
25	10	T	HIV	80	16
27		Th			
Nov 1	11	T	Hepatitis	84	17
3		Th			
8	12	T	New and reemerging viruses	68	18
10		Th	DVD: The age of viruses	50 mins	Assignment 3 due
15	13	T	Prions and Viroids	60	19
17		Th			
29	14	T	Graduate Presentation		
Dec 1		Th	Graduate Presentation		
DEC 6 <sup>th</sup> Final exam 2pm					

**Rm 144      2:00 – 3:20pm T. Th.**



PRESENTATION SKILL:	Agree strongly 5	Agree 4	Neutral 3	Disagree 2	Disagree strongly 1
<b><u>1. QUALITY OF SLIDES:</u></b>					
Appropriate use of fonts, bullets and highlights.					
Animation and background were clear yet not distracting.					
Figures and images were copied clearly					
Citations appeared on relevant slides.					
<b>Comments:</b>					
<b><u>2. QUANTITY OF INFORMATION:</u></b>					
No overcrowding of slides.					
Over view and introduction were relatively short					
Focus of details was on the results and interpretation of data.					
The significance of the study was described in terms of it's clinical or environmental impact.					
<b>Comments:</b>					
<b><u>3. STRUCTURE OF PRESENTATION</u></b>					
Introduction was informative and relevant to understanding the data.					
Background was interesting and defined the context of the study within the field of biology.					
Focus of presentation was on specific data and unique features of study.					
Concluding comments and critique were substantiated.					
<b>Comments:</b>					
<b><u>4. BACKGROUND UNDERSTANDING</u></b>					
Limited reading from the slides or notes.					
Verbal expansion of the information on the slides was evident.					
Questions were answered appropriately.					
Speaker attempted to stimulate discussion with audience.					
<b>Comments:</b>					
<b><u>5. TIME KEEPING</u></b>					
16-20 mins      excellent					
13-15.5 mins      good					
10.5-12.5 mins      average					
Below 10 mins      poor					

# Medical Virology Lab Syllabus

Location: New Micro unit in biology building.

## General information:

Lab is scheduled for a 3 hour block one day a week:

**DO NOT ARRIVE LATE TO LAB – IF YOU MISS THE LAB INTRO. YOU WILL BE DENIED ACCESS TO THE PRACTICAL ON GROUNDS OF LACK OF TRAINING AND SAFETY.**

## Lab Manual and lab record book:

- All protocols will be provided via Course den for preview.
- Laboratory sessions will utilize specialized kits with detailed instructions obtained from commercial suppliers.
- No specific lab manual is required for purchase.
- A laboratory notebook for record keeping will be supplied in lab.

## Examination and Grading:

- The laboratory course contributes 25% of the final grade for BIOL 4729/5729.
- Each week you will be assessed on your preparation and practical work.

## Assessment:

- There will be 10 lab tests, each worth 20 points (total of 200 points).
- Laboratory record book assessment will be worth 50 pts.

## Attendance:

- Labs will start punctually.
- Role will be taken.
- Arrive on time - you **will not** be given additional time for completing your assessments.
- Absence will require written documentation of illness etc. within 1 week.
- Worksheets may be made up at instructor's discretion after a permitted absence.

## Laboratory Rules and Safety:

- Silence cell phones.
- Listen to all announcements.
- Talking during the instructional period should only be directed towards the instructor.
- Excessive noise levels during practical work will not be tolerated for reasons of safety. You must be attentive to the instructor's advice at all times.
- **If I have to shout you are too loud!!!!**
- Absolutely no food or drink in the lab. (This includes items in a bag or pocket.) If found you will have to dispose of the item due to possible contamination. This includes items such as gum and lip balm.
- Lockers are provided outside the laboratory to secure for your bags and other belongings.
- Wear a lab coat and sensible clothing – you will be using flammables, stains and biohazardous materials.
- Adequate foot wear is required – **no open toes no excessive heels.**
- Long hair should be tied away from face for safety.
- No hats to be worn in the lab.

- **REPORT ALL ACCIDENTS IMMEDIATELY IN A CALM MANNER.**
- Treat all equipment with respect – it is expensive and potentially hazardous!!
- Consider all micro-organisms as potential pathogens.
- **If you are immuno-compromised for any reason you must receive clearance from your Doctor and the Instructor prior to entering the lab (this includes pregnancy).**
- Wash hands whenever you leave the lab.
- Disinfect your work area with 70% ethanol at the start of the lab and again at the end.
- Use caution when operating electric sterilizers they are extremely hot.
- If you are confused about any procedure or concept, ask questions.
- Check course den for announcements.
- All tubes and plates should be labeled legibly with the student's code (initials plus bench number). You may need to add other descriptions depending upon the lab exercise.
- Agar plates should be labeled on the bottom with a marker; do not use tape.
- Slides should be labeled with a pencil or alcohol resistant marker.
- Electric sterilizers are hot!! Do not leave your inoculating loop in the sterilizer – it will melt!
- It is **your** responsibility to clean up your work area at the end of the lab period. Your instructor will designate an area to place supplies and used culture tubes for disposal.
- **Safety is of the utmost importance when working in a laboratory.** Please conduct yourself in a responsible manner at all times. Listen attentively to your instructor on all matters.

#### **Academic Integrity**

- University policy is adhered to regarding cheating and plagiarism.

#### **Basic Lab Equipment and Supplies**

Your station should contain:

2 inoculating loops  
 1 inoculating needle  
 1 box of microscope slides  
 1 book of lens paper  
 1 book of bibulous paper  
 1 giant clothes pins  
 1 pencil  
 Tube rack  
 Sharpie®  
 DI water  
 70% ethanol  
 1 Bacteriometer  
 1 staining kit

## **Microscopes**

Proper knowledge of microscope use is essential to getting the most out of your lab experience. Each student will be assigned a microscope and will be responsible for the proper use and care of that microscope. General guidelines for microscope use are on courseDen. Please familiarize yourself with those guidelines as well as rules for set-up and storage of microscopes (listed below).

1. Always carry your scope with two hands - one on the arm and one under the base.
2. Place your scope on the bench away from the edge. Make sure it is a safe distance away from sterilizers, or anything else that is hot.
3. Before turning on microscope, make sure the light intensity control is on its lowest setting.
4. ONLY THE OIL IMMERSION OBJECTIVE SHOULD BE PLACED IN OIL.
5. Be careful not to get oil on the other objectives.
6. The following steps should be performed after use of microscope and before storage:
  - Wipe the objective lenses with lens paper. Clean the oil immersion lens last.
  - Rotate the nosepiece so that the lowest power objective is pointing downward.
  - Clean stray oil from the stage.
  - Turn the light intensity control to its lowest setting.
  - Lower the stage as far as possible.
  - Carefully coil or fold the cord and tuck it at the SIDE of the scope NOT under the condenser.
  - Move the scope to the back of your bench.

## **Learning objectives:**

- To master the skills of aseptic technique within microbiology.
- To develop the skills required for performance of tissue culture.
- To understand the modes of transfer for viral infection.
- To learn techniques which will enable a student to propagate and identify viruses in a clinical laboratory setting.
- To develop skills in data interpretation and analysis.



## Laboratory Schedule

Lab	Experiment	Aim
<b><i>Some labs will take more than one week for completion</i></b>		
1	Infectious outbreak	To demonstrate the ability of viral infections to be transmitted throughout a population.
2	Spread of STD	To explore different modes of viral transmission.
3	Tissue Culture	To practice aseptic technique. To learn the protocols involved with the culture of eukaryotic cells required for the propagation of virus particles.
4	Bacteriophage infection	To explore methods for the indirect observation of viral infection.
5	Diagnosis of Influenza	Exploration of clinically relevant testing systems for patient diagnosis.
6	Quick test AIDS	To demonstrate the use of rapid mass screening techniques utilized by healthcare systems.
7	AIDS I ELISA	Increased rigor for testing patients with biosafety level II viral infections.
8	AIDS III protein electrophoresis + gels	Molecular testing techniques for viral infections
9	AIDS II Western Blot	Gold standard testing for disease confirmation
10	EBV ELISA	Confirmatory tests used for clinical diagnosis on basis of medical history, exam and blood work.

### All Students Please Note!

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 Additions and updates are made as institution, state, and federal standards change, so please review it each semester

## Program View (Read-Only)

<b>Originator</b> College of Social Sciences College		Political Science Department Department		Lee, Sooho Originator
<b>What would you like to do?</b> <input type="radio"/> Add New Track/Concentration <input checked="" type="radio"/> Modify Existing Program <input type="radio"/> Deactivate Existing Program <input type="radio"/> Terminate Existing Program <input type="radio"/> Add New Program				
<b>Modifications</b> <input type="checkbox"/> Program Name <input checked="" type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input type="checkbox"/> See Comments				
<b>Program Selection</b> College of Social Sciences College Minor in Public Administration Existing Program (as shown in the DMA) Program Name (You can only edit this if you checked 'Program Name' in the Modifications box) Minor Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)				
		Spring Effective Semester/Year	2018	On Campus Program Location
		Undergraduate Degree Level		
<b>Shared Governance Process</b> Senate Action Item (See Procedure)				



**Modification Details**

Include "POLS 4217 Grant Writing for Nonprofit Organizations" in the elective courses for "Minor in Public Administration."

(Max 4000 characters)

**Rationale**

POLS 4217 Grant Writing for Nonprofit Organizations was newly developed and offered from Spring 2016. This course covers important aspects and skills for public and nonprofit professionals and became one of the most popular courses for Public Administration minor students. Including this course into the elective courses for Minor in Public Administration will enhance students' learning experience and program quality.

(Max 4000 characters)

SACSCOC Substantive Change  
Please review the Policy Summary and Decision Matrix  
Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

**Kathleen Skott-Myhre** [APPROVED 2017-12-04]

Coordinator, COSS Executive Committee

**Chapman Rackaway** [APPROVED 2017-10-16]

Chair, Course Department

Other Approvals

**Nicholas Sterling** [APPROVED 2018-01-18]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

**David Jenks** [REQUIRED]

Final Approver



## Program View (Read-Only)

### Attachments

Current File: [minor proposal.docx](#)

### Originator

College of Social Sciences  
College

Psychology Department  
Department

Dillon, James  
Originator

### What would you like to do?

☐ Add New Track/Concentration
 ☒ Modify Existing Program
 ☐ Deactivate Existing Program
 ☐ Terminate Existing Program
 ☐ Add New Program

### Modifications

☐ Program Name
 ☐ Program Description
 ☐ Degree Name
 ☒ See Comments

### Shared Governance Process

Senate Action Item (See Procedure)

### Program Selection

College of Social Sciences  
College

Minor in Psychology

Existing Program (as shown in the DMA)

Minor in Psychology

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Minor

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

On Campus  
Program Location

Undergraduate  
Degree Level

Fall

Effective Semester/Year

2018

**Modification Details**

The Psychology department wishes to expand the number of courses that can be taken to complete the requirements for a minor. The new courses are listed in Section A of the requirements for the Minor and are attached to this program modification request.

(Max 4000 characters)

**Rationale**

The department recently expanded the block of courses required for the major. This change will similarly expand the number of courses which can be taken to complete the minor.

(Max 4000 characters)

**Attachments**

Current File: minor proposal.docx



SACSCOC Substantive Change  
Please review the Policy Summary and Decision Matrix  
Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

Check all that apply to this program

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

Comments

Added courses to the minor are attached.

(Max 4000 characters)

College Approvals

**Kathleen Skott-Myhre** [APPROVED 2017-12-04]

Coordinator, COSS Executive Committee

**Jeffrey Reber** [APPROVED 2017-10-25]

Chair, Course Department

Other Approvals

**Nicholas Sterling** [APPROVED 2018-01-18]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

**David Jenks** [REQUIRED]

Final Approver

## Proposed Changes to the Requirements for a Minor in Psychology

Requirement	Hours
A. Select a minimum of 1 course from among the following:	4
PSYC 3010 Growth & Development	
PSYC 3150 Abnormal Psychology	
PSYC 3730 Social Psychology	
PSYC 3800 Psychology of Mind/Body	
PSYC 3900 Personality Theories	
PSYC 4000 Humanistic Psychology	
PSYC 4010 Theories of Psychology	
PSYC 4030 History & Philosophy of Psychology	
PSYC 4130 Eastern & Transpersonal Psychologies	
PSYC 4350 Culture & Psychology	
 B. Select upper division psychology courses	 12
<b>Total</b>	<b>16</b>

## Present Requirements for a Minor in Psychology

Requirement	Hours
A. Select a minimum of 1 course from among the following:	4
<a href="#">PSYC 3010</a> Growth & Development	
<a href="#">PSYC 3150</a> Abnormal Psychology	



[PSYC 3730](#) Social Psychology

[PSYC 3800](#) Psychology of Mind/Body

[PSYC 3900](#) Personality and Motivation

[PSYC 4030](#) History & Philosophy of Psychology

B. Select upper division psychology courses 12

**Total 16**

## Program View (Read-Only)

### Attachments

Current File: BIS Proposal--FINAL-2.pdf

### Originator

Honors College  
College

Center for Interdisciplinary Studies  
Department

Walter, Andy  
Originator

### What would you like to do?

☒ Add New Track/Concentration
 ☐ Modify Existing Program
 ☐ Deactivate Existing Program
 ☐ Terminate Existing Program
 ☒ Add New Program

### Modifications

☐ Program Name
 ☐ Program Description
 ☐ Degree Name
 ☐ See Comments

### Shared Governance Process

Senate Action Item (See Procedure)

### Program Selection

Honors College  
College

Center for Interdisciplinary Studies  
Department

Interdisciplinary Studies  
Program Name

Bachelor of Interdisciplinary Studies  
Degree Name

On Campus  
Program Location

Fall  
Effective Semester/Year

2018

Undergraduate  
Degree Level

Modification Details

Rationale

See attached.

(Max 4000 characters)

(Max 4000 characters)

Attachments

Current File: BIS Proposal-FINAL-2.pdf



SACSCOC Substantive Change  
Please review the Policy Summary and Decision Matrix  
Send questions to [clenks@westga.edu](mailto:clenks@westga.edu)

Check all that apply to this program

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

Comments

(Max 4000 characters)

College Approvals

**Andy Walter** [APPROVED 2018-01-03]

Originator of Process or Document

Other Approvals

**Nicholas Sterling** [APPROVED 2018-01-18]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval



# **Proposal to Create Bachelor of Interdisciplinary Studies (BIS) at the University of West Georgia**

## **Rationale for Proposing a Bachelor of Interdisciplinary Studies Degree Program**

The proposed Bachelor of Interdisciplinary Studies (BIS) is a self-designed program for undergraduate students who can demonstrate a clear purpose for integrating multiple disciplinary perspectives and applied fields. This creates a new learning pathway serving the academic and professional preparation commitments articulated in UWG's mission as well as those reflected in its multiple academic initiatives, including the Strategic Plan 2014-2020, LEAP West Campus Plan, and Complete College Georgia Campus Plan. Specifically, the proposed BIS degree will contribute to fulfilling goals in the following strategic areas:

### **1) Student development through academic engagement**

Strategic Initiative #2 of the university's Strategic Plan aims to successfully develop students' potential and transform their lives through high-impact, high-quality academic programming. This broad aim is also expressed in the Leap West Campus Plan, which specifies the creation of a BIS degree as one way to enhance intellectual and professional development and strengthen liberal arts education at UWG. Systematic study has shown that interdisciplinary studies contributes to high student engagement and higher order learning (e.g., Archibald, 2009 Toynton, 2005; Zimmerman et al, 2011). As an individualized program of study built around a sequence of three required interdisciplinary courses, the BIS fills a gap in the UWG curriculum. It creates a new learning pathway that enables students to engage intellectually with, and create pathways between, the many academic disciplines cultivated by UWG's departments and colleges.

### **2) Degree completion**

Strategic Imperative #1 of the Strategic Plan specifies a set of goals and actions related to improving students' timely progression and degree completion. The university's Complete College Georgia plan provides an additional set of strategies, goals, and actions to this end. Beyond interdisciplinary studies' general positive impact on student persistence (e.g. Lamsiquot et al, 2011), the BIS degree will address these degree completion goals by providing an academic option for returning students, including adult learners and veterans. These are students whose progress toward a bachelor's degree has been discontinuous. When they enroll at UWG, they bring credit hours earned during previous eras of their lives, often at other colleges and universities. Too often, these previously-earned credit hours cannot fit into existing degree programs, i.e. the credit hours cannot be "used" toward a bachelor's degree, especially for majors that do not allow for many electives. For these students, the proposed BIS degree provides a framework for combining previously-earned hours into a coherent, meaningful plan of study with interdisciplinarity at its core.

### **3) Collaborations with partners in the community and industry**

Strategic Imperative #3 of the university's Strategic Plan endeavors to strengthen the role of collaborations with partners in the community and industry. The BIS degree provides a unique opportunity for UWG students and faculty to collaborate with local organizations, agencies, and businesses in academic programming, designing interdisciplinary degree plans that develop knowledge and skill sets that will enhance graduates' employability and success in particular

sectors while contributing to the vibrancy of the regional and state economies and strengthening citizen participation in local communities.

**4) Student recruitment**

Strategic Initiative #1 of the Strategic Plan spells out a “strategic recruitment” goal of attracting university-ready students for whom UWG is a top-choice school. The Complete College Georgia plan specifies an aim to attract adult learners (Strategy 7) and veterans (Strategy 4). The BIS degree helps meet these recruitment goals by providing an attractive academic option for several distinct student populations:

- **Returning students, including adult learners and veterans**  
See #2 above
- **Non-traditional students already in the workplace or seeking a career change.**  
This refers both to students who need a degree for career advancement and to those who see a bachelor’s degree as necessary in moving on to a new and different career path. The degree proposed herein allows these students to consider, possibly in consultation with employers and others already in their industries of present or prospective employment, the skills and higher learning necessary and advantageous for successful employment and advancement in them. Individualized degree plans can be designed around these specific goals and, where applicable, incorporate prior learning credit.
- **Motivated traditional students with clear intellectual and/or career interests**  
While this degree option is available to all students, it will provide an attractive option for motivated, self-directed students with clear intellectual and/or career passions and interests around which degree plans can be organized.

**5) Recruitment and retention of high-quality faculty**

Strategic Imperative #2 of the Strategic Plan states the aim of attracting and retaining high-quality faculty. The BIS degree serves this by offering a framework for innovative, timely, and creative intellectual collaborations among students and faculty. There is evidence that this feature of interdisciplinarity learning plays a role in attracting and retaining faculty (Archibald, 2009; Lansiquot et al, 2011).

**Trends and Best Practice Design in Interdisciplinary Studies**

The proposal to add a BIS degree to the UWG curriculum follows a national trend in higher education as well as in the University System of Georgia. On the higher education landscape over the past two and a half decades there has been an increase in the number of degree programs allowing students to individually design degree programs that incorporate advanced learning in multiple disciplines (Anft, 2017; Dill, 2015; Jacob, 2015). Eight of UWG’s 10 peer institutions and two of its five aspirant institutions offer such programs. Within the University System of Georgia, 12 schools—including all three of UWG’s fellow Comprehensive Universities—offer such degrees, five of which have been approved since 2013. Depending how they are designed, these types of degree program can be described as either “multidisciplinary” or “interdisciplinary”. Multidisciplinary programs are those that ask students to take courses in multiple disciplines. Interdisciplinary programs are those that engage students in synthesizing and integrating modes of thinking, knowledges, and methods from multiple disciplines. The UWG BIS is an interdisciplinary degree, requiring students to take multiple upper division courses in at least two different disciplines and a sequence of three interdisciplinary courses, complete a capstone project, and

curate an academic portfolio. This design builds on best practices and curricular insights found in both the academic literature and the experiences of programs at other schools. A key insight from both of these sources is that interdisciplinary (or integrative) learning is not automatically achieved by taking courses in multiple disciplines (e.g. Kleinberg, 2008). Beyond mere exposure to different disciplines, systematic and purposeful integrative engagement is required to cultivate the cognitive and analytical abilities and skill sets that are the hallmark of interdisciplinary studies, that is, making connections between disciplines, finding common ground, analyzing the tensions, critically evaluating differences, and ultimately synthesizing these to construct new perspectives and insights. The UWG BIS degree therefore builds integrative engagement into the program through a sequence of three XIDS courses, a capstone project, and an academic portfolio. Importantly, furthermore, this design puts in place mechanisms for meaningful assessment of the program's learning outcomes (Repko, 2008) (see "Assessment Plan" section below).

### **Regional Demand for Graduates with Interdisciplinary Abilities and Skills**

The proposed BIS meets a general demand in the regional economy for college graduates who are able to proactively, critically, and practically engage with, and problem solve in the context of, the multitude of complex and dynamic issues confronting communities, organizations, and businesses. As UWG's primary and secondary service regions (west Georgia and metro Atlanta, respectively) become increasingly enmeshed in global systems--e.g. production chains, investment circuits, consumer markets, migration flows, etc.--they are simultaneously experiencing rapid technological change, economic restructuring, and political, demographic, and cultural shifts. In this context, there is a need for college graduates with the cognitive abilities and skill sets that are the hallmark of interdisciplinary studies, including

- drawing upon multiple perspectives and knowledge frameworks,
- making connections between them,
- making context-specific judgments about them, and
- integrating them to produce new insights (Repko, 2008).

The demand for college graduates with these interdisciplinary skills is demonstrated by the growing interest in "t-shaped" expertise across a wide range of industries, from information technology and engineering to management and consulting to psychology, the creative arts, and nonprofit sector (Hansen, 2010; Brooks, 2012; Moghaddam et al, 2016). T-shaped expertise combines deep, focused knowledge with "breadth of skills and the ability to collaborate across disciplines with experts in other areas and to apply knowledge in areas of expertise other than one's own" (Doyle, 2014). Claims about the importance of t-shaped expertise, such as "employers are placing increasing importance on skills that reach beyond a single discipline or focus" (Michigan State University, 2017), are corroborated by a study published by the Association of American Colleges & Universities. Based on a survey of 400 private-sector and nonprofit employers with 25 or more employees, the report, *Falling Short: College Learning and Career Success* (Hart Research Associates, 2015), revealed that employers "overwhelmingly endorse" focused learning combined with broad learning, "proficiency in skills and knowledge that cut across majors", and an ability to apply learning in "real-world settings".

Evidence of these national trends exists within UWG's service regions. An academic program needs assessment for Douglas and Paulding counties commissioned by the USG's Board of Regents and based on key stakeholders in those counties, primarily institutions of higher education, chambers of commerce, and local governmental economic development agencies, revealed two significant needs, both of which are met, in part, by the proposed BIS degree:

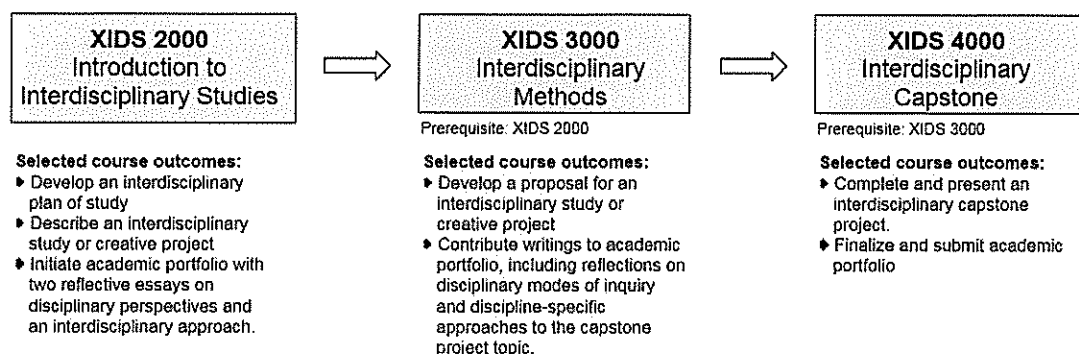
1. “Soft skills instruction and training”, including critical thinking and analytical skills. As research has shown, both of these particular soft skills, among others, are fostered by purposeful, well-designed interdisciplinary study (Zimmerman et al, 2011; Nikitina, 2005; Toynton, 2005).
2. Graduates for “targeted” industry clusters (i.e. current or anticipated growth sectors), including business, management, marketing, technology services, and communication. These are the very industrial sectors from which demands for “t-shaped” learning and skills have emanated (MGT Consulting Group, 2017).

Similarly, the Atlanta Chamber of Commerce has identified “Key Industry Segments”, including financial technology, bioscience, mobility and technology, cybersecurity, digital media, and smart cities (the internet of things)--all industries making demands for interdisciplinary abilities and skills.

### **Description of the Program**

The Bachelor of Interdisciplinary Studies degree is an individualized, self-designed program for undergraduate students with an interest in integrating disciplinary perspectives and applied fields. Each BIS major develops a degree plan that must include the following:

- **Degree topic**--A theme, question, problem, etc. around which the degree is organized.
- **Learning and long-term goals**--Learning goals specify the knowledge, skills, and experiences the student aims to achieve through academic and co-curricular activities. Long-term goals articulate what the student hopes to achieve after graduating from UWG (e.g. graduate degree, career path, etc.). As the student progresses, both types of goal will be revisited and, as warranted, revised during advising appointments and through reflective writing in the academic portfolio.
- **XIDS course sequence**--The core of the major resides in deliberate and explicit introduction to, and engagement with, the principles, methods, and practices of interdisciplinary studies. Each BIS major therefore completes these courses, which must be taken in sequence:



- **Courses from at least two disciplines**--Disciplinary grounding is essential in integrative learning. Therefore, each degree plan identifies two “grounding disciplines” and includes at least nine credit hours (and no more than 18) of 3000/4000-level coursework from each.
- **Additional courses and/or minor**--Selected in accordance with the degree topic, goals, and capstone project idea.



- **Capstone project idea**--a brief (1-2 paragraph) description of a self-directed project. The description will be refined during advising appointments and through reflective writing for the academic portfolio. A proposal for the project will be developed in XIDS 3000 and the final project will be submitted and presented in XIDS 4000.

The proposed BIS degree is shown in Figure 1 and a sample degree plan is shown in Figure 2.

<b>FIGURE 1</b> <b>Bachelor of Interdisciplinary Studies</b>	
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. Describe the defining elements of interdisciplinarity.</li> <li>2. Distinguish between two or more disciplines in how they produce knowledge.</li> <li>3. Demonstrate the ability to engage in perspective-taking.</li> <li>4. Develop structural knowledge pertaining to a problem or theme.</li> <li>5. Integrate knowledge and modes of thinking drawn from two or more disciplines.</li> <li>6. Produce an interdisciplinary understanding of a complex problem or intellectual question.</li> </ol>
<b>60</b>	<b>CORE REQUIREMENTS</b>
<b>42</b>	<b><u>Areas A-E</u></b> Area D (Option I or II) Must complete Core Areas A-E with 2.0 or higher GPA
<b>18</b>	<b><u>Area F</u></b> <ol style="list-style-type: none"> <li>3 XIDS 2000: Introduction to Interdisciplinary Studies</li> <li>3 Foundational 1000/2000-level course from Discipline 1</li> <li>3 Foundational 1000/2000-level course from Discipline 2</li> <li>9 Additional 1000/2000-level coursework</li> </ol>
<b>60</b>	<b>MAJOR REQUIREMENTS</b>
	All BIS majors must complete 39 hours of coursework at the 3000/4000 level, including 24 hours in the major field.
<b>24</b>	<b><u>Degree Plan</u></b> All BIS majors design a program of study organized around a theme and grounded in two disciplines. The degree plan is the specification of this thematic program of study and therefore defines the student's "major field". Developed by the student in consultation with a BIS committee, it names the theme, identifies the two disciplines, lists specific courses and links them to learning goals, and describes an idea for a capstone project. The student's BIS committee consists of an interdisciplinary studies advisor and two disciplinary mentors, each representing one of the grounding disciplines. Both the student and the committee sign the degree plan as well as any subsequent revisions of it. Any BIS major with at least 60 hours must have a signed degree plan.  All degree plans include at least 24 hours of 3000/4000 coursework, including: <ol style="list-style-type: none"> <li>3 XIDS 3000 Interdisciplinary Methods</li> <li>3 XIDS 4000 Interdisciplinary Capstone</li> <li>9 Three 3000/4000-level courses from Discipline 1</li> <li>9 Three 3000/4000-level courses from Discipline 2</li> </ol>
<b>36</b>	<b><u>Electives and/or minor</u></b>
<b>120</b>	<b>DEGREE TOTAL</b>

<b>FIGURE 2</b> Sample Degree Plan for BIS in Data Analytics and Visualization		
<b>60</b>	<b>CORE REQUIREMENTS</b>	
<b>42</b>	<u>Areas A-E</u> Area D Area E	MATH 1634 Calculus I ECON 2105 Principles of Macroeconomics
<b>18</b> 3 3 3 9	<u>Area F</u> <b>Intro to Interdisciplinary Studies</b> <b>Foundational course from Discipline 1</b> <b>Foundational course from Discipline 2</b> <b>Additional 1000/2000 coursework</b>	XIDS 2000 CS 1301 Computer Science I MATH 2644 Calculus II CS 1302 Computer Science II GEOG 2553 Introduction to Mapping and GIS SOCI 1101 Introductory Sociology
<b>60</b>	<b>MAJOR REQUIREMENTS</b>	
<b>27</b> 3 3 9  12	<u>Degree Plan</u>  <b>THEME</b> <b>DISCIPLINES</b> <b>GOALS</b>  <b>CAPSTONE PROJECT</b>  <b>MAJOR COURSES</b> <b>Interdisciplinary Methods</b> <b>Interdisciplinary Capstone</b> <b>3000/4000 courses from Discipline 1</b>  <b>3000/4000 courses from Discipline 2</b>	Data Analytics and Visualization Mathematics, Computer Science <u>Learning Goals</u> <ul style="list-style-type: none"> <li>Develop basic skills needed for career in data analysis, including in research methodologies; in data handling, organization, mining, analysis, visualization; in statistics, and using computer software.</li> <li>Develop geo-analysis and visualization capacity</li> <li>Demonstrate an ability to apply these skills to real-world urban (cities and towns) problems.</li> </ul> <u>Long-term Goals</u> <ul style="list-style-type: none"> <li>Work in data analysis for government or company</li> </ul> Partner with a city government or real estate firm to examine the relationship between automobile traffic congestion and land values.
<b>16</b>	<u>Minor</u>	<u>Geographic Information Systems</u> GEOG 3563 Remote Sensing and GIS Integration GEOG 4553 Geographic Information Systems GEOG 4753 Contemporary GIS Applications GEOG 4554 Computer Cartography
<b>18</b>	<u>Electives</u>	ART 3400 Graphic Design Survey for Non-Majors ECON 4480 Urban and Regional Economics ENGL 3405 Professional and Technical Writing



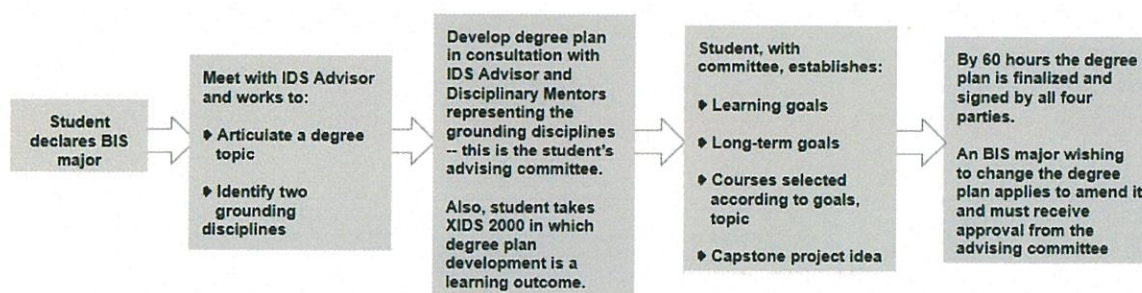
		GEOG 3643 Urban Geography SOCI 4015 Analyzing and Visualizing Data SOCI 4333 Urban Sociology

### **The Advising Process**

The advising process involved in degree plan development is illustrated in Figure 3. Upon declaring the BIS major, the student will meet with an Interdisciplinary Advisor. During initial discussions, the two will work to clarify the student's intellectual and/or career interests and then, based on that, articulate a topic for the degree and identify two disciplines. At this point, Disciplinary Mentors--one from each of the identified disciplines--will join the process, forming, along with the IDS Advisor, the student's advising committee. The student will consult with this committee to develop a degree plan that includes each of the pieces specified above. Additionally, at some point during this process, these students will take XIDS 2000: Introduction to Interdisciplinary Studies. Degree plan development is folded into the learning outcomes of this course and is, therefore, a prominent and applied learning activity--students will demonstrate an understanding of interdisciplinary concepts and principles by using them to develop a mock degree plan. Once the BIS major's degree plan has been developed, all four parties will sign the degree plan. Any BIS major with at least 60 hours must have a signed degree plan. A degree plan can be revised with the approval of her or his advising committee. With this process, particularly given the student's central role in developing her or his own degree requirements, the advising work of the IDS Advisor and Disciplinary Mentors will diminish considerably once the plan is completed. From this point until the student graduates, the advising team will offer mentoring related to the student's postgraduate plans, capstone project, etc.

**FIGURE 3**

The advising process involved in degree plan development



### **The Role of the Interdisciplinary Advisor and Disciplinary Mentors**

The Interdisciplinary Advisor is a faculty member with an understanding of interdisciplinarity as an approach to both curriculum and the research or creative process. Eventually, it may be that the IDS Advisor(s) resides in the Advising Center, in response to the goal of professionalizing advising stated in the university's Complete College Georgia campus plan. In any case, the IDS Advisor's role is to facilitate interested students' entry into the major and provide a consistent interdisciplinary perspective through development of the degree plan and, possibly, through to graduation.

Disciplinary Mentors are faculty members who play a vital and two-fold role. First, they provide an intellectual perspective that guides the student's engagement with a particular discipline. In this regard, their primary interactions with the student will be around helping with the selection of an appropriate set of courses from their discipline, developing and/or refining the capstone project idea, and helping the student articulate learning and career goals. Beyond this, the disciplinary mentor may choose to take on a role as capstone project mentor. Second, the Disciplinary Mentors will contribute organization and institutional insights from the perspectives of their departments and disciplines. For example, when will certain courses and their prerequisites be offered and can non-majors (such as BIS majors) can be accommodated in them (i.e. some courses may be over-subscribed and therefore necessarily limited to disciplinary majors)? Additionally, Disciplinary Mentors will be provide a check on the creation of degree plans that overlap with already-existing majors as well BIS degree topics/plans that run afoul of accrediting agencies, etc.

The work of the IDS Advisor and Disciplinary Mentors is critical and will be figured into workloads and accounted for by chairpersons, deans, and the upper administration. The Faculty Senate will be approached to develop consistent practices across the university.

### **Assessment Plan**

The program's learning outcomes specify hallmarks of interdisciplinary (or integrative) higher learning. Whether, and the degree to which, BIS majors meet these objectives will be determined through an evaluation of the following:

- **Academic portfolio**  
An academic portfolio that includes one piece of work from each of the courses taken in the grounding disciplines (6 courses in total), work from other courses, and reflective writings. The portfolio will be curated from the moment a student declares the BIS major and will be periodically reviewed during meetings with the Interdisciplinary Advisor. Reflective writings will be assigned and submitted throughout the XIDS course sequence (2000, 3000, 4000). These will ask the student to consider a range of questions, such as how particular courses relate to each other, how they relate to the degree topic, how, based on a review of work from a previous course or the learning and long-term goals in the degree plan, the student has evolved in her or his thinking, and so on.
- **Capstone project**  
A culminating work primarily directed and crafted by the student (a paper, exhibition, service project, etc.). All projects will involve writing that communicates an integrative perspective or practice that blends disciplinary modes of thinking and methods. The capstone project will be submitted in XIDS 4000.

The Bachelors of Interdisciplinary Studies will initially be housed in a college to be determined based on the origins of the program at UWG. The Director of the Center for Interdisciplinary Studies will remain in the Office of the VPAA and will coordinate with the college in administering the BIS program. Tracking of degrees conferred and credit hours earned will be divided among the academic units based on their contributions to each unique program through a process designed in the Center for Interdisciplinary Studies (see "Counting the Contributions of Departments" section below). It is our hope that plans currently in place to develop a centralized University College will come to fruition creating a more natural home for interdisciplinary programs where they can be more directly resourced. Indirect



resourcing through an allocation process based on growth will be utilized while the program is being established.

#### **Counting the Contributions of Departments**

The success of the BIS degree program depends on contributions made by academic departments and colleges across the university. As such, departments and colleges need to trust that the work they do—teaching courses, providing mentoring, etc.—is valued and visible in faculty workloads, faculty promotion and tenure processes, program evaluation, and resource allocation processes. UWG’s Strategic Plan 2014-2010 articulates a commitment to creating “a culture of strategic planning and institutional effectiveness so that University decisions at all levels are...driven by data” (Strategic Initiative #4). Following this, the Center for Interdisciplinary Studies, housed in the Office of the Provost, will work with departments, colleges, and the Faculty Senate to construct a database that accurately and effectively reflects the contributions of colleges and departments. For example, two Disciplinary Mentors, and thereby two departments in most cases, will have significantly contributed to each BIS degree conferred. Additionally, those departments, along with others, will have contributed credit hours (non-Core) that were built into that BIS graduate’s degree plan. Figure 4 provides an example of how departmental contributions could be recorded for each BIS degree conferred, in this case the sample BIS degree shown in in Figure 2 above (a BIS in Data Analytics and Visualization).

**FIGURE 4**  
Contributions of individual departments for  
BIS in Data Analytics and Visualization

	Disciplinary Mentor	Number of credit hours built into degree plan	Percentage of credit hours built into degree plan
<b>Computer Science</b>	<b>X</b>	<b>9</b>	<b>14.5</b>
<b>Mathematics</b>	<b>X</b>	<b>12</b>	<b>19.5</b>
<b>Geography</b>		<b>19</b>	<b>31.0</b>
<b>Sociology</b>		<b>6</b>	<b>10.0</b>
<b>Art</b>		<b>3</b>	<b>5.0</b>
<b>Economics</b>		<b>3</b>	<b>5.0</b>
<b>English</b>		<b>3</b>	<b>5.0</b>
<b>XIDS</b>		<b>6</b>	<b>10.0</b>

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## Course View (Read Only)

### Attachments

Current File: XIDS 2000 Course Addition Proposal.pdf

### Originator

Center for Interdisciplinary Studies

Department

Honors College

College

Walter, Andy

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites

☐ Corequisites

☐ Description

☐ Title

☐ Credit

☐ See Comments

### Shared Governance Process

Senate Action Item

(See Procedure)

### Course Details

XIDS

Prefix

2000

Number

Intro to Interdisciplinary Studies

Course Title

Provides a foundation for interdisciplinary learning and practice and a basic introduction to the field of interdisciplinary studies.

Course Catalog Description

3

Lec Hrs

Lab Hrs

3

Credit Hrs

Fall - 2018

Effective Term

Every Term

Frequency

Letter Grade

Grading



Prerequisites

None

Corequisites

None

Rationale

See attached.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change?  (See Policy)

Present or Projected Annual Enrollment:

Comments

Attachments

Current File: [XIDS 2000 Course Addition Proposal.pdf](#)

College Approvals

**Andy Walter** [APPROVED  
2018-01-03]

Originator of Process or Document

Other Approvals

**Nicholas Sterling** [APPROVED  
2018-01-18]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

#### PROPOSED: COURSE ADDITION

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The Center for Interdisciplinary Studies proposes **XIDS 2000: Introduction to Interdisciplinary Studies**, a 3-credit introduction to interdisciplinary learning. This course has previously been taught as a special topic under the XIDS 2002 number. With its own number, this course will expand UWG's body of interdisciplinary (XIDS) courses and will serve as the gateway to the proposed Bachelor of Interdisciplinary Studies at the University of West Georgia.

COURSE SYLLABUS ATTACHED



## **XIDS 2000: Introduction to Interdisciplinary Studies**

**Satisfies Area F BIS Major-Recommended for Fall of sophomore year**

### **Course Description**

The intention of this course is to provide a foundation for critical thinking and interdisciplinary practice. Students will learn to identify the differences between disciplinary and interdisciplinary approaches and understand how one identifies an interdisciplinary problem. The course will also include a basic introduction to the field of interdisciplinary studies; the various methods and models, vocabulary, and concepts such as integration and multi-, inter-, and transdisciplinary work. The second part of the semester will focus on developing and finalizing the student's specific academic program of study. Final approval of this plan is tied to course objectives as well as the final grade.

The following questions serve as the basis of this course:

- What are interdisciplinary studies?
- What is the relationship between disciplines and interdisciplinary work?
- What are some models for best practices in interdisciplinary studies?
- What are the advantages and disadvantages of having a degree in interdisciplinary studies?
- How can interdisciplinary studies help find me a job?

### **Learning Outcomes**

- 1) Explain the field of interdisciplinary studies; theory and practice.
- 2) Recognize disciplines in general, and concentration areas in particular, from an interdisciplinary perspective.
- 3) Describe the logistics of an interdisciplinary study project and your own Academic Plan of Study.

### **Required textbook:**

Tanya Augsborg. *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*. 3<sup>rd</sup> Edition. Kendall-Hunt. 2016. Augsborg notes in her preface:

***“Becoming Interdisciplinary provides a scholarly overview of interdisciplinary studies and helps students recognize themselves as interdisciplinarians. Students are asked to reflect on their lives, their reasons for majoring in interdisciplinary studies, and their intellectual interests so they can make better decisions regarding themselves, their education and ultimate career goals.”***

## Assignments

- **Short Paper #1:** Identify and justify a problem that requires the use of more than one discipline to solve. (Links to LO 2 & 3) **10 pts**
- **Short Paper #2:** Determine the most relevant disciplines and process the selection of no more than three appropriate disciplines for the paper/problem. (Links to LO 2&3) **10 pts**
- **Final Paper:** Builds on papers #1 & #2 adding a section that reveals and summarizes “interdisciplinary synthesis” as defined in the field of interdisciplinary studies. (Links to LO 1, 2 & 3) **20pts**
- **BIS Plan of Study:** Worksheet available online. Your plan of study Will discuss your education plans this far and future plans for your degree Program. Academic research will be a central component of this plan. (Links to LO 1, 2 & 3) **20pts**
- **Examination of Part One** of Text-Chapters 1-6: Understanding the components of interdisciplinary studies. (Links to LO #1) **10pts**
- **Examination of Part Two** of Text-Chapters 7-13: Communicating the components of interdisciplinary studies. (Links to LO #3) **10pts**
- **Oral Presentation** of final Plan of Study (Links to LO 3) **20pts**

## Responsibilities

Class begins promptly. Please do not enter the classroom once class has begun. Please do not leave class early unless it is an emergency. **Turn off cell phones before class begins.**

## Attendance

**You need to attend class.** Work is due on the days noted in the course outline. An excused absence requires documentation and is at the discretion of the professor. Late assignments will be accepted per the discretion of the professor if the absence is excused.

## Grading Scale

100 Total Points

100-90 A

69-60 D

89-80 B

59 and below F

**Course Den** is where announcements and supplement resources will be posted. Please use this site for all course online communications. <https://westga.view.usg.edu/>

**E-Mail:** [online@westga.edu](mailto:online@westga.edu)

**Call:** M-F 8am-5pm 678-839-6248 or 1-855-933-UWGO (8946)

**Library:** <http://www.westga.edu/~library/>

#### **Common Language for Course Syllabi**

- Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change.
- **Americans with Disabilities Act**
- Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*
- **UWG Email Policy**
- University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.
- **Credit Hour Policy**
- The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).
- **University of West Georgia Honor Code**
- At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do

not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

**Details on paper length, rubric for grading and oral presentation guidelines will be distributed later in the semester.**

**Schedule that follows is subject to change per the professor.**

DRAFT

Week/ Unit	Objectives/Reading	Activities	Assignments/Due Dates
	Chap 1 & 2-Introduction and Definitions	Intellectual Autobiography	
	Chap 2 & 3-Metaphors and Taxonomy		
	Chap 5 & 6-History and Skills of Interdisciplinary	Short Paper #1	
	Chap 7 - Discourse in the field of Interdisciplinary Studies	Short Paper #2	
	Examination Part One	Final Paper	
	Chap 8 & 9 –Identifying and linking self to IDS		
	Chap 10 –Describing IDS	Plan of Study -draft	
	Chap 11 – Telling your story		
	Chap 12 & 13 –Portfolio Work	Plan of Study-final	
	Examination Part Two		
	Oral Skills	Oral Presentations Discuss and critique	<b>ORAL PRESENTATIONS</b>
	Oral Skills	Oral Presentations Discuss and critique	<b>ORAL PRESENTATIONS</b>



See below for more details on some possible components of the **Academic Plan of Study**

The **Academic Plan of Study** assignment requires you to answer the following questions about your concentration areas and your thoughts on integration: How is each concentration area organized? What pieces are you taking from these areas? How do you see these areas coming together?

Your Plan of Study should discuss your education plans thus far and your future plans for your degree program. You should discuss the following:

- A thorough description/definition of each of your concentration areas.
- A thorough discussion/definition of the subdisciplines of each of your concentration areas (in other words, how is the discipline organized?
- A thorough discussion of your main areas of interest. List **three** concepts, and a central, specific theory developed by a leading researcher in the discipline. You should list three concepts for each discipline. Subdisciplines do not count as concepts and/or as theories.
- A description of a research methodology used in each concentration area.
- A comprehensive elaboration of the courses you have taken in your concentration areas, including both skills and content learned
- A comprehensive elaboration of the courses in your concentration areas that you plan to take in order to graduate
- Your short-term, intermediate, and long-term goals

You should be as detailed and as precise as possible in your answers. Do research—do not try to wing any of the above. Claiming that you are knowledgeable enough to define or explain something because you took x amount of classes is simply not acceptable. You are to cite academic scholars, professional academic organizational websites, or departmental websites only. Academic research is required for this assignment.

Be sure to discuss EACH OF THE COURSES you want to use in your concentration areas and each of the courses you plan to take to finish your degree in your concentration areas. Discuss what you have learned from these courses in terms of knowledge and skills.

To complete this assignment you need to do some planning. Think about how you will fill your degree requirements in a meaningful manner. Explore the options and find something that will contribute to your experience in the interdisciplinary studies degree program. Explore what classes you would like to take to complete your areas of emphasis.

Be sure to write in complete sentences whenever it is appropriate.

The intent of this assignment is to get you to clarify *where you want to go as a student*. You will be graded on the quality of your writing, the specificity of your plan, and how much thoughtful effort you have put into your attempt to plan your future course of study.

Additional information can be found in Chapter 7 in Augsburg as well as in the worksheet for planning.

--Adapted from Augsburg, . *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*. 3<sup>rd</sup> Edition. Kendall-Hunt. 2016

<b>Interdisciplinary Capstone (XIDS 4000)</b> Application Form
---

Proposing Faculty Member(s) \_\_\_\_\_

Capstone Title \_\_\_\_\_

Credit hours (1-3): \_\_\_\_\_

Department Chair Signature \_\_\_\_\_

CIDS Director Signature \_\_\_\_\_

STEP 1	Course Topic and Description
A short (1-2 sentences) description of the issue, theme, problem, region, time period, institution, figure, work, or idea this course is designed to explore.	
Catalog course description (~150 words)	

STEP 2	Interdisciplinary Approach
What question(s) about the course topic is the course designed to explore? Are there any underlying or abstract issue(s) with which the course will engage? (e.g. A course on poverty might <i>really be about</i> the question of individual agency vs. social forces in shaping the human condition OR a course on the Spice Islands might <i>really be about</i> changes in the meanings and materialities of time and space.)	
List at least 2-3 disciplines from which the course explicitly draws.	
Describe how each of these disciplines relates to the theme or topic of the course.	
Are each of these disciplines engaged in the course text(s)? If so, how does the text bring them together. If not, how will you bring the missing discipline(s) together with the one(s) in the text(s)--you may refer to your response to the question that immediately follows this one.	
How will the perspectives of these disciplines pertaining to the course theme or topic be integrated? In other words, what assignments and activities will engage students to, first, examine complementarity and conflict between the disciplines' concepts, assumptions, theories, epistemologies, methods and, second, produce new comprehensive, holistic explanations of,	

solutions to, or perspectives on the theme or topic of the course.

**STEP 3**

**Capstone Experience**

What programmatic goals do you have for this course? In other words, what role does this course play in your degree program?

For example,

- Integrative and applied learning through a research project, systematic reflective writing, experiential learning (e.g. field study, service learning project).
- Program assessment through: development of an academic portfolio, reflective writing, student focus groups, exit exam, etc.

**STEP 4**

**Academic Service Learning**

If the course includes an academic service learning component, please provide any details here:

**STEP 5**

**Tentative Syllabus**

Please attach a tentative sketch of a syllabus that will help illuminate your course proposal. The syllabus should include **course objectives, a preliminary reading list, and descriptions of some of the assignments.**



## Course View (Read Only)

### Attachments

Current File: XIDS 2300 Diasporic Dialogues syllabus.docx

### Originator

Mass Communications Department

College of Social Sciences

Hester, Michael D.

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☒ Title ☒ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

XIDS Prefix 2300 Number

Diasporic Dialogues: Cross-Cultural Exploration of the A Course Title

This course focuses on the similarities and differences shared by individuals of African ancestry in Brazil and the United States, with particular emphasis on the educational experiences of Black people in these countries. Outside of the continent, Brazil and the United States are where the largest number of individuals of African ancestry reside. Although each share a common diasporic lineage, there remains much more to be learned about the shared and distinctive experiences of the Black populations in the two countries. A focus on educational experiences is worthwhile because the arena of education is where issues of access, equity, and opportunity intersect in tangible and significant ways.

### Course Catalog Description

3 Lec Hrs

Lab Hrs

3 Credit Hrs

Fall - 2018  
Effective Term

Yearly  
Frequency

Letter Grade  
Grading



Prerequisites

Corequisites

Rationale

The course centers on the similarities and differences shared by individuals of African ancestry in Brazil and the United States, with particular emphasis on the educational experiences of Black people in these countries. Outside of the continent, Brazil and the United States are where the largest number of individuals of African ancestry reside. Although each share a common diasporic lineage, there remains much more to be learned about the shared and distinctive experiences of the Black populations in the two countries. A focus on educational experiences is worthwhile because the arena of education is where issues of access, equity, and opportunity intersect in tangible and significant ways. One unique aspect of this course is the incorporation of "field work" in which students will have the opportunity to travel to Brazil. Based on prior working relationships established by Dr. Morris Council III with the Steve Biko Institute and Associação Cultural Brasil - Estados Unidos (ACBEU) in Salvador, Brazil, the course will provide an enriching international experience and facilitate service-learning, field-based internship, and research opportunities for UWG students who make the trip. This course will be part of the curriculum for the African-American Male Initiative (AAMI) cohort, although open to all undergraduate students.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change?  (See Policy)

Present or Projected Annual Enrollment:

Comments

Attachments

Current File: [XIDS 2300 Diasporic Dialogues syllabus.docx](#)



College Approvals

Michael D. Hester [APPROVED  
2018-01-08]

Originator of Process or Document

Other Approvals

Nicholas Sterling [APPROVED  
2018-01-18]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval



## **XIDS 2300 - Diasporic Dialogues: Cross-Cultural Exploration of the Africana educational experience in the Western Hemisphere**

### **Instructors**

Dr. Morris Council III

mcouncil@westga.edu

Education Annex 244

678-839-6121

Dr. Michael Hester

mhester@westga.edu

Humanities 308

770-362-9435

### **Course Description**

The course centers on the similarities and differences shared by individuals of African ancestry in Brazil and the United States, with particular emphasis on the educational experiences of Black people in these countries. Outside of the continent, Brazil and the United States are where the largest number of individuals of African ancestry reside. Although each share a common diasporic lineage, there remains much more to be learned about the shared and distinctive experiences of the Black populations in the two countries. A focus on educational experiences is worthwhile because the arena of education is where issues of access, equity, and opportunity intersect in tangible and significant ways.

One unique aspect of this course is the incorporation of "field work" in which students will have the opportunity to travel to Brazil. Based on prior working relationships established by Dr. Morris Council III with the Steve Biko Institute and Associação Cultural Brasil - Estados Unidos (ACBEU) in Salvador, Brazil, the course will provide an enriching international experience and facilitate service-learning, field-based internship, and research opportunities for UWG students who make the trip.

### **Learning Objectives**

Students completing the course will become familiar with key theoretical concepts, such as the African Diaspora, double-consciousness, and Global Blackness; gain an understanding of the shared and distinctive historical aspects of Afro-Brazilian and African-American life in the Western Hemisphere; deepen their abilities to comprehend and assess individual and social values, while recognizing their importance in social problem-solving and policy making across cultures; and, become familiar with and employ the tools of cross-cultural communication.

### **Grading**

The final course grade will be based on the following:

3 exams covering course readings and class discussions – 15% each

Class journal – 3% each (10 entries)

Research Project – 25%

## Course Readings

The course will not have a singular textbook, but instead shall rely on a variety of scholarly sources combined with experiential learning. The following readings will be part of the course:

Crouch, Stanley & Playthell Benjamin (2002) Reconsidering the Souls of Black Folk: Thoughts on the groundbreaking classic work of W.E.B. Dubois, Running Press.

Fanon, Frantz (1952) Black Skin, White Masks, Grove Press.

Love, J. L. (2016). "The Color of Modernity: São Paulo and the Making of Race and Nation in Brazil," *Hispanic American Historical Review*, 96(2), 384-386.

McCowan, T. (2007). "Expansion without equity: An analysis of current policy on access to higher education in Brazil," *Higher education*, 53(5), 579-598.

## Course View (Read Only)

### Attachments

Current File: XIDS 3000 Course Addition Proposal.pdf

### Originator

Center for Interdisciplinary Studies

Department

Honors College

College

Walter, Andy

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

XIDS

Prefix

3000

Number

Interdisciplinary Methods

Course Title

Systematic engagement with the interdisciplinary research process.

Course Catalog Description

3

Lec Hrs

3

Lab Hrs

3

Credit Hrs

Spring - 2019

Effective Term

Yearly

Frequency

Letter Grade

Grading

Prerequisites

XIDS 2000

Corequisites

Rationale

See attached.



Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 30

Comments

Attachments

Current File: XIDS 3000 Course Addition Proposal.pdf

College Approvals

**Andy Walter** [APPROVED  
2018-01-03]

Originator of Process or Document

Other Approvals

**Nicholas Sterling** [APPROVED  
2018-01-18]

Chair, Undergraduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

## **PROPOSED: COURSE ADDITION**

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The Center for Interdisciplinary Studies proposes **XIDS 3000: Interdisciplinary Methods**, a 3-credit introduction to the interdisciplinary research process. This course will expand UWG's body of interdisciplinary (XIDS) courses and will serve as the second in a three-course sequence required for the proposed Bachelor of Interdisciplinary Studies at the University of West Georgia. Additionally, the course will be available to students of any major and may be particularly useful for students pursuing the Global Studies degree and the various interdisciplinary minors.

### **Prerequisite**

XIDS 2000: Introduction to Interdisciplinary Studies

COURSE SYLLABUS ATTACHED

XIDS 3000

## Interdisciplinary Methods

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### Prerequisite

XIDS 2000: Introduction to Interdisciplinary Studies

### Description

This course examines interdisciplinary theory, the concept of disciplinary perspective and the defining elements of a discipline (phenomena, data, assumptions, epistemology, theories, and methods), and explains how these inform the interdisciplinary research process. This process is applied to a complex problem or question arising from the course theme that students will research in groups. While the purpose of this course is methodological, the “course theme” refers to the substantive content with which students will work in learning and practicing an interdisciplinary approach. For example, a faculty instructor with disciplinary groundings in education and sociology in water may choose “How and Why Do American Schools Succeed and Fail” as the course theme, or a pair of co-teaching faculty instructors, one from Political Science and one from Chemistry, may choose “Governing Water Quality”.

### Learning Outcomes

- Identify and explain the steps of the interdisciplinary research process
- Identify the defining elements of disciplines relevant to a complex or “ill-structured” problem
- Assess the relationships among disciplinary insights relevant to the problem (i.e. the extent to which they conflict with or complement each other)
- Integrate insights into the problem
- Demonstrate the ability to develop an understanding of a problem that is more comprehensive than is possible using single-subject approaches
- Develop research proposal for capstone project

### Required Text

*Interdisciplinary Research: Process and Theory* (3rd edition) (2016)

Allen F. Repko

SAGE Publications, Inc

### Course Outline

#### A. Introducing and Identifying the Problem

1. The Interdisciplinary research process: Overview
2. Identifying relevant disciplines and resources

#### B. Drawing on Disciplines Relevant to the Problem



1. The origin of the disciplines and their roles
2. Developing a command of each relevant disciplines
3. Research methods used by the Sciences, Social Sciences, and Humanities

C. Integration of Disciplinary Insights

1. Integration and its importance in Interdisciplinary Studies
2. Studying the problem and generating insights into the problem
3. Identifying conflicts in insights
4. Creating common ground
5. Integrating disciplinary insights
6. What it means to be a an interdisciplinarian

**Written and Oral Assignments**

Oral presentation on key interdisciplinary concepts

Short papers that will successfully build on each other:

- The interdisciplinary research process
- Drawing on disciplinary insights
- Integrating insights
- Producing an interdisciplinary understanding

Research proposal (incorporating the four short papers)

Oral presentation of research proposal

Portfolio reflective essays (these will be filed in BIS majors' academic portfolios), including reflections on:

- What was learned in XIDS 2000: Introduction to Interdisciplinary Studies and whether/how this has been applied in this and other courses.
- What disciplinary insights about the student's BIS degree theme/topic (or interests) have been acquired or developed in course(s) in two different parts of the Core Curriculum (e.g. course(s) in Area D and one(s) in Area E).

## **Addendum III**

## Course View (Read Only)

### Attachments

Current File: MNGT6675\_syllabus.docx

### Originator

Management

Department

Richards College of Business

College

Pridmore, Jeannie

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☒ Description ☒ Title ☒ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

MGNT

Prefix

6675

Number

International Work Practicum

Course Title

This course is intended to offer students an international experiential learning opportunity. Students will be placed into international teams, which will consist of students from different institutions in different countries. These international teams will be given a real organizational problem to solve. Each team will begin their group work using virtual collaboration technologies and will finish the work face-to-face with their team in the host country. This opportunity affords the students a deep learning and insight into the differences between the cultures, as well as a first-hand appreciation for unique business problems and practices. The learning objectives of this course will be realized through a mix of assigned reading, lecture, independent research, and teamwork. The course will conclude with travel to the host organization to finish the teamwork face-to-face and to present the final project to the organization. Travel is not required to participate in this course. If the student is not able to travel, they can complete the project work through the use of virtual collaboration technology.

Course Catalog Description

3

Lec Hrs

3

Lab Hrs

3

Credit Hrs

Summer - 2019

Effective Term

Yearly

Frequency

Letter Grade

Grading



Prerequisites

Corequisites

Rationale

International experience and real work experience are two items that our students and organizations have been requesting. The International Work Practicum course will provide a one-of-a-kind international experiential learning experience. UWG students will have the opportunity to work with an international organization and in international teams to solve a real world organizational problem. These international teams will utilize collaborative software such as GoToMeeting or WebEx to complete pre-work for the project in early May and then students will travel to the host country to complete the project work and present to the organization. Projects will utilize a design thinking methodology and will range in scope from Enterprise Systems, Security/Privacy, Analytics, Marketing Research, and Supply Chain/Logistics.



Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: [MNGT6675\\_syllabus.docx](#)

College Approvals

**Thomas Gainey** [APPROVED  
2018-01-02]

Chair, Course Department

**Faye McIntyre** [APPROVED  
2018-01-10]

Dean, RCOB

Other Approvals

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

**Susan Hall Webb** [APPROVED  
2018-01-18]

Chair, Graduate Programs Committee

**Adrian Austin** [APPROVED  
2018-01-10]

RCOB Graduate Program Committee Chair

Final Approval

**David Jenks** [REQUIRED]

Final Approver

**University of West Georgia**  
College of Business, Department of Management  
**MNGT 6675 International Work Practicum**

May 2018  
3 Credit Hours

**Instructor: Jeannie Pridmore**

Office RCOB 2225

Office Hours: Monday – Friday 12:00pm – 2:00pm (in office and virtually)

Or by appointment

E-mail Address [jpridmor@westga.edu](mailto:jpridmor@westga.edu)

Online Support

CourseDen Home page  
<https://westga.view.usg.edu>  
CourseDen Help & Troubleshooting  
<http://uwgonline.westga.edu>  
Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>  
Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>  
UWG Bookstore  
<http://www.bookstore.westga.edu>  
Disability Services  
[http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php)  
Additional resources and links are available in the UWG|Online  
CourseDen (D2L) Resources widget on your course homepage

"To feel at home, stay at home. A foreign country is not designed to make you comfortable.  
It's designed to make its own people comfortable."

- Clifton Fadiman, American writer (1904-1999)

"If you reject the food, ignore the customs, fear the religion, and avoid the people, you might better stay home."

- James Michener. American writer (1907-1997)

**Course Materials:**

TBD – will be based on organizational problem being solved.

## **Course Description:**

This course is intended to offer students an international experiential learning opportunity. Students will be placed into international teams, which will consist of students from different institutions in different countries. These international teams will be given a real organizational problem to solve. Each team will begin their group work using virtual collaboration technologies and will finish the work face-to-face with their team in the host country. This opportunity affords the students a deep learning and insight into the differences between the cultures, as well as a first-hand appreciation for unique business problems and practices. The learning objectives of this course will be realized through a mix of assigned reading, lecture, independent research, and teamwork. The course will conclude with travel to the host organization to finish the teamwork face-to-face and to present the final project to the organization. Travel is not required to participate in this course. If the student is not able to travel, they can complete the project work through the use of virtual collaboration technology.

## **COURSE LEARNING OBJECTIVES:**

This course will significantly enhance your education by:

- 1) offering real life international team work experience
- 2) focusing on effective written and oral communication skills
- 3) develop collaborative technology skills
- 4) utilize general and specific management knowledge and skills to solve a real organizational problem

Expectations and Responsibilities of students

### **Professional Value and Integrity**

Students are expected to:

- Know and understand the UWG Honor Code
- Treat others with respect and fairness with an appreciation for cultural diversity
- Adopt a professional attitude in speech and actions
- Complete fully and approximately complete their project/team tasks

### **Classroom/Team Environment**

There will be class meetings. Attendance at each is mandatory. Teamwork will be completed through virtual collaboration software and face-to-face team meetings. It is critical that you are present for all of your team meetings; communicate regularly with your team, and complete your work professionally, accurately, and fully.

### **Other Course Policies**

- Indicate your full name on all written assignments, even those submitted through email and CourseDen.
- All email correspondence must be of professional quality. Sloppily written and unpunctuated emails will be returned for correction and re-submission.
- It is the student's responsibility to access all content posted on CourseDen and emailed to the student.
- Unforeseen changes in the syllabus and assignments will be announced in UWG email.
- It is the student's responsibility to regularly check their UWG email.
- Missing the first graded assignments is grounds for being dropped from the course.
- Not participating in your team is grounds for being dropped from the course.



### Course Grading and Schedule

The following is subject to revisions. Assignments, reference material, and articles will be posted on CourseDen. Please note that you (the student) are at the center of the learning process. Consequently, the foregoing learning outcomes are fully possible only when you are actively involved in and commit sufficient personal resources to the learning process.

Grading:	
First Assignment	10%
Project	60%
Team Participation	30%

**A: 90% and above**

**B: 80 – 89.999%**

**C: 70 – 79.999%**

**D: 60 – 69.999%**

**F: 59.999% and below**

Tentative Schedule: The instructors reserve the right to change the schedule and/or requirements.			
Date	Activity	Activities due	Special Instructions
End of April	Course/Project Introduction	Introduction to Project and Team Assignment	In Class Day
May 11	Project Update	In Class Lecture & First Assignment Due	In Class Day
May 14	Project Update	Transnational Team Work	Online day
May 15	Project Update	Transnational Team Work	Online day
May 16	Project Update	Transnational Team Work	Online day
May 17	Project Update	Transnational Team Work	Online day
May 18	Project Update	Transnational Team Work	Online day
May 21	Project Update	Transnational Team Work	Online day
May 22	Travel	Travel to Host Country	Online day
May 23	Host Country Face-to-face Team work	Transnational Team Work	Host Country – SAP Design Lab

May 24	Host Country Face-to-face Team work	Transnational Team Work Morning Site Visit	Host Country – SAP Design Lab
May 27	Host Country Face-to-face Team work	Transnational Team Work Morning Site Visit	Host Country – SAP Design Lab
May 28	Host Country Face-to-face Team work	Transnational Team Work Morning Site Visit	Host Country – SAP Design Lab
May 29	Host Country Face-to-face Team work	Transnational Team Work	Host Country – SAP Design Lab
May 30	Host Organization	Project Presentations	Host Organization
May 31	Travel	Travel to Atlanta	

### Assignments.

Success in business generally requires professionalism. Therefore, any assignment submitted for a grade must clearly display the student's name at the top of the page. Also, submissions should be accurate in terms of format, grammar, punctuation, and spelling. I use the “rule of three” when grading all assignments: if I find three or more errors, the assignment will receive a 0 grade and the student will **not** have the opportunity to correct and resubmit the assignment. Please carefully proofread all content prior to submitting it to me. Also, be aware of the following:

- Assignments should be professionally formatted. Sloppy documents, regardless of their content, will receive a grade of 0.
- Assignments should be typed. Use 12 point Times New Roman font, 1-inch margins, and single space.
- Submit all assignments in Dropbox on CourseDen unless otherwise noted.
- Include your name on all submitted assignment, even those turned in electronically.
- Staple all multi-page assignments that are submitted in hard copy (i.e. PowerPoint slides for debate project).
- Late assignments will not receive credit unless appealed and approved by me in advance. Do not expect positive appeals. Timeliness is one of the most important aspects of business.
- No additions or corrections will be accepted once the due date has passed.

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### **COMMON LANGUAGE FOR COURSE SYLLABI**

Updated July, 2017

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The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

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## Course View (Read Only)

### Attachments

Current File: MNCT6684.docx

### Originator

Management  
Department

Richards College of Business  
College

Pridmore, Jeannie  
Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☒ Prerequisites ☐ Corequisites ☒ Description ☒ Title ☒ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

MGNT  
Prefix

6684  
Number

Management Internship Course  
Course Title

This course is intended to offer students in the MBA program an internship in the management field. This opportunity affords the student deep learning and insight into business culture, business environment, and work experience. The learning objectives of this course will be realized through a mix of independent research and experiential learning.

### Course Catalog Description

3  
Lec Hrs

Lab Hrs

3  
Credit Hrs

Fall - 2018  
Effective Term

Every Term  
Frequency

Letter Grade  
Grading



Prerequisites

MBA Student and Faculty Approval

Corequisites

Rationale

70% of our MBA students are coming straight through from their undergraduate programs. The request for internships is on the rise from MBA students. This offers students a way to obtain real life work experience that will also apply to credit for their MBA degree.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 10

Comments

Attachments

Current File: MNGT6684.docx



College Approvals

**Faye McIntyre** [APPROVED  
2018-01-10]

Dean, RCOB

**Thomas Gainey** [APPROVED  
2018-01-02]

Chair, Course Department

Other Approvals

**Adrian Austin** [APPROVED  
2018-01-10]

RCOB Graduate Program Committee Chair

**Susan Hall Webb** [APPROVED  
2018-01-18]

Chair, Graduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

**David Jenks** [REQUIRED]

Final Approver

**University of West Georgia**  
College of Business, Department of Management

**MNGT 6684 MBA Management Internship**

3 Credit Hours

**Instructor: Jeannie Pridmore**

Office RCOB 2225

Office Hours: By appointment

E-mail Address [jpridmor@westga.edu](mailto:jpridmor@westga.edu)

**Online Support**

CourseDen Home page  
<https://westga.view.usg.edu>  
CourseDen Help & Troubleshooting  
<http://uwgonline.westga.edu>  
Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>  
Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>  
UWG Bookstore  
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Disability Services  
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**Course Materials:**

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This course will significantly enhance your education by:

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- Completion of required number of hours. Records must be kept and signed by supervisor.
- Completion of all internship paperwork
- A journal (maintained by the student) analyzing communication experiences and learning goals. This will help you in writing your paper.
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## Course View (Read Only)

### Attachments

Current File: CISM6684.docx

### Originator

Management  
Department

Richards College of Business  
College

Pridmore, Jeannie  
Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☒ Prerequisites ☐ Corequisites ☒ Description ☒ Title ☒ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

CISM  
Prefix

6684  
Number

MBA Management of Information Systems Internship  
Course Title

This course is intended to offer students in the MBA program an internship in the management of information systems field. This opportunity affords the student deep learning and insight into business culture, business environment, and work experience. The learning objectives of this course will be realized through a mix of independent research and experiential learning.

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3  
Lec Hrs

Lab Hrs

3  
Credit Hrs

Fall - 2018  
Effective Term

Every Term  
Frequency

Letter Grade  
Grading

**Prerequisites**

MBA Student and Faculty Approval

**Corequisites**

**Rationale**

70% of our MBA students are coming straight through from their undergraduate programs. The request for MBA internships has been on the rise. This will allow the MBA student to gain real life work experience while also being able to obtain MBA course credit.



Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change?  (See Policy)

Present or Projected Annual Enrollment:

Comments

Attachments

Current File: [CISM6684.docx](#)

College Approvals

Thomas Gainey [APPROVED  
2018-01-02]

Chair, Course Department

Faye McIntyre [APPROVED  
2018-01-10]

Dean, RCOB

Other Approvals

Adrian Austin [APPROVED  
2018-01-10]

RCOB Graduate Program Committee Chair

Susan Hall Webb [APPROVED  
2018-01-18]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver



**University of West Georgia**

College of Business, Department of Management

**CISM 6684 MBA Management of Information Systems Internship**

3 Credit Hours

**Instructor: Jeannie Pridmore**

Office RCOB 2225

Office Hours: By appointment

E-mail Address [jpridmor@westga.edu](mailto:jpridmor@westga.edu)

**Online Support**

CourseDen Home page

<https://westga.view.usg.edu>

CourseDen Help & Troubleshooting

<http://uwgonline.westga.edu>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

UWG Bookstore

<http://www.bookstore.westga.edu>

Disability Services

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- No additions or corrections will be accepted once the due date has passed.

**Scholastic Dishonesty:** The State University of West Georgia Academic Honesty Policy will be enforced. You can read this policy at <http://www.westga.edu/~vpaa/handrev/207>.

**Note:** Study partners are encouraged in the completion of assignments. However, each student is required to complete and submit his/her own work. Copied work will be considered plagiarism and will result in academic discipline.

**UWG CourseDen.** The instructor uses UWG CourseDen to post lecture recordings, exercise files, assigned readings, and assignment specifications for you to download.

### **Communication with the Instructor**

My preference is to be contacted through CourseDen or UWG email ([jpridmor@westga.edu](mailto:jpridmor@westga.edu)) with “CISM 6684” as the subject line. This is the BEST method of communicating your questions regarding the course (e.g., assignments, lessons, etc.) with the instructor.

All UWG students should use their Campus (MyUWG) E-Mail accounts when emailing the instructor. I will send out class announcements and assignment reminders via CourseDen. All students must have, and read on a daily basis, their CourseDen Posts and emails. Emails are usually answered within 24 hours if not immediately. IF YOU DO NOT GET A REPLY within 24 hours, ASSUME I DID NOT RECEIVE IT AND PLEASE RESEND. I REPLY TO ALL EMAILS.

You can also meet me in person in during my office during my office hours.

### **COMMON LANGUAGE FOR COURSE SYLLABI**

Updated July, 2017

Students should review the following information each semester.

### **ACADEMIC SUPPORT**

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](#).



**Center for Academic Success:** The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu)

**University Writing Center:** The [University Writing Center](#) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu)

## ONLINE COURSES

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](#) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](#).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#) site. [Online counseling](#) is also available for online students.

## HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all

actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

## **UWG EMAIL POLICY**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **CREDIT HOUR POLICY**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

## **Proprietary Material Agreement**

The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

## **Online Privacy**

This course may require you to work with other sites and entities beyond UWG and CourseDen (D2L) where some personal information (e.g. your name, affiliation with UWG, or current employment) may be displayed. You have the right to regulate the displaying of information pertaining to yourself on the Internet. If you are uncomfortable displaying information that you deem overly personal, you may take steps to post more anonymous manner (such as posting online your first name and last initial only or other pseudonym). You also agree to respect other people's wishes to remain anonymous.

### **Links to and From Third-Party Sites**

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor or UWG, and UWG has no obligation to monitor such sites, and the user agrees that neither your professor nor UWG is responsible for the content of such sites or for any technical or other problems associated with any such third-party site, links, or usage.



### Attachments -

**Current File: International MBA.docx**

<b>- Originator</b>	<b>Richards College of Business</b> College	<b>Management</b> Department	<b>Pridmore, Jeannie</b> Originator
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**-What would you like to do? -**

- ☒ Add New Track/Concentration  
 ☐ Modify Existing Program  
 ☐ Deactivate Existing Program  
 ☐ Terminate Existing Program  
 ☐ Add New Program

Modifications				Shared Governance Process	
<input type="checkbox"/> Program Name	<input type="checkbox"/> Program Description	<input type="checkbox"/> Degree Name	<input type="checkbox"/> See Comments	Senate Action Item	(See Procedure)

Program Selection	Richards College of Business	Master of Business Administration (MBA)
	College	Track/Concentration's Program

<b>International Master of Business Administration</b> Track/Concentration Name	<b>On Campus</b> Track Location	<b>Graduate</b> Degree Level
<b>Master of Business Administration</b> Degree Name	<b>Fall</b> Effective Semester/Year	<b>2018</b>



#### Modification Details

This track requires the same 30 credit hours and required courses as the current Master of Business Administration degree does. It allows students to pick one of our international partner schools to attend for a semester and in working with the graduate program director create an International Plan of study that fits their needs and desires. Each plan of study requires approval from the graduate program director.

(Max 4000 characters)

#### Rationale

Global knowledge is critical for today's global economy. The University of West Georgia offers students the opportunity to receive an MBA with significant first hand international experience that will give them an advantage in this rapidly changing marketplace. Students can pick one of our international partner schools to attend for a semester and create an International Plan of study that fits their needs and desires. This is more than an International Management course or a study abroad program. This is an MBA designed for students who want to gain a deeper understanding of global business issues and develop intercultural management skills while spending a full semester studying abroad.

(Max 4000 characters)

#### Attachments

Current File: [International MBA.docx](#)

SACSCOC Substantive Change  
Please review the [Policy Summary and Decision Matrix](#)  
Send questions to [clenks@westga.edu](mailto:clenks@westga.edu)

Check all that apply to this program

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

Comments

(Max 4000 characters)



<div>College Approvals</div> <div> <div>Thomas Gainey [APPROVED 2018-01-02]</div> <div>Chair, Course Department</div> </div> <div> <div>Faye McIntyre [APPROVED 2018-01-10]</div> <div>Dean, RCOB</div> </div>	<div>Other Approvals</div> <div> <div>Adrian Austin [APPROVED 2018-01-10]</div> <div>RCOB Graduate Program Committee Chair</div> </div> <div> <div>Susan Hall Webb [APPROVED 2018-01-18]</div> <div>Chair, Graduate Programs Committee</div> </div> <div> <div>Julia Farmer [REQUIRED]</div> <div>Chair of the Faculty Senate</div> </div>	<div>Final Approval</div> <div>David Jenks [REQUIRED]</div> <div>Final Approver</div>
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## **International MBA**

Global knowledge is critical for today's global economy. The University of West Georgia offers students the opportunity receive an MBA with significant first hand international experience that will give them an advantage in this rapidly changing marketplace. Students can pick one of our international partner schools to attend for a semester and create an International Plan of study that fits their needs and desires. This is more than an International Management course or a study abroad program. This is an MBA designed for students who want to gain a deeper understanding of global business issues and develop intercultural management skills while spending a full semester studying abroad. For more information please contact us, UWG MBA.

\*Resources needed: none we are already doing this.



### Attachments -

**Current File: MGNT 6685 Sustainability Leadership.pdf**

- Originator	<b>Richards College of Business</b>	<b>Management</b>	<b>Pridmore, Jeannie</b>
	College	Department	Originator

**- What would you like to do? -**

- ☒ Add New Track/Concentration
 ☐ Add New Track/Concentration
 ☐ Modify Existing Program
 ☐ Deactivate Existing Program
 ☐ Terminate Existing Program
 ☐ Add New Program

<b>-Modifications-</b>					
<input type="checkbox"/> Program Name	<input checked="" type="checkbox"/> Program Description	<input type="checkbox"/> Degree Name	<input type="checkbox"/> See Comments	Shared Governance Process	
				Senate Action Item	(See Procedure)

### Program Selection -

Richards College of Business		Master of Business Administration (MBA)	
College		Track/Concentration's Program	
Young Executive Program			
Track/Concentration Name			
Master of Business Administration			
Degree Name			
		On Campus	
		Track Location	
		Fall	2018
		Effective Semester/Year	
		Graduate	
		Degree Level	



Modification Details

The Young Executive Program is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA. Two three-hour credit courses (MNGT 6675: International Work Practicum and MNGT 6685: Sustainability Leadership) are sequenced together to create a learning experience that focus on developing knowledge, confidence, professionalism, and experience that will make the student a standout amongst their peers. Each course can be taken as an elective in the MBA program.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Attachments

Current File: [MNGT 6685 Sustainability Leadership.pdf](#)

SACSCOC Substantive Change  
Please review the [Policy Summary and Decision Matrix](#)  
Send questions to [clients@westga.edu](mailto:clients@westga.edu)

Check all that apply to this program

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

Comments

(Max 4000 characters)



<div>College Approvals</div> <div> <div>Thomas Gainey [APPROVED 2018-01-03]</div> <div>Chair, Course Department</div> </div> <div> <div>Faye McIntyre [APPROVED 2018-01-10]</div> <div>Dean, RCOB</div> </div>	<div>Other Approvals</div> <div> <div>Adrian Austin [APPROVED 2018-01-10]</div> <div>RCOB Graduate Program Committee Chair</div> </div> <div> <div>Susan Hall Webb [APPROVED 2018-01-18]</div> <div>Chair, Graduate Programs Committee</div> </div> <div> <div>Julia Farmer [REQUIRED]</div> <div>Chair of the Faculty Senate</div> </div>	<div>Final Approval</div> <div>David Jenks [REQUIRED]</div> <div>Final Approver</div>
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# Sustainability in Leadership

[Wolf Pact](#)

[Course Information](#)

[Instructor Information](#)

[Course Description](#)

[Definition of Cheating](#)

[Course Objectives \(Expected Outcomes\)](#)

[Text and Other Materials](#)

[Course Calendar](#)

[Other Important Information:](#)

I have reviewed the information in this syllabus, and I agree to abide by the policies stated. I will conduct myself in accordance with the RCOB Wolf Pact to protect the integrity of my degree from the Richards College.

\_\_\_\_\_

Signature

UWG 917#

Date

## Wolf Pact

Protecting the integrity of a degree from the Richards College of Business at the University of West Georgia is the responsibility of the administration, faculty, staff, and students of the college. Our mission is "To become a globally recognized college of business preparing forward-thinking, responsible leaders." Responsible leaders are ethical leaders, and this behavior begins in the classroom. One of our Strategic Goals is to demonstrate "...commitment to the principles of honesty and integrity in interactions and undertakings, [and] accountability for personal behavior...". As such, we have developed and taken the Wolf Pact Pledge in an effort to promote and maintain the highest standards of integrity, professional behavior, ethical actions, and personal conduct where

- faculty agree to explicitly define their behavioral expectations,
- students acknowledge and document understanding and willingness to comply with the expectations, and
- incidents are reported through the official UWG Academic Dishonesty System to stop repeat offenders.

The purpose of this pact is to maintain that a degree from the Richards College of Business at the University of West Georgia is held in high regard by all internal and external constituents, and that a degree from the University of West Georgia is as meaningful in the future as it is today.

### Wolf Pact:

Having read the Honor Code for the University of West Georgia, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the Institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly. I understand and accept that if I violate this code, penalties will be imposed, should I be found guilty of violations through processes due me as a UWG student. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the UWG community if I feel there has been a violation of the Honor Code. Ultimately, I will conduct myself in a manner that promotes UWG as the best place to work, learn, and succeed for my generation, and those to come!

## Course Information

MGNT 6685

Spring 2017

General Information

## Instructor Information

Bradley J. Prince, Ph.D.

Adamson Hall 130

678-839-6467

bprince@westga.edu

Office Hours: By appointment

## Course Description

This course will introduce students to concepts of sustainability in executive leadership by considering sustainability from many perspectives. Environmental is a consideration, but also the aspects of legal, ethical, risk management, planning, and partnerships. Once the "corporate sustainability" has been covered, the course forces students to consider personal sustainability by covering the material of the *7 Habits of Highly Effective People*, by Steven Covey. The completion of the course is reading the *4 Disciplines of Execution*, by Chris McChesney, Jim Huling, and Sean Covey. This last book ties the textbook concepts to the personal concepts to develop a broad view of true organizational sustainability in leadership.

## Definition of Cheating

This is very heavily a thought-based course. Reflection, discussion, and writing are key components. Therefore, it will be considered cheating if you use someone else's ideas, thoughts, or essays as your own. You are free to discuss ideas, but all submissions must be your own work and thoughts.

## Course Objectives (Expected Outcomes)

It is expected that students will leave this course able to think very broadly about the impact of decisions and directions of an organization.

## Text and Other Materials

Required texts:

*Foundations of Sustainable Business: Theory, Function, and Strategy*, by Sanders and Wood,  
Wiley, 978-1-118-44104-6

*Seven Habits of Highly Effective People* - Steven R. Covey

*The Four Disciplines of Execution* - Chris McChesney, Jim Huling, and Sean Covey

## Course Calendar

Course Calendar will be presented in a separate document.



## Other Important Information:

### Student Handbook

**Parking services:** Row hall 678-839-6629 [parking@westga.edu](mailto:parking@westga.edu),

**Campus police:** Chief- Tom Mackel 678-839-6000

- wolf alert: <http://www.westga.edu/police/wolf-alert.php>,
- weather hotline: 678-839-6200

**Health Services:** Director- Leslie Cottrell, 678-839-6452

**Registrar:** Parker hall 678-839-6438 <http://www.westga.edu/registrar/766.php>

**Financial Aid:** Parker hall 678-839-6421

**Counseling Center:** Director- Lisa Somerlot Row hall 678-839-6428

**Writing Center:** TLC 1201, 678-839-6513

**Center for Academic Success:** UCC room 200, 678-839-6280

**Accessibility Services:** <http://www.westga.edu/counseling/4486.php>

### **Important dates:**

April 1 - Priority deadline for 2015-2016 FAFSA completion.

July 1 - All Document Deadline for Financial Aid. The 2015-2016 FAFSA and all requested documents are due by this date in order to have financial aid in place by the fee payment deadline July 27, 2015.

July 27 - Fee payment deadline for tuition and fees for fall semester at 6:00 p.m.

August 11 - Fee payment deadline for Housing and Meal Plans. Students with balances of \$300 or more will be dropped from all Fall 2014 courses at 6 pm.

August 24-30 - Open Drop/Add - Classes dropped during Open Drop/Add will receive a refund of paid funds. Note: According to Federal Regulations, Financial Aid cannot be adjusted for courses added after August 30.

August 31 - Final fee payment deadline at 6:00 p.m. Students with account balances of \$300 or more will have all Fall 2015 courses dropped at 6:00 p.m.

September 7 - Labor Day Holiday, no classes, offices closed.

TBD - Financial Aid balances available via HigherOne no later than this date.

November 26-27 - Thanksgiving Holiday, no classes, offices closed.

### Smoking

Per Board of Regents policy, the entire University of West Georgia campus is a tobacco free zone.

Smoking anywhere on campus is prohibited and anyone found in violation is subject to disciplinary action.



## ACADEMIC SUPPORT

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

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## ONLINE COURSES

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## Program View (Read-Only)

### Attachments

Current File: [MPAcc MBA Proposal.docx](#)

### Originator

Richards College of Business  
College

Economics  
Department

Austin, Adrian  
Originator

### What would you like to do?

☒ Add New Track/Concentration
 ☐ Modify Existing Program
 ☐ Deactivate Existing Program
 ☐ Terminate Existing Program
 ☐ Add New Program

### Modifications

☐ Program Name
 ☐ Program Description
 ☐ Degree Name
 ☒ See Comments

### Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

### Program Selection

Richards College of Business  
College

Master of Professional Accounting (MPAcc)  
Existing Program (as shown in the DMA)

Master of Professional Accounting (MPAcc)

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Master of Professional Accounting

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Fall

Effective Semester/Year

2018

On Campus  
Program Location

Graduate  
Degree Level



**Modification Details**

The Richards College of Business is requesting approval to allow students completing the Master of Professional Accounting (MPAcc) or Master of Business (MBA) program to use graduate-level courses from one degree program as electives for a second degree program.

(Max 4000 characters)

**Rationale**

This practice is consistent with peer institutions' policies and would allow us to meet the needs of our students.

(Max 4000 characters)

**Attachments**

Current File: MPAcc MBA Proposal.docx

**SACSCOC Substantive Change**

Please review the Policy Summary and Decision Matrix

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

Check all that apply to this program

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

**Comments**

A Dual Degree MPAAcc/MBA is consistent with peer institutions' policies and would allow us to meet the needs of our students.

(Max 4000 characters)



College Approvals	
<b>Ron Colley</b>	[APPROVED 2017-12-06]
Chair, Course Department	
<b>Faye McIntyre</b>	[APPROVED 2017-12-08]
Dean, RCOB	

Other Approvals	
<b>Adrian Austin</b>	[APPROVED 2017-12-07]
RCOB Graduate Program Committee Chair	
<b>Susan Hall Webb</b>	[APPROVED 2018-01-18]
Chair, Graduate Programs Committee	
<b>Julia Farmer</b>	[REQUIRED]
Chair of the Faculty Senate	

Final Approval	
<b>David Jenks</b>	[REQUIRED]
Final Approver	

**Proposal**  
**Collaboration for Dual MPAcc/MBA Degree**

**Statement of Intent**

The Richards College of Business is requesting approval to allow students completing the Master of Professional Accounting (MPAcc) or Master of Business (MBA) program to use graduate-level courses from one degree program as electives for a second degree program. This practice is consistent with peer institutions' policies and would allow us to meet the needs of our students.

**Anticipated Start Date**

We would begin offering this option to UWG students in Fall 2018.

**Location of the Collaborative Activity**

The MBA is offered in Carrollton, Newnan and Douglasville; the MPAcc is offered in Carrollton.

**Contact information for the lead person of each department**

MBA Jeannie Pridmore, Ph.D.  
Associate Professor of MIS  
Department of Management  
Richards College of Business  
1601 Maple Street  
Carrollton, GA 30118

MPAcc Christine Haynes, Ph.D.  
Professor of Accounting  
Department of Accounting & Finance  
Richards College of Business  
1601 Maple Street  
Carrollton, GA 30118

**Description of the Proposed Collaborative Agreement**

The following 42-credit hour program meets all course requirements for both MBA and MPAcc degrees. Because two required courses are common to both programs, two additional electives are added for students in the dual program. Learning goals and objectives for each program follow, along with coverage of the objectives in each program.



### MPAcc/MBA Program Requirements

Course Number	Course Name	Credit Hours	MPAcc Program	MBA Program
ACCT 6216	Seminar in Financial Reporting	3	Required	Elective
ACCT 6233	Seminar in Strategic Cost Management	3	Required	Required
ACCT 6242	Strategic Information Systems	3	Required	Elective
ACCT 6253	Seminar in Tax Accounting	3	Required	Elective
ACCT 6263	Seminar in Assurance Services	3	Required	Elective
ACCT 6264	Nonprofit Accounting and Auditing	3	Required	Elective
ECON 6450	Managerial Economics	3	Elective	Required
ECON 6461	International Finance	3	Required	Elective
FINC 6532	Advanced Financial Management	3	Required	Required
MGNT 6670	Organizational Theory and Behavior	3	Elective	Required
MGNT 6681	Strategic, Ethical, and Global Management	3	Elective	Required
MKTG 6815	Marketing Strategy	3	Elective	Required
Accounting Elective	Please see the information below*	3	Added	Added
MBA Elective	Please see the information below**	3	Added	Added
Total Hours		42		

\*Complete one 3 credit hour accounting elective from the list below.

ACCT 5265 Sustainability Accounting and Reporting

Study Abroad (requires approval)

\*\* Complete one 3 credit hour MBA elective from the list or by approval.

ECON 6470 - Ethical Foundations of Capitalism

ABED 6100 - Strategic Business Communication

MKTG 6820 - International Business Strategy

ECON 6430 - Business Forecasting

FINC 6542 - Investment Analysis/Portfolio Management

CISM 6331 - Strategic Management of Information Technology

## MPAcc Learning Goals and Objectives

Graduates of the MPAcc program will be able to:

- LG1 Communicate at a professional level in oral presentations and in writing.
  - LO1.1 Students will be able to conduct research relevant to accounting issues and problems.
  - LO1.2 Students will be able to create effective written documents.
  - LO1.3 Students will be able to prepare and deliver effective oral accounting presentations.
- LG2 Identify how globalization affects organizations and their environment.
  - LO2.1 Students will be able to identify the impact of international accounting standards on the accounting profession.
- LG3 Recognize the importance of ethical decision making.
  - LO3.1 Students will be able to identify ethical theories and concepts and their importance.
  - LO3.2 Students will be able to evaluate situations from various ethical frameworks.
- LG4 Understand the major forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.
  - LO4.1 Students will be able to identify tax planning issues involving like-kind exchanges.
  - LO4.2 Students will be able to differentiate between for-profit, non-profit, and governmental accounting and auditing rules and regulations.
  - LO4.3 Students will have an understanding of strategic management accounting tools.
  - LO4.4 Students will be able to recognize fraudulent financial reporting.
  - LO4.5 Students will be able to develop entity relationship diagrams and understand modeling of business processes.
  - LO4.6 Students will be able to identify standard setting policies and procedures and develop implications for the accounting profession.
  - LO4.7 Students will be able to demonstrate knowledge of data analytics through analysis of a data set.

### Coverage of MPAcc Learning Objectives

Required Courses	ACCT 6216	ACCT 6233	ACCT 6242	ACCT 6253	ACCT 6263	ACCT 6264	ECON 6461	FINC 6532
LO1.1 Students will be able to conduct research relevant to accounting issues and problems.	P	S		P	P	P		
LO1.2 Students will be able to create effective written documents.	S	S		P	P	P		S
LO1.3 Students will be able to prepare and deliver effective oral accounting presentations.	P	S			P	P		
LO2.1 Students will be able to identify the impact of international accounting standards on the accounting profession.	P							U
LO3.1 Students will be able to identify ethical theories and concepts and their importance.		U			P		U	U
LO3.2 Students will be able to evaluate situations from various ethical frameworks.		U		S	P		U	U
LO4.1 Students will be able to identify tax planning issues involving like-kind exchanges.				P				
LO4.2 Students will be able to differentiate between for-profit, non-profit, and governmental accounting and auditing rules and regulations.						P		
LO4.3 Students will have an understanding of strategic management accounting tools.		P						U
LO4.4 Students will be able to recognize fraudulent financial reporting.	P				P			S
LO4.5 Students will be able to develop entity relationship diagrams and understand modeling of business processes.			P					
LO4.6 Students will be able to identify standard setting policies and procedures and develop implications for the accounting profession.	P				S	S		
LO4.7 Students will be able to demonstrate knowledge of data analytics through analysis of a data set.			P		S			

**Coverage Key:**

P = Primary coverage: this material is taught in this class with evaluation part of the students' grades

S = Secondary coverage: this material is discussed and/or reviewed but is not a key part of class material

U = Usage of material: this material is used in the course with the assumption that students have prior knowledge



## MBA Learning Goals and Objectives

Graduates of the MBA program will be able to:

- LG1 Communicate at a professional level in oral presentations and in writing.
  - LO1.1 Students will be able to create effective written business documents.
  - LO1.2 Students will be able to prepare and deliver effective business presentations.
- LG2 Work effectively with others and lead in organizational situations.
  - LO2.1 Students will demonstrate effective group collaboration behavior in accomplishment of tasks.
  - LO2.2 Students will be able to evaluate effective leadership behavior.
- LG3 Identify how globalization affects organizations and their environment.
  - LO3.1 Students will be able to identify trends in the global marketplace.
  - LO3.2 Students will assess the role that the global business environment plays in business decisions.
- LG4 Recognize the importance of ethical decision making.
  - LO4.1 Students will be able to identify ethical theories and concepts and their importance.
  - LO4.2 Students will evaluate managerial decisions using an ethical framework.
- LG5 Integrate analytical and problem solving skills with concepts and theories from all functional areas of business.
  - LO5.1 Students will be able to apply decision-making processes to define the problem, identify and collect needed information, and analyze the information to reach appropriate decisions.
  - LO5.2 Students will be able to analyze and reach an appropriate decision when presented with multi-functional issues.

### Coverage of MBA Learning Objectives

Required Courses	ACCT 6232	ECON 6450	FINC 6532	MGNT 6670	MGNT 6881	MKTG 6815
LO1.1 Written business documents			S	S	P	U
LO1.2 Oral presentations				P	S	P
LO2.1 Group collaboration to accomplish tasks				P		S
LO2.2 Evaluate effective leadership behavior			S	P	P	U
LG3.1 Identify trends in the global marketplace	S		U	U	S	U
LG3.2 Assess role global business environment plays in decisions	S	S	U	P	S	U
LG4.1 Identify ethical theories/concepts and their importance			U	S	P	P
LG4.2 Evaluate decisions using ethical framework	S		U	S	S	P
LG5.1 Define problem, id, collect, and analyze info to reach appropriate decisions	P	P	P	S	P	P
LG5.2 Analyze and reach decision when presented with multi-functional issues	P	P		S	P	P

**Coverage Key:**

P = Primary coverage: this material is taught in this class with evaluation part of the students' grades

S = Secondary coverage: this material is discussed and/or reviewed but is not a key part of class material

U = Usage of material: this material is used in the course with the assumption that students have prior knowledge

## Program View (Read-Only)

### Attachments

Current File: SPMG Master's Proposal BOR rev 1-19-18.pdf

### Originator

College of Education  
College

Sport Management, Wellness, and Physical Education  
Department

Henderson, Markesha  
Originator

### What would you like to do?

☒ Add New Track/Concentration
 ☐ Modify Existing Program
 ☐ Deactivate Existing Program
 ☐ Terminate Existing Program
 ☒ Add New Program

### Modifications

☐ Program Name
 ☐ Program Description
 ☐ Degree Name
 ☐ See Comments

### Shared Governance Process

Senate Action Item (See Procedure)

### Program Selection

College of Education  
College

Sport Management, Wellness, and Physical Education  
Department

Master of Science with a major in Sport Management  
Program Name

Master of Science  
Degree Name

On Line  
Program Location

Fall  
Effective Semester/Year

2018

Graduate  
Degree Level



Modification Details

Rationale

Many of the careers in sport management, particularly those in intercollegiate athletics and sport analytics, require a master's degree. A master's in sport management with an option of an intercollegiate athletic management or sport analytics concentration will fill a current gap in educational offerings for students pursuing advanced degrees in the discipline. The interdisciplinary nature of sport management makes it possible to support students from multiple academic backgrounds who wish to advance their careers in the sport industry. The program would support students who achieved an undergraduate degree in sport management that want to further their education beyond the general curriculum and pursue a specific focus more relevant to their sector of sport. Likewise, the program would support students who do not have an undergraduate degree in sport management but are looking to extend their knowledge to advance their careers in the sport industry.

(Max 4000 characters)

(Max 4000 characters)

Attachments

Current File: SPMG Master's Proposal BOR rev 1-19-18.pdf



**SACSCOC Substantive Change**

Please review the Policy Summary and Decision Matrix  
Send questions to [jenks@westga.edu](mailto:jenks@westga.edu)

Check all that apply to this program

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

**Comments**

New Concentrations: Intercollegiate Athletics, Sport Analytics

A description of each course and learning objectives is included in the appendix of the attached proposal document. Each course is also submitted individually for approval.

(Max 4000 characters)

**College Approvals**

**Brian Mosier** [APPROVED 2017-10-18]

Chair, Course Department

**Laura Smith** [APPROVED 2018-01-04]

Associate Dean, College of Education

**Other Approvals**

**Susan Hall Webb** [APPROVED 2018-01-18]

Chair, Graduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

**Final Approval**

**David Jenks** [REQUIRED]

Final Approver

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

**Institution:** University of West Georgia

**Date Completed at the Institution:**

**Name of Proposed Program/Inscription:** Sport Management

**Degree:** Master of Science

**Major:** Sport Management

**CIP Code:** 31.0504

**Anticipated Implementation Date:** Fall 2018

**Delivery Mode (check the most appropriate delivery mode in the box below):**

On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only	x
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC )	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	
Contractual Location (specify the location):	

**School/Division/College:** College of Education

**Department:** Department of Sport Management, Wellness, and Physical Education

**Departmental Contact:** Dr. Markesha Henderson, [mhenderson@westga.edu](mailto:mhenderson@westga.edu), 678-839-6149

**Approval by President or Vice President for Academic Affairs:**

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**Approval by Vice President for Finance/Business (or designee) and contact information:**

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**Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:**

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## ONE-STEP ACADEMIC PROGRAM PROPOSAL

- 1) **Rationale:** Provide the rationale for proposing the new academic program.

Many of the careers in sport management, particularly those in intercollegiate athletics and sport analytics, require a master's degree. A master's in sport management with an option of an intercollegiate athletic management or sport analytics concentration will fill a current gap in educational offerings for students pursuing advanced degrees in the discipline. The interdisciplinary nature of sport management makes it possible to support students from multiple academic backgrounds who wish to advance their careers in the sport industry. The program would support students who achieved an undergraduate degree in sport management that want to further their education beyond the general curriculum and pursue a specific focus more relevant to their sector of sport. Likewise, the program would support students who do not have an undergraduate degree in sport management but are looking to extend their knowledge to advance their careers in the sport industry.

- 2) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

The mission of the University of West Georgia is "to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community". The undergraduate program in sport management has embodied the mission with an action-oriented and engaging curriculum rooted in professional development. The undergraduate program prepares students for entry-level positions in the sport industry in scholastic, collegiate, municipal, corporate, and professional sport management. Many of the positions beyond entry-level require an advanced degree. Trends in the discipline indicate mid-level and senior-level positions require at least a master's degree in a related field. The addition of a master's program in sport management aligns with the mission to enable students to realize their full potential. The program would support professionals in the sport industry who wish to expand their careers with a fully online program delivery to allow them to continue working while continuing their education.

- 3) **Description and Objectives:** Program description and objectives (explain in narrative form).

The proposed program aims to (1) increase participant knowledge of administration, leadership, and finance management in sport, (2) prepare students to address critical issues that rest at the intersection of higher education administration and college athletics, and (3) help students develop proficiencies in data-driven decision-making.

While the program prepares students to serve in a variety of sectors, the proposed program will focus specifically on two emerging areas in the discipline: intercollegiate athletics administration and sport analytics.

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

The program will consist of seven foundational courses that cover numerous aspects critical for the administration of sport programs. Students will also select four electives with an option to take the courses in a concentration or combine electives across concentrations.

The concentration in Intercollegiate Athletic Administration will focus on sport administration in a higher education context. Coursework includes compliance and regulatory issues specifically for intercollegiate athletic competition, student-athlete development and welfare, and fundraising and development. Administrators who work or plan to work at the intersection of college sports and higher education require a specialized curriculum due to the unique challenges and experiences.

The Sport Analytics concentration prepares students to apply data science to problems facing sport organizations. Sport Analytics involves the application of statistical methods, quantitative analysis, and predictive models to gain insight and help sport organizations make decisions about player and team performance, fan engagement, financial, and marketing strategies. Sport managers who possess data analytics skills are uniquely qualified and strategically positioned to meet the growing needs of sport organizations for professionals with those skills.

The academic experience will culminate with a comprehensive exam and a three credit experiential learning course. The comprehensive exam will allow the student to demonstrate mastery of the content in the foundational courses. After passing the comprehensive examination with a score of 80% or above, students will select either a research proposal or capstone project to demonstrate the ability to apply the knowledge they acquired in coursework to real-world situations in the sport industry.

The online delivery method will increase the institution's footprint across the state, region, and nation. Geographical diversity of program participants also enriches the learning environment. This is also value added for the sport management undergraduate program. Participants in the master's program build a relationship and connection to the university, which can lead to networking opportunities for our undergraduate students who participate in practica and internships to meet degree requirements.

- 4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

The College of Education at the University of West Georgia currently offers more graduate programs than any other college at the institution. The Department of Sport Management, Wellness and Physical Education is currently the only department in the College of Education that does not offer post-baccalaureate degrees.

According to O\*Net, a database of occupational information developed for the U.S. Department of Labor, 66% of post-secondary administrators and 66% of operations

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

research analysts have a master's degree or higher. The expansion of the UWG sport management curriculum to include a master's degree with a focus on intercollegiate athletics administration and sports analytics would meet the educational needs of students who wish to pursue these emerging professions. Although there are other sport management programs in the state and many offer courses for intercollegiate athletics and sport analytics, no other sport management programs in the USG system offer these two topics as a concentrated area of study. The creation of this program fills a need for the institution, for the USG system, and for the region.

- 5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

Prior to submitting the proposal, a comparative analysis of Master of Science in Sport Management Programs (Appendix A) was conducted to determine the appropriate structure for a graduate program in sport management at UWG and what concentrations would fill a gap in current educational offerings. The results of the analysis, feedback from employers, and feedback from current and former students indicated intercollegiate athletic administration and sport analytics are two emerging sectors that have limited resources for advanced degrees.

Based on the career plans submitted by the undergraduate sport management students at the conclusion of their coursework, many indicated the desire to pursue post-graduate studies. Program alumni that attend graduate school typically opt for fully online programs so they can continue to work while studying.

The University of West Georgia is fortunate to be located 40 miles west of an international epicenter for sport--Atlanta, GA. Many of the professionals working in intercollegiate athletics or sport analytics reside outside of Carrollton, GA, therefore, the online delivery format would be ideal for those who are unable to commute for face-to-face classes at our Newnan or Carrollton campuses. There are approximately 127 colleges and universities in the state of Georgia, many of which offer intercollegiate athletics. The intercollegiate athletics concentration could support the professional development of athletics department staff working at the various institutions across the state and region, while providing flexibility to meet the time demands of the sport industry that often do not adhere to regular business hours.

In addition to intercollegiate athletics personnel and those who aspire to work in college athletics, Atlanta is also home to multiple major sports teams. The sport analytics concentration can meet the needs of front office staff and other sports professionals.



## ONE-STEP ACADEMIC PROGRAM PROPOSAL

For individuals who are still exploring opportunities or are not specifically seeking specialization in intercollegiate athletics or sport analytics, the foundation courses provide a comprehensive educational option for the sport management generalist. The concentrations are not required for those who want more flexibility with electives and students may select a combination of electives that are aligned with their interests.

- 6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different.

Although there are several sport management programs in Georgia and in the region, the composition of the programs vary greatly. This is attributed to the interdisciplinary nature of sport management as an academic field. For example, University of Georgia, the flagship institution, offers a Master of Science in Kinesiology with a concentration in sport management and policy. Georgia State University has a Master of Science in Sports Administration. The delivery format is face-to-face and it does not include concentrations. Georgia Southern offers a full online Master of Science in Sports Management. The program does not offer tracks in intercollegiate athletic management or sport analytics. Kennesaw State University offers undergraduate degrees in sport management and a sport analytics certificate but does not offer a master's degree.

Outside of the USG, Emory University and Georgia Institute of Technology offers graduate programs in business analytics but does not have a sport focus. Jacksonville State University in Alabama offers a Master of Science in Sport Management but does not offer concentrations in intercollegiate athletics or sport analytics.

After researching other programs (including Georgia State, Georgia Southern, American University, University of Wisconsin-Whitewater, Florida State, University of Florida, and Indiana University), the proposed program is a unique offering and addresses a need in the discipline but does not duplicate offerings at other institutions inside or outside of the USG system. The proposed program fills an important gap in educational offerings in the state and region and addresses the growing needs of the sport marketplace.

- 7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?  
Yes \_\_\_ or No X (place an X beside one)  
If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.
- 8) **Forecast:** If this program was not listed on your academic forecast for the 2018 – 2019 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

N/A

9) **Admission Criteria:** List the admission criteria for the academic program.

- a) Include all required minima scores on standardized tests.
- b) Include the required grade point average requirement.

Admission criteria include the following:

- Graduate Application
- Online interview
- Resume/CV
- Two letters of Recommendation (one from faculty member at previous institution)
- Official University Transcripts from all institutions attended
- An undergraduate GPA of 2.7 or higher
- The GRE® General Test
  - Verbal Reasoning Score - 149
  - Quantitative Reasoning Score - 146
  - Analytical Writing Score – 3
- Admission would be restricted to fall and summer terms only
- For international applicants, a minimum score of 69 on the internet-based (IBT) TOEFL or 523 on the paper-based TOEFL examination is required

10) **Curriculum (See the form below this series of questions and please complete.)**

- a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word “new” beside new courses.

Course Descriptions and Learning Outcomes are listed in APPENDIX B. Students must complete 7 required core courses (21 credits), 4 electives (12 credits) and 1 experiential learning course (3 credits) along with completing a comprehensive examination with a score of 80% or above.

### REQUIRED CORE COURSES

SPMG 6001 – Social Issues in Sport	3	
SPMG 6102 – Revenue Generation in Sport	3	
SPMG 6110 – Sport Law	3	
SPMG 6120 – Strategic Management of Sport Organizations	3	NEW
SPMG 6130 – Research and Assessment in Sport	3	NEW
SPMG 6140 – Strategic Sales and Marketing for Sport Organizations	3	NEW
SPMG 6150 – Applied Communication and Technology in Sport	3	NEW

### INTERCOLLEGIATE ATHLETICS ELECTIVES

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

SPMG 6200 – Intercollegiate Athletics Management	3	NEW
SPMG 6210 – Student-Athlete Development	3	NEW
SPMG 6220 – Compliance and Eligibility	3	NEW
SPMG 6230 – Advanced Event Management and Operations	3	NEW

### SPORT ANALYTICS ELECTIVES

SPMG 6300 – Introduction to Sport Analytics	3	NEW
SPMG 6310 – Big Data and Statistical Analysis in Sport	3	NEW
SPMG 6320 – Analytics in Sport Business	3	NEW
SPMG 6330 – Applied Network Analysis in Sport	3	NEW

### GENERAL ELECTIVES

SPMG 7685 – Special Topics in Sport Management	1-3	NEW
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### EXPERIENTIAL LEARNING COURSES

SPMG 7100 – Sport Management Research	3	NEW
SPMG 7110 – Sport Management Capstone	3	NEW

- b) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word “new” beside new courses.

The program courses do not have to be taken sequentially. A 6-credit hour course load will be considered full-time enrollment but courses will be offered so students who wish to take more courses have the ability to do so. The flexibility also allows for students who do not wish to take summer school to take more courses in fall and spring terms and still complete the program in 2 years.

#### Sample Program of Study – 6 credit hours (with summer option)

	Semester	Course/Title	Hours
Year 1	Fall	SPMG 6120 – Strategic Management of Sport Organizations (NEW)	3
		SPMG 6130 – Research and Assessment in Sport (NEW)	3
	Spring	SPMG 6001 – Social Issues in Sport SPMG 6110 – Sport Law	3 3
Year 2	Summer	SPMG 6XXX – Elective 1 of 4 (NEW) SPMG 6XXX – Elective 2 of 4 (NEW)	3 3
	Fall	SPMG 6140 – Strategic Sales and Marketing for Sport Organizations (NEW) SPMG 6150 – Applied Communication and Technology in Sport (NEW)	3 3
	Spring	SPMG 6102 – Revenue Generation in Sport SPMG 6XXX – Elective 3 of 4 (NEW)	3 3
	Summer	SPMG 6XXX – Elective 4 of 4 (NEW)	3



## ONE-STEP ACADEMIC PROGRAM PROPOSAL

		SPMG 7100 – Sport Management Research (NEW) <u>OR</u> SPMG 7110 – Sport Management Capstone (NEW)	3
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### Sample Program of Study – 9 credit hours (no summer classes)

	Semester	Course/Title	Hours
Year 1	Fall	SPMG 6120 – Strategic Management of Sport Organizations (NEW)	3
		SPMG 6130 – Research and Assessment in Sport (NEW)	3
		SPMG 6XXX – Elective 1 of 4 (NEW)	3
	Spring	SPMG 6001 – Social Issues in Sport SPMG 6110 – Sport Law SPMG 6XXX – Elective 2 of 4 (NEW)	3 3 3
Year 2	Fall	SPMG 6140 – Strategic Sales and Marketing for Sport Organizations (NEW)	3
		SPMG 6150 – Applied Communication and Technology in Sport (NEW)	3
		Elective 3 of 4 (NEW)	3
	Spring	SPMG 6102 - Revenue Generation in Sport SPMG 6XXX – Elective 3 of 4 (NEW)	3 3
		SPMG 7100 – Sport Management Research (NEW) <u>OR</u> SPMG 7110 – Sport Management Capstone (NEW)	3

- c) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.

Pre-requisite requirements for SPMG 7100 Sport Management Research (3) and SPMG 7110 Sport Management Capstone (3) include completion of at least 24 credit hours, score of 80% or above on comprehensive examination, and completion SPMG 6120 Research and Assessment in Sport (3).

SPMG 6300 Introduction to Sport Analytics (3) is a pre-requisite course for SPMG 6310 Big Data and Statistical Analysis in Sport (3), SPMG 6320 Analytics in Sport Business (3), SPMG 6330 Applied Network Analysis in Sport (3)

The comprehensive examination can be taken at anytime following completion of the seven core courses. It is an online examination and will include content from the core courses. Students must pass the comprehensive examination with a score of 80% or above to enroll in the experiential learning course and complete the program. Students will be allowed to retake the exam twice. If a student fails to achieve the minimum score upon two retakes, the student must submit an appeal. The Program Coordinator or designee will set an academic plan for the student to demonstrate mastery of the content before proceeding with the experiential learning course.

- d) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

Total credit hours required: 36

- e) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

N/A

- f) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

Students will have the option to gain field experience and satisfy the Experiential Learning Requirement by enrolling in SPMG 7110 Sport Management Capstone (3). The capstone experience will require approval of the instructor before enrolling and must be outside of their regular work responsibilities if the experience is with their current employer. Prior to enrollment, the student must successfully pass the Comprehensive Exam. Participants will submit an application for capstone experience along with a proposal that includes an outline of duties, experience objectives, deliverable at the end of the experience (paper, presentation, event, etc.) and signature of field experience supervisor/organization representative, if appropriate. Once the capstone project is approved, an agreement will be sent to the cooperating organization/entity. Students in the course will be required to submit weekly progress reports in the learning management system that also includes a reflection on the experience. The agreed-upon deliverable will be due on the last day of the term for which the student was enrolled in the course. The cooperating organization/entity will complete an evaluation at the end of the project and the capstone instructor will evaluate the work submitted and issue a letter grade.

- g) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

### Appendix B – Course Catalog Descriptions

- 11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

N/A

- 12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

At the conclusion of the program, students who have successfully passed and actively engaged in the coursework will:

- 1) Identify and apply key concepts in the core areas of sport management including management, sales, marketing, communication, sport law, risk management, and finance.

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

- 2) Demonstrate the ability to use research to address the social, political, and human development issues associated with sport participation and administration.
  - 3) Demonstrate proficiency in professional writing and presenting information to an audience of stakeholders.
  - 4) Use critical thinking and analytical reasoning skills to collect, analyze, and evaluate data to develop strategies and solve complex problems in the sport industry.
- 13) **Assessment and Quality:** Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

The Commission on Sport Management Accreditation (COSMA) has published a Statement of Academic Quality that lists characteristics of excellence for sport management programs. Although we will not initially seek COSMA accreditation, the statement provides useful guidelines for structuring a program with academic quality, productivity and viability. The full statement is included in APPENDIX C.

### *Program Learning Outcomes*

The core courses contain content identified as critical areas of importance for sport managers in multiple sectors of the industry. Each program learning outcome is linked to key assessments strategically aligned in the seven core courses required in the program. To assess the student learning outcomes students must pass a comprehensive exam on the content covered in the seven core courses before registering for the experiential learning course. The artifacts used to assess student learning outcomes include academic and professional essays, oral presentations, exams, research- and data-based projects. Students are required to complete an experiential learning course to demonstrate the ability to apply what they have learned to practical experiences in the sport industry. To satisfy this requirement, students will either do a research proposal or capstone project. Program faculty and outside evaluators will evaluate the projects using a rubric to ascertain whether learning objectives have been satisfied and demonstrated. Information from these evaluations will be used to make data-driven decisions to improve teaching.

### *Post Approval Enrollment Monitoring*

Profile data of students who applied for admission to the program as well as those ultimately selected will be collected and reviewed annually. GRE Test Scores, Undergraduate GPA data, and Interview Rubric Scores will be aggregated during the application process. The optional demographics information collected at the time of application, such as gender, geographic location, and race/ethnicity will also be reviewed.

### *Degree Productivity*

We will collect and keep track of student progress toward completion. Attrition rates will be reviewed annually along with the DFW rates of individual courses.



## ONE-STEP ACADEMIC PROGRAM PROPOSAL

### *Comprehensive Program Review*

Each year, all programs in the College of Education are required to evaluate the degree programs and set assessment goals. The data are reviewed at the beginning of every year to determine whether program objectives are met and recommendations are made to improve the overall scores. Aggregate data from key assessments will be reviewed annually and program faculty will identify areas where gains were made and areas where improvement is needed. The ongoing assessment efforts will also include exit interviews and surveys to determine student satisfaction and identify areas for improvement.

- 14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

N/A - Disciplinary accreditation is not required in sport management. However, the guidelines published by the Commission on Sport Management Accreditation serves as a useful resource for determining learning outcomes.

- 15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.
- Will enrollments be cohort-based? Yes \_\_\_ or No X (place an X beside one)
  - Explain the rationale used to determine enrollment projections.

	First FY 19	Second FY 20	Third FY 21	Fourth FY 22
<b>I. ENROLLMENT PROJECTIONS</b>				
<b>Student Majors</b>				
Shifted from other programs				
New to the institution	12	16	20	20
<b>Total Majors</b>	12	28	36	40
<b>Course Sections Satisfying Program Requirements</b>				
Previously existing		8	17	17
New	8	9	0	0
<b>Total Program Course Sections</b>	8	17	17	17
<b>Credit Hours Generated by Those Courses</b>				
Existing enrollments		216	288	360
New enrollments	216	288	360	360
<b>Total Credit Hours</b>	216	504	648	720

Although the projected demand for the program will be much greater, the goal is to start with a smaller inaugural class so that existing undergraduate faculty can cover classes until new faculty lines are acquired. The projections are conservative enough to ensure students do not delay completion due to

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

limited class availability, yet provide a learning environment that makes substantive individualized feedback possible.

### 16) Faculty

- a) Provide the total number of faculty members that will support this program: 6
- b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G))	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Dr. Brian Mosier (F)	Associate Professor (Department Chair)	MGED-4264L (Methods for Integrating Sci/Ma) PHED-2602 (Intro to Teaching Hlth & Phys Ed) PHED-3401 (Integrating Technology in HPE) PHED-3500 (Educ Games, Gymnastics & Dance) PHED-3501 (Skills & Strat in Stren & Cond) PHED-3504 (Skills/Strat in Invasion Games) PHED-3671 (Phys Education in Elem Schools)	B.S., Physical Education, Florida State University, 1998 M.S., Physical Education: Sports Management, Florida State University, 2000 Ph.D., Physical Education: Curriculum and Instruction, Florida State University, 2010	1/1	Department Chair

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

		<p>PHED-3710 (Assessing Performance in HPE)</p> <p>PHED-3720 (Adapted Phys Ed Field Experi)</p> <p>PHED-4689 (Teaching Internship Seminar)</p> <p>PWLA-1600 (Personal Wellness)</p> <p>PWLA-1615 (Badminton: Beginning)</p> <p>PWLA-1618 (Basketball)</p> <p>PWLA-1691 (Tennis: Beginning)</p> <p>PWLA-1695 (Volleyball: Beginning)</p> <p>SEED-4240L (Inst Strat for Sec Math Ed I)</p> <p>SEED-4242L (Inst Strt for Sec Science Ed L)</p> <p>SEED-4243L (Inst Strat for Sec Soc St Lab)</p> <p>SPED-3715 (The Incl Classrm: Diff Inst)</p> <p>SPMG-4686 (Internship)</p>			
Dr. Markesha Henderson (F)	Assistant Professor	<p>EDSI-9998 (Research for Doc Dissertation)</p> <p>SPMG-3661 (Sociology of Sport)</p> <p>SPMG-3665 (Communication in Sport)</p>	<p>B.A., Journalism, University of Wisconsin - Madison, 1999</p> <p>B.A., Communication Arts, University of Wisconsin - Madison, 1999</p> <p>M.S., Sport Administration,</p>	3/3	Specialization in Intercollegiate Athletics Administration

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

		SPMG-4584 (Pre-Intern Sem in Sport Mgmt) SPMG-4685 (Sport and Social Media) SPMG-4686 (Internship) XIDS-2002 (Sports, Society and Culture)	Georgia State University, 2003 Ed.D., Higher Education Administration, The George Washington University, 2013		
Dr. Glaucio Scremin (F)	Associate Professor	SPMG-3660 (Mgmt Ethics/Governance in Sport) SPMG-3661 (Sociology of Sport) SPMG-3662 (Mngmnt & Ldrshp in Sports Orgs) SPMG-3670 (Practicum) SPMG-4584 (Pre-Intern Sem in Sport Mgmt) SPMG-4665 (Sport Marketing and Promotion) SPMG-4668 (Human Resource Mgmnt in Sport) SPMG-4685 (Fitness Management) SPMG-4686 (Internship)	B.S., Health Sciences, Lock Haven University, 2000 M.S., Sport Studies, United States Sports Academy, 2005 Ed.D., Sports Management, United States Sports Academy, 2008	3/3	
Dr. Young Suh (F)	Assistant Professor	SPMG-3661 (Sociology of Sport) SPMG-3662 (Mngmnt & Ldrshp in Sports Orgs) SPMG-3665 (Communication in Sport)	B.S., Mechanical Engineering, Business Administration (Double Major), Sung Kyun Kwan University, 2001 M.S., Sport Management, Florida State University, 2006	3/3	Specialization in Sport Analytics



## ONE-STEP ACADEMIC PROGRAM PROPOSAL

		SPMG-4665 (Sport Marketing and Promotion) SPMG-4680 (Applied Res Meth in Sprt Mgmt) SPMG-4685 (Sport Analytics & Fan Engageme)	Ph.D., Sport Management, Indiana University, 2010		
Dr. Junqui Wang (F)	Assistant Professor	SPMG-3664 (Econ & Finance in Sport) SPMG-3665 (Communication in Sport) SPMG-4667 (Legal Issues for Sport Mgmt)	B.A., Journalism, Shanghai University of Sport, 2009 M.A., Communication, Tongji University, 2012 M.S., Sport Management, University of Georgia, 2013 Ph.D., Sport Management, University of Georgia, 2017	3/3	Specialization in Sport Analytics
Jennifer Pecoraro (F)	Instructor	SPMG-2600 (Introduction Sport Management) SPMG-3661 (Sociology of Sport)	B.A., English, Secondary Education, Georgia State University, 2012 B.S. Minor, Philosophy, Georgia State University, 2012 M.S., Sport Administration, Georgia State University, 2015 Ph.D. Candidate, Sport Administration, Georgia State University, 2018	4/5	
New Hire 2019 (F)				3/3	An individual with intercollegiate athletics administration background and expertise
New Hire Adjunct				1/1	Sports Practitioner with an earned

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

2018 (P)					doctorate in sport management or related discipline
New Hire Adjunct 2018 (P)				1/1	Sports Practitioner with an earned doctorate in sport management or related discipline

*F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate*

- c) Explain how faculty workloads will be impacted by the proposed new program.

Each of the full-time sport management faculty would shift one of their classes each semester from the undergraduate program to teach a course in the graduate program. Currently, the undergraduate program is able to support the hiring of adjunct instructors to cover courses vacated by full-time faculty. After the first year, full-time faculty will balance their teaching load between the undergraduate and graduate classes based on the course offerings for the semester.

- d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

Adjunct faculty will be needed for two courses in the first year of the program in order to not impact current faculty workloads. The goal is to find practitioners in the sport industry with teaching experience and earned doctorates to teach courses in the program aligned with their expertise and duties. The online delivery method is conducive to practitioners' schedules. After the first year, a request for additional faculty members will be submitted and the new line will be supported by the tuition generated by the program. The new faculty line would have a 3/3 load and support the additional courses added. The program will be self-supported with the exception of teaching load sharing with the undergraduate program when necessary. For some courses, it may be advantageous and aligned with their expertise if the instructor for the undergraduate program teaches similar advanced content in the graduate program.

### 17) Fiscal and Estimated Budget

- a) Describe the resources that will be used specifically for the program.

Many of the resources necessary to support a fully online graduate program already exist at the institution. The program will utilize D2L (Course Den) as the primary mode of delivery along with other supplementary online resources such as Blackboard Ultra and Turnitin. The existing library resources are also sufficient. No classroom or building space is needed due to online delivery.

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**

c) For Expenditures:

- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

To start the program the Department of Sport Management, Wellness, and Physical Education would need to establish admission procedures with the UWG Graduate School and the College of Education Department of Graduate Studies since this will be the first graduate program in the department. This will require personnel support from the graduate school and the College of Education Department of Graduate Studies. The department chair would need to assign a program coordinator to handle program administration. That person would come from the existing faculty and receive load release. A graduate assistant will also be needed to support the additional administrative responsibilities with admissions and enrollment.

- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

The program does not require reassigning faculty.

d) For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

The proposal does not require redirection of funds.

- ii. Explain how the new tuition amounts are calculated.

The projected tuition was calculated using the current graduate tuition rate and multiplied by the projected credit hour production based on the number of students projected each FY.

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

Students enrolled in SPMG 7100 or SPMG 7110 will pay a \$50 experiential learning fee to cover faculty supervision expenses associated with course delivery such as travel to meetings and expenses for capstone site supervisors.

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

Revenues from Other Grants are not included in this proposal.

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

Other Revenue included in this proposal is E-Tuition calculated at the current rate of \$85 per credit hour multiplied by the projected credit hour production for each FY.

- e) When Grand Total Revenue is not equal to Grand Total Costs:
- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

N/A

- ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

It is anticipated the demand for the program will far exceed the number enrolled. In the event projected enrollment is not realized the need for adjunct faculty will not be needed and that expense can be eliminated.

<b>I. EXPENDITURES</b>	<b>First FY Dollars</b>	<b>Second FY Dollars</b>	<b>Third FY Dollars</b>	<b>Fourth FY Dollars</b>
<b>Personnel – reassigned or existing positions</b>				
Faculty (see 15.a.ii)				
Part-time Faculty (see 15 a.ii)				
Graduate Assistants (see 15 a.ii)				
Administrators(see 15 a.ii)				
Support Staff (see 15 a.ii)				
Fringe Benefits				
Other Personnel Costs				
<b>Total Existing Personnel Costs</b>				



## ONE-STEP ACADEMIC PROGRAM PROPOSAL

<b>EXPENDITURES (Continued)</b>				
<b>Personnel – new positions (see 15 a.i)</b>				
Faculty		\$55,000	\$56,650	\$58,350
Part-time Faculty	\$9000	\$9000	\$9000	\$9000
Graduate Assistants	\$6000	\$6000	\$6000	\$6000
Administrators				
Support Staff				
Fringe Benefits		\$18,150	\$18,695	\$19,255
Other personnel costs				
<b>Total New Personnel Costs</b>	<b>\$15,000</b>	<b>\$88,150</b>	<b>\$90,345</b>	<b>\$92,605</b>
<b>Start-up Costs (one-time expenses) (see 15 a.i)</b>				
Library/learning resources				
Equipment – Computer and support technology for new faculty hire		\$4,000		
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
<b>Total One-time Costs</b>		<b>\$4,000</b>		
<b>Operating Costs (recurring costs – base budget) (see 15 a.i)</b>				
Supplies/Expenses (recruiting materials, association registrations)	\$1,000	\$1,000	\$1,000	\$1,000
Travel – (recruiting and presentations)	\$1,000	\$2,000	\$2,000	\$2,000
Equipment				
Library/learning resources				
Other (orientation)	\$2,000	\$2,000	\$2,000	\$2,000
<b>Total Recurring Costs</b>	<b>\$4000</b>	<b>\$5000</b>	<b>\$5000</b>	<b>\$5000</b>
<b>GRAND TOTAL COSTS</b>	<b>\$19,000</b>	<b>\$97,150</b>	<b>\$95,345</b>	<b>\$97,605</b>
<b>III. REVENUE SOURCES</b>				
<b>Source of Funds</b>				
Reallocation of existing funds (see 15 b.i)				
New student workload				
New Tuition (see 15 b.ii)	\$49,032	\$114,408	\$147,096	\$163,440
Federal funds				
Other grants (see 15 b.iv)				
Student fees (see 15 b.iii)		\$600	\$800	\$1000
Exclude mandatory fees (i.e., activity, health, athletic, etc.).				
E-Tuition	\$18,360	\$42,840	\$55,080	\$61,200
New state allocation requested for budget hearing				

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

<b>GRAND TOTAL REVENUES</b>	\$67,392	\$157,848	\$202,976	\$225,640
<b>Nature of Revenues</b>				
Recurring/Permanent Funds				
One-time funds				
<b>Projected Surplus/Deficit</b> (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	\$48,392	\$60,698	\$107,631	\$128,035

# ONE-STEP ACADEMIC PROGRAM PROPOSAL

## 18) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below. – **100% Online Program N/A**

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	
b.	Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required (x). →	
ii.	Existing space will require modification (x). →	
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	
vi.	Indicate whether existing space will be used.	
c.	If new space is anticipated, provide information in the spaces below for each category listed:	
i.	Provide the estimated construction cost.	
ii.	Provide the estimated total project budget cost.	
iii.	Specify the proposed funding source.	
iv.	What is the availability of funds?	
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	
vi.	How will the construction be funded for the new space/facility?	
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

<b>d.</b>	<b>If existing space will be used, provide information in the space below.</b> Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.			
<b>e.</b>	<b>List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)</b>			
<b>i.</b>	<b>No. of Spaces</b>	<b>Type of Space</b>	<b>Number of Seats</b>	<b>Assignable Square Feet (ASF)</b>
		Classrooms		
		Labs (dry)		
		Labs (wet)		
		Meeting/Seminar Rooms		
		Offices		
		Other (specify)		
<b>Total Assignable Square Feet (ASF)</b>				
<b>ii.</b>	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			
<b>Chief Business Officer or Chief Facilities Officer Name &amp; Title</b>		<b>Phone No.</b>	<b>Email Address</b>	
		<b>Signature</b>		
<i><b>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</b></i>				



# ONE-STEP ACADEMIC PROGRAM PROPOSAL

## APPENDIX A



### **Comparative Analysis of Master of Science in Sport Management Programs and Recommendations for Implementation**

*Findings compiled by Markesha M. Henderson, Ed.D.*

#### **Introduction**

In fall 2015 UWG Sport Management Program faculty approved the creation of a Master of Science in Sport Management. This report contains the findings of a comparative analysis of four master's programs and highlights the strengths and weaknesses. Information from this report will be used to continue the discussion on the potential program models for the new graduate program. Potential program models and recommendations based on the findings are included.

#### **Evaluation Method**

Four institutions were reviewed for this report. Information for this report was collected from face-to-face and telephone interviews, program literature review, and review of website content. In an effort to evaluate different types of programs, both traditional face-to-face programs and online programs were evaluated. Two institutions were in the USG System and two institutions were outside of the system. The two non-USG schools were also outside of the southeast region.

Program information was collected from the following institutions

- Georgia State University (USG System - traditional)
- Georgia Southern University (USG System – online)
- University of Wisconsin Whitewater (non-regional - traditional)
- American University (non-regional online)

Each program was contacted and a member of the program faculty was interviewed. A site visit was conducted at University of Wisconsin Whitewater and information was received from the dean, program coordinator, and current students.

The following sections contain a summary of each institution's program structure and requirements.

#### **GEORGIA STATE UNIVERSITY**

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##### **Quick Facts**

- MS in Sports Administration
- Housed in the College of Education
- 2 program faculty (no undergraduate program)

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

- All students are required to do CITI training regardless of the track
- 2 tracks: Internship or Thesis.
- Comprehensive exam required for students on Internship Track
- 36 credits
  - 18 hours - 6 required courses – Intro, Budget and Finance, Management and Leadership, Cultural, Marketing, and Law
  - Research elective 2 classes outside of KH, one class offered within KH
  - 6 credit thesis or Internship
  - 9 credits of electives in KH– Seminar, Revenue, Facility, Communication, Marketing field research, Practicum, Directed readings and research or in other programs such as business, management, marketing, hospitality, risk management, law, information technology, finance, education, international business, and research
- Admissions – GRE, 2.5, 3 letters of recommendation, goals statement must indicate specific area of interest, resume, complete history of sports background.
- No undergraduate program so no admission preference for undergraduates

### GEORGIA SOUTHERN UNIVERSITY

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- MS in Sport Management (fully online)
- College of Health and Human Sciences - Health and Kinesiology Department
- 5 program faculty (also have an undergraduate program)
- 36 credits – complete in 24 months with 9 credits a semester.
  - Year 1 – Sport administration, current trends in sport admin, revenue, facility and event management
  - Year 2 – Financial and strategic management, marketing, research and analysis, Law and risk management
  - 4 electives
- Admissions – Personal Statement with career goals over next 5 years and relevant experiences, resume, GRE or GMAT less than 5 years old
- No thesis or comprehensive exam required

### UNIVERSITY OF WISCONSIN-WHITEWATER

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- MS in Education in Professional Development (MSE-PD) with an emphasis in Higher Education Athletic Administration
- College of Education and Professional Studies
- 10 program faculty including those that teach higher education leadership courses
- 30 credits
  - 6 credits of foundation courses – reading, analyzing and evaluating research; and issues, perspectives and directions in higher education
  - 18 credits of content courses – including an intro course
  - 6 credits of capstone experience courses consisting of a practicum and career development course
- Practicum is 150 hours

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

- No GRE required, Resume, letters of recommendation, statement letter addressing professional goals

### AMERICAN UNIVERSITY

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- MS in Sports Analytics and Management – fully online
  - 36 credits – complete in 24 months with 9 credits per semester
  - 12 courses – 8 weeks long – no electives
  - Capstone project
  - Industry – social media, interactive spectatorship, mobile technology, fantasy sports, e-sports gaming, performance data analytics, virtual reality
  - No GRE – 3.0 GPA requirement
  - Online Graduate Certificate Option – 10 months 4 courses
  - Courses
    - Emerging Technology Trends
    - Intercultural Communications
    - Ethics and Leadership
    - Client Communications and Consulting
    - Evaluation Sciences
    - Project Cost-Benefit Analysis
    - Analytical Business Writing
    - Strategic Management of Sport Organizations\*
    - Analytics and Social Engagement\*
    - Digital Enterprises in Sport\*
    - Sports Technology and Innovation\*
    - Sports Analytics and Management Capstone
- \*Courses for certificate

### Potential Model for SPMG

There are pros and cons for each model. The ideal program would be a hybrid of all of the programs. Because of the other program offerings in the state, a specialty or boutique program would be recommended as opposed to a generalist program. Because of our geographical location, a fully online program would allow us to accommodate working professionals.

- Fully online with concentrations – non sequential
- 36 credit hours – 18 hours of foundation courses, 12 hours in concentration, 6 capstone experience (either a thesis or practicum)
  - Thesis - 3 hours of research methods course and 3 hours of thesis research under the direction of a faculty member
  - Practicum – 3 hours of professional development and 3 hours of practicum experience under the direction of a faculty member (120 hours and a capstone reflection paper)

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

- Start with Analytics and Intercollegiate Athletics as the initial tracks and continuously add additional tracks as the program evolves.
- Offer both Analytics and Intercollegiate Athletics tracks as a certificate
  - Analytics – Strategic Management, Analytics and Social Engagement, Sports Technology and Innovation, Analytics and Sport Marketing
  - Intercollegiate Athletics – NCAA Governance and Compliance, Student-athlete Development, Intercollegiate Athletics Management, Fundraising and Development in Sports, Event Management



# ONE-STEP ACADEMIC PROGRAM PROPOSAL

## APPENDIX B

### **Sport Management Master's Program Curriculum**

The proposed curriculum consists of 3 existing courses and 14 new courses. New courses along with the proposed learning objectives are noted and will be submitted for individual approval.

### **REQUIRED CORE COURSES (21 CREDITS)**

All students must complete seven core courses. Courses do not have to be taken in a particular sequence, with the exception of courses with a prerequisite requirement.

### **SPMG 6001 – Social Issues in Sport (3/0/3)**

This course examines historical and contemporary issues in sport. The course focuses on the context in which sport administrators will function and the place that sport holds in society and as a social phenomenon. The course leads students to critically examine their own socialization to sport and develop their own perspective for effectively conducting the business of sport.

#### **Learning Objectives:**

Upon successful completion of SPMG 6100 Social Issues in Sport, students will:

1. Identify and discuss the evolution of contemporary social issues in sport
2. Evaluate the role, contribution, and value of sport in society
3. Construct an informed position regarding appropriate organizational policies related to social practices and influences on sport
4. Develop a decision-making framework based in part on an understanding of the sociology of sport in order to increase organizational efficiency and effectiveness
5. Critically examine the popular press literature related to significant sport sociology issues

### **SPMG 6102 Revenue Generation in Sport (3/0/3)**

This course is designed to provide comprehensive coverage of the many traditional sources of revenue available to sport properties. In addition, students will be encouraged to think entrepreneurially to foster the development of new platforms for revenue acquisitions. Some of the topics to be covered include fundraising, ticket sales, licensing, and sponsorships.

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### Learning Objectives:

Upon successful completion of SPMG 6102 Revenue Generation in Sport, students will:

1. Identify the current financial situation in the sport industry
2. Explain how to organize and administer a program for soliciting annual and major gifts in support of sport organizations
3. Describe how revenue is generated through ticket sales and how team identification variables affect fan consumer behavior
4. Develop formal sponsorship, naming rights, and licensing programs

### **SPMG 6110 Sport Law (3/0/3)**

This course examines legal issues associated with the operation of sport properties. Some of the topics to be covered include tort liability, labor relations, contracts, agency law, discrimination, and intellectual property law. In addition, students will explore the organizational structure of the American court system, judicial process, and how to conduct legal research. The goal of the course is for students to develop managerial thinking that is both deferent to current legal issues and proactive in mitigating risk.

### Learning Objectives:

Upon successful completion of SPMG 6110 Sport Law, students will:

1. Examine the concepts of jurisprudence and the “Rule of Law”
2. Differentiate the structures and judicial processes of the American Legal System
3. Utilize the methodology and tools of legal research including the use of legal terminology within the context of the sport industry
4. Evaluate how the law impacts the operation of amateur and professional sport properties and respond to these constraints with policies that adhere to the letter and spirit of the law while furthering the goals of the organization
5. Assess case and statutory law in a way that is proactive and relevant to the non-attorney management function

### **SPMG 6120 - Strategic Management of Sport Organizations (3/0/3) *NEW***

This course offers advanced study of managerial functions and concepts of sport organizations. Specifically, students will understand management principles and leadership theories. These topics include management tasks and responsibilities, organizational goals and structures, leadership, power and politics, ethics, culture, and decision-making in organization.

### Learning Objectives:

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Upon successful completion of SPMG 6120 Strategic Management of Sport Organizations, students will:

1. Explain how sport organizations can use principles and frameworks of organizational management to implement sound strategies and manage change.
2. Apply the elements of the strategic planning process to sport organizations.
3. Distinguish among the different types of private and public sector strategies for management.
4. Explain how sport organizations can create competitive advantages through business models.
5. Interpret sport industry trend reports and use assessment data to determine how sport organizations can develop sustainable competitive advantages.
6. Develop a comprehensive strategic plan for a sport organization.

### **SPMG 6130 – Research and Assessment in Sport (3/0/3) *NEW***

This course presents advanced methodological approaches for engaging in data-driven decision-making. Students will gain experience conducting sport research and learn best practices for developing and executing assessment plans for sport organizations. Students will employ data collection, analysis, and reporting tactics to assess outcomes to meet organization goals. This course serves as a prerequisite for SPMG 7100 Sport Management Research and SPMG 7110 Sport Management Capstone

#### **Learning Objectives:**

Upon successful completion of SPMG 6130 Research and Assessment in Sport, students will:

1. Determine the appropriate research methods to solve problems within the field of sport management.
2. Execute advanced research techniques useful in sport management.
3. Interpret and understand data in qualitative and quantitative research reports.
4. Select appropriate items to construct a research questionnaire and to develop scales.
5. Conduct applied data analyses, using descriptive and inferential statistics.
6. Evaluate the validity and reliability of research findings.
7. Demonstrate the ability to present research findings to an audience of stakeholders.

### **SPMG 6140 – Strategic Sales and Marketing for Sport Organizations (3/0/3) *NEW***

This course provides approaches for leveraging products and services on the sport marketplace. Ticket sales operations, marketing strategies, and fan engagement are

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

among the topics central to understanding sport consumers. Students will learn best practices in developing sales and marketing strategic plans and how analytics are used in forecasting consumer behavior.

### Learning Objectives

Upon successful completion of SPMG 6140 - Strategic Sales and Marketing for Sport Organizations, students will:

1. Identify and define a variety of sport marketing research models to develop theory based writing, projects, and analyses.
2. Demonstrate advanced knowledge and understanding of sport sales and marketing elements and strategies to develop a sport sales and marketing plan for a sport organization.
3. Develop a comprehensive sport sales and marketing plan utilizing an advanced understanding of theory and field research.

### **SPMG 6150 –Applied Communication and Technology in Sport (3/0/3) *NEW***

This course explores the ways in which sport organizations utilize technology and digital platforms to create, disseminate, and manage information. Students will develop proficiency in communicating with multiple audiences across varying platforms and implement strategic communication plans. Students will also examine how technological advancements shape the way sport organizations communicate with stakeholders.

### Learning Objectives

Upon successful completion of SPMG 6150 Applied Communication and Technology in Sport, students will:

- 1) Demonstrate advanced knowledge of the current trends, industry demands, and professional opportunities in the area of sport communication.
- 2) Demonstrate comprehension of sport communication theories and the application to practice.
- 3) Master media techniques that are widely-used in personal communication, organizational communication, and mass communication.
- 4) Design and implement strategic communication plans.

### **ELECTIVES (12 CREDITS)**

Students may select a concentration of 4 electives in the same area for a specialized program of study or select any 12 credits to fulfill this requirement.

### ***Intercollegiate Athletics Concentration***

### **SPMG 6200 – Intercollegiate Athletics Management (3/0/3) *NEW***

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## ONE-STEP ACADEMIC PROGRAM PROPOSAL

This course provides an overview of the inner-workings of an athletic department in a higher education setting. Students will study various models of intercollegiate athletic governance and the multiple units within the athletic department including academics, eligibility, business and finance, media relations, development, and student support services.

### Learning Objectives

Upon successful completion of SPMG 6200 Intercollegiate Athletics Management, students will:

1. Demonstrate advanced knowledge of the role of intercollegiate athletics in higher education.
2. Differentiate between the various models of intercollegiate athletic department structure based on institutional characteristics and level of competition.
3. Demonstrate understanding of human resource management and personnel issues specific to intercollegiate athletics.
4. Demonstrate comprehension of the governance structure and the legislative process for multiple athletic associations.
5. Develop an outline for an intercollegiate athletics policy manual and student athlete handbook.

### **SPMG 6210 – Student-Athlete Development (3/0/3) *NEW***

This course provides an overview of the major college student development models and explores specifically how development theories are applied to student-athletes participating in intercollegiate athletics. Students will learn foundational theories, integrative theories, and social identity development concepts to address the developmental challenges facing college athletes and identify areas of support for this population of college students.

### Learning Objectives

Upon successful completion of SPMG 6210 Student-Athlete Development, students will:

1. Analyze and evaluate key student development theories and the application to participants in intercollegiate athletics.
2. Demonstrate awareness and comprehension of physical and mental factors that affect athletic participation and safety.
3. Identify and combat risk for attrition, academic issues, and other barriers to student success.
4. Identify best practices used to support student-athlete well-being, academic success, and athletic attainment.

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

5. Develop a proposal for a program designed to support student-athlete development

### **SPMG 6220 – Compliance and Eligibility (3/0/3) *NEW***

This course will help students understand the regulations involving compliance and eligibility of intercollegiate athletes. Although multiple governing bodies will be examined, the primary focus will be on National Collegiate Athletic Association compliance regulations in all three divisions. Students will learn best practices for monitoring eligibility and effective methods for ensuring athletic administration compliance with institutional, conference, and national association regulations.

#### Learning Objectives

Upon successful completion of SPMG 6220 Compliance and Eligibility, students will:

1. Articulate how institutional, conference, and national governing body policies govern intercollegiate athletics.
2. Describe the eligibility process from prospective student-athlete to post competition.
3. Differentiate between categories of policies that affect student-athlete eligibility to participate in intercollegiate athletics.
4. Navigate policy manuals and portals to locate relevant policies and sport specific rules.
5. Demonstrate the ability to review case studies and cite applicable policies.
6. Outline best practices for institutional control of intercollegiate athletics.

### **SPMG 6230 – Advanced Event Management and Operations (3/0/3) *NEW***

Students will learn procedures for planning and operating athletic competitions, championships, and tournaments. Topics include staffing, facility and venue management, the bid process, and sponsorship activation.

#### Learning Objectives

Upon successful completion of SPMG 6230 Advanced Event Management and Operations, students will:

1. Articulate how past and current sport events contributed to the evolution of sport event and operation management practices.
2. Demonstrate an advanced knowledge of customer service, planning, and, risk management for sport events and operations.
3. Navigate best practices regarding event development and implementation.
4. Develop a comprehensive sport event and operations project utilizing an advanced understanding of theory and field research.

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

### *Sport Analytics Concentration*

#### ***SPMG 6300 – Introduction to Sport Analytics (3/0/3) NEW***

This course covers fundamental principles of analytics applied to sports. In this course, students will be introduced to mathematical and statistical concepts and learn basic programming and coding skills to analyze sport-related data. Students will learn how to handle, code, and analyze large amounts of sport-related data. Specific course topics include the application of analytics in sports related to player performance, team management, operations, marketing, finances, fantasy sports, eSports, among other topics.

#### Learning Objectives:

Upon successful completion of SPMG 6300 Introduction to Sport Analytics, students will:

1. Demonstrate the understanding of principal analytical methods used in sports analytics.
2. Demonstrate the ability to interpret advanced statistics reported in the sport industry.
3. Apply inferential statistics, predictive analytics, and data mining to sport-related fields.
4. Identify, assess, and select appropriate data analytic methods and models for solving real-world problems.
5. Demonstrate critical thinking skills to make better business decisions associated with sports industry.

#### ***SPMG 6310 – Big Data and Statistical Analysis in Sport (3/0/3) NEW***

This course covers statistical and mathematical concepts, applications, and models related to administration, marketing, and business management. The course gives students an opportunity to work with data relating to sports business tactics and strategy. Students will employ modeling methods in marketing communications, ticket pricing, sponsorship, market segmentation, and customer relationship marketing. This is a project-based course. Students will be involved in applying sport analytics concepts to solve sport business problems. ***Prerequisite: SPMG 6300 Introduction to Sport Analytics***

#### Learning Objectives:

Upon successful completion of SPMG 6310 Big Data and Statistical Analysis in Sport, students will:

1. Analyze large and complex datasets using descriptive statistics and graphs to make decisions.

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

2. Demonstrate advanced knowledge of the data science and sports business analytics tools.
3. Apply big data analytics tools to reveal business opportunities and threats in sport industry.
4. Apply advanced graphical and descriptive techniques commonly used to summarize in sport analytics.
5. Examine the accuracy, integrity, and comparability of sports-related data.

### ***SPMG 6320 Analytics in Sport Business (3/0/3) NEW***

This course is designed to help students to develop and apply analytical skills (e.g., statistical analysis, predictive analytics, mathematical modeling, critical thinking, game theory, simulation) that are useful in sport business. The course content will cover topics such as data management, statistical data analysis, modeling, and decision making in various sports settings. Students will learn the ability to recognize, formulate, and analyze decision-making situations in sports as well as learn principles in sports performance analytics. ***Prerequisite: SPMG 6300 Introduction to Sport Analytics***

#### Learning Objectives:

Upon successful completion of SPMG 6320 Analytics in Sport Business, students will:

1. Identify assumptions and relevant information needed to analyze sport research, cases, or organizational problems.
2. Apply a systematic approach to analyzing sport-related data and information.
3. Derive solutions to a problem or case based on valid and reliable sport-related data and information.
4. Identify opportunities to use analytics to support decision-making.
5. Use data and forecasting techniques to develop and improve predictive capabilities in a sport organization.

### ***SPMG 6330 Applied Network Analysis in Sport (3/0/3) NEW***

This course introduces the network analysis as a research method to explore organizational/community structures and identify online/offline communication patterns. Students will learn key theories and measurements in the network analysis, master commonly-used procedures of data collection, and analyze and interpret real-world datasets. ***Prerequisite: SPMG 6300 Introduction to Sport Analytics***

#### Learning Objectives:



## ONE-STEP ACADEMIC PROGRAM PROPOSAL

Upon successful completion of SPMG 6330 Applied Network Analysis in Sport, students will:

1. Master key theories, principles, and measurements in the network analysis.
2. Use analysis tools (e.g., NodeXL) to conduct network analysis.
3. Apply a systematic approach to collect, analyze, and report the real data in online communication.

### GENERAL ELECTIVES

#### ***SPMG 7685 - Special Topics in Sport Management (1-3/0/1-3) NEW***

This course allows students to explore in depth a variety of significant issues facing sport managers. It provides the opportunity to offer course content and topics that may not be covered by other course titles. Titles and descriptions of specific courses will be identified at the time of offering. This course may be repeated. Students may earn a maximum of 6 credits of special topics electives to count toward the degree requirement.

Learning Objectives:

Upon successful completion of SPMG 7685 Special Topics in Sport Management, students will:

1. Demonstrate advanced knowledge related to a specific topic in sport management using a variety of platforms.
2. Propose data-driven solutions to sport management problems.
3. Meet additional content specific learning objectives determined by the instructor as appropriate for the topic and in alignment with program, College of Education, and UWG core competencies.

### EXPERIENTIAL LEARNING COURSES (3 credits)

Students may select either a research study or capstone project/experience to fulfill the degree requirement. The student must (1) have completed a minimum of 24 hours, (2) pass the comprehensive exam with a score of 80% or above and submit a research proposal or capstone proposal prior to enrolling. SPMG 6130 Research and Assessment in Sport is a prerequisite for both SPMG 7100 and SPMG 7110.

#### ***SPMG 7100 – Sport Management Research (3/0/3) NEW***

This course provides an intensive survey of relevant research and professional practices in sport management. The course emphasizes practical issues related to planning, conducting, and interpreting sport related research. Students will learn advanced skills to evaluate, conduct, and present research findings. ***Prerequisite: A minimum of 24 hours of SPMG coursework completed, pass comprehensive***

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

### ***examination with a score of 80% or above and SPMG 6120 Research and Assessment in Sport***

#### **Learning Objectives:**

Upon successful completion of SPMG 7100 Sport Management Research, students will:

1. Produce a research proposal paper of original scholarship to include introduction, a review of literature, research questions, methodological design and references.
2. Demonstrate knowledge of various research methods with particular emphasis on qualitative and quantitative research methods.
3. Demonstrate knowledge of appropriate statistical tests utilized in quantitative research.
4. Demonstrate knowledge of the appropriate steps for submitting a research study for institutional review board approval, the ethical considerations, and the responsibilities of conducting research involving human subjects.
5. Recognize the practical applications of research in the sport management industry
6. Demonstrate proficiency in presenting research to an audience of stakeholders.

### ***SPMG 7110 – Sport Management Capstone (3/0/3) NEW***

This is a culminating experiential learning experience of the Sport Management Master's program. The Capstone course must be completed in the student's final term prior to graduation. Students will complete a professional or research project that integrates content and skills acquired in the core and concentration courses.

***Prerequisite: A minimum of 24 hours of SPMG coursework completed, SPMG 6120 Research and Assessment in Sport, and pass SPMG Comprehensive Examination with a score of 80% or above.***

#### ***Learning Objectives***

Upon successful completion of SPMG 7110 Sport Management Capstone, students will:

1. Develop and complete an advanced research or professional project that addresses an issue in sport management.
2. Evaluate career options and explain personal and professional goals.
3. Articulate how the capstone project can be utilized to advance a career in the sport industry.
4. Demonstrate proficiency in presenting the outcomes of the project to an audience of stakeholders.

# ONE-STEP ACADEMIC PROGRAM PROPOSAL

## APPENDIX C – COSMA Statement of Academic Quality

The Commission on Sport Management Accreditation is a specialized accrediting body whose purpose is to promote and recognize excellence in sport management education worldwide in colleges and universities at the baccalaureate and master's levels through specialized accreditation.

### Characteristics of Excellence in Sport Management Education

Excellence in sport management education has many different components that must be considered during the evaluation process.

Excellence in sport management education normally displays the following characteristics:

- The sport management program has a clearly defined and relevant mission and broad-based goals that are consistent with those of the institution.
- The sport management program has a strategic plan that is in touch with the realities of sport management education and the marketplace, and that is consistent with the strategic plan of the institution. This strategic plan is driven by the approved mission and broad-based goals of the sport management program.
- The sport management program has developed and implemented an outcomes assessment process that promotes continuous improvement in the sport management programs and operations, and that is linked to the strategic plan of the sport management program.
- Students in the sport management program develop, both personally and professionally, into well-educated, ethical, competent sport management professionals.
- The sport management program operates in an environment that encourages and promulgates innovation and creativity in sport management education.
- The sport management program has meaningful and effective linkages between the classroom and practitioners in the sport management community, thereby providing assurance of relevancy and currency in the academic programs.
- The sport management program encourages cooperative relationships with other educational units, both external and internal, which are consistent with its mission and broad-based goals.
- Faculty in the sport management program model ethical character and integrate ethical viewpoints and principles in their teaching.
- Faculty in the sport management program are effective teachers who are current in their fields and active in their professional contributions to their institution and discipline. Further, the faculty are positively engaged within their sport management program and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the sport management faculty is worthy of the respect of the academic and sport marketplace communities.
- The mission of the institution and its sport management program is effectively communicated to current and prospective students.
- The institution provides adequate resources to the sport management program to accomplish its mission and broad-based goals.
- The curricula in the sport management programs reflect the mission of the institution and its academic unit, and are consistent with current, acceptable practices and principles of professionals in the academic and sport marketplace communities.
- The curricula in the sport management programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global environment.

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

- The content of sport management courses is delivered in a manner that is appropriate, effective, and stimulates learning.
- The sport management program recognizes the role of practical and experiential learning as a relevant component of sport management curricula.
- The institutional organizational structure supports excellence in sport management education.

### Reference:

Commission on Sport Management Accreditation (2015).

<http://www.cosmaweb.org/academic-quality.html>



## Course View (Read Only)

### Attachments

Current File: SPMG 6120.docx

### Originator

**Sport Management, Wellness, and Pt**

Department

**College of Education**

College

**Henderson, Markesha**

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

**SPMG**

Prefix

**6120**

Number

**Strategic Management of Sport Organizations**

Course Title

This course offers advanced study of managerial functions and concepts of sport organizations. Specifically, students will understand management principles and leadership theories. These topics include management tasks and responsibilities, organizational goals and structures, leadership, power and politics, ethics, culture, and decision-making in organization.

### Course Catalog Description

**3**

Lec Hrs

**0**

Lab Hrs

**3**

Credit Hrs

**Fall - 2018**

Effective Term

**Every Term**

Frequency

**Letter Grade**

Grading

Prerequisites

Corequisites

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: SPMG 6120.docx

College Approvals

**Brian Mosier** [APPROVED  
2017-10-11]

Chair, Course Department

**Laura Smith** [APPROVED  
2018-01-04]

Associate Dean, College of Education

Other Approvals

**Susan Hall Webb** [APPROVED  
2018-01-18]

Chair, Graduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

**David Jenks** [REQUIRED]

Final Approver



## SPMG 6120: Strategic Management of Sport Organizations

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

### Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## COURSE INFORMATION

### Course Description

This course offers advanced study of managerial functions and concepts of sport organizations. . Specifically, students will understand management principles and leadership theories. These topics include management tasks and responsibilities, organizational goals and structures, leadership, power and politics, ethics, culture, and decision-making in organization.

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain how sport organizations can use principles and frameworks of organizational management to implement sound strategies and manage change.
2. Apply the elements of the strategic planning process to sport organizations.
3. Distinguish among the different types of private and public sector strategies for management.
4. Explain how sport organizations can create competitive advantages through business models.
5. Interpret sport industry trend reports and use assessment data to determine how sport organizations can develop sustainable competitive advantages.
6. Develop a comprehensive strategic plan for a sport organization.



## Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation

at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at

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

## Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
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15				
<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: SPMG 6130.docx

### Originator

**Sport Management, Wellness, and Pt**

Department

**College of Education**

College

**Henderson, Markesha**

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

**SPMG**  
Prefix

**6130**  
Number

**Research and Assessment in Sport**  
Course Title

This course presents advanced methodological approaches for engaging in data-driven decision-making. Students will gain experience conducting sport research and learn best practices for developing and executing assessment plans for sport organizations. Students will employ data collection, analysis, and reporting tactics to assess outcomes to meet organization goals.

### Course Catalog Description

**3**  
Lec Hrs

**0**  
Lab Hrs

**3**  
Credit Hrs

**Fall - 2018**  
Effective Term

**Every Term**  
Frequency

**Letter Grade**  
Grading

Prerequisites

Corequisites

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: SPMG 6130.docx

College Approvals
<b>Brian Mosier</b> [APPROVED 2017-10-11]
Chair, Course Department
<b>Laura Smith</b> [APPROVED 2018-01-04]
Associate Dean, College of Education

Other Approvals
<b>Susan Hall Webb</b> [APPROVED 2018-01-18]
Chair, Graduate Programs Committee
<b>Julia Farmer</b> [REQUIRED]
Chair of the Faculty Senate

Final Approval
<b>David Jenks</b> [REQUIRED]
Final Approver



## SPMG 6130: Research and Assessment in Sport

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

### Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## COURSE INFORMATION

### Course Description

This course presents advanced methodological approaches for engaging in data-driven decision-making. Students will gain experience conducting sport research and learn best practices for developing and executing assessment plans for sport organizations. Students will employ data collection, analysis, and reporting tactics to assess outcomes to meet organization goals. This course serves as a prerequisite for SPMG 7100 Sport Management Research and SPMG 7110 Sport Management Capstone

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Determine the appropriate research methods to solve problems within the field of sport management.
2. Execute advanced research techniques useful in sport management.
3. Interpret and understand data in qualitative and quantitative research reports.
4. Select appropriate items to construct a research questionnaire and to develop scales.
5. Conduct applied data analyses, using descriptive and inferential statistics.
6. Evaluate the validity and reliability of research findings.
7. Demonstrate the ability to present research findings to an audience of stakeholders.



## Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation

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15				
<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion; all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: SPMG 6140.docx

### Originator

Sport Management, Wellness, and Physical Education

College of Education

Henderson, Markesha

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

SPMG 6140  
Prefix Number

Strategic Sales and Marketing for Sport Organizations  
Course Title

This course provides approaches for leveraging products and services on the sport marketplace. Ticket sales operations, marketing strategies, and fan engagement are among the topics central to understanding sport consumers. Students will learn best practices in developing sales and marketing strategic plans and how analytics are used in forecasting consumer behavior.

Course Catalog Description

3  
Lec Hrs

0  
Lab Hrs

3  
Credit Hrs

Fall - 2018  
Effective Term

Yearly  
Frequency

Letter Grade  
Grading

Prerequisites

Corequisites

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate
- ☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: SPMG 6140.docx

College Approvals

**Brian Mosier** [APPROVED  
2017-10-11]

Chair, Course Department

**Laura Smith** [APPROVED  
2018-01-04]

Associate Dean, College of Education

Other Approvals

**Susan Hall Webb** [APPROVED  
2018-01-18]

Chair, Graduate Programs Committee

**Julia Farmer** [REQUIRED]

Chair of the Faculty Senate

Final Approval

**David Jenks** [REQUIRED]

Final Approver



## SPMG 6140: Strategic Sales and Marketing for Sport Organizations

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

### Support for Courses

#### CourseDen D2L Home Page

<https://westga.view.usg.edu/>

#### D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or  
email: [online@westga.edu](mailto:online@westga.edu)

#### 24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

#### University Bookstore

<http://www.bookstore.westga.edu/>

#### Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

#### Center for Academic Success

<http://www.westga.edu/cas/>

678-839-6280

#### Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

#### Ingram Library Services

<http://www.westga.edu/library/>

### COE Vision

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## COURSE INFORMATION

### Course Description

This course provides approaches for leveraging products and services on the sport marketplace. Ticket sales operations, marketing strategies, and fan engagement are among the topics central to understanding sport consumers. Students will learn best practices in developing sales and marketing strategic plans and how analytics are used in forecasting consumer behavior.

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

**\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).**

### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Identify and define a variety of sport marketing research models to develop theory based writing, projects, and analyses.
2. Demonstrate advanced knowledge and understanding of sport sales and marketing elements and strategies to develop a sport sales and marketing plan for a sport organization.
3. Develop a comprehensive sport sales and marketing plan utilizing an advanced understanding of theory and field research.



## Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

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## Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
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<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: SPMG 6150.docx

### Originator

Sport Management, Wellness, and Physical Education

College of Education

Henderson, Markesha

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

SPMG  
Prefix

6150  
Number

Applied Communication and Technology in Sport  
Course Title

This course explores the ways in which sport organizations utilize technology and digital platforms to create, disseminate, and manage information. Students will develop proficiency in communicating with multiple audiences across varying platforms and implement strategic communication plans. Students will also examine how technological advancements shape the way sport organizations communicate with stakeholders.

### Course Catalog Description

3  
Lec Hrs

0  
Lab Hrs

3  
Credit Hrs

Fall - 2018  
Effective Term

Yearly  
Frequency

Letter Grade  
Grading

Prerequisites

Corequisites

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: SPMG 6150.docx

College Approvals
<b>Brian Mosier</b> [APPROVED 2017-10-11]
Chair, Course Department
<b>Laura Smith</b> [APPROVED 2018-01-04]
Associate Dean, College of Education

Other Approvals
<b>Susan Hall Webb</b> [APPROVED 2018-01-18]
Chair, Graduate Programs Committee
<b>Julia Farmer</b> [REQUIRED]
Chair of the Faculty Senate

Final Approval
<b>David Jenks</b> [REQUIRED]
Final Approver



## SPMG 6150: Applied Communication and Technology in Sport

<b>Class Meeting Time/Location</b>	<b>Online Hours</b>
<b>Instructor</b>	<b>Telephone</b>
<b>Office Location</b>	<b>westga email</b>
<b>Office Hours</b>	<b>Skype or Google+ username</b>

### Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

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## COURSE INFORMATION

### Course Description

This course explores the ways in which sport organizations utilize technology and digital platforms to create, disseminate, and manage information. Students will develop proficiency in communicating with multiple audiences across varying platforms and implement strategic communication plans. Students will also examine how technological advancements shape the way sport organizations communicate with stakeholders.

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

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### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

- 1) Demonstrate advanced knowledge of the current trends, industry demands, and professional opportunities in the area of sport communication.
- 2) Demonstrate comprehension of sport communication theories and the application to practice.
- 3) Master media techniques that are widely-used in personal communication, organizational communication, and mass communication.
- 4) Design and implement strategic communication plans.



## Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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## Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
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<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: [SPMG 6200.docx](#)

### Originator

**Sport Management, Wellness, and Pl**

Department

**College of Education**

College

**Henderson, Markesha**

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

### Course Details

**SPMG**

**6200**

Number

**Intercollegiate Athletics Management**

Course Title

This course provides an overview of the inner-workings of an athletic department in a higher education setting. Students will study various models of intercollegiate athletic governance and the multiple units within the athletic department including academics, eligibility, business and finance, media relations, development, and student support services.

Course Catalog Description

**3**

Lec Hrs

**0**

Lab Hrs

**3**

Credit Hrs

**Fall - 2018**

Effective Term

**Yearly**

Frequency

**Letter Grade**

Grading

Corequisites

Prerequisites

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

<div>Planning Info</div> <div><div><div><input checked="" type="radio"/> Library Resources are Adequate</div><div><input type="radio"/> Library Resources Need Enhancement</div></div><div>Is this a SACS substantive change? NO (See Policy)</div><div>Present or Projected Annual Enrollment: 40</div></div>	<div>Comments</div>
<div>Attachments</div> <div>Current File: SPMG 6200.docx</div>	

College Approvals
<b>Brian Mosier</b> [APPROVED 2017-10-11]
Chair, Course Department
<b>Laura Smith</b> [APPROVED 2018-01-04]
Associate Dean, College of Education

Other Approvals
<b>Susan Hall Webb</b> [APPROVED 2018-01-18]
Chair, Graduate Programs Committee
<b>Julia Farmer</b> [REQUIRED]
Chair of the Faculty Senate

Final Approval
<b>David Jenks</b> [REQUIRED]
Final Approver



## SPMG 6200: Intercollegiate Athletics Management

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

### Support for Courses

#### CourseDen D2L Home Page

<https://westga.view.usg.edu/>

#### D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or  
email: [online@westga.edu](mailto:online@westga.edu)

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#### University Bookstore

<http://www.bookstore.westga.edu/>

#### Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

#### Center for Academic Success

<http://www.westga.edu/cas/>

678-839-6280

#### Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

#### Ingram Library Services

<http://www.westga.edu/library/>

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## COURSE INFORMATION

### Course Description

This course provides an overview of the inner-workings of an athletic department in a higher education setting. Students will study various models of intercollegiate athletic governance and the multiple units within the athletic department including academics, eligibility, business and finance, media relations, development, and student support services.

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

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### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate advanced knowledge of the role of intercollegiate athletics in higher education.
2. Differentiate between the various models of intercollegiate athletic department structure based on institutional characteristics and level of competition.
3. Demonstrate understanding of human resource management and personnel issues specific to intercollegiate athletics.
4. Demonstrate comprehension of the governance structure and the legislative process for multiple athletic associations.



5. Develop an outline for an intercollegiate athletics policy manual and student athlete handbook.

### Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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### Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
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<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: [SPMG 6210.docx](#)

### Originator

**Sport Management, Wellness, and Physical Education**

Department

**College of Education**

College

**Henderson, Markesha**

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites

☐ Corequisites

☐ Description

☐ Title

☐ Credit

☐ See Comments

### Shared Governance Process

Senate Action Item

(See Procedure)

### Course Details

**SPMG**

6210

Number

**Student Athlete Development**

Course Title

This course provides an overview of the major college student development models and explores specifically how development theories are applied to student-athletes participating in intercollegiate athletics. Students will learn foundational theories, integrative theories, and social identity development concepts to address the developmental challenges facing college athletes and identify areas of support for this population of college students.

### Course Catalog Description

3

Lec Hrs

0

Lab Hrs

3

Credit Hrs

Fall - 2018

Effective Term

Yearly

Frequency

Letter Grade

Grading

Prerequisites

Corequisites

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change?  (See Policy)

Present or Projected Annual Enrollment:

Comments

Attachments

Current File: SPMG 6210.docx

<div> <div>College Approvals</div> <div> <div> <div>Brian Mosier</div> <div>[APPROVED]</div> <div>2017-10-11]</div> </div> <div> <div>Chair, Course Department</div> </div> </div> <div> <div> <div>Laura Smith</div> <div>[APPROVED]</div> <div>2018-01-04]</div> </div> <div> <div>Associate Dean, College of Education</div> </div> </div> </div>	<div> <div>Other Approvals</div> <div> <div>Susan Hall Webb</div> <div>[APPROVED]</div> <div>2018-01-18]</div> </div> <div> <div>Chair, Graduate Programs Committee</div> </div> </div> <div> <div> <div>Julia Farmer</div> <div>[REQUIRED]</div> </div> <div> <div>Chair of the Faculty Senate</div> </div> </div>
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## SPMG 6210: Student Athlete Development

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

### Support for Courses

#### CourseDen D2L Home Page

<https://westga.view.usg.edu/>

#### D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

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

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## COURSE INFORMATION

### Course Description

This course provides an overview of the major college student development models and explores specifically how development theories are applied to student-athletes participating in intercollegiate athletics. Students will learn foundational theories, integrative theories, and social identity development concepts to address the developmental challenges facing college athletes and identify areas of support for this population of college students.

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

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### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Analyze and evaluate key student development theories and the application to participants in intercollegiate athletics.
2. Demonstrate awareness and comprehension of physical and mental factors that affect athletic participation and safety.
3. Identify and combat risk for attrition, academic issues, and other barriers to student success.



4. Identify best practices used to support student-athlete well-being, academic success, and athletic attainment.
5. Develop a proposal for a program designed to support student-athlete development.

### Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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### Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
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<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: SPMG 6220.docx

### Originator

Sport Management, Wellness, and Physical Education

College of Education

Henderson, Markesha

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

SPMG 6220  
Prefix Number

Compliance and Eligibility  
Course Title

This course will help students understand the regulations involving compliance and eligibility of intercollegiate athletes. Although multiple governing bodies will be examined, the primary focus will be on National Collegiate Athletic Association compliance regulations in all three divisions. Students will learn best practices for monitoring eligibility and effective methods for ensuring athletic administration compliance with institutional, conference, and national association regulations.

### Course Catalog Description

3 Lec Hrs

0 Lab Hrs

3 Credit Hrs

Fall - 2018  
Effective Term

Yearly  
Frequency

Letter Grade  
Grading

Corequisites

Prerequisites

Rationale

Planning Info	Comments
<div> <input checked="" type="radio"/> Library Resources are Adequate           <input type="radio"/> Library Resources Need Enhancement         </div> <div>           Is this a SACS substantive change? NO (See Policy)         </div> <div>           Present or Projected Annual Enrollment: 40         </div>	
<div>           Attachments         </div> <div>           Current File: <a href="#">SPMG 6220.docx</a> </div>	

<div> <div>College Approvals</div> <div> <div> <div>Brian Mosier</div> <div>[APPROVED]</div> <div>2017-10-11]</div> </div> <div>Chair, Course Department</div> </div> <div> <div> <div>Laura Smith</div> <div>[APPROVED]</div> <div>2018-01-04]</div> </div> <div>Associate Dean, College of Education</div> </div> </div>	<div> <div>Other Approvals</div> <div> <div> <div>Susan Hall Webb</div> <div>[APPROVED]</div> <div>2018-01-18]</div> </div> <div>Chair, Graduate Programs Committee</div> </div> <div> <div> <div>Julia Farmer</div> <div>[REQUIRED]</div> </div> <div>Chair of the Faculty Senate</div> </div> </div>	<div> <div>Final Approval</div> <div> <div>David Jenks</div> <div>[REQUIRED]</div> </div> <div>Final Approver</div> </div>
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## SPMG 6220: Compliance and Eligibility

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

## Support for Courses

### CourseDen D2L Home Page

<https://westga.view.usg.edu/>

### D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: [online@westga.edu](mailto:online@westga.edu)

### 24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

### University Bookstore

<http://www.bookstore.westga.edu/>

### Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

### Center for Academic Success

<http://www.westga.edu/cas/>

678-839-6280

### Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

### Ingram Library Services

<http://www.westga.edu/library/>

## COE Vision

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## COURSE INFORMATION

### Course Description

This course will help students understand the regulations involving compliance and eligibility of intercollegiate athletes. Although multiple governing bodies will be examined, the primary focus will be on National Collegiate Athletic Association compliance regulations in all three divisions. Students will learn best practices for monitoring eligibility and effective methods for ensuring athletic administration compliance with institutional, conference, and national association regulations.

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

**\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).**

### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Articulate how institutional, conference, and national governing body policies govern intercollegiate athletics
2. Describe the eligibility process from prospective student-athlete to post competition.
3. Differentiate between categories of policies that affect student-athlete eligibility to participate in intercollegiate athletics.
4. Navigate policy manuals and portals to locate relevant policies and sport specific rules



5. Demonstrate the ability to review case studies and cite applicable policies
6. Outline best practices for institutional control of intercollegiate athletics

### Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation

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### Class Schedule Information (can be a separate document)

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<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: SPMG 6230.docx

### Originator

Sport Management, Wellness, and Pt  
Department

College of Education  
College

Henderson, Markesha  
Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

### Course Details

SPMG  
Prefix

6230  
Number

Advanced Event Management and Operations  
Course Title

Students will learn procedures for planning and operating athletic competitions, championships, and tournaments. Topics include staffing, facility and venue management, the bid process, and sponsorship activation.

### Course Catalog Description

3  
Lec Hrs

0  
Lab Hrs

3  
Credit Hrs

Fall - 2018  
Effective Term

Yearly  
Frequency

Letter Grade  
Grading

Prerequisites

Corequisites

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: SPMG 6230.docx

College Approvals	
Brian Mosier [APPROVED 2017-10-11]	
Chair, Course Department	
Laura Smith [APPROVED 2018-01-04]	
Associate Dean, College of Education	

Other Approvals	
Susan Hall Webb [APPROVED 2018-01-18]	
Chair, Graduate Programs Committee	
Julia Farmer [REQUIRED]	
Chair of the Faculty Senate	

Final Approval	
David Jenks [REQUIRED]	
Final Approver	



## SPMG 6230: Advanced Event Management and Operations

<b>Class Meeting Time/Location</b>	<b>Online Hours</b>
<b>Instructor</b>	<b>Telephone</b>
<b>Office Location</b>	<b>westga email</b>
<b>Office Hours</b>	<b>Skype or Google+ username</b>

### Support for Courses

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

email: [online@westga.edu](mailto:online@westga.edu)

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#### Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

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<http://www.westga.edu/cas/>

678-839-6280

#### Distance Learning Library Services

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## COURSE INFORMATION

### Course Description

Students will learn procedures for planning and operating athletic competitions, championships, and tournaments. Topics include staffing, facility and venue management, the bid process, and sponsorship activation.

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

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### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Articulate how past and current sport events contributed to the evolution of sport event and operation management practices.
2. Demonstrate an advanced knowledge of customer service, planning, and, risk management for sport events and operations.
3. Navigate best practices regarding event development and implementation.
4. Develop a comprehensive sport event and operations project utilizing an advanced understanding of theory and field research.

## Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

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## Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
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<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: SPMG 6300.docx

### Originator

Sport Management, Wellness, and Physical Education

Department

College of Education

College

Henderson, Markesha

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

### Course Details

SPMG  
Prefix

6300  
Number

Introduction to Sport Analytics  
Course Title

This course covers fundamental principles of analytics applied to sports. In this course, students will be introduced to mathematical and statistical concepts and learn basic programming and coding skills to analyze sport-related data. Students will learn how to handle, code, and analyze large amounts of sport-related data. Specific course topics include the application of analytics in sports related to player performance, team management, operations, marketing, finances, fantasy sports, eSports, among other topics.

### Course Catalog Description

3  
Lec Hrs

0  
Lab Hrs

3  
Credit Hrs

Fall - 2018  
Effective Term

Every Term  
Frequency

Letter Grade  
Grading

Prerequisites

Corequisites

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate
- ☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)  
Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: SPMG 6300.docx

College Approvals	
Brian Mosier [APPROVED 2017-10-11]	
Chair, Course Department	
Laura Smith [APPROVED 2018-01-04]	
Associate Dean, College of Education	

Other Approvals	
Susan Hall Webb [APPROVED 2018-01-18]	
Chair, Graduate Programs Committee	
Julia Farmer [REQUIRED]	
Chair of the Faculty Senate	

Final Approval	
David Jenks [REQUIRED]	
Final Approver	



## SPMG 6300: Introduction to Sport Analytics

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

### Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

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## COURSE INFORMATION

### Course Description

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**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

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### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate the understanding of principal analytical methods used in sports analytics.
2. Demonstrate the ability to interpret advanced statistics reported in the sport industry.
3. Apply inferential statistics, predictive analytics, and data mining to sport-related fields.
4. Identify, assess, and select appropriate data analytic methods and models for solving real-world problems.



5. Demonstrate critical thinking skills to make better business decisions associated with sports industry.

### Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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Course Number, Name, and Semester				
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<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: SPMG 6310.docx

### Originator

**Sport Management, Wellness, and Pi**

Department

**College of Education**

College

**Henderson, Markesha**

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites

☐ Corequisites

☐ Description

☐ Title

☐ Credit

☐ See Comments

### Shared Governance Process

Senate Action Item

(See Procedure)

### Course Details

**SPMG**

Prefix

**6310**

Number

**Big Data and Statistical Analysis in Sport**

Course Title

This course covers statistical and mathematical concepts, applications, and models related to administration, marketing, and business management. The course gives students an opportunity to work with data relating to sports business tactics and strategy. Students will employ modeling methods in marketing communications, ticket pricing, sponsorship, market segmentation, and customer relationship marketing. This is a project-based course. Students will be involved in applying sport analytics concepts to solve sport business problems.

### Course Catalog Description

**3**

Lec Hrs

**0**

Lab Hrs

**3**

Credit Hrs

**Fall - 2018**

Effective Term

**Yearly**

Frequency

**Letter Grade**

Grading

**Prerequisites**

SPX3 6300 Introduction to Sport Analytics (pending approval)

**Corequisites**

**Rationale**

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

☒ Library Resources are Adequate

☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: SPMG 6310.docx

College Approvals	
Brian Mosier	[APPROVED 2017-10-11]
Chair, Course Department	
Laura Smith	[APPROVED 2018-01-04]
Associate Dean, College of Education	

Other Approvals	
Susan Hall Webb	[APPROVED 2018-01-18]
Chair, Graduate Programs Committee	
Julia Farmer	[REQUIRED]
Chair of the Faculty Senate	

Final Approval	
David Jenks	[REQUIRED]
Final Approver	



## SPMG 6310: Big Data and Statistical Analysis in Sport

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

### Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>
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## COURSE INFORMATION

### Course Description

This course covers statistical and mathematical concepts, applications, and models related to administration, marketing, and business management. The course gives students an opportunity to work with data relating to sports business tactics and strategy. Students will employ modeling methods in marketing communications, ticket pricing, sponsorship, market segmentation, and customer relationship marketing. This is a project-based course. Students will be involved in applying sport analytics concepts to solve sport business problems. **Prerequisite: SPMG 6300 Introduction to Sport Analytics**

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Analyze large and complex datasets using descriptive statistics and graphs to make decisions.
2. Demonstrate advanced knowledge of the data science and sports business analytics tools.
3. Apply big data analytics tools to reveal business opportunities and threats in sport industry.



4. Apply advanced graphical and descriptive techniques commonly used to summarize in sport analytics.
5. Examine the accuracy, integrity, and comparability of sports-related data.

### Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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### Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
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<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: SPMG 6320.docx

### Originator

**Sport Management, Wellness, and Pt**

Department

**College of Education**

College

**Henderson, Markesha**

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

**SPMG** Prefix  
**6320** Number

**Analytics in Sport Business** Course Title

This course is designed to help students to develop and apply analytical skills (e.g., statistical analysis, predictive analytics, mathematical modeling, critical thinking, game theory, simulation) that are useful in sport business. The course content will cover topics such as data management, statistical data analysis, modeling, and decision making in various sports settings. Students will learn the ability to recognize, formulate, and analyze decision-making situations in sports as well as learn principles in sports performance analytics.

### Course Catalog Description

**3** Lec Hrs

**0** Lab Hrs

**3** Credit Hrs

**Fall - 2018** Effective Term

**Yearly** Frequency

**Letter Grade** Grading

Corequisites

Prerequisites

SPMS 6300 Introduction to Sport Analytics (pending approval)

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate
- ☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)  
Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: SPMG 6320.docx

College Approvals	
Brian Mosier [APPROVED 2017-10-11]	
Chair, Course Department	
Laura Smith [APPROVED 2018-01-04]	
Associate Dean, College of Education	

Other Approvals	
Susan Hall Webb [APPROVED 2018-01-18]	
Chair, Graduate Programs Committee	
Julia Farmer [REQUIRED]	
Chair of the Faculty Senate	

Final Approval	
David Jenks [REQUIRED]	
Final Approver	



## SPMG 6320: Analytics in Sport Business

<b>Class Meeting Time/Location</b>	<b>Online Hours</b>
<b>Instructor</b>	<b>Telephone</b>
<b>Office Location</b>	<b>westga email</b>
<b>Office Hours</b>	<b>Skype or Google+ username</b>

### Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

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## COURSE INFORMATION

### Course Description

This course is designed to help students to develop and apply analytical skills (e.g., statistical analysis, predictive analytics, mathematical modeling, critical thinking, game theory, simulation) that are useful in sport business. The course content will cover topics such as data management, statistical data analysis, modeling, and decision making in various sports settings. Students will learn the ability to recognize, formulate, and analyze decision-making situations in sports as well as learn principles in sports performance analytics. **Prerequisite: SPMG 6300 Introduction to Sport Analytics**

**Required Text(s) : TBD**

**Suggested Text(s): TBD**

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

**\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).**

### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Identify assumptions and relevant information needed to analyze sport research, cases, or organizational problems.
2. Apply a systematic approach to analyzing sport-related data and information.
3. Derive solutions to a problem or case based on valid and reliable sport-related data and information.



4. Identify opportunities to use analytics to support decision-making.
5. Use data and forecasting techniques to develop and improve predictive capabilities in a sport organization.

### Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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### Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
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<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: SPMG 6330.docx

### Originator

Sport Management, Wellness, and Pi

Department

College of Education

College

Henderson, Markesha

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites

☐ Corequisites

☐ Description

☐ Title

☐ Credit

☐ See Comments

### Shared Governance Process

Senate Action Item

(See Procedure)

### Course Details

SPMG

6330

Number

Applied Network Analysis in Sport

Course Title

This course introduces the network analysis as a research method to explore organizational/community structures and identify online/offline communication patterns. Students will learn key theories and measurements in the network analysis, master commonly-used procedures of data collection, and analyze and interpret real-world data sets.

### Course Catalog Description

3

Lec Hrs

0

Lab Hrs

3

Credit Hrs

Fall - 2018

Effective Term

Yearly

Frequency

Letter Grade

Grading

**Prerequisites**

SMGS 6300 Introduction to Sport Analytics (pending approval)

**Corequisites**

**Rationale**

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate
- ☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: SPMG 6330.docx

College Approvals
<b>Brian Mosier</b> [APPROVED 2017-10-11]
Chair, Course Department
<b>Laura Smith</b> [APPROVED 2018-01-04]
Associate Dean, College of Education

Other Approvals
<b>Susan Hall Webb</b> [APPROVED 2018-01-18]
Chair, Graduate Programs Committee
<b>Julia Farmer</b> [REQUIRED]
Chair of the Faculty Senate

Final Approval
<b>David Jenks</b> [REQUIRED]
Final Approver



## SPMG 6330: Applied Network Analysis in Sport

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

### Support for Courses

#### CourseDen D2L Home Page

<https://westga.view.usg.edu/>

#### Student Services

<http://uwgonline.westga.edu/online-student-guide.php>

#### D2L UWG Online Help (M-F:8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>

Call: 678-839-6248 or 1-855-933-8946 or email: [online@westga.edu](mailto:online@westga.edu)

#### Center for Academic Success

<http://www.westga.edu/cas/>

678-839-6280

#### 24/7/365 D2L Help Center

Call 1-855-772-0423 or search:

<https://d2lhelp.view.usg.edu/>

#### Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

#### University Bookstore

<http://www.bookstore.westga.edu/>

#### Ingram Library Services

<http://www.westga.edu/library/>

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## COURSE INFORMATION

### Course Description

This course introduces the network analysis as a research method to explore organizational/community structures and identify online/offline communication patterns. Students will learn key theories and measurements in the network analysis, master commonly-used procedures of data collection, and analyze and interpret real-world datasets. **Prerequisite: SPMG 6300 Introduction to Sport Analytics**

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

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### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

- 1) Master key theories, principles, and measurements in network analysis.
- 2) Use analysis tools (e.g., NodeXL) to conduct network analysis.
- 3) Apply a systematic approach to collect, analyze, and report the real data in online communication.

### Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.



### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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#### Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
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## Course View (Read Only)

### Attachments

Current File: [SPMG 7100.docx](#)

### Originator

**Sport Management, Wellness, and Physical Education**  
Department

**College of Education**  
College

**Henderson, Markesha**  
Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

### Course Details

**SPMG** Prefix  
**7100** Number

**Sport Management Research**  
Course Title

This course provides an intensive survey of relevant research and professional practices in sport management. The course emphasizes practical issues related to planning, conducting, and interpreting sport related research. Students will learn advanced skills to evaluate, conduct, and present research findings.

### Course Catalog Description

**3** Lec Hrs

**0** Lab Hrs

**3** Credit Hrs

**Fall - 2018**  
Effective Term

**Every Term**  
Frequency

**Letter Grade**  
Grading



Corequisites

Prerequisites

SFMS 6120 Research and Assessment in Sport  
A minimum of 24 hours of coursework completed  
Pass SFMS comprehensive exam with a score of 80 or above

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? ☐ NO ☐ YES (See Policy)

Present or Projected Annual Enrollment:

Comments

Attachments

Current File: [SPMG 7100.docx](#)

College Approvals	
<b>Brian Mosier</b> [APPROVED 2017-10-11]	
Chair, Course Department	
<b>Laura Smith</b> [APPROVED 2018-01-04]	
Associate Dean, College of Education	

Other Approvals	
<b>Susan Hall Webb</b> [APPROVED 2018-01-18]	
Chair, Graduate Programs Committee	
<b>Julia Farmer</b> [REQUIRED]	
Chair of the Faculty Senate	

Final Approval	
<b>David Jenks</b> [REQUIRED]	
Final Approver	

## SPMG 7100: Sport Management Research

<b>Class Meeting Time/Location</b>	<b>Online Hours</b>
<b>Instructor</b>	<b>Telephone</b>
<b>Office Location</b>	<b>westga email</b>
<b>Office Hours</b>	<b>Skype or Google+ username</b>

## Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

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## COURSE INFORMATION

### Course Description

This course provides an intensive survey of relevant research and professional practices in sport management. The course emphasizes practical issues related to planning, conducting, and interpreting sport related research. Students will learn advanced skills to evaluate, conduct, and present research findings. ***Prerequisites: A minimum of 24 hours of SPMG coursework completed, SPMG 6120 Research and Assessment in Sport, and pass SPMG comprehensive examination with a score of 80 or above.***

**Required Text(s):** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

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### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Produce a research proposal paper of original scholarship to include introduction, a review of literature, research questions, methodological design and references.
2. Demonstrate knowledge of various research methods with particular emphasis on qualitative and quantitative research methods.
3. Demonstrate knowledge of appropriate statistical tests utilized in quantitative research.

4. Demonstrate knowledge of the appropriate steps for submitting a research study for institutional review board approval, the ethical considerations, and the responsibilities of conducting research involving human subjects.
5. Recognize the practical applications of research in the sport management industry
6. Demonstrate proficiency in presenting research to an audience of stakeholders.

### Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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### Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
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<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				



## Course View (Read Only)

### Attachments

Current File: [SPMG 7110.docx](#)

### Originator

**Sport Management, Wellness, and Pl**

Department

**College of Education**

College

**Henderson, Markesha**

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

**SPMG** Prefix

**7110** Number

**Sport Management Capstone** Course Title

This is a culminating experiential learning experience of the Sport Management Master's program. The Capstone course must be completed in the student's final term prior to graduation. Students will complete a professional or research project that integrates content and skills acquired in the core and concentration courses.

### Course Catalog Description

**3** Lec Hrs

**0** Lab Hrs

**3** Credit Hrs

**Fall - 2018** Effective Term

**Every Term** Frequency

**Letter Grade** Grading



Corequisites

Prerequisites

SPMG 6120 Research and Assessment in Sport  
Minimum of 24 hours completed  
Pass SPMG Comprehensive Examination with a score of 80 or better

Rationale

This course is being submitted to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: [SPMG 7110.docx](#)

<div>College Approvals</div> <div> <div>Brian Mosier [APPROVED 2017-10-11]</div> <div>Chair, Course Department</div> </div> <div> <div>Laura Smith [APPROVED 2018-01-04]</div> <div>Associate Dean, College of Education</div> </div>	<div>Other Approvals</div> <div> <div>Susan Hall Webb [APPROVED 2018-01-18]</div> <div>Chair, Graduate Programs Committee</div> </div> <div> <div>Julia Farmer [REQUIRED]</div> <div>Chair of the Faculty Senate</div> </div>	<div>Final Approval</div> <div> <div>David Jenks [REQUIRED]</div> <div>Final Approver</div> </div>
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## SPMG 7110: Sport Management Capstone

Class Meeting Time/Location	Online Hours
Instructor	Telephone
Office Location	westga email
Office Hours	Skype or Google+ username

## Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

## COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

## COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.



## COURSE INFORMATION

### Course Description

This is a culminating experiential learning experience of the Sport Management Master's program. The Capstone course must be completed in the student's final term prior to graduation. Students will complete a professional or research project that integrates content and skills acquired in the core and concentration courses. *Prerequisite: A minimum of 24 hours completed, SPMG 6120 Research and Assessment in Sport, and pass SPMG comprehensive examination with a score of 80 or better.*

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

**\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).**

### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Develop and complete an advanced research or professional project that addresses an issue in sport management.
2. Evaluate career options and explain personal and professional goals.
3. Articulate how the capstone project can be utilized to advance a career in the sport industry.
4. Demonstrate proficiency in presenting the outcomes of the project to an audience of stakeholders.

## Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation

at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at

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

## Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

14				
15				
<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

## Course View (Read Only)

### Attachments

Current File: SPMG 7685.docx

### Originator

Sport Management, Wellness, and Pt

Department

College of Education

College

Henderson, Markesha

Originator

### What would you like to do?

☒ Add New Course ☐ Modify Existing Course ☐ Delete Existing Course

### Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

### Shared Governance Process

Senate Action Item  (See Procedure)

### Course Details

SPMG Prefix

7685 Number

Special Topics in Sport Management Course Title

This course allows students to explore in depth a variety of significant issues facing sport managers. It provides the opportunity to offer course content and topics that may not be covered by other course titles. Titles and descriptions of specific courses will be identified at the time of offering. This course may be repeated. Students may earn a maximum of 6 credits of special topics electives to count toward the degree requirement.

### Course Catalog Description

3 Lec Hrs

0 Lab Hrs

3 Credit Hrs

Fall - 2018 Effective Term

Yearly Frequency

Letter Grade Grading



Prerequisites

Corequisites

Rationale

This course is being added to support the proposed Master of Science in Sport Management program.

Planning Info

- ☒ Library Resources are Adequate
- ☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 40

Comments

Attachments

Current File: SPMG 7685.docx

College Approvals
<b>Brian Mosier</b> [APPROVED 2017-10-11]
Chair, Course Department
<b>Laura Smith</b> [APPROVED 2018-01-04]
Associate Dean, College of Education

Other Approvals
<b>Susan Hall Webb</b> [APPROVED 2018-01-18]
Chair, Graduate Programs Committee
<b>Julia Farmer</b> [REQUIRED]
Chair of the Faculty Senate

Final Approval
<b>David Jenks</b> [REQUIRED]
Final Approver

## SPMG 7685: Special Topics in Sport Management

<b>Class Meeting Time/Location</b>	<b>Online Hours</b>
<b>Instructor</b>	<b>Telephone</b>
<b>Office Location</b>	<b>westga email</b>
<b>Office Hours</b>	<b>Skype or Google+ username</b>

### Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. NASPA/ACPA Professional Competencies and CAS Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.



## COURSE INFORMATION

### Course Description

This course allows students to explore in depth a variety of significant issues facing sport managers. It provides the opportunity to offer course content and topics that may not be covered by other course titles. Titles and descriptions of specific courses will be identified at the time of offering. This course may be repeated. Students may earn a maximum of 6 credits of special topics electives to count toward the degree requirement.

**Required Text(s) :** TBD

**Suggested Text(s):** TBD

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

### Course References:

TBD

### Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
TBD	TBD

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

### Course Objectives and Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate advanced knowledge related to a specific topic in sport management using a variety of platforms
2. Propose data-driven solutions to sport management problems
3. Meet additional content specific learning objectives determined by the instructor as appropriate for the topic and in alignment with program, College of Education, and UWG core competencies.

## Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).

## Class Schedule Information (can be a separate document)

Course Number, Name, and Semester				
Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date**
1				
2				
3				
4				
5				
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10				
11				
12				

13				
14				
15				
<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.				

## Course View (Read Only)

Originator	
Management Department	Pridmore, Jeannie Originator
Richards College of Business College	
What would you like to do?	
<input type="radio"/> Add New Course <input checked="" type="radio"/> Modify Existing Course <input type="radio"/> Delete Existing Course	
Modifications <input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments	
Shared Governance Process Senate Information Item (See Procedure)	
Course Details	
CISM Prefix	5355 Number
Cyber Security Course Title	
Business and government are facing a rapidly expanding need for information security managers. This course surveys information security program design, networking and application security, the implementation of information security safeguards and information security auditing, disaster recovery, policy development, identity management, and effective threat assessment.	
Course Catalog Description	
3.00 Lec Hrs	3.00 Credit Hrs
	Lab Hrs
Spring - 2019 Effective Term	Yearly Frequency
	Letter Grade Grading



**Prerequisites**

Students who have taken CISM 4355 cannot take CISM 5355.

**Corequisites**

**Rationale**

CISM 4355 is cross listed with CISM 5355. Students should not take both courses.

Planning Info

- ☒ Library Resources are Adequate
- ☐ Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)  
Present or Projected Annual Enrollment: 20

Comments

College Approvals

Thomas Gainey [APPROVED  
2017-11-22]

Chair, Course Department

Faye McIntyre [APPROVED  
2017-11-29]

Dean, RCOB

Other Approvals

Adrian Austin [APPROVED  
2017-11-22]

RCOB Graduate Program Committee Chair

Susan Hall Webb [APPROVED  
2018-01-18]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

## Program View (Read-Only)

### Attachments

Current File: SEED EdS revisions for CSS.pdf

### Originator

College of Education  
College

Early Childhood through Secondary Education  
Department

Huss, Robyn  
Originator

### What would you like to do?

☐ Add New Track/Concentration
 ☒ Modify Existing Program
 ☐ Deactivate Existing Program
 ☐ Terminate Existing Program
 ☐ Add New Program

### Modifications

☐ Program Name
 ☒ Program Description
 ☐ Degree Name
 ☒ See Comments

### Shared Governance Process

Senate Information Item (See Procedure)

### Program Selection

College of Education  
College

Specialist in Education with a Major in Secondary Education (EDS)  
Existing Program (as shown in the DMA)

Specialist in Education with a Major in Secondary Education (EDS)

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Specialist in Education

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Online

Program Location

Graduate

Degree Level

Spring

Effective Semester/Year

2018



Modification Details

Catalog description on attached p.1 is new.  
On the program advisement sheet admission requirements, the GPA is now more specific at a 3.0; the GRE scores and letters of reference are being deleted; and newly added requirements are that students have passed the GACE in their concentration area, a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license), and three years of teaching experience in grades 6-12.

(Max 4000 characters)

Rationale

The program description for the Graduate Catalog and website is being added.

The admission requirements on the advisement sheet are being modified to align more closely with similar COE graduate programs.

(Max 4000 characters)

Attachments

Current File: [SEED EdS revisions for CSS.pdf](#)

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

Check all that apply to this program

☐ Significant departure from previously approved programs

☐ New instructional site at which more than 50% of program is offered

☐ Change in credit hours required to complete the program

☐ Program deactivation

☒ None of these apply

Comments  
The attached file contains the catalog description on page 1, followed by the new program sheet, then the old program sheet.

(Max 4000 characters)

College Approvals

Jill Drake [APPROVED 2017-08-16]  
Chair, Course Department

Laura Smith [APPROVED 2017-09-25]  
Associate Dean, College of Education

Other Approvals

Susan Hall Webb [APPROVED 2018-01-18]  
Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]  
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]  
Final Approver

#### SEED EdS Program Description for Graduate Catalog and Website:

The Education Specialist degree with a major in Secondary Education is offered with a concentration in Biology, Broad Field Science, Business, Chemistry, Economics, English, History, Mathematics, Physics, or Political Science. This program provides advanced preparation for an in-depth knowledge of the teaching field and an opportunity for utilization of research methods and professional literature. Each concentration includes a minimum of 27 hours of graduate work distributed among courses in professional education, content specialization, and research, and includes a culminating project. The SEED EdS coursework is delivered 95-100% online. Applicants must have a master's degree with a 3.0 or higher GPA, passed the GACE in their area of concentration, a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license), and three years of teaching experience in grades 6-12.

EDUCATION SPECIALIST  
SECONDARY EDUCATION  
ADVISEMENT SHEET

Name: \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Work/Campus Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_ Email: \_\_\_\_\_

Master Degree/Major: \_\_\_\_\_

Colleges and Dates Previously Attended: \_\_\_\_\_

Present Certification (Field and Level): \_\_\_\_\_

<u>ADMISSION REQUIREMENTS</u>	<u>CONCENTRATION AREA</u>	<u>COMPLETION DATES</u>
_____ Graduate GPA 3.0 or higher	_____ Biology	_____ Initial Advising
_____ Passed GACE in concentration area	_____ Broad Field Science	_____ Applicant for Candidacy
_____ Current GA T5 teaching certificate or eligible with out-of-state equivalent	_____ Business	_____ Program Exit
_____ 3 years teaching in grades 6-12	_____ Chemistry	_____ coursework completion:
_____ Date Admitted to Graduate School	_____ Economics	_____ SEED 8200
	_____ English	_____ SEED 8202
	_____ History	
	_____ Mathematics	
	_____ Physics	
	_____ Political Science	

**Program Notes**

1. Admission to this program requires applicants to have a master's degree with a 3.0 or higher GPA, passed the GACE in their concentration area, a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license), and three years of teaching experience in grades 6-12.
2. No course taken to meet requirements of a previously-earned degree may be used toward the EdS degree.
3. There is no provisional admission to this program.
4. Content and content pedagogy courses must be taken in the area of concentration.
5. It is the student's responsibility to be aware of deadlines and apply for graduation in a timely manner.
6. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.



**EDUCATION SPECIALIST  
SECONDARY EDUCATION  
PLAN OF STUDY**

Name: \_\_\_\_\_

ID#: \_\_\_\_\_

PLAN OF STUDY	HRS	GR	SEMESTER PLANNED	SUB
<b>Professional Education</b>	<b>9</b>			
1. ECED 8272 Teacher as Leader*	3			
2. ECSE 8562 Using Data to Meet the Needs of Diverse Learners*	3			
3. SEED 6285 Special Topics: Leading Collaborative Professional Growth for Teachers*	3			
<b>Content Specialization</b>	<b>9</b>			
4. ECSE 7566 Advanced Instructional Strategies for the 21 <sup>st</sup> Century Classroom*, OR other approved advanced strategies or pedagogy course in content area of certification	3			
5. TWO approved content or content pedagogy courses	3			
	3			
<b>Electives</b>	<b>3</b>			
6. ONE approved elective, such as CURR 6575 Curriculum Trends and Issues*, ECSE 7560 Contemporary Issues in Education*, ECSE 7564 Content Area Literacy Instruction*, MEDT 7461 Instructional Design*, or	3			
<b>Research *</b>	<b>6</b>			
7. EDRS 6342 School and Classroom Assessment*	3			
8. SEED 8200 Culminating Project for the SEED EdS*	2			
9. SEED 8202 Culminating Experience for the SEED EdS Project*	1			
<b>Total Program</b>	<b>27</b>			

\* This course is offered 95-100% online.

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

ADVISOR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

PROGRAM COORDINATOR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

**EDUCATION SPECIALIST  
SECONDARY EDUCATION  
ADVISEMENT SHEET**

Name: \_\_\_\_\_ ID# \_\_\_\_\_ Advisor \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Work/Campus Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_ Email: \_\_\_\_\_

Master Degree/Major: \_\_\_\_\_

Colleges and Dates Previously Attended: \_\_\_\_\_

Present Certification (Field and Level): \_\_\_\_\_

<u>ADMISSION REQUIREMENTS</u>	<u>CONCENTRATION AREA</u>	<u>COMPLETION DATES</u>
_____ Graduate GPA	_____ Biology	_____ Initial Advising
_____ GRE Scores	_____ Broad Field Science	_____ Applicant for Candidacy
_____ Letters of Reference	_____ Business	_____ Department Exam/Thesis
_____ Date Admitted to Graduate School	_____ Chemistry	
	_____ Economics	
	_____ English	
	_____ History	
	_____ Mathematics	
	_____ Physics	
	_____ Political Science	

**Program Notes**

1. Admission to this program requires a Masters degree and a Georgia Professional Educator Certificate (or an equivalent out-of-state teaching license).
2. No course taken to meet requirements of a previously-earned degree may be used toward the Ed.S. degree.
3. There is no provisional admission to this program.
4. Content and content pedagogy courses must be taken in the area of certification.
5. It is the student's responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
6. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

**EDUCATION SPECIALIST  
SECONDARY EDUCATION  
PLAN OF STUDY**

Name: \_\_\_\_\_

ID#: \_\_\_\_\_

PLAN OF STUDY	HRS	GR	SEMESTER PLANNED	SUB
<b>Professional Education</b>	<b>9</b>			
1. ECED 8272 Teacher as Leader*	3			
2. ECSE 8562 Using Data to Meet the Needs of Diverse Learners*	3			
3. SEED 6285 Special Topics: Leading Collaborative Professional Growth for Teachers*	3			
<b>Content Specialization</b>	<b>9</b>			
4. ECSE 7566 Advanced Instructional Strategies for the 21 <sup>st</sup> Century Classroom*, OR other approved advanced strategies or pedagogy course in content area of certification	3			
5. TWO approved content or content pedagogy courses	3			
	3			
<b>Electives</b>	<b>3</b>			
6. ONE approved elective, such as CURR 6575 Curriculum Trends and Issues*, ECSE 7560 Contemporary Issues in Education*, ECSE 7564 Content Area Literacy Instruction*, MEDT 7461 Instructional Design*, or	3			
<b>Research *</b>	<b>6</b>			
7. EDRS 6342 School and Classroom Assessment*	3			
8. SEED 8200 Culminating Project for the SEED EdS*	2			
9. SEED 8202 Culminating Experience for the SEED EdS Project*	1			
<b>Total Program</b>	<b>27</b>			

\* This course is offered 95-100% online.

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

ADVISOR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

PROGRAM COORDINATOR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_