

Memorandum

To: General Faculty
Date: October 9, 2019
Regarding: Faculty Senate Agenda for October 11, 2019 in Nursing 106

1. Call to Order
2. Roll Call
3. Approval of Minutes from September 13, 2019 ([Addendum I](#))
4. Committee Reports

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

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

- A) College of Arts and Humanities
 - 1) Theatre Department
 - a) [THEA 3591 - Musical Theatre Technique](#)
Request: Add
 - b) [Interdisciplinary Certificate in Musical Theatre](#)
Request: Add
 - c) [Theatre, B.A.](#)
Request: Modify
- B) University College
 - 1) [XIDS 2300 - Colleges, Slavery, & Memorialization](#)
Request: Add Course Topic
 - 2) [XIDS 2300 - Critical Philosophy of Race and Racism](#)
Request: Add Course Topic
 - 3) [XIDS 4186 - Internship](#)
Request: Add

Information Item:

- A) Wanda Taylor, PhD, RN, CHPN, is chair-elect of UPC

Committee II: Graduate Programs Committee (Ben Geyer, Chair)

Action Item ([Addendum III](#)):

- A) Tanner Health System School of Nursing

1) [Doctorate in Nursing Practice](#)

Request: Add

Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)

Action Items:

A) *UWG Faculty Handbook*

1) 104, Post Tenure Review

- a) 104.0206, Formation and Operation of Post-Tenure Review Advisory Committee
([Addendum IV](#))

Request: Modify

- b) 104.0207, Review of Chair or Supervisor ([Addendum V](#))

Request: Modify

- c) 104.0208, Appeal for Reconsideration ([Addendum VI](#))

Request: Modify

Committee IV: Rules Committee (Anja Remshagen, Chair)

Action Items:

A) *UWG Faculty Handbook*

1) 103, Procedures and Criteria for Promotion and Tenure

- a) 103.0201, Faculty Promotion and Tenure Evaluation ([Addendum VII](#))

Request: Modify

- b) 103.0205, Appeal for Reconsideration ([Addendum VIII](#))

Request: Modify

- c) 103.0206, Promotion in Professorial Rank of a Member of the Administrative Staff ([Addendum IX](#))

Request: Modify

B) *UWG Academic Affairs Policies Index*

- 1) UWG Procedure 2.2.3, Evaluation Process ([Addendum X](#))

Request: Approve

- 2) UWG Procedure 2.2.4, Appeal for Reconsideration ([Addendum XI](#))

Request: Approve

5. Old Business

- A) Presidential Search Update, Judy Butler ([Addendum XII](#))

6. New Business

7. Announcements
 - A) Senate Liaison Reports
 - B) College Reorganization, David Jenks
 - C) Program Reviews, Jill Drake (**Addendum XIII**)
8. Adjournment

Addendum I

Faculty Senate
Meeting Minutes
September 13, 2019

1. Call to Order

Chair Butler called the meeting to order at 1:02 p.m.

2. Roll Call

Present:

Bertau, Beznosov, Branyon, Cheng, Chwialkowska, Dahms, Dutt, Elman, Fuentes, Gault, Geyer, Gordon, Green, Hansen, JHong, Ivory, Kellison, Kimbrel, Lanier, McKendry-Smith, MacKinnon, McLean, Miller, Moon, Morris, Neely, Nickell, Ogletree (Griffin, sub.), Pazzani (Ayers, sub.), Penco, Pidhainy, Reber, Rees, Remshagen, Richter (Welch, sub.), Scullin, Self, Snipes, Sterling, Taylor, Tweraser, Wadlington

Absent:

Barbour, Boumenir, DeFoor, Faucette, Gu, Pashia, Towhidi, Wang

3. Minutes

A) April 19th meeting minutes were approved electronically on April 25th

4. Committee Reports

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

Action Items:

A) College of Social Sciences

1) Department of Political Science

a) [POLS 3111 - Interest Groups and Lobbying](#)

Request: Add

Item was unanimously approved.

2) Department of Sociology

a) [SOC 4523 - Intersection of Race and Sex](#)

Request: Add

Item was unanimously approved.

Committee II: Graduate Programs Committee (Ben Geyer, Chair)

Action Items:

A) College of Education

- 1) Department of Communication Sciences and Professional Counseling
 - a) [Higher Education Administration Ed.D.](#)
Request: Modify
 - a) [HESA - 6170 - Foundations of College Student Affairs](#)
Request: Add
 - b) [HESA - 6172 - Theories of College Student Development](#)
Request: Add
 - c) [HESA - 6174 - Higher Education Administration](#)
Request: Add
 - d) [HESA - 6175 - Student Affairs Practicum](#)
Request: Add
 - e) [HESA - 6176 - Campus Crisis, Ethical, and Legal Issues](#)
Request: Add
 - f) [HESA - 6177 - Theory and Assessment of Educational Environments](#)
Request: Add
 - g) [HESA - 6178 - The American College Student](#)
Request: Add
 - h) [HESA - 6179 - Capstone Seminar: Student Affairs](#)
Request: Add
 - i) [HESA - 7145 - Advocacy and Leadership](#)
Request: Add
 - j) [HESA - 7152 - Research and Program Evaluation](#)
Request: Add
 - k) [HESA - 9210 - History of Higher Education](#)
Request: Add
 - l) [HESA - 9211 - Organizational Theory](#)
Request: Add
 - m) [HESA - 9212 - Advanced Seminar in Leadership](#)
Request: Add
 - n) [HESA - 9213 - Critical Issues and Trends in Higher Education](#)
Request: Add

- o) [HESA - 9214 - Analysis of Higher Education Literature](#)
Request: Add
- p) [HESA - 9215 - Advanced Legal Issues and Policy Analysis](#)
Request: Add
- q) [HESA - 9216 - Values and Ethics in Higher Education Leadership](#)
Request: Add
- r) [HESA - 9217 - Diversity Issues in Higher Education](#)
Request: Add
- s) [HESA - 9218 - Higher Education Finance and Advancement](#)
Request: Add
- t) [HESA - 9219 - Governance in Higher Education](#)
Request: Add
- u) [HESA - 9220 - Enrollment Management](#)
Request: Add
- v) [HESA - 9221 - Qualitative Research in a Higher Education Environment](#)
Request: Add
- w) [HESA - 9222 - Quantitative Research in a Higher Education Environment](#)
Request: Add
- x) [HESA - 9223 - Applied Research Practices](#)
Request: Add
- y) [HESA - 9224 - Institutional Assessment and Program Effectiveness](#)
Request: Add
- z) [HESA - 9225 - Directed Doctoral Research](#)
Request: Add
- aa) [HESA - 9999 - Dissertation](#)
Request: Add

Items a-bb were presented as a block and were unanimously approved.

- b) [Professional Counseling, M.Ed., Concentrations in College Student Affairs](#)
Request: Modify

Item was unanimously approved.

- 2) Department of Literacy and Special Education

- a) [READ - 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom](#)
Request: Add
- b) [READ - 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition](#)
Request: Add
- a) [READ - 7241 - TESOL: Methods, Materials, and Assessment through Clinical Experience](#)
Request: Add

Items a-c were presented as a block and were unanimously approved.

B) Richards College of Business

1) Department of Management

- a) [Master of Business Administration, M.B.A.](#)

Request: Modify

Item was unanimously approved.

Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)

Action Items:

A) Undergraduate Catalog

1) Specific Requirements for a Minor

Request: Modify

Item was tabled.

Committee IV: Institutional Planning Committee (Felix Tweraser, Chair)

Information Items:

A) Faculty Priorities for the new UWG President

The Institutional Planning Committee is working on a mechanism to provide the incoming President with a faithful representation of faculty priorities.

5. Old Business

6. New Business

A) UWG New Branding, Jami Bower (**FIGURE 1**)

The university is undertaking a rebranding campaign focused on Generation Z and on graduate recruitment. If departments would like to learn more, visit the UCM website and complete the form and someone will UCM will contact you.

B) President's Search, Judy Butler (**FIGURES 2-4**)

7. Announcements

A) Senate Liaison Reports

No Liaison Reports.

8. Adjournment

The meeting adjourned at 1:58 p.m.

Figure 1: UWG New Branding

GO WEST | Strategies

Faculty Senate, September 13, 2019





BACKSTORY.

June 2018 – Brand Storming with Mindpower.

Pre-Brand. Current Brand. Future Brand.

Milestones | Achievements.

- Admissions. Assessment. Audiences. Awareness. Budgets. Degrees Conferred. Demographics. Enrollment. Marketing Footprint. Metrics. Storytelling. Timing. Trends. Triumphs.

Best Practices | Creative Strategy.

- Comprehensive brand review. Cutting-edge campaign review.
- Adidas. American Express. Easter Seals. Gap. GoPro. Levi's. MINI Cooper. Moxy Hotels. National Geographic. Nike. Patagonia. REI. Southwest Airlines. Target. Toms.

Brand Essentials.

- **Brand Platform: Land of opportunity.**
- **Brand Essence. You can make your mark here.**
- **Brand Expression. Go West.**
- UWG shield (iconic identifier)
- Colors – Primary and complementary (accessibility)
- Primary font – Helvetica Neue (variety of weights)
- Brand language – Aspirational. Independent.
Adventurous.

Brand Expansion.

- Font – Introduce a novelty font (plume) for select use.
- Color – Explore within our palette. Consider web and accessibility.
- Music – Refresh the notable music bed.
- Storytelling
- Graphic and motion design
- Photography & Videography
- Writing
- Connections beyond recruitment
 - Academics
 - Alumni
 - Athletics

STRATEGY OVERVIEW.

Situation.

Consider the competition – UWG can't afford to relax.

What does that mean for institutional branding?

- A focus on new programs and places where we are clearly a trailblazer.
- Continue to position our peers and aspirants as “old school” compared to UWG’s perennially new, forward-thinking attitude.
- We want people to know, without a doubt, that UWG is a groundbreaker – always providing fresh, smart opportunities.

Brains may easily become bored. They seek stimulation.

That's why people are drawn to “new” – new ideas, new possibilities, new technologies.

Our brand refresh explores the ways that Going West is about discovering something “new” at UWG.

We tested our theory.

With insightful, solid feedback.

THE WORK.

INSTITUTIONAL.

ANYTHING BUT OLD SCHOOL.

Welcome to one of the most dynamic universities in the nation. Just west of Atlanta and ready to take on the world.

UNIVERSITY OF WEST GEORGIA



EXPLORE THE GREAT UNKNOWN.

Here's to new adventures, people, ideas, possibilities. When you **Go West**, the sky's the limit. Blaze your own trail forward.

UNIVERSITY OF
WEST GEORGIA



33.5735⁰ N BY 85.1028⁰

WEST

It's life in a whole new direction.
Find yours at the University of West Georgia. With nearly 90 programs of study – from biology to mass communications. Maybe that's why *U.S. News & World Report* calls us one of the nation's top universities.
Go West.



UNIVERSITY OF
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**BREAK
NEW
GROUND.**

UNIVERSITY OF
WEST GEORGIA



**DISCOVER
A NEW
WORLD.**

UNIVERSITY OF
WEST GEORGIA



**THE NEXT BIG
THING.**

UNIVERSITY OF
WEST GEORGIA





HERE'S TO NEW.

ADVENTURES, PEOPLE, IDEAS, AND POSSIBILITIES.

FPO



Turns out, we humans crave novelty. Our brains are basically prewired to seek out the new and unknown. Being exposed to new opportunities, scientists say, actually turbocharges our ability to learn. At UWG, we're all about new and improved ways of doing just about everything. **Go West.**

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UNDERGRADUATE RECRUITMENT.

The Target: Generation Z.

- Gravitate to visual over verbal.
- Our work should be design driven.
- Strive to get our “new” message across with limited, select words. (The longer storytelling will come with other key audiences)
- To inspire Gen Z to pay attention, write to them with “high-impact” text and a low-word count.

Traits.

- Entrepreneurial, self-branding, realistic, loyal, socially-responsible, media- and tech-savvy, totally digital, homebodies, value privacy.
- Expect instant gratification.
- Most diverse generation ever.
- Social: Instagram, Snapchat, Facebook
- Less talk, more action.
- Importance of authenticity.
- Value user-generated content.

WHEN YOU GO WEST, YOU GO FAR

DETERMINE YOUR DIRECTION.

And we'll help you get there. Study business in Seoul. Science in India. Art in France. Culture in Costa Rica. Let one of our Wolves Abroad Grants take you there. **Ready to forge ahead?**

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GO WEST!

U.S. NEWS & WORLD REPORT CALLED US ONE OF THE NATION'S TOP UNIVERSITIES. And the *Princeton Review* honored us as a "best regional college." Explore nearly 90 programs in six colleges. Find your trail. **Make it happen.**

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WOLVES

Riddell.

UWG WOLVES

adidas

#WE RUN TOGETHER

TOGETHER WE HOWL

0325



#teamadidas



#WE RUN TOGETHER

TOGETHER WE HOWL

2019 WOLVES FOOTBALL

9/1 // 2pm
VS. CATAWBA

9/29 // 12pm
VS. SHORTER

10/27 // 4pm
@ MISSISSIPPI COLLEGE

9/8 // 2pm
VS. LIMESTONE

10/6 // 2pm
VS. NORTH GREENVILLE
AIRED ON ESPN3

11/3 // 2pm
VS. DELTA STATE
SENIOR DAY

9/15 // 7pm
@ ALBANY STATE

10/13 // 7pm
@ WEST FLORIDA

11/10 // 7pm
@ VALDOSTA STATE

9/22 // 2pm
VS. FLORIDA TECH

10/20 // 2pm
VS. WEST ALABAMA
HOMECOMING











uwestga



uwestga “I’ve discovered I am independent. In Korea I did everything with my family but here I wake up, I cook alone and I don’t miss it. I found here what I want to do and when I go back to Korea, I know what I want.” - Ye Eun

JAN 14



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uwestga "I discovered my full capacity to inspire others." - Alan

JAN 14



uwestga



uwestga “I discovered I can push myself further than I ever thought. I won’t give up no matter what is going on inside or outside of the classroom.” - Jasmine

JAN 14



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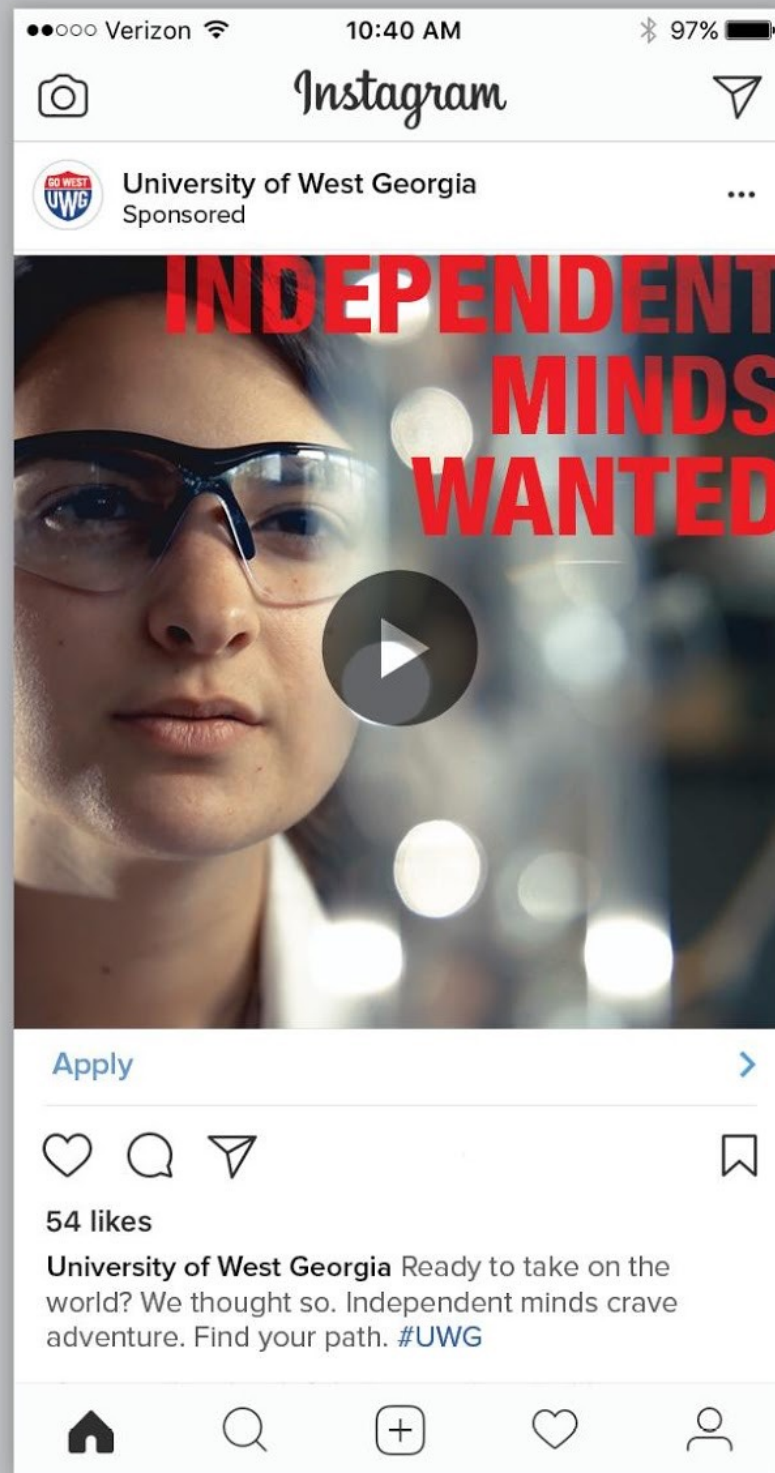
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👍 Like

💬 Comment

➦ Share



GRADUATE RECRUITMENT.

The Target: Millennials and Generation X.

Traits.

- Busy. Value freedom and responsibility. Technologically adept, resourceful, self-sufficient and flexible. Gravitate toward convenience and low cost.
- Drawn to specific programs. Motivated by advanced degrees that will enhance career opportunities.
- Social: Facebook, Twitter
- Key: Self-determination, can-do spirit.

GO MAKE A NEW WORLD.

Are you ready to forge ahead? With more than 40 graduate programs on online, get ready to meet a future wide open with possibility. Make your mark. **Go West.**

Explore more at westga.edu/gradstudies

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YOUR
FUTURE
IS WIDE
OPEN.

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AND ON
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With 40+ graduate programs, get ready to meet a future wide open with possibility. #GoWestGoGrad



Go West for Grad School

Online and on campus options.

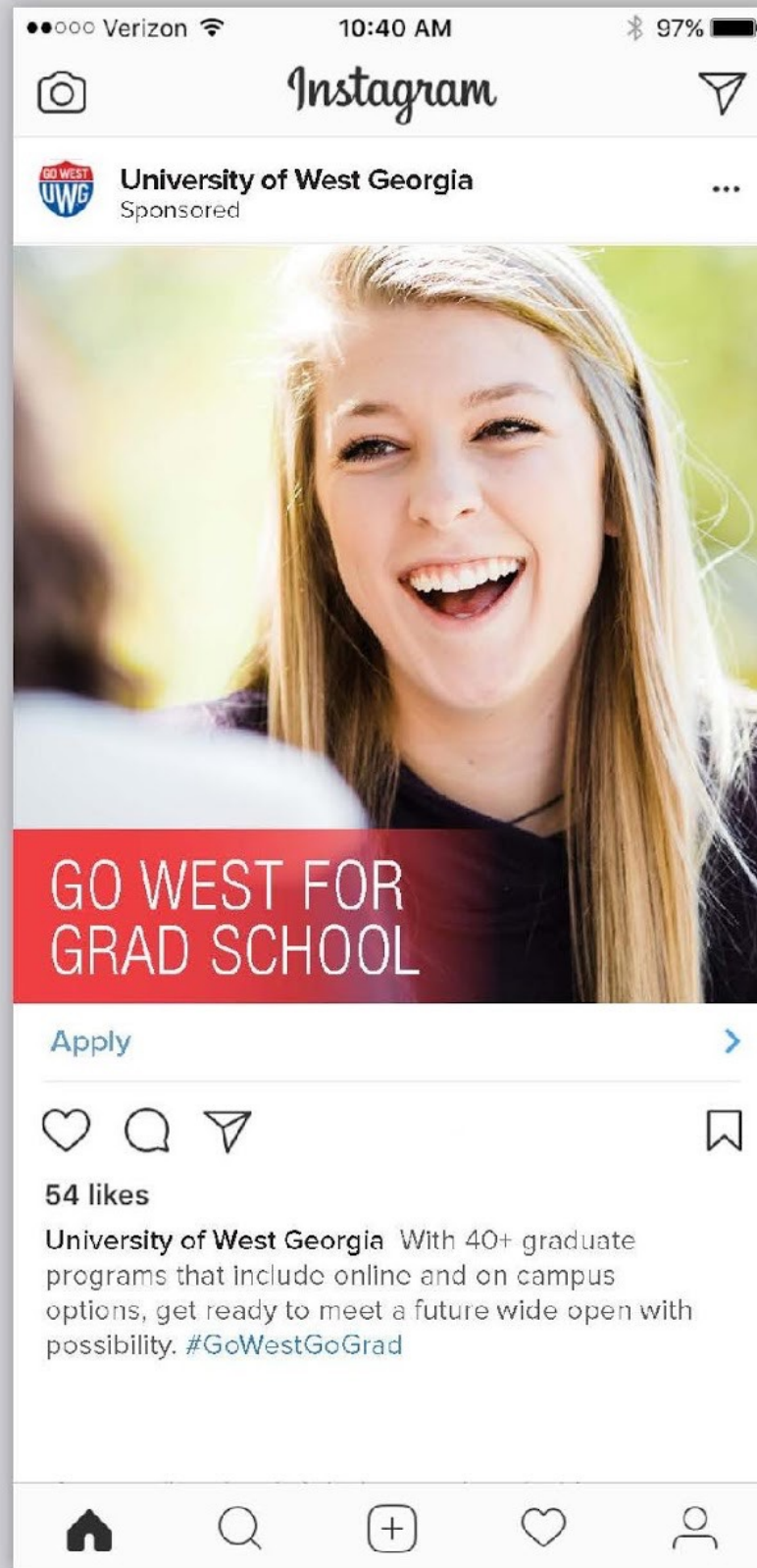
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ADULT RECRUITMENT.

The Target: Millennials and Gen X.

The biggest challenge with this audience is getting them to believe that there are new possibilities for them, if only they will Go West.

Focus on inspiring them to believe that they can **renew** themselves.

Traits.

- Social, community oriented, digitally competent, idealistic, global, impatient, team-oriented.
- Not as entrepreneurial as Z's, nor as confident.
- Primed for mid-life empowerment.
- Social: Facebook, Pinterest, Instagram
- Key: Unleashing optimistic growth

RENEW. GO WEST.

Because it's never too late to venture outside of your comfort zone and blaze a new trail. This is the university of transformation. Here, you'll get all the support you need to go back to college, finish your degree, and go for your dreams.

Take the first step at westga.edu/goback

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**RENEW
YOUR
CAREER.**

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**RENEW
YOUR
OUTLOOK.**

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**RENEW
YOUR
DREAMS.**

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GO WEST.

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ONLINE OR ON CAMPUS.
NIGHTS AND WEEKENDS.
CARROLLTON | NEWNAN

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**THIS IS YOUR
LAND OF
OPPORTUNITY.**

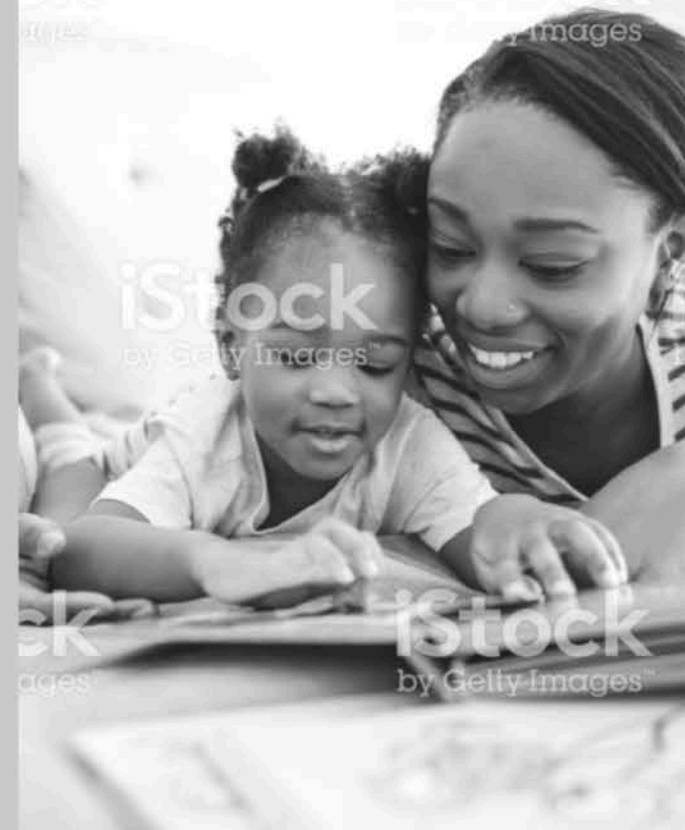


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YOUR DEGREE.**



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**MEET THE
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With 90 programs of study, we're a university of anything's possible. Our programs are designed for adults ready to go back to college, finish their degrees, and take life in a new direction. Land your opportunity here.



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More Information

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ALUMNI ENGAGEMENT.

Our UWG Alumni audience wants “their” place.

We want to strengthen their affiliation with “West Georgia” – across all eras – while raising engagement.

Audience traits.

- Diversity demographically. What they have in common is the desire for UWG to reflect well on them, to be successful, ahead of the curve, and highly respected.
- Remember they “chose” UWG instead of more conventional choices.
- Social: Facebook, Twitter, Instagram
- Key: Salute their penchant for the road less traveled!

WHERE
ANYTHING
IS POSSIBLE.
GO WEST.

New worlds await when you go west. Our graduates are driven by a desire to discover. To look deep into uncharted territories and forge fearlessly ahead. They're building better communities, inspiring young minds, and saving lives. While they take different paths, they share an inspired determination to explore, learn, and create. **Forever West.**



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Calling all UWG wolves. Connect. Network. Always keep on growing. Check out the resources for alumni that you need to know about. ASAP. [#WeGrowWest](#)



For. Ever. West.

New discoveries ahead. GO WEST.

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WEB REVOLUTION.

Design Goals.

- Develop consistency between mobile and desktop
- Improve performance
- Comply with accessibility standards
- **Simplify** frame
- Provide **large library of web components**
- Bring **quality content** into focus



Oct 6 Artist Talk & Reception: Keith Wallace Smith

Smith is a figurative sculptor and educator working primarily in ceramics and cast metal.

Oct 6 | Sat, 10:00am - 7:30pm



Oct 20 Popular Uses Of The Internet

Smith is a figurative sculptor and educator working primarily in ceramics and cast metal.

Bobick Gallery
Oct 6 | Sat, 10:00am - 7:30pm



Oct 6 Artist Talk & Reception: Keith Wallace Smith

Smith is a figurative sculptor and educator working primarily in ceramics and cast metal.

Bobick Gallery
School of the Arts
Oct 6 | Sat, 10:00am - 7:30pm



Oct 6 Experience a Four Column Header in Basic Style with an Image

Smith is a figurative sculptor and educator working primarily in ceramics and cast metal.

Oct 6 | Sat, 10:00am - 7:30pm

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List view Grid view



Oct 6 Artist Talk & Reception: Keith Wallace Smith

Smith is a figurative sculptor and educator working primarily in ceramics and cast metal. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus accumsan orci aliquet, faucibus mi ut, gravida nisl...

Bobick Gallery | Arts
Oct 5 / Sat, 10:00am - 7:30pm



Oct 6 Artist Talk & Reception: Keith Wallace Smith

Smith is a figurative sculptor and educator working primarily in ceramics and cast metal. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus accumsan orci aliquet, faucibus mi ut, gravida nisl...

Bobick Gallery | Arts
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Bobick Gallery | Arts
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Video
Galleries

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Tabs &
Accordions

Speakers

[Schedule](#)

[Locations](#)

[Partners](#)

[Tickets](#)

[FAQ](#)

[Agenda](#)

Dr. Andrea Bowens-Jones is a former Procter & Gamble (P&G) R&D Section Head. She has managed multi-discipline teams of scientists and engineers to drive technology, formulation, and process development for top personal care brands such as Secret, Old Spice, and Gillette.

A polymer chemist by training, Dr. Andrea cares deeply about STEM (Science, Technology, Engineering, and Math) education and inspiring the next generation of technical leaders. In 2004, she developed the Resident Scholar Program (RSP) while at P&G. RSP is a unique job-shadowing program for minority youth interested in careers in STEM. Dr. Andrea continues to impact the STEM talent pipeline as a consultant working with organizations such as Women In Technology, whose mission is the increase women in STEM careers.

After over 15 years, Dr. Andrea left her job in management to pursue her calling. As President/CEO of IDG Vision, LLC and Certified John Maxwell Coach, Speaker, and Trainer, Dr. Andrea leverages her experiences with Maxwell's proven leadership teachings to inspire, develop, and grow the vision inside of all her clients.



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BB&T Lecture to Feature Raymond, Founder and CEO of Raymond Insurance Group

UWG News

Home / UWG News / Richards College of Business News / BB&T Lecture to Feature Raymond, Founder and CEO of Raymond Insurance Group

by Emily Sprewell

Benjamin Raymond knows achieving success is rarely an easy road.

"I had to fight for it and grind for it," said Raymond, the founder and CEO of Raymond Insurance Group. "I had to keep pushing when I wanted to give up."

Raymond will share more about that lifelong journey to personal fulfillment during the next installment of the BB&T Lectures in Free Enterprise, hosted by the **Richards College of Business** at the University of West Georgia.



The lecture – titled "Playing the Game Without a Coach" – will be held Tuesday, Sept. 24, from 6-7 p.m. at UWG's **Townsend Center for the Performing Arts**. Admission is free, but seating is limited. Tickets will be available at the Townsend Center box office starting Tuesday, Sept. 17.

As a child, Raymond spent time in foster care and did not have a lot of stability during his adolescence. Raymond explained he lived with three different families while he was in high school, using focus and dedication to create his own outcomes.

Feature

Richards Germany

New Rich Roy Rich

Richards Empower

UWG Ho Forecast

Dutt Fam Supportir

Students Engagem

Online Pr Nation's Report

RCOB Te Internatic

Alumni C Richards



Home / Showcase / The Great American Eclipse

The Great American Eclipse

by Katie Stepp

07/11/2019

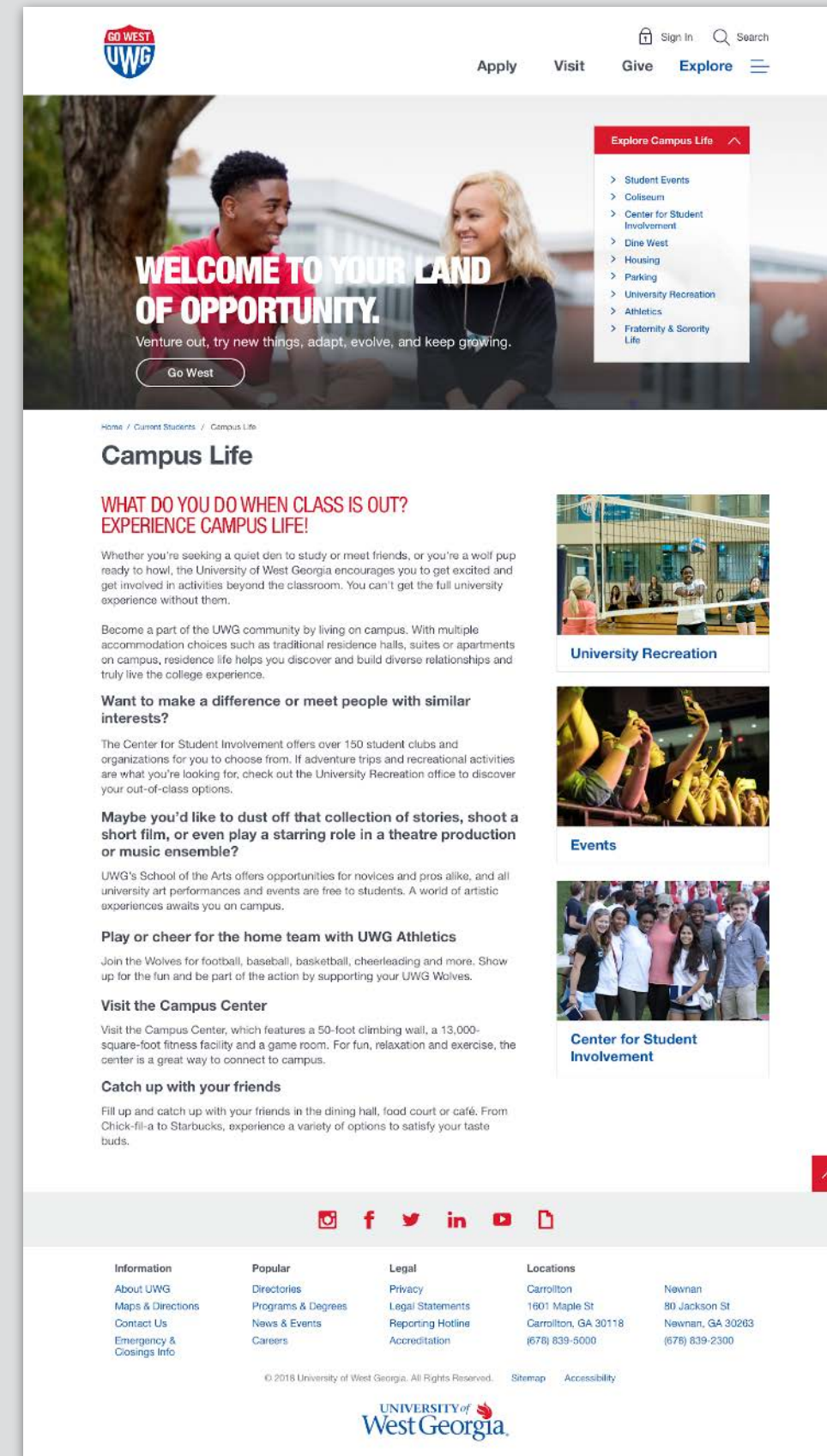
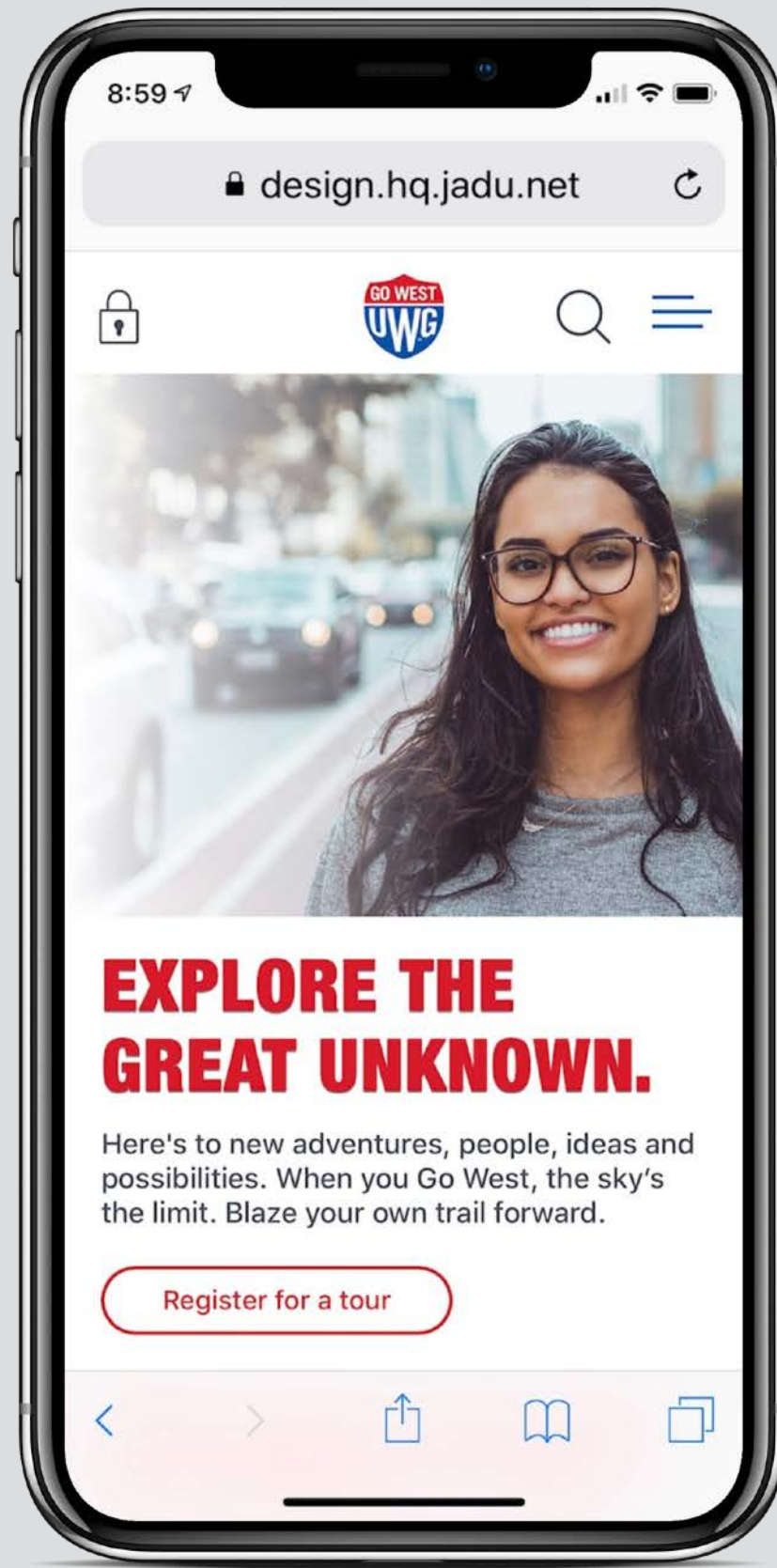
Reading time: 3 minutes

Children excitedly jogged up a large hill. Parents followed behind carrying lawn chairs and blankets. University of West Georgia students carried their backpacks and textbooks as they kept their highly coveted plastic safety glasses clutched to their chests. One of the most highly anticipated events of the year was about to unfold.

On Monday, August 21, more than 5,000 visitors overall journeyed to the [UWG Observatory](#) for their chance at a glimpse of the historic Great American Eclipse.

"I'm so excited to have the opportunity to view the eclipse, and I wouldn't have been able to if it wasn't for UWG providing the glasses," said Heather Thompson, a UWG student.

Even though the eclipse could not be viewed in totality from Carrollton, there was still a feeling of elation that quickly spread



Thank You.
(Audience Applauds!)

Figure 2: Faculty Senate Executive Committee Statement on the Presidential Search

Executive Committee of the UWG Faculty Senate

August 16, 2019

Dear University System of Georgia Board of Regents and UWG Presidential Search Committee:

On August 15th, 2019, the Executive Committee of the Faculty Senate, comprised of 12 voting members, met to discuss the Chairs' Council's letter to the Presidential Search Committee. After discussion of its content, members voted by voice vote to confirm, unanimously, their support of the Chairs' letter.

We voted to preserve the philosophy of shared governance that pervades—and sustains—our campus culture. In the past five years, a commitment to shared governance has led to faculty involvement in virtually all major leadership hires conducted on our campus, for example, thereby promoting faculty investment and, in turn, student retention and satisfaction.

A closed search, therefore, is a step backwards here at UWG, especially since, in recent history, UWG made our greatest strides forward with senior leadership subsequent to an open search.

While we realize that any final decision is under the purview of the Chancellor, and the Board of Regents, we wish to make every effort to be heard and trust that our voices are valuable to the USG. In sum, we continue to strive towards making UWG the best place to learn, work, and succeed, and an open search for our next President is a way towards ensuring this overarching goal.

Sincerely,

University of West Georgia's Executive Committee of the Faculty Senate

Presidential Screen and Search Committee Survey

Dear UWG Faculty, Staff, Students, and Alumni,

Your feedback is imperative to the process of recruiting and vetting the next president of our university, and the Presidential Screen and Search Committee wants to hear from you.

You can access the survey by scanning the QR code by following three simple steps:

- 1) Open the Camera app on your device.
- 2) Hold your device so that the QR code appears in the camera view finder. Your device will recognize the QR code and show a notification.
- 3) Tap the notification to open the survey link associated with the QR code.



Sincerely,

Sharmistha Basu-Dutt, Chair, and
Members of the UWG Presidential Search and Screen Committee

LISTENING SESSIONS FOR UWG PRESIDENTIAL SEARCH

Members of the University of West Georgia Presidential Search and Screen Committee (PSSC) and search consultants from WittKieffer would like to invite students, faculty, staff and the community to one of our listening sessions scheduled in mid-September.

The goal for these listening sessions is for the PSSC and WittKieffer to hear our community's thoughts on the university's culture, strengths, priorities and opportunities.

This feedback will be critically important in the recruitment and evaluation of candidates.

Dates, times, locations and intended audiences for each of our listening sessions are listed for your convenience. All sessions are open to everyone, but some of the discussion during each session will be geared toward the thoughts, ideas and needs of the intended audiences.

UWG STUDENTS

SEPTEMBER 11, 2019

10:00 – 11:00 a.m.
Campus Center Ballroom 108.2

SEPTEMBER 11, 2019

5:00 – 6:00 p.m.
Campus Center Ballroom 108.2

SEPTEMBER 12, 2019

2:00 – 3:00 p.m.
Education Center, Room 2

SEPTEMBER 12, 2019

4:00 – 5:00 p.m.
Miller Hall 2213

SEPTEMBER 16, 2019

5:00 – 6:00 p.m.
UWG Newnan, Room 133

UWG FACULTY

SEPTEMBER 11, 2019

3:00 – 4:00 p.m.
Campus Center Ballroom 108.2

SEPTEMBER 11, 2019

5:00 – 6:00 p.m.
Campus Center Ballroom 108.2

SEPTEMBER 12, 2019

9:00 – 10:00 a.m.
Nursing Building, Room 115

SEPTEMBER 12, 2019

4:00 – 5:00 p.m.
Miller Hall 2213

SEPTEMBER 16, 2019

5:00 – 6:00 p.m.
UWG Newnan, Room 133

UWG SPECIAL GROUPS (FACULTY SENATE & STAFF COUNCIL)

SEPTEMBER 13, 2019

3:00 – 4:00 p.m.
Nursing Building, Room 106.3

UWG STAFF

SEPTEMBER 11, 2019

8:00 – 9:00 a.m.
Campus Center Ballroom 108.2

SEPTEMBER 11, 2019

5:00 – 6:00 p.m.
Campus Center Ballroom 108.2

SEPTEMBER 12, 2019

11:00 a.m.– 12:00 p.m.
Campus Center Ballroom 108.3

SEPTEMBER 12, 2019

4:00 – 5:00 p.m.
Miller Hall 2213

SEPTEMBER 16, 2019

5:00 – 6:00 p.m.
UWG Newnan, Room 133

WEST GEORGIA COMMUNITY

SEPTEMBER 11, 2019

8:00 – 9:00 a.m.
Campus Center Ballroom 108.2

SEPTEMBER 11, 2019

5:00 – 6:00 p.m.
Campus Center Ballroom 108.2

SEPTEMBER 12, 2019

4:00 – 5:00 p.m.
Miller Hall 2213

SEPTEMBER 16, 2019

5:00 – 6:00 p.m.
UWG Newnan, Room 133



UNIVERSITY OF
WEST GEORGIA


Addendum II

THEA - 3591 - Musical Theatre Technique

2020-2021 Undergraduate New Course Request

Introduction

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

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

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

Desired Effective Semester*

Desired Effective Year*

Course Information

Course Prefix*

Course Number*

Course Title*

Long Course Title

Course Type*

Catalog Course Description* This course will incorporate acting, vocal, and some dance techniques learned in other courses in the preparation of Musical Theatre material. Students will explore synthesizing the three skills into musical theatre performances.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

Yes

No

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

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

Prerequisites THEA 1292 and THEA 2291, or Permission of Instructor

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?*

Yes No

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

Area A

Area B

Area C

Area D

Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

Carrollton or Newnan Campus: Face-to-Face

Entirely Online

Hybrid

Fully Online

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

Grading* Undergraduate Standard Letter


Rationale* This is a required course in a new embedded Musical Theatre Certificate. While researching musical theatre certificates in universities around the country, we found that this was a common course that marries acting, singing, and dancing in one course. It is therefore vital to the certificate that this course is included in the curriculum.

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

In this course, the student will:

- Identify the different styles and genres of musical theatre;
- Analyze songs as a tool to developing a musical theatre character;
- Adapt their skills in singing, acting, and dancing to different styles of musical theatre;
- Synthesize their skills in acting, singing, and dancing to develop a character.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 16

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

If yes, what will the fee be?* 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a


correctly prior to launch. If a reading error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

College - School/ Department* <input type="text" value="Department of Theatre"/>	
Is this a School of Nursing course?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Is this an Honors College course?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is the addition/change related to core, honors, or XIDS courses?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

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

THEA 3591: Musical Theatre Technique

Course Description: This course will incorporate acting, vocal, and some dance techniques learned in other courses in the preparation of Musical Theatre material. Students will explore synthesizing the three skills into musical theatre performances.

Credit Hours: 3

Prerequisites: THEA 1292: Voice & Movement II; THEA 2291: Acting I

Certificate Learning Outcomes

The Interdisciplinary Certificate in Musical Theatre will:

- Provide focused introductory training in singing, dancing, and acting;
- Introduce students to the complexity of training to be a performer;
- Identify the training and skills needed to be a triple threat for the stage and film;
- Provide a safe environment for the student artist to flourish.

Course Learning Outcomes:

In this course, the student will:

- Identify the different styles and genres of musical theatre;
- Analyze songs as a tool to developing a musical theatre character;
- Adapt their skills in singing, acting, and dancing to different styles of musical theatre;
- Synthesize their skills in acting, singing, and dancing to develop a character.

Instructional Methods:

The course will be a combination of lecture and laboratory. Students should be prepared to take notes and to get on their feet to present a scene that incorporates dancing, singing, and acting.

Dress Code:

The student is responsible for arriving to class dressed in appropriate clothes for this class. In general, this means to please wear dance attire that promotes body-line, decency, and safety. Please refrain from layered dress and baggy clothing. Wear only dance shoes that are NOT worn outside of the studio. Students are encouraged to wear character shoes.

Required Reading:

This course may or may not use a text. Handouts may also be utilized.

Grading:

Class attendance and participation

30 points

(includes warm-ups, participating in physical and vocal work as well as discussions and readings. Also means adherence to dress code as described above)

You are allowed two absences in the semester; however, these absences may NOT occur on dance presentation days. Any absence after the two will result in a 2 point deduction of the attendance and participation grade.

Solo Project

65 points

Students will find two songs, one uptempo and one ballad, and will present both songs first as monologues, breaking them down to find the objective of each song, as well as finding the beats and tactics. Students will also sing their songs, incorporating the analysis and monologue work into their singing.

Musical Theatre Duet (no Dance)

80 points

Students will partner up and present a duet from the golden age of musical theatre. Again, students will analyze the song in order to develop character and find the emotional content of the song. Grading will be based on integrating the acting analysis into the acting of the song, finding the relationship between the two characters and how that relationship is portrayed in and by the song, etc.

Another Musical Theatre Duet (no Dance)

80 points

Students will partner up (must be a different partner than the previous duet participant) to present a duet from a current musical. This musical may be from the rock or jukebox musical genre, or it may be from a different style. It must be from within the last two years.

Final Solo piece (some Dance)

85 points

Students will select a solo number from a musical that incorporates dance and present it as their final project.

Self-evaluations

55 points

Using the criteria established in class, students will evaluate their work in class, noting their progress and frustrations.

Critical Response paper

55 points

Students will choose one live performance of a musical to write about. The performance may be a recorded version of a live performance.

Grading Scale

403-450pts	A	268-312	D
358-402	B	267-Below	F
313-357	C		

Course Schedule:

WEEK 1

Warm-ups and exercises

WEEK 2

Warm Ups and exercises
Selecting a song for solo project

WEEK 3

Warm Ups and exercises
Finding 32 measures

WEEK 4

Warm Ups and exercises

The Golden Age of musical theatre

WEEK 5

Warm Ups and exercises
Solo Project due

WEEK 6

Warm-ups and exercises
Different styles of musical theatre

WEEK 7

Warm-ups and exercises
Different styles of musical theatre

WEEK 8

Warm-ups and exercises
Duets: Musical Theatre Relationships

WEEK 9

Warm-ups and exercises
Duets: Musical Theatre Relationships

WEEK 10

Warm-ups and exercises
Duet #1 due

WEEK 11

Warm-ups and exercises

WEEK 12

Warm-ups and exercises
Duet #2 due

WEEK 13

Warm-ups and exercises
Implementing choreography (movement and/or dance)

WEEK 14

Warm-ups and exercises
Implementing choreography (movement and/or dance)

WEEK 15


Warm-ups and exercises
Final Solo due
Self-Evaluation
Critical Response Paper

Interdisciplinary Certificate in Musical Theatre

2020-2021 Undergraduate New Program Request

General Information

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

Desired Effective Semester*

Desired Effective Year*

Program Information

Program Name* Interdisciplinary Certificate in Musical Theatre

Program Type*

Degree Type*

Program Description* This is a 17 credit hour interdisciplinary (Music, Theatre, Dance) certificate in musical theatre. It is an embedded certificate.

Program Location*

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

Face-to-Face

Online Only

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Hybrid

Curriculum Information

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

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

Type of Program* Program
 Shared Core


PROGRAM CURRICULUM

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

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

Step 1

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



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

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

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

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

Step 2

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

Prospective Curriculum*

Interdisciplinary Certificate in Musical Theatre

17 Credit Hours

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THEA 1291 Voice and Movement I

THEA 2291 Developing a Character

THEA 2395 Musical Theatre Dance

THEA 3591 Musical Theatre Technique

THEA 4412 The Business of Acting

MUSC 1201 Class Piano I

MUSC 2601C non-Music Major Applied Voice

[Before]Select One:

MUSC 2750 Chamber Singers

MUSC 2760 Concert Choir

MUSC 2770 Opera Workshop

Justification and Assessment

Rationale* The Theatre Faculty attend up to five state, regional, and national recruitment conferences every year. Every year the demand from students seeking education in Musical Theatre increases. Because of UWG's close proximity to the Atlanta theatre and film market, it is important that we work to fulfill the demand for musical theatre training.

Employment opportunities in the Theatre and Film industries are increasing, especially in Georgia. With that comes the pressure for local actors competing with actors from across the country. We must provide an education that gives students the opportunity to train and refine their skills in order to be a true "triple threat." This certificate, if successful, will most probably lead to the creation of a Bachelor of Fine Arts degree with a concentration in Musical Theatre.

Faculty from the Theatre and Music Departments have come together to create a certificate program in Musical Theatre that will give students an introduction to the three areas that make up the musical theatre triple threat. The certificate consists of existing courses in music, three new courses developed for the BFA in Theatre with a concentration in Acting new program proposal, and one new course developed specifically for the Musical Theatre Certificate (THEA: 3591: Musical Theatre Technique). Music and Theatre courses will be taught by current faculty members; the dance course will be taught by a part-time faculty member with the required qualifications to teach in dance. The Dean of the College of Arts and Humanities is aware of the need to hire part-time dance faculty and gave the go ahead to pursue the certificate.

Students must audition for the certificate because the courses require skills that not everyone embodies. The auditions will take place each semester, if need be, on an individual basis, as scheduled with music and theatre faculty who will teach in the certificate program.

This will be an embedded certificate, and program sheets for the certificate will be handled by the Theatre Department, with some assistance from the Music Department in order to keep track of the Music courses.

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

By the completion of this certificate, students will:

- Develop and apply introductory skills in singing, dancing, and acting

normal

to their work in musical theatre;

- Understand the complexity of training to be a performer;
- Identify the training and skills needed to be a versatile performer in stage and film.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to 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
- None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

2.) Program Map

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

3.) Program Sheet

4.) Assessment Plan

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

Please download the assessment template from [here](#) complete, and upload.

4.) Curriculum Map Assessment

USGBOR One Step Proposal*

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

Program Map*

- I have attached the Program Map.

Assessment Plan*

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Assessment Plan

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

Routing Information

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School/
Department*

Is this a School of Nursing Program? Yes No *

Is this a College of Education Program? Yes No *

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

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

Interdisciplinary Certificate in Musical Theatre
26 July 2019

Courses:

THEA 1291: Voice & Movement I	3 credits
THEA 2291: Acting I	3 Credits
THEA 3591: Musical Theatre Technique	3 Credits
THEA 4412: The Business of Acting	3 Credits
MUSC 1201: Class Piano I	1 Credit
MUSC 2601C: Non-Music Major Applied Voice	1 Credit
Choose one:	1 Credit
MUSC 2750: Chamber Singers	
MUSC 2760: Concert Choir	
MUSC 2770: Opera Workshop	
<u>THEA 2395: Musical Theatre Dance</u>	<u>2 Credits</u>
TOTAL	17 Credits

Description

The Interdisciplinary Certificate in Musical Theatre provides students of musical theatre the opportunity to take courses in the three facets of the discipline: Theatre, Music, and Dance. Students must audition to be admitted into the certificate program.

Rationale for Interdisciplinary Certificate in Musical Theatre

The Theatre Faculty attend up to five state, regional, and national recruitment conferences every year. Every year the demand from students seeking education in Musical Theatre increases. Because of UWG's close proximity to the Atlanta theatre and film market, it is important that we work to fulfill the demand for musical theatre training.

Employment opportunities in the Theatre and Film industries are increasing, especially in Georgia. With that comes the pressure for local actors competing with actors from across the country. We must provide an education that gives students the opportunity to train and refine their skills in order to be a true "triple threat." This certificate, if successful, will most probably lead to the creation of a Bachelor of Fine Arts degree with a concentration in Musical Theatre.

Faculty from the Theatre and Music Departments have come together to create a certificate program in Musical Theatre that will give students an introduction to the three areas that make up the musical theatre triple threat. The certificate consists of existing courses in music, three new courses developed for the BFA in Theatre with a concentration in Acting new program proposal, and one new course developed specifically for the Musical Theatre Certificate (THEA: 3591: Musical Theatre Technique). Music and Theatre courses will be taught by current faculty members; the dance course will be taught by a part-time faculty member with the required qualifications to teach in dance. The Dean of the College of Arts and Humanities is aware of the need to hire part-time dance faculty and gave the go ahead to pursue the certificate.

Students must audition for the certificate because the courses require skills that not everyone embodies. The auditions will take place each semester, if need be, on an individual basis, as scheduled with music and theatre faculty who will teach in the certificate program.

This will be an embedded certificate, and program sheets for the certificate will be handled by the Theatre Department, with some assistance from the Music Department in order to keep track of the Music courses.

Certificate Learning Outcomes

The Interdisciplinary Certificate in Musical Theatre will:

- Provide focused introductory training in singing, dancing, and acting;
- Introduce students to the complexity of training to be a performer;
- Identify the training and skills needed to be a triple threat for the stage and film;
- Provide a safe environment for the student artist to flourish.

**2020-2021
Program Map
Musical Theatre Certificate
Embedded**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 1291	3	MUSC 2750 or 2760 or 2770	1
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 2291	3	THEA 2395	2
MUSC 1201	1	MUSC 2601C	1
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 3591	3		
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 4412	3		
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	


This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Theatre, B.A.

2020-2021 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester *

Desired Effective Year *

Program Information


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

- Type of Program***
- Program
 - Shared Core

If other, please

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identify.

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

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

Program Name

Program Description

Program Name* Theatre, B.A.

Program ID - DO NOT EDIT* 2542

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The Bachelor of Arts in Theatre is designed to illuminate the complexity of humanity through coursework and productions that mesh theatrical history, theory, and aesthetic concepts. Emphasis is on acting, directing, designing, constructing, and playwriting. Production work with the West Georgia Theatre Company provides a co-curricular component to the B.A. degree. This program is nationally accredited through the National Association of Schools of Theatre (NAST).

Degree Learning Outcomes

Students will demonstrate knowledge of selected plays, theatrical conventions, and theatrical movements important in the formation of the modern theatre.

Students will describe basic knowledge of theatre history, theory, and criticism, including research sources and methodology.

Students will demonstrate skills in analyzing plays, using theatre technology, and conducting research.

Students will express through performance, writing, speaking and other modes of communication the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively through at least one of the components of theatrical art.

Students will apply skills learned in courses to a variety of work and social environments.

Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production.

Students will function safely and effectively while using theatre technology.

Students will demonstrate knowledge of the various means (acting, directing,

designing, constructing, playwriting, etc.) through which a theatrical concept is realized.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

PROGRAM CURRICULUM

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

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


Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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


First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the  and proceed.

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional

Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core

that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Requirements

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

Core Curriculum

Core Area F: 18 Hours

THEA 1100 Theatre Appreciation

THEA 2100 Play Analysis

THEA 2291 Developing A Character

**[Before] Foreign Language 2001 and 2002
6 Credit Hours**

[After] Any one 1000 or 2000 level three-credit course in Art, Music, or Film (may include studio courses and/or GFA 1000) 3 Credit Hours

Courses Specific for the Major: 48 Hours

[Before] Required (36 Credit Hours):

THEA 1000 Theatre Laboratory

THEA 1111 Performance and Production

THEA 1112 Performance and Production

THEA 1291 Voice and Movement I

THEA 2111 Performance and Production

THEA 2112 Performance and Production

THEA 2214 Concepts in Theatre and Film Design

THEA 2290 Stage and Film Craft I

THEA 2310 Stage Makeup

THEA 3111 Performance and Production

THEA 3112 Performance and Production

THEA 3357 Theatre History I

THEA 3394 Directing 90/276

**THEA 4111 Production and Performance
Capstone**

THEA 4457 Theatre History II

THEA 4415 Playwriting II

THEA 4485 Special Topics in Theatre

[Right] (or)

THEA 4486 Internship

[Right] Select One

3

THEA 1292 Voice and Movement II

**THEA 2215 Introduction to
Lighting/Sound/Media Technology**

**THEA 2224 Drafting and Computer
Aided Design**

THEA 2292 Contemporary Scene Study

THEA 2315 Rendering Styles

THEA 2325 Costume Technology

THEA 2491 Acting for the Camera

THEA 2550 Stage Management

**GFA 1000 Introduction to On-Set Film
Production**

[After] Select 3

9

THEA 3201 Stage and Film Craft II

THEA 3212 Period Styles in Design

THEA 3214 Scenic Design

THEA 3215 Lighting Design

THEA 3290 Costume Design

THEA 3391 Acting Shakespeare

THEA 3392 Period Scene Study

**THEA 3415 Playwriting I: Devised
Theatre**

**THEA 3491 Advanced Acting for the
Camera**

THEA 4412 The Business of Acting

FILM 3200 Screenwriting

Free electives: 12 Credit Hours

12 credit hours must be in courses numbered 3000 or above outside the major

Total: 120 Hours

Major Requirements The student must participate in a Senior Showcase and an exit interview which includes a performance audition and/or portfolio presentation. All theatre majors are required to follow the guidelines of the Theatre Program Policy Handbook as published annually by the Theatre Program.

Justification and Assessment

Rationale* The addition of courses when adding the BFA in Theatre allows us to modify the BA in Theatre to make the degree program curriculum more flexible for students. The new iteration of the BA in Theatre curriculum gives students more choices, as a true liberal arts degree should. It also gives students more credit hours in free electives outside the major, so that they can connect their Theatre curriculum to the outside world.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. No changes to the BA in Theatre Program Learning outcomes are being made.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to 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
 - None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

<p>Program Map* <input checked="" type="checkbox"/> I have attached the Program Map/Sheet.</p> <p><input type="checkbox"/> N/A - I am not making changes to the program curriculum.</p>
<p>Assessment Plan* <input checked="" type="checkbox"/> I have attached the Assessment Plan.</p> <p><input type="checkbox"/> N/A</p>

Routing Information


Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

<p>School/ Department - DO NOT EDIT*</p> <p>Department of Theatre</p>	
<p>Is this a School of Nursing Program? *</p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p>	<p>Is this a College of Education Program? *</p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p>
<p>Is the addition/change related to core, honors, or XIDS courses? *</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Is Senate Review required? *</p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>

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

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

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BS ED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLOs) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Theatre	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8
PROGRAM:	Bachelor of Arts		Students will demonstrate knowledge of selected plays, theatrical conventions and theatrical movements important in the formation of the modern theatre.	Students will describe basic knowledge of theatre history, theory, and criticism, including research sources and methodology.	Students will demonstrate skills in analyzing plays, using theatre technology, and conducting research.	Students will express through performance, writing, speaking, and other modes of communication the results of research and critical judgement, indicated by a demonstrable ability to reach an audience.	Students will apply skills learned in courses to a variety of work and social environments.	Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various mode of theatrical production.	Students will function safely and effectively while using theatre technology.	Students will demonstrate knowledge of the various means (acting, directing, designing, constructing, playwriting, etc.) through which a theatrical concept is realized.
<p>INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p> <p>REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p> <p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p> <p>**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.</p>	1	THEA 1000	I		I		I	I	I	I
	2	THEA 1100	I	I	I	I				
	3	THEA 1111					I			I
	4	THEA 1112					I			I
	5	THEA 1291				I	I	I		
	6	THEA 1292				I-R	I-R	I-R	I-R	
	7	THEA 2050				I	I			
	8	THEA 2100	R	R	R	R		R		
	9	THEA 2111					R	I	R	
	10	THEA 2112					R	I	R	
	11	THEA 2214		I	I	I	I		I	I
	12	THEA 2215		I	I	I	I		I	I
	13	THEA 2224			I	I	I		I	I
	14	THEA 2290			I		I		I	
	15	THEA 2291	R		R	R	R	R	R	R
	16	THEA 2292	R		R	R	R	R	R	R
	17	THEA 2310	R	I	R		I		R	R
	18	THEA 2315	I	I	R	R	I			R
	19	THEA 2325	R	I	I		R		R	R
	20	THEA 2380			I	I		I	R	I
	21	THEA 2391			I	I		I	R	I
	22	THEA 2393			I	I		I	R	I
	23	THEA 2395			I	I		I	R	I
	24	THEA 2491		I		I	R	R	R	I
	25	THEA 2550		I	R		R	R	R	R
	26	THEA 2900				I	I	I	R	I
	27	THEA 3201	R	R	R		R		M	R
	28	THEA 3212	R	R	R	R	R	R	R	R
	29	THEA 3214	R	R	R	R	R	R	R	R
	30	THEA 3215	R	R	R	R	R	R	R	R
	31	THEA 3290	R	R	R	R	R	R	R	R
	32	THEA 3391	R	R	R	R	R	M	R	R
	33	THEA 3392	R	R	R	R	R	M	R	R
	34	THEA 3415	R		R	R	R	R	R	R
	35	THEA 3491			R	R	R	R	R	R
	36	THEA 4111	M	M	M	M	M	M	M	M
	37	THEA 4291			M	M	M	M	M	M
	38	THEA 4293			M	M	M	M	M	M
	39	THEA 4301	M	M	M	M	M	M	M	M
	40	THEA 4412	R	R	M	M	R	M		M
	41	THEA 4415	M		R	M	R	R	M	M
	42	THEA 4457	M	M	M	M		M		M
	43	THEA 4485	R	R	R	R	R	R	R	R
	44	THEA 4486	R	R	M	M	M	M	M	M

Academic Year Program Map B.A. in Theatre

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
XIDS 2100/ ENGL 1101 Block (Areas C1,A)	6	ENGL 1102 (Area A)	3
FL1001 or 1002 (Area B1)	3	FL1002 (Area C2) or 2001 (Area F)	3
THEA 2290: Stage & Film Craft 1 (Area F)	3	MATH 1001 (Area A)	3
THEA 1100: Theatre Appreciation (Area F)	3	THEA 2100 (Area F)	3
THEA 1111: Performance & Production (Area F)	1	THEA 1291: Voice & Movement I	3
THEA 1000: Theatre Laboratory	0	THEA 1112 (Area F)	1
SEMESTER TOTAL	16	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> Complete ENGL 1101; Required to earn C or higher. 		<ul style="list-style-type: none"> Complete ENGL 1102; Required to earn C or higher. Complete Math 1001 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
FL 2001 or 2002 (Area F)	3	FL 2002 (Area F) or Area B2 course	3 or 2
THEA 2291	3	Area D Course (no lab)	3
HIST 1111 or 1112 (Area E1)	3	HIST 2111 or 2112 (Area E2)	3
POLS 1101 (Area E3)	3	THEA 2214	3
Area D Course (no lab)	3	THEA 2310	3
THEA 2111	1	THEA 2112	1
SEMESTER TOTAL	16	SEMESTER TOTAL	15-16
Milestones		Milestones	
Complete core area B Complete courses in core areas D and E. Complete courses in major.		<ul style="list-style-type: none"> Complete core area A. Complete courses in core areas D and E. Complete courses in the major. 	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area E4 Course	3	THEA 4457	3
Area D Course (w/lab)	4	THEA 3000-4000 elective 1/3	3
THEA 3111	1	THEA 3394	3
Art or Music or FILM 1000 or 2000 Course	3	AREA B2 Course (if not taken in Year 2 Term 2)	2
THEA 3357	3	THEA 3112	1
		THEA Elective from 1000-2000 level	3
SEMESTER TOTAL	14	SEMESTER TOTAL	15
Milestones		Milestones	
Core areas D, E, F completed		Theatre major courses	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 3000-4000 elective 1/3	3	THEA 4485 or 4486	3
THEA 4111 or Free Elective (3000 or 4000) 1/4	3	THEA 4111 or Free Elective (3000 or 4000) 3/4	3
Free Elective (3000 or 4000) 2/4	3	Free Elective (3000 or 4000) 4/4	3
THEA 4415	3	THEA 3000-4000 elective 3/3	3
THEA 3000-4000 elective 2/3	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	12
Milestones		Milestones	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

B.A. DEGREE WITH A MAJOR IN THEATRE

CORE AREA F – 18 hours

- ___ THEA 1100 Theatre Appreciation (3)
- ___ FOREIGN LANGUAGE 2001 & 2002 (6)
- ___ THEA 2100 Play Analysis (3)
- ___ THEA 2291 Developing a Character (3)
- ___ 1000—or---2000 Level Course MUST BE ART, MUSIC, FILM, OR GFA 1000 Introduction to On-Set Film Production (3)

Courses specific for the major (48 hours total)

Required: (36)

- ___ THEA 1000: Theatre Laboratory (0)
- ___ THEA 1111 Production and Performance (1)
- ___ THEA 1112 Production and Performance (1)
- ___ THEA 1291 Voice & Movement I (3)
- ___ THEA 2111 Production and Performance (1)
- ___ THEA 2112 Production and Performance (1)
- ___ THEA 2214 Concepts in Theatre and Film Design (3)
- ___ THEA 2290 Stage and Film Craft (3)
- ___ THEA 2310 Stage Makeup (3)
- ___ THEA 3111 Production and Performance (1)
- ___ THEA 3112 Production and Performance (1)
- ___ THEA 3394 Directing (3)
- ___ THEA 3357 Theatre History I (3)
- ___ THEA 4111 Production and Performance Capstone (3)
- ___ THEA 4415 Playwriting II (3)
- ___ THEA 4457 Theatre History II (3)
- ___ THEA 4485 Special Topics or THEA 4486: Internship (3)

Select one (3):

- ___ THEA 1292 Voice and Movement II (3)
- ___ THEA 2215 Intro to Ltg/Sound/MT (3)
- ___ THEA 2224 Drafting and CAD (3)
- ___ THEA 2292 Contemporary Scene Study (3)
- ___ THEA 2315: Rendering Styles (3)
- ___ THEA 2325 Costume Technology (3)
- ___ THEA 2491 Acting for the Camera (3)
- ___ THEA 2550 Stage Management (3)
- ___ GFA 1000 Introduction to On-Set Film Production (3)

Select three (9):

- ___ THEA 3201 Stage and Film Craft II (3)
- ___ THEA 3212 Period Styles in Design (3)
- ___ THEA 3214 Scenic Design (3)
- ___ THEA 3215 Lighting Design (3)
- ___ THEA 3290 Costume Design (3)
- ___ THEA 3391 Acting Shakespeare (3)
- ___ THEA 3392 Period Scene Study (3)
- ___ THEA 3415 Playwriting I: Devised Theatre (3)
- ___ THEA 3491 Advanced Acting for the Camera (3)
- ___ THEA 4412 The Business of Acting (3)
- ___ FILM/ENGL 3200 Screenwriting only (3)

Free Electives: **12 hours**
12 credit hours must be in courses numbered 3000 or above outside the major

Requirements/Restrictions Specific to this Major and Assessment:


1. In addition to the required course work and expectations, all theatre majors will be required to participate in an exit interview presenting a performance audition and/or portfolio presentation.
2. All theatre majors are required to follow the guidelines in the *Theatre Program Policy Handbook* as published annually by the Theatre Program

XIDS - 2300 - Colleges, Slavery, & Memorialization

Area E4: XIDS New Course Topic

Introduction

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

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

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

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

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

Desired Effective Semester*

Spring

Desired Effective Year*

2020

Contact Information

Primary Contact Name* Keri Adams

Email* madams@westga.edu

College - School/ Department*

Department of History

The Social Sciences template requires the synthesis of at least two disciplines with the social sciences. Check the disciplines that your course includes:*

- Anthropology
- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology
- Other

Course Information

Course Prefix*

XIDS

Course Number* 2300

Proposed Course Title* Colleges, Slavery, & Memorialization

Your proposal will need to address the following issues:

Describe, holistically, the theme of the course.*

Colleges, Slavery, & Memorialization provides an opportunity for students to engage with, contextualize, and contemplate university, local, regional, and American history through an interdisciplinary lens of the social sciences. This course introduces students to the disciplines of socio-cultural history, public history, and historic archaeology and how these disciplines have informed one another in documenting, interpreting, and sharing the connections of enslaved African Americans and American colleges and universities. Students will research public history, public archaeology, and memorialization projects of colleges and universities and related institutions in order to understand and contextualize the campus lands of the University of West Georgia and the history of enslavement in the west Georgia region. In addition, students will be introduced to the university's Along the Ridge: Reflections on a 19th-Century Cemetery on the University of West Georgia Campus project that seeks to document, understand, and interpret the lives of the enslaved and freed African Americans who lived on and worked the lands of the Thomas Bonner plantation, which became the University of West Georgia campus.

Catalog Course Description*

An interdisciplinary approach to documenting, understanding, and representing the ties between the institution of slavery and colleges and universities in the United States.

How does the text bring these perspectives together so that a true interdisciplinary focus is achieved?*

The course "text" will consist of short excerpts from multiple books, articles, websites, and primary documents--this collection will introduce students to the pursuit of historical and cultural discovery and interpretation as an integrated process. For example, archaeological study both respond and contribute to historical and cultural interpretation. Another example, these readings will expose students to public history's reliance on anthropological modes of thinking as it seeks to interpret and memorialize/present historical events and ways of life.

Discuss how students are required to integrate various disciplines' concepts and

Through class discussions, writing assignments, and examining and evaluating a public project relevant to the course topic students will reflect upon and put to work historical and anthropological knowledge and skills they have learned.

concepts and perspectives. How will assignments and text motivate students to learn? *

What, specifically, are the attainable and measurable learning outcomes for each student?

1. Students will demonstrate knowledge of the fundamental concepts of a discipline examining the social world.
2. Provide an overview of the history of the ties between American colleges and universities and the enslavement of African Americans.
3. Identify, interpret, and contextualize public projects related to the history of American colleges and universities ties to the enslavement of African Americans.
4. Provide an overview of the history of chattel slavery in the west Georgia region.
5. Summarize the history of campus lands of the University of West Georgia and the history of enslavement.
6. Compare the history of the University of West Georgia to other colleges and universities.
7. Identify how Along the Ridge and the University of West Georgia may share its connections to the enslavement of African Americans.

Describe any other requirements or conditions for the course.*

None

Describe potential grading criteria (exams, papers, performances, works of art, etc.) Please list in numbered bullets.*

- Class prep assignments (submitted online)
- Public project highlight--evaluation of a public exhibit
- White paper--collaborate in developing a problem-solving report
- Reflective essays about the course and its topic

Potential Primary Reference(s) (text, current literature, etc.) Please list in a numbered bullets.*

- Maria Franklin, "Enslaved Household Variability and Plantation Life and Labor in Colonial Virginia," International Journal of Historical Archaeology
- Marion Smith Jones, "The Great Escape From Slavery of Ellen and William Craft," Smithsonian.com
- James C. Bonner et al, From A & M to State University
- William Craft, Running a Thousand Miles for Freedom; or, the Escape of William and Ellen Craft from Slavery

Outline of Syllabus. Please list in a numbered bullets.*

See attached syllabus.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the

Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Colleges, Slavery, & Memorialization

XIDS 2300 Interdisciplinary Studies in Social Sciences

Spring 2020

Instructor:

Keri Adams, M.A. (Listed as Margaret Adams)

Office Location:

12B, Center for Public History, Ingram Library

Office Hours:

TBD

Phone:

678-839-5275 (office), 678-839-6141 (Center)

Email:

madams@westga.edu (best method of contact)

Course Description

This course meets the requirements of Core Area E 4. An introduction to how two or more disciplines in the social sciences may contribute to the understanding of a selected topic or theme. Subjects will vary with the year and with the instructors involved.

Colleges, Slavery, & Memorialization provides an opportunity for students to engage with, contextualize, and contemplate university, local, regional, and American history through an interdisciplinary lens of the social sciences. This course introduces students to the disciplines of socio-cultural history, public history, and historic archaeology and how these scholarships have informed one another in documenting, interpreting, and sharing the connections of enslaved African Americans and American colleges and universities. Students will research public history, public archaeology, and memorialization projects of colleges and universities and related institutions in order to understand and contextualize the campus lands of the University of West Georgia and the history of enslavement in the west Georgia region. In addition, students will be introduced to the university's *Along the Ridge: Reflections on a 19th-Century Cemetery on the University of West Georgia Campus* project that seeks to document, understand, and interpret the lives of the enslaved and freed African Americans who lived on and worked the lands of the Thomas Bonner plantation, which became the University of West Georgia campus.

Learning Outcomes

A student having taken this course will be able to:

1. Students will demonstrate knowledge of the fundamental concepts of a discipline examining the social world.
2. Provide an overview of the history of the ties between American colleges and universities and the enslavement of African Americans.

3. Identify, interpret, and contextualize public projects related to the history of American colleges and universities ties to the enslavement of African Americans.
4. Provide an overview of the history of chattel slavery in the west Georgia region.
5. Summarize the history of campus lands of the University of West Georgia and the history of enslavement.
6. Compare the history of the University of West Georgia to other colleges and universities.
7. Identify how *Along the Ridge* and the University of West Georgia may share its connections to the enslavement of African Americans.

Resources (incomplete)

Students are NOT required to purchase any books for this class. Please note, students will read book excerpts rather than complete works. The instructor will provide excerpts or links for the resources listed below.

Books (excerpts)

- James C. Bonner et al, *From A & M to State University*
- James C. Bonner, *Georgia's Last Frontier*
- William Craft, *Running a Thousand Miles for Freedom; or, the Escape of William and Ellen Craft from Slavery*
- James Deetz, *In Small Things Forgotten*
- Ben Griffith et al, *At Home in Carrollton*
- Frances Anne Kemble, *Journal of Resistance on a Georgia Plantation*
- John Michael Vlach, *Back of the Big House*

Articles

- Maria Franklin, "Enslaved Household Variability and Plantation Life and Labor in Colonial Virginia," *International Journal of Historical Archaeology*
- Marion Smith Jones, "The Great Escape From Slavery of Ellen and William Craft," Smithsonian.com
- Library of Congress, "An Introduction to the WPA Slave Narratives"
- *The Public Historian* Editors, "Slavery and Justice: A Q&A with James T. Campbell"
- Paul A. Shackel, "Memory, Civic Engagement, and the Public Meaning of Archaeological Heritage," *The SAA Archaeological Record*
- Society of Historical Archaeology, "Abandoned Burial Grounds"

Other

- Smithsonian Center for Folklife and Cultural Heritage, "The Smithsonian Folklife and Oral History Interviewing Guide"
- [UWG Center for Public History](#) materials:
 - *Along the Ridge* project
 - University History Project
 - Select oral histories
- [UWG Special Collections](#) materials

- WPA Slave Narratives, Library of Congress:
 - Celestia Avery of LaGrange, Georgia
 - George Brooks of Columbus, Georgia
 - Mary Gladdy of Columbus, Georgia
 - Susie Johnson of The Rock, Georgia
 - Frances Kimbrough of Cataula, Georgia

Additional Readings

Students may be assigned additional readings by the instructor at any time during the semester. Typically, those readings will be added to the course's "Content" section in CourseDen and noted/updated on this syllabus when available. It is the responsibility of the student to be aware of any additional assigned readings added to Courseden.

Class Structure

Coursework is both face-to-face and online (or digital). Students will contribute to open discussion and group work, as well as complete assignments as an individual.

Attendance

Attendance in this class is vital to your academic success. Habitual unexcused absences, tardiness, and leaving early will lower your overall grade and may cause you to miss graded in-class assignments and activities.

Discussion, Participation, & Classroom Etiquette

Students are expected to be proactive in their learning experience both in the classroom and in the digital classroom. You should pose questions to your peers and the instructor to initiate or contribute to discussion, thoughtfully listen while others speak, and take time to construct thoughtful responses to others. The instructor typically prepares PowerPoints, but that should not keep students from preparing for class and taking notes during class.

CourseDen & Netiquette

Schedules assignment submissions for this course are online based through [Courseden](#). All students are expected to adhere to Virginia Shea's [The Core Rules of Netiquette](#), in particular [Rule 2: Adhere to the same standards of behavior online that you follow in real life](#), when interacting on Courseden or through email. The instructor regularly posts course material and announcements on CourseDen as well. It is each student's responsibility to stay-in-the-know by checking our course page. Please contact online@westga.edu for assistance or problems using CourseDen.

Assignments & Grades

Grades may only be discussed in-person and NOT by email per University of West Georgia policy. Students may speak to the instructor during office hours about their progress and grade(s) in the course.

MAKE UP ASSIGNMENT POLICY: Students who are absent (or counted as absent) will not be able to make up in-class assignments, pop quizzes, or tests *except* due to emergency circumstances to be assessed individually by the instructor. Any student that requests to make up a missed assignment may be asked to provide proof of absence or may only be able to make up for partial credit. This policy applies to all assignments. Make up tests are only allowed with written proof of the incident that caused a student's absence on test day.

Attendance is worth 10% of the overall grade.

Attendance will be taken at the beginning of each class, but only 10 total class days will count towards your grade.

1. Students not present at the time of roll call will be counted absent (0% grade) for that date.
2. Tardy arrivals are expected to check in with the instructor after class is over to avoid a 0% grade for that date.
3. Students will notify the instructor of a need to leave early or will communicate with the instructor about an early leave before the next class period. Non-communication will result in a 50% grade for that day and a forfeiture of any in-class assignments or activities.
4. Absences are assessed individually. Students must provide notification to the instructor with each absence.

Class Preparation Assignments are worth a total of 15% of the overall grade.

Prior to the first class of each week (before Tuesday), each student will write a paragraph summary of their thoughts on the readings and pose 2 to 5 questions for discussion. This assignment will be submitted on Courseden. The instructor will use this assignment to gauge student engagement with course materials and to guide class discussions and activities.

Public Project Highlight is worth 15% of the overall grade.

Each student will choose a public-facing project created by a college or university, such as a center, a study, an exhibit, or memorialization work, specifically to study, present, or mitigate a connection to the enslavement of African Americans--their labor, the sale of, etc. These projects will be used to inform and contribute to the class project (see White Paper Project below). Students will research a public project (in consultation with the instructor) and present their findings to the class in a 5-minute presentation followed by minimum 5 minutes of questions-and-answer and class discussion.

White Paper Project is worth 30% of the overall grade.

Students will make individual contributions to a class project--a collaborative, informative, and problem solving report known as a "[white paper](#)". Within the first few weeks of the semester, the class will define ways in which the University of West Georgia may integrate the history of its campus lands in educational activities and student programs and supplement the *Along the Ridge* project. This paper will include an overview of American universities and colleges and their connections to the enslavement of African Americans as well. Individuals or small groups will be assigned components of the "white paper" and will present their findings to university administrators and faculty at the end of the semester.

Reflective Essays are worth 30% of the overall grade.

There will be two reflective essays, one at the start of the semester and one near the end of the semester, each are worth 15% of the overall grade. In the first essay, students will be asked to describe their expectations of this class, what they may know about the primary subject, and reflect on why the subject is important. At the end of the semester, using their first essay, students will reflect on their initial expectations, assumptions, gained knowledge, and the importance of what they learned.

Honor Expectations & Academic Honesty

Students are expected to submit written work that is their original work and not plagiarized – both in class and online. Plagiarism means using the ideas or writings of another as one’s own. Plagiarism is an ethical violation, as well as a violation of trust between faculty and student. Confirmed plagiarizers will be reported the History Department Chair, as well as the Office of the Provost and Academic Affairs, and may be ejected from this course or the university, in some cases. For more information about academic honesty, refer to the “Honor Code” in the UWG Connection and Student Handbook at this website <http://www.westga.edu/handbook/>. Students should reference the Chicago Manual of Style (online or book, helpful link) and the most recent edition of Kate Turabian’s *A Manual for Writers* (online or book) to learn how to properly cite any sources and format any papers for this course. When in doubt – cite!

Class Schedule (incomplete)

Class days are marked by gray rows. Each unit will incorporate select readings and student presentations. Assigned readings should be read *before* class in order to complete the Class Preparation Assignment.

Unit 1: Introducing History & Anthropology and relevant subfields

Date	Readings	Assignments due
January 7	syllabus	
January 9		
January 12		Class Preparation Assignment due online at 11:59 pm
January 14		
January 16		
January 17		Reflective Essay #1 online at 11:59 pm

Unit 2: Documenting, Interpreting, & Sharing the Past

Date	Readings	Assignments due
January 19		Class Preparation Assignment due online at 11:59 pm

January 21		
January 23		

Unit 3: Chattel Slavery in British America & the United States

Date	Readings	Assignments due
January 26		Class Preparation Assignment due online at 11:59 pm
January 28		
January 30		
February 2		Class Preparation Assignment due online at 11:59 pm
February 4		
February 6		

Unit 4: Slavery in Georgia & the west Georgia region

Date	Readings	Assignments due
February 9		Class Preparation Assignment due online at 11:59 pm
February 11		
February 13		

Unit 5: From A & M School to UWG

Date	Readings	Assignments due
February 16		Class Preparation Assignment due online at 11:59 pm
February 18		
February 20		
February 21		White Paper draft due online at 11:59 pm

Unit 6: Ancestry, Heritage, & Legacy

Date	Readings	Assignments due
February 23		Class Preparation Assignment due online at 11:59 pm
February 25		
February 27		

Unit 7 (Part 1): Memorials & Recentring the Narrative

Date	Readings	Assignments due
March 1		Class Preparation Assignment due online at 11:59 pm
March 3		
March 5		
March 8		Class Preparation Assignment due online at 11:59 pm
March 10		
March 12		

Spring Break

Date	Readings	Assignments due
March 17	No class	
March 19	No class	

Unit 7 (Part 2): Memorials & Recentring the Narrative

March 22		Class Preparation Assignment due online at 11:59 pm
March 24		
March 26		

Unit 8: West Georgia's Narrative

Date	Readings	Assignments due
March 29		Class Preparation Assignment due online at 11:59 pm
March 31		
April 2		
April 5		Class Preparation Assignment due online at 11:59 pm
April 7		
April 9		
April 12		White Paper final version due online at 11:59 pm
April 14		White Paper Presentation run-through
April 16		White Paper Presentation practice
April 21		White Paper Presentation day, dress in professional attire
April 23		Review Session & Pizza Party

Finals Week

Date	Readings	Assignments due
<i>April 28</i>	<i>No class (Reading Day)</i>	
<i>April 30</i>	<i>No class</i>	Reflective Paper #2 due online at 11:59 pm

Academic Support

The following university-provided services are available to all students, though limitations or requirements may apply. Some of these services are accessible through Courseden.

Center for Academic Success (CAS)

The Center for Academic Success (CAS) offers academic coaching to students who are looking to improve their academic and college transitional skills. These skills include but are not limited to: study strategies, time management, organization, goal setting, and note-taking. Find out more on their website or by contacting them at 678-839-6280 or cas@westga.edu. The CAS is located in Room 200 of the University Community Center (UCC).

Writing Center (UWC)

The University Writing Center provides faculty and graduate tutors to assist students with any aspect of the writing process. Students from all disciplines and at any level are welcome. You must make an appointment for a tutorial before your assignment is due -- 678-839-6513 or writing@westga.edu. The UWC's website has several useful resources for reading, writing, and citing.

Accessibility Services (AS)

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 at counseling@westga.edu or (678) 839-6428. Please visit their website for more information: www.westga.edu/counseling/4486.php. Per university policy, SARs are the student's responsibility and must be presented in timely receipt of the SAR in addition to the student scheduling and attending a face-to-face meeting with their instructor – failure to complete these tasks results in a voided SAR.

Student Health, Wellness, & Crisis Support

Title IX & Equal Opportunity

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 & its implementing regulation at 34 C.F.R Part 106) provides that “no person shall, on the basis of sex, be excluded from participation in, be denied benefits, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

The Title IX Coordinator monitors UWG's compliance with Title IX, oversees complaints, and delivers Title IX training. For more information, visit this page: <https://www.westga.edu/hr/title-ix-rights-options-resources.php>. The website includes the resources listed above, as well as off-campus support options. A

complaint may also be made anonymously online, here:

https://cm.maxient.com/reportingform.php?UnivofWestGeorgia&layout_id=2.

At the University of West Georgia, sexual misconduct includes, but is not limited to, sexual harassment, sexual violence, sexual exploitation, non-consensual sexual contact, non-consensual sexual intercourse, dating violence, domestic violence and stalking. Sexual misconduct should be immediately reported to a University of West Georgia Title IX Coordinator. Please see the [University of West Georgia Sexual Misconduct Policy](#) for additional reporting options.

Diversity & Inclusion at UWG

“The value of inclusiveness is evident in our commitment to celebrating our diversity, our collaborative spirit, and creating a welcoming campus that is emotionally and physically safe for all.” A UWG Core Value. Find at more by visiting the [Center for Diversity & Inclusion](#) for more information.

Patient Advocates

University life can be stressful. Patient Advocates connect UWG students with services, including medical, academic, legal, and psychological, both on and off campus. Students who wish to explore options for the treatment of conditions such as stress, anxiety, depression, eating disorders, and/or alcohol/other drug concerns may contact a Patient Advocate for assistance with assessment and referral. Students who have medical, family, or safety related emergencies may contact the Patient Advocates for assistance with crisis response. They also help in exploring options whether to remain in school, temporarily withdraw, or when appropriate, to request consideration for incompletes. They can also verify health/emergency related absences to instructors (only with patient permission). The UWG Patient Advocates are trained in crisis response and serve students victimized sexually, through stalking, domestic violence, or intimate partner violence. Contact Jill Hendricks at (678) 839-0641 and jillhend@westga.edu or Corey Hindman at (678) 839-5338 and chindman@westga.edu for guidance or help.

UWG Advocate Crisis Line

470-215-9946

Crisis Text Line

Text HELLO to 741-741

Counseling Center

At the Counseling Center we provide free, confidential counseling and support services to all enrolled UWG students. For an after-hours psychological crisis please call 678-839-6428 and you can be connected to our on-call counselor. All you have to do is walk in to our office at 123 Row Hall. It will usually take about 20-30 minutes to fill out some forms and have a brief meeting with a counselor. Walk-in hours are Monday-Friday 8 am - 4 pm. All services are confidential and free of charge. For assistance after hours, call 678-839-6428 and select option 2 to speak with the on-call counselor. Contact by email counseling@westga.edu.

Online Counseling

Online counseling allows students to work exactly as they would work in face-to-face counseling, but the counseling takes place via secure online video conferencing. While the counselor will still be located at the Counseling Center, the client may be at home or another location miles away from campus. This service was designed specifically for students who may be unable to attend counseling sessions on campus. More information [here](#).

University Police

CALL UNIVERSITY POLICE IF YOU: Are a victim of a sexual assault on campus or, if the assault occurred off campus and you need assistance in contacting the proper police agency; Are threatened, harassed or stalked; Need medical assistance; Are depressed and need to contact a counselor; Need to develop a safety plan if you have been assaulted or threatened; Need an escort after hours; Want to explore whether to press charges; Witness a crime; Know someone in need of help but don't know where to turn; or Would like to register for their self defense course. 678-839-6000 or 96000 from a campus phone.

LiveSafe App

[LiveSafe](#) is the free mobile safety app for students, faculty, staff, parents, alumni and visitors. This app allows you to stay safe by providing a streamlined way to communicate directly with University Police and allows safety officials to better protect you. Download on your mobile device using this [link](#).


Please refer to this link more for more information: <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

XIDS - 2300 - Critical Philosophy of Race and Racism

Area E4: XIDS New Course Topic

Introduction

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

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

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

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

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

Desired Effective Semester*

Spring

Desired Effective Year*

2020

Contact Information

Primary Contact Name* Dr. Alex Feldman

Email* afeldman@westga.edu

College (Select University College)*

Department of English and Philosophy

Course Information

Course Prefix*

XIDS

Course Number* 2300

Proposed Course Title* Critical Philosophy of Race and Racism

The Social Sciences template

Anthropology

114/276

- requires the synthesis of at least two disciplines with the social sciences. Check the disciplines that your course includes:***
- Economics
 - Geography
 - History
 - Political Science
 - Psychology
 - Sociology
 - Other

Your proposal will need to address the following issues:

Describe, holistically, the theme of the course.*

This course is an introduction to critical philosophy and theory of race and racism. In the U.S. at present, it seems obvious in many contexts to classify people by race. What are we really talking about, though, when we talk about race? After all, it has not always seemed obvious to people in other times and places that the concept of race is a natural or relevant way to make sense of human differences. Indeed, are there really such things as races? What, if anything, does the word "race" refer to? Although race-thinking draws from older ways of understanding human difference, the modern idea of races as biologically-distinct groupings of human beings emerged only at the end of the eighteenth century. Indeed, the dominant view of scientists and scholars today is that "there is no biological justification for distinguishing people into races" (Eduard Macherey). How, then, did the race idea come to seem such a self-evident way of understanding ourselves? If races are not real in a biological sense, do they perhaps have reality in a sociohistorical or political sense? We will investigate such questions about the metaphysics of race in Unit I of the course. In Unit II, we will explore the nature of the connection between racism and racialism (race-thinking) in world history since 1492, with a special focus (but not exclusive) focus on the United States. Our goal will be to understand the elements out of which and the processes whereby the race idea was formed. Finally, in Unit III, we will turn from metaphysical and historical questions to questions of an ethical, political, and existential character. What role should an understanding of racial identity play in antiracist political solidarity? How should we understand ourselves and our aspirations in light of the persistence of racism and racialism?

Describe the contribution of each of the disciplines.*

1. Philosophy: philosophical questions about the metaphysics of race and the ethics of racialism and racism tie the different units of the course together. Readings will be drawn from both historical and contemporary work in philosophy of race.
2. History: a serious understanding of the race idea requires knowledge both of the history of racism and the history of race-thinking. The course will also introduce students to the notion of historicization--of what it means to treat race as a historically-specific, rather than eternal, mode of self-understanding.
3. Anthropology. Some of the most significant moves in the history of race-thinking occurred in anthropology. Moreover, anthropology was once a sub-discipline of philosophy (philosophical anthropology). We will read Kant's foundational work on the philosophical anthropology of race, as well as more recent work on the post-Boas response to race-thinking.
4. To expose students to social and artifactual (constructionist) theories of race, we will read some classical and contemporary sociology, as well as thinkers working at the intersection of philosophy and sociology (Du Bois).

How does the text bring these

The two main texts will be as follows:

1. Taylor, Paul C. Race: A Philosophical Introduction. 2nd Edition. Cambridge:

perspectives together so that a true interdisciplinary focus is achieved?

Polity, 2013.
 2. Shelby, Tommie. We Who Are Dark: The Philosophical Foundations of Black Solidarity. Cambridge, MA: Harvard, 2005.

* Taylor opens his book with a focused discussion of the need for an interdisciplinary approach to philosophy of race, one that uses history and the social sciences in tandem with philosophy to grasp the social, political, and artifactual character of race. He also presents a helpful overview (complete with tables) of the main periods in the history of modern racialism.

Shelby likewise argues that the problem of antiracist solidarity requires familiarity both with political philosophy and with the history of black thought on the subject. His book will show students how to extract cross-cutting themes from the tradition of black discussions of nationalism, amalgamation, integration, etc. He will also help students understand the importance of connecting normative philosophical reflection to specific historical contexts.

Aside from these two books, I will use a number of articles from philosophy, anthropology, sociology, and history, as well as several short films (BBC, "Racism," 2007; Eduard Macherey's 2013 lecture "Are Races Biologically Real?" at Rutgers).

Discuss how students are required to integrate various disciplines' concepts and perspectives. How will assignments and text motivate students to learn?

* In philosophy, students will have to master two conflicting positions in metaphysics, essentialism and nominalism, as well as distinctive positions in ethics, such as the debate between universalism and particularism (and how the history of race and racism forces a reworking of the current, largely Kantian framing of the problem). Students will also explore the appropriate basis for solidarity. Finally, we will explore classic questions at the intersection of moral psychology, ethics, and social theory that have to do with self-deception, double-consciousness, authenticity, and alienation. We will also explore meta-philosophical questions about the appropriate way to understand the project of political philosophy (Charles Mills).
 With respect to anthropology and sociology, students will be exposed, via the themes of race and racism, to classic questions about the nature-culture distinction, social construction, and social categorization.
 I will use short reading quizzes, a midterm, and a final to test students' mastery of course readings and concepts. In addition, I will use a scaffolded four-part term paper that requires students to apply course concepts to a current issue. This kind of assignment will motivate students by giving them a chance, with recurring feedback, to connect what we are doing in the course to their own lives and concerns. It will also give them a chance to produce a higher-level synthesis of the different disciplinary perspectives they have encountered. Students will read from a mixture of classic and contemporary writers in philosophy and the social sciences. To engage students' attention, I have also included two films, a three-part BBC miniseries on the global history of racism and a short lecture from Eduard Macherey debunking the idea that races are biologically real.

What, specifically, are the attainable and measurable learning outcomes for each student?

1. Explain and critically assess rival philosophical theories of race and racism, with a special focus on race as a social construct, rather than a natural kind.
2. Identify and describe the major stages in the history of modern race-thinking and racism.
3. Discuss in both oral and written discourse one major debate in each of the following sub-areas of current philosophy of race: metaphysics of race, political philosophy of antiracist solidarity, and race and the study of self-knowledge.
4. Describe the views of at least three major philosophers of race and racism.

Describe any other requirements or conditions for the course.*

N/A

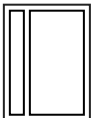
Describe potential grading criteria

Scaffolded term paper: applying course concepts to a contemporary issue. See

grading criteria (exams, papers, performances, works of art, etc.)

Please list in numbered bullets.*

syllabus attached.




Potential Primary Reference(s) (text, current literature, etc.) Please list in a numbered bullets.*

Shelby, Tommie. We Who Are Dark: The Philosophical Foundations of Black Solidarity. Cambridge, MA: Harvard, 2005.	
	Taylor, Paul C. Race: A Philosophical Introduction. 2nd Edition. Cambridge: Polity, 2013.
	Additional short readings (see below)

Outline of Syllabus unless clearly provided in the attached syllabus. Please list in a numbered bullets, if applicable.*

See syllabus.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

XIDS 2300: Critical Philosophy of Race and Racism
Spring 2020 || Syllabus
Philosophy Program, University of West Georgia

Instructor: Dr. Alex Feldman
Email: afeldman@westga.edu
Phone: 678-839-4873

Office: Technology-Enhanced Learning Center
3130

Course Times and Locations:

{

Office Hours:

{

GENERAL COURSE DESCRIPTION

This course is an introduction to critical philosophy and theory of race and racism. In the U.S. at present, it seems obvious in many contexts to classify people by race. What are we really talking about, though, when we talk about race? After all, it has not always seemed obvious to people in other times and places that the concept of race is a natural or relevant way to make sense of human differences. Indeed, are there really such things as races? What, if anything, does the word “race” refer to?

The very idea that there are such human kinds as races is of relatively recent origin. Race-thinking is caught up with the same historical processes that produced modern racism—conquest, slavery, genocide, and colonization. Although race-thinking draws from older ways of understanding human difference, the modern idea of races as biologically-distinct groupings of human beings emerged only at the end of the eighteenth century. Indeed, the dominant view of scientists and scholars today is that “there is no biological justification for distinguishing people into races” (Eduard Macherey). How, then, did the race idea come to seem such a self-evident way of understanding ourselves? If races are not real in a biological sense, do they perhaps have reality in a sociohistorical or political sense? We will investigate such questions about the *metaphysics* of race in Unit I of the course. In Unit II, we will explore the nature of the connection between *racism* and *racialism* (race-thinking) in world history since 1492, with a special focus (but not exclusive) focus on the United States. Our goal will be to understand the elements out of which and the processes whereby the race idea was formed. Finally, in Unit III, we will turn from metaphysical and historical questions to questions of an ethical, political, and existential character. What role should an understanding of racial identity play in antiracist political solidarity? How should we understand ourselves and our aspirations in light of the persistence of racism and racialism? Readings will be drawn from philosophy in both the analytic and continental traditions, history, sociology, and anthropology. A special emphasis will be placed on classic works by black thinkers.

COURSE OBJECTIVES AND LEARNING OUTCOMES

1. Explain and critically assess rival philosophical theories of race and racism, with a special focus on race as a social construct, rather than a natural kind.
2. Identify and describe the major stages in the history of modern race-thinking and racism.
3. Discuss in both oral and written discourse one major debate in each of the following sub-areas of current philosophy of race: metaphysics of race, political philosophy of antiracist solidarity, and race and the study of self-knowledge.
4. Describe the views of at least three major philosophers of race and racism.

READINGS

Most course readings will be available for download from Course Den. See the end of this document for a complete reading schedule. You are required to obtain copies of the following two books:

Shelby, Tommie. *We Who Are Dark: The Philosophical Foundations of Black Solidarity*. Cambridge, MA: Harvard, 2005.

Taylor, Paul C. *Race: A Philosophical Introduction*. 2nd Edition. Cambridge: Polity, 2013.*

*Note: Only the second edition of this book will be accepted. The first edition was published in 2003; Taylor updated it to reflect some of the significant changes that have occurred since then.

ASSESSMENT

Unless otherwise noted, all assignments are due by 11:59 p.m. on the date listed and must be submitted through Course Den.

Assignment	Description	Due Date	Weight
Reading quizzes	Six to eight timed Course Den reading quizzes (multiple choice). The two film summaries will count as pass/fail reading quizzes. See the reading schedule for the relevant dates.	Recurring	10%
Participation	Your grade in participation reflects your level of preparation for each class meeting, your contribution to the class learning environment and discussion, and your engagement with in-class group activities and writing.	N.A.	10%
Midterm exam	In-class; covers first half of the course. Multiple choice, short answers, and essay questions.	Week 8	20%

Final exam	Comprehensive. Multiple choice, short answers, and essay questions.	TBA	30%
Scaffolded current debate paper	This assignment asks you to select a current issue involving race and racism and analyze it through the lens of course concepts. In the first part of the assignment, you will identify an issue (a question about which there is or could be real controversy) and frame that issue in light of course concepts. After revising your initial issue proposal, you will then select one required course reading and two recent outside sources that touch on your issue in order to create an “argument map” (to be explained in class) of the three texts. Finally, you will use this map to write a persuasive paper in which you defend a specific position on the issue you have selected.	(1) Issue proposal: due at end of week 4. (2) Revised proposals: due at end of week 8. (3) Argument map of sources: due at end of week 12. (4) Current events paper: due on the last day of class.	30%

GRADE SCALE

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

COURSE POLICIES

(1) **Attendance** is mandatory. Each student is allowed **three unexcused absences**, after which half a letter grade will be deducted from the final grade *for each additional absence*. I define “absence” broadly to include excessive lateness, disruptive class behavior, or manifest lack of preparation (not having a copy of the assigned reading in class, not having proper means to take notes, etc.).

(2) To request an **excused absence** or **an extension for an assignment**, you must email me before the class or deadline in question and be prepared to provide proper documentation. I only grant extensions or excused absences for the following events: family emergencies, serious medical issues, jury duty, military service, major religious holidays (absences only), or natural disasters. When requesting assignment extensions, please do the following in one email: (a) make the request at least 24 hours before the deadline (with the exception of genuine

emergencies); (b) propose a new deadline (subject to my approval); and c) provide proper documentation.

(3) All **readings** are mandatory and are due on the date listed in the Schedule below. Students are expected to have completed them before class and to bring assigned texts to class. Failure to do so will affect the participation grade.

(4) **Assignments** are due on the date and time specified. Late assignments submitted within 24 hours after the deadline will receive an 8% deduction. Any work submitted after this grace period will be subjected to an additional penalty at the instructor's discretion.

(5) **Plagiarism and academic dishonesty** will not be tolerated under any circumstances. All work must be your own, and any use of outside sources must be properly cited. Improper paraphrase or quotation may be counted as academic dishonesty; interweaving unsourced quotations or uncited paraphrases from multiple sources also counts as plagiarism. The work you provide in class must be your own, and it must be original (you may not submit work previously completed for another class). Use of "homework helper" sites, such as Course Hero, will result in an automatic failing grade and may lead to further penalties.

For more information on UWG's Academic Integrity policy, please look at the links in the Common Language for Course Syllabi (<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>).

(6) **Electronic devices.** Recent research indicates that use of electronic devices during lectures significantly hinders learning, both for device users and for those sitting near them.¹ For these reasons, *the use of electronic devices (including laptops, tablets, and smartphones) is strongly discouraged in this class*, with an exception made for students with special needs who rely on electronic devices for taking notes. Those who do use electronic devices in class may only use them for purposes directly related to the course.

Note: students using electronic devices are still responsible for having the appropriate edition of the course reading for day. Many common e-book formats (EPUB, MOBI, etc.) do not preserve the original pagination and are thus not acceptable in this course. When in doubt about an edition, check with me first before buying it.

(7) **Email correspondence.** Periodic updates to the syllabus, course readings, etc. will be sent via UWG email or Course Den. Students are responsible for reading and responding to all course emails in a timely fashion. I will try to respond to all messages sent between 8 a.m. on Monday and 4 p.m. on Friday within 24 hours, but it may sometimes take 48 hours. If I send you an individual message, I expect a response within 48 hours as well. If I haven't responded to your message within this time frame, feel free to send me a reminder.

Note: **I will not discuss the details of a grade via email or before or after class**, except in the case of obvious misprints or typos. Please email me to arrange a meeting during my office hours if you would like to discuss your grade.

¹ A study by Pam Mueller and Daniel Oppenheimer (2014) has found, in particular, that laptop use is detrimental to courses that emphasize the learning of difficult concepts (philosophy). Faria Sana et al (2016) find that "second-hand" laptop use has a significant negative effect on test scores. My own teaching experience echoes these results.

(8) **Recording.** Students may not record class lectures or discussions without prior permission from the instructor.

(9) **Extra credit.** Students may earn extra credit by attending a workshop at Ingram Library or the University Writing Center or making an appointment with the University Writing Center. One point of extra credit toward the final grade will be awarded for each documented workshop or appointment, up to a maximum of three points. To earn the extra credit, you must provide me with proper documentation.

FULL ACCESS

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 (<https://www.westga.edu/student-services/counseling/accessibility-services.php>).

COURSE SUPPORT

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

If you are struggling in the course, the single best thing you can do is meet with me during my office hours. Typically, no appointment is needed. I recommend that you meet with me first before seeking outside tutoring.

SCHEDULE OF READING ASSIGNMENTS

Readings must be prepared before the class meeting next to which they are listed. Remember, you must bring a copy of the assigned reading to class with you.

{For the moment, I am assuming a three-credit course that meets twice a week for fifteen weeks}

Date	Reading Assignment
1. (a)	Introduction to the Course. No reading assignment
Unit I. Is race real? The metaphysics of race.	

(b)	A. Race is not a natural kind. Kwame Anthony Appiah, excerpts from “Race, Culture, Identity: Misunderstood Connections”
2. (a)	Immanuel Kant, “Of the Different Human Races”
(b)	Eduard Macherey, “Are Races Biologically Real?” Lecture at Rutgers University (2013): https://www.youtube.com/watch?v=Hc4xh3L6vvY . Please watch it and prepare a 250-word précis before coming to class.
3. (a)	B. Perhaps, however, race is real in a sociohistorical sense. W.E.B. Du Bois, “The Conservation of Races”
(b)	Ronald Sundstrom, “Douglass and Du Bois’s <i>Der Schwartze Volksgeist</i> ”
4. (a)	C. How, then, is race formed? Ian Hacking, “Making up People” Paul Taylor, <i>Race: A Philosophical Introduction</i> , Chapter 1, “What Race-Thinking Is,” 3-26
Unit II. The genealogy of modern racialism.	
5. (a)	A. How did modern race-thinking develop? BBC, <i>Racism: A History</i> (2007, 3 hours). This three-part mini-series is available on YouTube. Please watch it and prepare a 250-word summary before coming to class.
(b)	Taylor, <i>Race</i> , Chapter 2, section 3: “Classical Racialism,” 37-47. Please memorize the table on p. 38 and the five features of classical racialism on pp. 46-47.
6. (a)	B. OK, but what happened after 1923, and what is “race” at present? Taylor, <i>Race</i> , Chapter 3, sections 2-4, 70-86.
(b)	Taylor, <i>Race</i> , Chapter 3, sections 5-6, 87-119. Please memorize Taylor’s CAMPS acronym.
7. (a)	C. From what has race been made (1)? Race, gender, and sexuality. Taylor, <i>Race</i> , Chapter 2, section 5.5, 61-66. Robert Bernasconi, “The Policing of Race-Mixing”
(b)	Patricia Hill Collins, “Why Black Sexual Politics?” from <i>Black Sexual Politics</i>
8. (a)	Review session for midterm.
(b)	Midterm exam.

9. (a)	D. From what has race been made (2)? Class, nation, and ethnicity. Taylor, <i>Race</i> , Chapter 2, section 5.1-2, 51-57. Kamela Visweswaran, "Race and the Culture of Anthropology"
(b)	Taylor, <i>Race</i> , Chapter 2, section 5.3, 57-59. Manning Marable, <i>How Capitalism Underdeveloped Black America</i> , Chapters 1-2
10. (a)	E. Racism as a political system. Race and <i>politeia</i>. Eric Voegelin, "Growth of the Race Idea," sections I-IV Carl Schmitt, <i>Constitutional Theory</i> , 59-61 (on the two senses of "constitution")
(b)	Charles Mills, "The Racial Polity," in <i>Blackness Visible</i> , 119-138.
Unit III. Special topics in philosophy of race and racism: solidarity, self-knowledge, and the meaning of life.	
11. (a)	A. What kind of collective identity, if any, is needed for antiracist solidarity? "If one is attacked as a Jew, one must defend oneself as a Jew. Not as a German, not as a world-citizen, not as an upholder of the Rights of Man." – Hannah Arendt Tommie Shelby, <i>We Who Are Dark: The Philosophical Foundations of Black Solidarity</i> , 24-43
(b)	Shelby, <i>We Who Are Dark</i> , 43-59
12. (a)	Shelby, <i>We Who Are Dark</i> , 201-230
(b)	Shelby, <i>We Who Are Dark</i> , 231-256
13. (a)	B. "How does it feel to be a problem?" W.E.B. Du Bois, "Of Our Spiritual Strivings," from <i>The Souls of Black Folk</i> Linda Alcoff, "Double Consciousness," from <i>The Future of Whiteness</i>
(b)	W.E.B. Du Bois, "The Souls of White Folk," from <i>Darkwater</i>
14. (a)	C. Race, racism, and the meaning of life. Jean-Paul Sartre, "Portrait of the Anti-Semite," from <i>Anti-Semite and Jew</i>
(b)	Sartre, cont'd
15. (a)	Frantz Fanon, "The Lived Experience of the Black," from <i>Black Skin/White Masks</i>
	Fanon, cont'd. Course conclusion.

Final exam information: TBA


Grades due: {}

XIDS - 4186 - Internship

2020-2021 Undergraduate New Course Request

Introduction

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

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

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

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

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

Desired Effective Semester*

Desired Effective Year*

Course Information

Course Prefix*

Course Number*

Course Title*

Long Course Title

Course Type*

Catalog Course Description* Offers students an opportunity to apply knowledge and skills to practical, concrete, unscripted problems, to gain pre-professional experiences outside of the classroom, to explore career interests, and to develop a social network.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 1-3

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

Yes
 No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

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

Prerequisites

Concurrent Prerequisites XIDS 3000

Corequisites

Cross-listing

Restrictions

Is this a General Education course?*

Yes No

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

Area A
 Area B
 Area C
 Area D
 Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justifications and Assessment


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Rationale* This course will provide an opportunity to obtain practical, on-site, and/or professional experiences, explore career interests, apply knowledge and skills in a work setting, and to build professional networks.

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

1. Summarize and classify experiences acquired within an organization, governmental department, or business.
2. Summarize knowledge of the specific industry or domain (governmental, nongovernmental, or business) in which the internship is done.
3. Describe what and how knowledge and skills learned in the classroom were applied in the internship.
4. Identify multiple academic disciplines whose knowledge and skills are relevant to problems and issues in the work carried out in the internship and to the specific industry or domain in which the internship is done.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

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

If yes, what will the fee be?* 0

Fee Justification

Routing Information

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Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

College - School/ Department* <input type="text" value="University College"/>	
Is this a School of Nursing or University College course?* <input type="radio"/> Yes <input type="radio"/> No	Is this a College of Education course?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Is this an Honors College course?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is the addition/change related to core, honors, or XIDS courses?* <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

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

Syllabus

XIDS 4186

Instructor: Andy Walter
Office: 253 Callaway Building
Phone: 678.839.4070
Email: awalter@westga.edu

Co-requisite: (XIDS 3000) Interdisciplinary Methods
*must be taken before or concurrently with XIDS 4186

COURSE DESCRIPTION

This course offers students an opportunity to apply knowledge and skills to practical, concrete, unscripted problems, to gain pre-professional experiences outside of the classroom, to explore career interests, and to develop a social network.

LEARNING OUTCOMES

1. Summarize and classify experiences acquired within an organization, governmental department, or business.
2. Summarize knowledge of the specific industry or domain (governmental, nongovernmental, or business) in which the internship is done.
3. Describe what and how knowledge and skills learned in the classroom were applied in the internship.
4. Identify multiple academic disciplines whose knowledge and skills are relevant to problems and issues in the work carried out in the internship and to the specific industry or domain in which the internship is done.

EXPECTATIONS

To receive credit for the internship, you are required to register for the course and pay the required tuition/fees, complete all assignments and turn them in by the deadline, and present yourself in a professional manner at all times. You are responsible for all materials and announcements related to the course. Additionally, you are representing yourself, the Center for Interdisciplinary Studies, and the University of West Georgia at the organization. Please keep in mind that you are expected to:

1. Arrive at work as scheduled, ready to work, and stay for the agreed upon time
2. Present yourself in a professional manner at all times, including being appropriately dressed for your workplace
3. Communicate any concerns with your supervisor and the internship coordinator in a timely manner and respectfully
4. Demonstrate enthusiasm and interest in what you are doing; ask questions and take initiative as appropriate
5. Complete and submit assigned tasks by designated timelines. Meet all deadlines
6. Participate in assigned meetings at work and with the internship coordinator when you return to UWG
7. Keep track of and accurately report internship hours worked

ASSIGNMENTS

5% Pre-Internship Quiz

5%	Memorandum of Agreement
10%	Knowledge and Skills Mid-Point Reflection
10%	Knowledge and Skills End-Point Reflection
20%	Internship Experience Report
20%	Multi-disciplinary Reflection on Internship Experience
20%	Inter-disciplinary Reflection on Internship Experience
10%	Oral Presentation

Pre-Internship Quiz → Will examine your knowledge and comprehension of the organization/business/department within whom you are interning. Also, the expectations and overall guidelines of a successful internship.

Memorandum of Agreement →

A collaborative effort between you and your supervisor and outlines the four main learning objectives for your particular internship.

Knowledge and Skills Mid-Point Reflection

Completed at the mid-term, a 2-4 page reflective writing assignment in which you will address prompts that ask you to reflect upon the knowledge, skills, abilities, and experiences you are bringing to and applying to the work you do for the internship.

Knowledge and Skills End-Point Reflection

Completed at the end of term, a 3-5 page reflective writing assignment in which you will address prompts that ask you to reflect upon the knowledge, skills, abilities, and experiences you are bringing to and applying to the work you do for the internship. Additionally, you will reflect upon connections and synthesis among those that you achieved in the context of your internship work, as well as experiences and skills acquired during the internship.

Internship Experience Report

An opportunity for you to reflect on your entire internship experience. This report should summarize what you learned, assess how successful you were in achieving your Learning Objectives, and highlight any other insights about the organization, industry, or career field. This assignment requires inclusion of an updated resume that includes your internship experience.

Multi-Disciplinary Reflection on Internship Experience

A 3-4 page paper specifying the relevance of particular perspectives, insights, concepts, or techniques to the internship work and reflecting on and explaining their usefulness or effectiveness (or not!), providing concrete examples from your experiences.

Inter-Disciplinary Reflection on Internship Experience

A 3-4 page paper describing and discussing a problem or issue during the internship that was (or could have been) addressed through an integration or synthesis of insights, concepts, or techniques from different disciplines.

Presentation

Presentation of work to other students who also completed internships under this course number during the term. The 3-5 minute presentation will summarize salient elements of the internship experience.

Syllabus

XIDS 4186

Instructor: Andy Walter
Office: 253 Callaway Building
Phone: 678.839.4070
Email: awalter@westga.edu

Co-requisite: (XIDS 3000) Interdisciplinary Methods
*must be taken before or concurrently with XIDS 4186

COURSE DESCRIPTION

This course offers students an opportunity to apply knowledge and skills to practical, concrete, unscripted problems, to gain pre-professional experiences outside of the classroom, to explore career interests, and to develop a social network.

LEARNING OUTCOMES

1. Summarize and classify experiences acquired within an organization, governmental department, or business.
2. Summarize knowledge of the specific industry or domain (governmental, nongovernmental, or business) in which the internship is done.
3. Describe what and how knowledge and skills learned in the classroom were applied in the internship.
4. Identify multiple academic disciplines whose knowledge and skills are relevant to problems and issues in the work carried out in the internship and to the specific industry or domain in which the internship is done.

EXPECTATIONS

To receive credit for the internship, you are required to register for the course and pay the required tuition/fees, complete all assignments and turn them in by the deadline, and present yourself in a professional manner at all times. You are responsible for all materials and announcements related to the course. Additionally, you are representing yourself, the Center for Interdisciplinary Studies, and the University of West Georgia at the organization. Please keep in mind that you are expected to:

1. Arrive at work as scheduled, ready to work, and stay for the agreed upon time
2. Present yourself in a professional manner at all times, including being appropriately dressed for your workplace
3. Communicate any concerns with your supervisor and the internship coordinator in a timely manner and respectfully
4. Demonstrate enthusiasm and interest in what you are doing; ask questions and take initiative as appropriate
5. Complete and submit assigned tasks by designated timelines. Meet all deadlines
6. Participate in assigned meetings at work and with the internship coordinator when you return to UWG
7. Keep track of and accurately report internship hours worked

ASSIGNMENTS

5% Pre-Internship Quiz

5%	Memorandum of Agreement
10%	Knowledge and Skills Mid-Point Reflection
10%	Knowledge and Skills End-Point Reflection
20%	Internship Experience Report
20%	Multi-disciplinary Reflection on Internship Experience
20%	Inter-disciplinary Reflection on Internship Experience
10%	Oral Presentation

Pre-Internship Quiz → Will examine your knowledge and comprehension of the organization/business/department within whom you are interning. Also, the expectations and overall guidelines of a successful internship.

Memorandum of Agreement →

A collaborative effort between you and your supervisor and outlines the four main learning objectives for your particular internship. The memorandum will clarify that for each credit hour the student will perform 50 hours of internship work.

Knowledge and Skills Mid-Point Reflection

Completed at the mid-term, a 2-4 page reflective writing assignment in which you will address prompts that ask you to reflect upon the knowledge, skills, abilities, and experiences you are bringing to and applying to the work you do for the internship.

Knowledge and Skills End-Point Reflection

Completed at the end of term, a 3-5 page reflective writing assignment in which you will address prompts that ask you to reflect upon the knowledge, skills, abilities, and experiences you are bringing to and applying to the work you do for the internship. Additionally, you will reflect upon connections and synthesis among those that you achieved in the context of your internship work, as well as experiences and skills acquired during the internship.

Internship Experience Report

An opportunity for you to reflect on your entire internship experience. This report should summarize what you learned, assess how successful you were in achieving your Learning Objectives, and highlight any other insights about the organization, industry, or career field. This assignment requires inclusion of an updated resume that includes your internship experience.

Multi-Disciplinary Reflection on Internship Experience

A 3-4 page paper specifying the relevance of particular perspectives, insights, concepts, or techniques to the internship work and reflecting on and explaining their usefulness or effectiveness (or not!), providing concrete examples from your experiences.

Inter-Disciplinary Reflection on Internship Experience

A 3-4 page paper describing and discussing a problem or issue during the internship that was (or could have been) addressed through an integration or synthesis of insights, concepts, or techniques from different disciplines.

Presentation

Presentation of work to other students who also completed internships under this course number during the term. The 3-5 minute presentation will summarize salient elements of the internship experience.


Addendum III

Doctorate in Nursing Practice

2020-2021 Graduate New Program Request

General Information

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

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

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

Desired Effective Semester*

Desired Effective Year*

Program Information

Program Name*

Degree Type*

Program Description* The Doctor of Nursing Practice degree prepares graduates to provide the most advanced level of nursing care for individuals, families, groups, and communities. This includes the direct care of individual patients, management of care for individuals and populations, administration of nursing systems, and the development and implementation of health policy.

Program Location*

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

Face-to-Face

Online Only

Hybrid

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Curriculum Information

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

Type of Program* Program
 Shared Core


PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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


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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

MSN-DNP Degree Option

Students who enter the MSN-DNP degree option will have a previous master's degree for advanced practice that has been built on the AACN's Master's Essentials. The graduates of such advanced practice MSN programs would already have attained many of the competencies defined in the DNP Essentials. Therefore, our MSN-DNP degree is designed to provide those DNP competencies not previously attained

for advanced practice nurses such as the strengthened scientific foundation for practice, created and sustained changes at the organizational and policy level, and the translation of research into practice with the dissemination and integration of new knowledge. The MSN-DNP degree will consist of 34-38 program hours over approximately five semesters full-time or eight semesters part-time to complete. The total number of program hours and practicum hours completed will depend upon the total practicum hours acquired in the previous advanced practice MSN degree. Therefore, a variable credit course exists in the DNP Specialty Practicum courses (NURS 8022 to NURS 8026) to provide flexibility with an overall total of 300 to 540 possible practicum hours.

NURS 8013 Professional Transitions:

Doctor of Nursing Practice Role

NURS 8014 Science and Theory for Evidence-Based Practice

NURS 8015 Research Methods for Evidence-Based Practice

NURS 8016 Analytical Methods for Evidence-Based Practice

NURS 8017 Interprofessional Collaboration for Population Health

NURS 8018 Healthcare Informatics

NURS 8019 Organizational & Systems Leadership for Quality Improvement

NURS 8020 Healthcare Finance

NURS 8021 Healthcare Policy for Advocacy

NURS 8022 DNP Specialty Practicum I

NURS 8023 DNP Specialty Practicum II

NURS 8024 DNP Specialty Practicum III

NURS 8025 DNP Specialty Practicum IV

NURS 8026 DNP Specialty Practicum V

BSN-DNP Degree Option

The BSN-DNP degree option will offer a population-focused area of practice (family nurse practitioner) and will prepare graduates to meet the educational eligibility requirements for national certification. This curriculum will contain the DNP Essentials, which are deemed paramount for all graduates of a DNP program. The curriculum will also include the competencies, content, and practical experiences needed for a Family Nurse Practitioner focus as delineated by the National Organization of Nurse Practitioner Faculties (NONPF). The total number of program hours will consist of 70 program hours and 1080 practicum hours over approximately eight semesters full-time or eleven semesters part-time to complete. Within the 1080 practicum hours, approximately 540 hours will include supervised direct patient care, and 540 hours will consist of precepted immersion experiences. The precepted immersion experiences will provide an opportunity for further synthesis and

experiences will provide an opportunity for further synthesis and expansion of learning, within which the final DNP project will be completed.

NURS 8001 Advanced Physiology and Pathophysiology

NURS 8002 Advanced Pharmacology

NURS 8003 Advanced Health Assessment

NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology

NURS 8005 Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum

NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology

NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum

NURS 8008 Advanced Practice Nursing: Primary Care Pediatrics

NURS 8009 Advanced Practice Nursing: Primary Care Pediatrics Practicum

NURS 8010 Advanced Practice Nursing: Primary Care Family Health

NURS 8011 Advanced Practice Nursing: Primary Care Family Health Practicum

NURS 8012 Advanced Practice Nursing: Family Practice Synthesis Practicum

NURS 8013 Professional Transitions: Doctor of Nursing Practice Role

NURS 8014 Science and Theory for Evidence-Based Practice

NURS 8015 Research Methods for Evidence-Based Practice

NURS 8016 Analytical Methods for Evidence-Based Practice

NURS 8017 Interprofessional Collaboration for Population Health

NURS 8018 Healthcare Informatics

NURS 8019 Organizational & Systems Leadership for Quality Improvement

NURS 8020 Healthcare Finance

NURS 8021 Healthcare Policy for Advocacy

NURS 8022 DNP Specialty Practicum I

NURS 8023 DNP Specialty Practicum II

NURS 8024 DNP Specialty Practicum III

NURS 8025 DNP Specialty Practicum IV

NURS 8026 DNP Specialty Practicum V

Rationale* The proposed DNP program will prepare graduates for the next step in several ways. First, a program for students after entry into nurse practitioner practice, such as the UWG proposed MSN to DNP program, builds on students' clinical knowledge and practice in the attainment of doctoral-level competencies and skills. The proposed program, with a planned admission of a small cohort in 2020, is the first step to building the UWG DNP program because it will assist nurses who are currently MSN prepared nurse practitioners to develop high-level competencies needed for practice in today's health care environment as well as those skills needed as a nurse educator. Secondly, a major barrier to DNP education is the lack of doctorally prepared faculty (AACN, 2019, Enrollment/Graduations; Buerhaus, & et.al, 2017; Gorski & Polansky, 2018). Doctorally prepared faculty who are actively engaged in teaching and practice, as well as translational science are ideal for DNP programs. To provide the qualified faculty, the UWG DNP proposed program begins with the MSN to DNP track and also offers an optional focus in nursing education. The AACN 2019 Vision for Nursing Education Position Paper clearly states that optional course work in DNP programs should be offered for those interested in pursuing an academic career. Because of our tradition of educating nurse educators, we are uniquely qualified to prepare advanced practice NPs to transition to an educator role. The curriculum offers two didactics and one practicum course with a focus on nursing education. Finally, the second phase of the DNP proposal is for BSN prepared nurses wishing to obtain a doctoral degree. The direct route from BSN to DNP facilitates seamless academic progression.

MSN-DNP Degree Option:

Students who enter the MSN-DNP degree option will have a previous master's degree for advanced practice that has been built on the AACN's Master's Essentials. The graduates of such advanced practice MSN programs would already have attained many of the competencies defined in the DNP Essentials. Therefore, our MSN-DNP degree is designed to provide those DNP competencies not previously attained for advanced practice nurses such as the strengthened scientific foundation for practice, created and sustained changes at the organizational and policy level, and the translation of research into practice with the dissemination and integration of new knowledge. The MSN-DNP degree will consist of 34-38 program hours over approximately five semesters full-time or eight semesters part-time to complete. The total number of program hours and practicum hours completed will depend upon the total practicum hours acquired in the previous advanced practice MSN degree. Therefore, a variable credit course exists in the DNP Specialty Practicum courses (NURS 8022 to NURS 8026) to provide flexibility with an overall total of 300 to 540 possible practicum hours.

BSN-DNP Degree Option:

The BSN-DNP degree option will offer a population-focused area of practice (family nurse practitioner) and will prepare graduates to meet the educational eligibility requirements for national certification. This curriculum will contain the DNP Essentials, which are deemed paramount for all graduates of a DNP program. The curriculum will also include the competencies, content, and practical experiences needed for a Family Nurse Practitioner focus as delineated by the National Organization of Nurse Practitioner Faculties (NONPF). The total number of program hours will consist of 70 program hours and 1080 practicum hours over approximately eight semesters full-time or eleven semesters part-time to complete. Within the 1080 practicum hours, approximately 540 hours will include supervised direct patient care, and 540 hours will consist of precepted immersion experiences. The precepted immersion experiences will provide an opportunity for further synthesis and expansion of learning, within which the final DNP project will be completed.

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

Upon completion of the DNP program, the graduate will be able to:

- 1) Synthesize scientific, theoretical and ethical principles to design, deliver, manage and evaluate evidence-based care for individuals, families and**

manage and evaluate evidence-based care for individuals, families, and populations.

2) **Integrate knowledge** from diverse sources to **contribute to the generation, translation, and dissemination** of evidence-based health care practices that promote **safety and quality**.

3) **Demonstrate intra- and inter-professional communication and collaboration** in providing **safe, effective** patient and **population-centered** care.

4) Utilize **communication technologies** and **healthcare informatics** to improve **care for the individual** as well as healthcare delivery in **organizational systems**.

5) Analyze the **social determinants of health and public policy components** impacting **population health outcomes**.

6) Design and implement **population-based interventions** to address **health disparities** and to improve healthcare for **diverse populations and cultures**.

7) Assume **organization and systems leadership** to improve the health outcomes of individuals and populations across the care continuum.

8) Display a commitment to carrying out **professional responsibilities**, adhering to **ethical/legal principles and advocating for social justice**.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

2.) Program Map and/or Program Sheet

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

3.) Assessment Plan

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

Please download the assessment template from [here](#) complete, and upload.

4.) Curriculum Map Assessment

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

140/276

- Check all that apply to this program***
- Significant departure from previously approved programs
 - New instructional site at which more than 50% of program is offered
 - None of these apply

**SACSCOC
Comments**

Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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


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

**School/
Department***

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

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

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

USG ACADEMIC PROGRAM PROPOSAL
(Effective 2/22/18)

Institution: University of West Georgia

Date Completed at the Institution:

Name of Proposed Program/Inscription: Doctor of Nursing Practice

Degree: Doctorate

Major: Nursing

CIP Code: 51.3818

School/Division/College: Nursing

Department: Nursing

Anticipated Implementation Date: Fall 2020

Requesting Differential Tuition Rate _____ **Yes**¹ **No** The same tuition structure in place for the nursing graduate programs will be applied to support the DNP

Delivery Mode (Check all that apply):

On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only <i>If this program will be offered online, within two weeks after Board approval, the USG institution must upload requisite information into Georgia ONmyLINE using the institutional PDA account. See Appendix II for the specific questions involved for Georgia ONmyLINE.</i>	x
Combination of on-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACSCOC	
Contractual Location (specify the location and timeframe/start and end dates):	

¹ All documents and forms requesting a differential tuition rate must be submitted to the Office of Fiscal Affairs prior to Academic Affairs Review of the Degree Proposal.

**USG ACADEMIC PROGRAM
PROPOSAL
(Effective 2/22/18)**

SIGNATURE PAGE

Approval by the President (*“I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution”*):

Approval by Vice President for Academic Affairs or Provost:

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

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

Acknowledged by Vice President for Enrollment Management (or designee) for Recruitment:

- 1) **Forecast:** If this program was not listed on one of the past two-year academic forecasts provide an explanation concerning why it was not forecasted, but is submitted at this time.

The need and demand for this program at UWG became apparent after the forecast deadline. This program will be included on the fall, 2019 academic forecast. If approval is gained in a timely manner, we plan to launch this program in the fall of 2020.

- 2) **Academic Framework:** Within the context of strategic planning of all resources and divisions within short-term and long-term perspectives, provide a narrative that explains campus leadership review and attention to newly institutionally approved programs within the last four years, low-producing programs, and post-approval enrollment analyses prior to approving the proposed program for submission to the system office.

Academic programs are reviewed on an ongoing basis throughout the academic year. As part of the annual evaluation process, each Vice President maintains a scorecard which reflects metrics related to their performance in the four strategic imperatives identified in the UWG strategic plan. The robustness of current and new academic programs are addressed in the Provost’s scorecard in three areas, all associated with the strategic imperative of Academic Success. Enrollment is tracked continuously for all academic programs, with special attention to the new and innovative programs. Semester credit hour production is used for both programs and departments to align university resources across student affairs, budget and facilities, personnel, advancement, and ITS divisions. Post- approval analyses include a review of items included in the demand for the program submitted by the faculty. There have been 5 new programs implemented in the last four years at UWG and in all of these cases, enrollment is adequate. See the table below:

	Unduplicated Enrollment by FY (Summer, Fall, Spring – as of USG census date each semester)			
	FY 15-16	FY 16-17	FY 17-18	FY 18-19
New Degree Program (listed on DMA)				
EDD Higher Education Administration (FY19 Start)				15
BIS (Interdisciplinary Studies) (FY19 Start)				*6
BS Social and Behavioral Health (FY19 Start)				49
BS Organizational Leadership (eMajor, FY17 Start)		31	90	149
BS Community Health and Wellness (FY16 Start)	42	67	314	431

*8/6/2019 – as of this date, the declared majors are 16.

- 3) **Rationale:** Provide the rationale for proposing the new academic program. *(In other words, does the state need the program; should your institution offer the program; and can your institution develop and implement the program.)*

The University of West Georgia’s (UWG) Tanner Health System School (THS) of Nursing (SON) admitted its first master’s degree students in a cohort of 15 in 2002. Since that time, the MSN program has grown to 100 students in the nurse educator track and two options under the health systems leader track: 1) nurse leader/manager,

and 2) clinical nurse leader. In 2012, the EdD in Nursing Education program opened with the admission of 12 students in the first cohort. The 8th cohort will be admitted in fall of 2019. UWG THS SON has systematically and intentionally developed curricula that are rigorous and relevant in both the MSN program and the EdD program, thus establishing a reputation as “educator of the nurse educator.” The THS SON at UWG was designated a Center of Excellence by the National League for Nursing in 2019. This highly competitive honor recognized our excellence in creating and sustaining Environments that Promote Pedagogical Expertise of Faculty. Our Center of Excellence recognition is in effect until 2023. Further, the THS SON has a long-standing record with the Health Resources and Services Administration’s (HRSA) Nurse Faculty Loan Program (NFLP) and have awarded over two million dollars through that program. We were recently notified of another award of \$300,000. Our graduate programs have been instrumental in filling nursing faculty positions in Georgia, specifically USG nursing schools. In fact, of the 25 total graduates from the EdD program, approximately 21 hold academic appointments in USG schools and 11 of current students are currently USG SON faculty. Eight of our EdD graduates have become full-time faculty at UWG, thus supporting our ability to grow our pre-licensure and graduate programs. Further, our MSN nurse educator track graduates hold academic appointments in schools of nursing throughout the state, as illustrated in the following table.

**Georgia Schools Of Nursing With UWG MSN Graduates
In FT, PT, or Research Assistant Roles**

USG Schools	TCSG Schools	Private Schools
University of West Georgia	West Georgia Tech	Shorter University
Gordon State College	Georgia Northwestern Technical College	LaGrange College
Dalton State	Oconee Fall Line Tech	Belmont University
Kennesaw State College		Emory University
Georgia Gwinnett College		Truett McConnell
		Mercer University
		Chamberlin

We are proud of our accomplishments in graduate education, especially in light of the relatively short time frame that the UWG SON has been involved in graduate education. However, that are two primary factors that indicate that it is time for the UWG THS SON to implement new approaches in graduate education. First, member schools of the American Association of Colleges of Nursing (AACN), the nursing education organization for professional (baccalaureate and higher degree) nursing, voted in March of 2019 to endorse the AACN’s *Vision for Nursing Education Position Statement*. This statement builds a strong, evidence-based case for moving the level of preparation necessary for advanced practice, which is any nursing practice beyond generalist practice, to the doctoral education level. *The AACN Vision Statement* also calls for master’s level programs evolving into entry-level practice degree programs (AACN, Vision Statement, 2019). Second, a nurse practitioner/ DNP focus is desired by our alumni and other constituents, as explained through the findings of our extensive needs interest inventories, described in # 7, Demand in this

document. Consistent feedback that we receive from potential applicants is they desire a nurse practitioner/DNP program of study for their graduate education. In fact, in a survey of 150 UWG SON BSN graduates in Spring 2019, 86% responded yes to the question “If UWG SON implemented a BSN to DNP program, would you consider attending?”

The UWG THS SON’s success in our current graduate programs is a strong indicator that we can implement the proposed DNP program. As detailed in this report, we plan to begin by admitting a relatively small cohort of master’s prepared NPs to our DNP program fall of 2020, thus growing our faculty in a similar way that we did with our EdD program. This will lay the foundation for a BSN to DNP program admission in Fall of 2022. The strategy for hiring and development of faculty to meet the needs of an NP program, as well as meeting other resource needs, are clearly outlined in this proposal: #22 Faculty and #23 Fiscal, Tuition, and Estimated Budget.

- 4) 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 the scope of the institutional mission and sector, provide the compelling rationale for submission.

The nationally accepted trends in nursing, as forecast by the AACN’s Vision for Nursing Education Position Statement (AACN, Vision, 2019), are described in #3 Rationale. Further, supporting the national trend of the DNP is the National Organization of Nurse Practitioner Faculties (NONPF), which endorses the DNP as the entry level for the nurse practitioner role (NONPF, 2018). Likewise, the National Council of State Boards of Nursing (NCSBN) has acknowledged the strong movement in the direction of the DNP as a replacement for the master of science in nursing (NCSBN, 2019).

The University of West Georgia is a comprehensive, regional university focused on the mission of enabling students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community. In the Carnegie Classification of Institutions of Higher Education, the UWG obtained R3 status in 2017, recognizing the growth of our research enterprise and doctoral degree programs. The UWG has a bold, one-of-a-kind vision: At UWG we aspire to be the best comprehensive university in America, sought after as the best place to work, learn and succeed! We work collectively- faculty staff and students – to realize this bold vision through offering educational opportunities that transform the lives of our diverse students.

The UWG THS SON is integral to the mission and vision of the UWG. With the building of our \$64 million state-of-the-art facility on the Carrollton campus in 2013, our strong presence at the Newnan Center, our steady growth in enrollment and fundraising, as well as a large number of freshmen that come to the UWG seeking a nursing major, the SON is a valuable asset to UWG. The mission and vision of the SON, stated simply, are "Academic Excellence in a Caring Environment" and "Lead in the Scholarship of Teaching and Learning." The proposed DNP program aligns

with the mission of the institution as it would provide an opportunity for nurse practitioners desiring to complete the doctorate and advance their careers the opportunity to do so. With the admission of BSN prepared RNs into the program in 2022, the proposed program would provide seamless access to doctoral education for practicing nurses. Further, including a practice doctorate as part of program offerings at the UWG will strengthen the R3 status of the university. The Carnegie Classification system, beginning in 2018, now includes professional practice doctorates in their classification methodology. Inclusion of practice doctorates “was an attempt to reshape the classifications in a time of significant change.” This reclassification acknowledges universities that have expanded their offerings to better reflect societal needs and the current landscape of higher education (Inside Higher Education, 2018).

5) Description and Objectives: Program description and objectives (explain in narrative form).

The objective of the Doctor of Nursing Practice (DNP) program at the University of West Georgia is to prepare graduates to provide the most advanced level of nursing care for individuals, families, groups, and communities. This includes the direct care of individual patients, management of care for individuals and populations, administration of nursing systems, and the development and implementation of health policy. Graduates of the program will serve in advanced practice roles as clinical scholars skilled in the translation of research into clinical practice, measurement of patient outcomes, and transformation of health care systems to ensure quality and safety. As such, graduates will work to improve systems of care, patient outcomes, and quality and safety in interdisciplinary health care teams throughout the state of Georgia.

The DNP degree is built upon the generalist foundation acquired through a baccalaureate or advanced generalist master’s in nursing. As such, the Tanner Health System School of Nursing (THS SON) DNP degrees will be the sole preparation for practice and will consist of two-degree options, the BSN-DNP degree option, and the MSN-DNP degree option. Regardless of the degree option selected, the DNP curricula in both degree options are designed so that all students will attain the necessary DNP end-of-program competencies.

Different entry points will exist within each degree option based upon prior education and experience. For example, students who enter the MSN-DNP degree option will have a previous master’s degree for advanced practice that has been built on the AACN’s *Master’s Essentials*. The graduates of such advanced practice MSN programs would already have attained many of the competencies defined in the *DNP Essentials*. Therefore, our MSN-DNP degree is designed to provide those DNP competencies not previously attained for advanced practice nurses such as the strengthened scientific foundation for practice, created and sustained changes at the organizational and policy level, and the translation of research into practice with the dissemination and integration of new knowledge. The MSN-DNP degree will consist of 34-38 program hours over approximately five semesters full-time or eight semesters part-time to complete. The total number of program hours and practicum hours completed will depend upon the total practicum hours acquired in the previous

advanced practice MSN degree. Therefore, a variable credit course exists in the DNP Specialty Practicum courses (NURS 8022 to NURS 8026) to provide flexibility with an overall total of 300 to 540 possible practicum hours.

The BSN-DNP degree option will offer a population-focused area of practice (family nurse practitioner) and will prepare graduates to meet the educational eligibility requirements for national certification. This curriculum will contain the *DNP Essentials*, which are deemed paramount for all graduates of a DNP program. The curriculum will also include the competencies, content, and practical experiences needed for a Family Nurse Practitioner focus as delineated by the National Organization of Nurse Practitioner Faculties (NONPF). The total number of program hours will consist of 70 program hours and 1080 practicum hours over approximately eight semesters full-time or eleven semesters part-time to complete. Within the 1080 practicum hours, approximately 540 hours will include supervised direct patient care, and 540 hours will consist of precepted immersion experiences. The precepted immersion experiences will provide an opportunity for further synthesis and expansion of learning, within which the final DNP project will be completed.

Lastly, while the DNP curriculum does not prepare the graduate for the faculty role, students who desire a future role as an educator could take elective coursework within either degree option. Students may take a total of three elective nursing education courses (two didactic courses and one practicum course) that would provide pedagogical knowledge within areas such as teaching-learning strategies, evaluative approaches, and curricula. Students who select enrollment into this additional preparation within formal course work will also be eligible to apply and potentially receive the Nurse Faculty Loan Program (NFLP) grant, which the THS SON applies for every academic year. Expected student learning outcomes are listed specifically in #18 Student Learning Outcomes in this proposal.

- 6) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand 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, and/or needs of regional employers.) (A list of resources, not exhaustive, is available on the public web link along with the proposal form at:

http://www.usg.edu/academic_programs/new_programs)

The need for primary care providers in the United States and Georgia is profound. Recent projections from the United States Department of Health and Human Services (USDHHS) Health Resources and Services Administration (HRSA), in *HRSA National Regional Projections of Supply and Demand for Primary Care Practitioners: 2013-2025* forecast a shortage of over 23,500 primary care physicians by 2025 (USDHHS, HRSA, 2017). Nearly 30 years ago, in 1991, a paper in the *Journal of the American Medical Association* asserted, “Primary care is the most affordable safety net we can offer our citizens” (Moore, 2018). The National Academy of Medicine’s traditional definition of primary care is “the provision of integrated, accessible health services by clinicians who are accountable for addressing

a majority of healthcare needs, developing a sustained partnership with patients, and practicing in the context of family and community” (Molla & Donaldson, 1996). However, the emergence of the nurse practitioner as primary care providers in the last 20 years is closely related to an expansion of the requirements to deliver effective primary care in a dynamic and evolving environment. Factors such as the increase in elderly patients and the complexity of the health care system have required an expansion of education requirements for primary care to expand competencies such as teamwork, evidence-based and patient-centered practice, and system improvement abilities (AACN, 2017; Keane and Becker, 2014) , thus the need for the DNP.

Future Health Care Needs

Currently, Georgia has 235 designated health profession shortage (HPSA) areas, with 627 practitioners needed to remove that designation (USDHHS, HRSA, 2019). One hundred and forty-one Georgia counties qualify as Medically Underserved Areas with 120 counties classified as rural. Further, 34 counties have at least one Federally Qualified Health Center, 39 counties have rural hospitals, 30 have critical access hospitals, 89 counties have HPSA related to vulnerable populations, all indicators of underserved areas in need of primary care. (Georgia Department of Community Health {GDCH}, State Office of Rural Health {SORH}, 2018). Carroll County and four of the six Georgia counties bordering Carroll County are among the medically underserved areas. Further, Carroll County has a federally qualified health center and three rural clinics. Three of the bordering counties have federally qualified health centers and two have rural clinics. An exhaustive summary of the research related to nurse practitioners’ roles in primary care was done in 2018, supported by the American Enterprise Institute. This study was entitled *Nurse Practitioners: A Solution to America’s Primary Care Crisis* (Buerhuas, 2018). Using a variety of data and approaches, this summary concluded that nurse practitioners were more likely than primary care physicians to care for vulnerable populations and work in rural areas. This summary cited the steady decrease of physicians practicing in rural areas since 2000. The conclusion of this report, as well as the *HRSA National Regional Projections of Supply and Demand for Primary Care Practitioners: 2013-2025* (USDHHS,HRSA, 2017) was that nurse practitioners are a commonsense solution to the primary care workforce- supply issue.

Doctoral Preparation of Nurse Practitioners

The need for a higher level of preparation for nurse practitioner primary care providers has risen because of the rapid expansion of knowledge underlying clinical practice, increased complexity of patient care, and national concerns about quality, access, and safety (AACN, 2019 Education Level; AACN, 2017; Kearne & Becker, 2014; Institute of Medicine {IOM}, 2010). In response to the demand for a higher level of preparation for primary care nurse practitioners providers, on October 25, 2004, schools of nursing, accredited by the American Association of Colleges of Nursing, voted in support of the *Position Statement on the Practice Doctorate* (AACN, 2004). This position statement was informed by two seminal reports from the Institute of Medicine, both released in 2003. These IOM reports included, *Health Professions Education: A Bridge to Quality* (2003a) which advocates that all health

professions are taught principles of patient-centered care, inter-professional teamwork, evidence-based and quality improvement approaches and informatics competencies. The second IOM report, *Keeping Patients Safe: Transforming the Work Environment of Nurses*, (IOM, 2003b) calls for preparation of nurses ready to effectively lead in complex healthcare organizations and health care policy formation. While there has been significant growth in DNP programs in response to these reports, (Auerbach, Martsoff, Pearson, & et. al, 2015), the need for DNP programs persist. The reasons commonly cited for the need for preparation of the advanced nurse practitioner at the DNP level continue to reflect the findings in the IOM 2003 reports, that is, the challenges of developing leadership, translational science, and systems improvement competencies needed for our complex health care system while a student is also learning a new level of clinical practice in the time traditionally allotted for a master's program (AACN, 2017; Auerbach, Martsoff, Pearson, & et. al, 2015; Cronenwett, Dracup, Grey & et, al, 2011; IOM, 2003a; IOM, 2003b).

- 7) **Demand:** Please describe the demand for the proposed program. Include in this description the supporting data from 1) existing and potential students and 2) requests from regional industries. How does the program of study meet student needs and employer requirements in terms of career readiness and employability, requirements to enter the profession, post- graduate study, and disciplinary rigor at the level required for professional success and advanced educational pursuits? (*In other words, how does the program of study prepare students for the next step?*)

Academic Nursing Demand

The proposed DNP program will prepare graduates for the next step in several ways. First, a program for students after entry into nurse practitioner practice, such as the UWG proposed MSN to DNP program, builds on students' clinical knowledge and practice in the attainment of doctoral-level competencies and skills. The proposed program, with a planned admission of a small cohort in 2020, is the first step to building the UWG DNP program because it will assist nurses who are currently MSN prepared nurse practitioners to develop high-level competencies needed for practice in today's health care environment as well as those skills needed as a nurse educator. Secondly, a major barrier to DNP education is the lack of doctorally prepared faculty (AACN, 2019, Enrollment/Graduations; Buerhaus, & et.al, 2017; Gorski & Polansky, 2018). Doctorally prepared faculty who are actively engaged in teaching and practice, as well as translational science are ideal for DNP programs. To provide the qualified faculty, the UWG DNP proposed program begins with the MSN to DNP track and also offers an optional focus in nursing education. The AACN 2019 *Vision for Nursing Education Position Paper* clearly states that optional course work in DNP programs should be offered for those interested in pursuing an academic career. Because of our tradition of educating nurse educators, we are uniquely qualified to prepare advanced practice NPs to transition to an educator role. The curriculum offers two didactics and one practicum course with a focus on nursing education. Finally, the second phase of the DNP proposal is for BSN prepared nurses wishing to obtain a doctoral degree. The direct route from BSN to DNP facilitates seamless academic progression.

Community of Interest Demand

The demand for a DNP option from our current students and alumni is great. As detailed under rationale, a large percentage of our Spring, 2019 graduating BSN students, both pre-licensure and RN to BSN, have indicated interest in a UWG DNP program. Further, as part of the routine, end of the academic year, “mini-SWOTS” that the dean conducts with all on-line students (RN to BSN and MSN) through a Qualtrics survey, the question was asked, Would you be interested in a DNP program at UWG, if offered? The overwhelming response included comments to the effect of: “A DNP program is something I would like for the college to have” and “I cannot wait for the DNP program-will be on the lookout for it!” To further assess interest in a DNP program among our alumni, we conducted an interest inventory per Qualtrics survey to all of our alumni in Fall of 2018. Findings supported the demand for a DNP-NP program and as well as interest in pursuing nurse educator course work. Of respondents interested in pursuing a doctorate, 52% indicated the DNP as the degree of choice. Of alumni respondents prepared at the MSN level who desire to come back to school for further education, DNP with a nurse practitioner focus was the number one choice in terms of specialty focus: the same was true of BSN-prepared alumni. Further, 80% of respondents indicated they were interested in teaching in a nursing academic program and 72% were interested in taking advantage of the nurse faculty loan program (NFLP).

Comments from alumni: “I hope you would advise alumni if or when you will begin your initial DNP program, therefore giving them advancement on applying.” “I would have preferred to continue my education with UWG if the school offered: Nurse practitioner degree program- post master’s certificate- Doctor of Nursing Practice (DNP).”

To further assess the demand for a DNP program at UWG among our various communities of interest, three other groups received an interest inventory in the Fall of 2018: 1) deans and directors of schools of nursing in Georgia; 2) chief nursing officers (CNOs) of our major clinical partners; and 3) preceptors who have worked with our students for the last two years. These critical partners to the UWG SON confirmed the feedback we received from our alumni with the DNP being the top choice of doctoral programs needed among our preceptors and the 2nd choice among our CNOs. Further, 50% of deans and directors in Georgia nursing school indicated a need for DNP prepared NPs.

Comments from preceptors: “I am currently enrolled in XYZ School of Nursing (an out of state school) in a DNP program. I would definitely transfer to UWG.” “I would love to be able to come back home to UWG to obtain a DNP.” “While I value {the current UWG SON graduate offerings} it seems only reasonable to expand the offering to a DNP.”

Comments for Deans/Directors: “We need more faculty prepared at the doctoral level for ALL of the roles of academia-teaching, research and service....Well designed

DNP programs have the potential to meet that need.” “A well-developed DNP program is needed to assist MSN prepared NPs to finish the degree; a well-developed DNP programs includes principles of teaching and learning.”

Demand for Jobs in Georgia

Finally, to support demand for the NP, random Google searches of “nurse practitioner jobs in Georgia” resulted in Indeed.com (ND), the self-proclaimed leader in job searches with over 100 million visits a month, stating the following:

May 13th, 2019: 661 Nurse Practitioner Jobs in Georgia

June 18th, 2019: 444 Nurse Practitioner Jobs In Georgia

July 14th, 2019: 641 Nurse Practitioner Jobs in Georgia

- 8) Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area, within the system as a whole, and within the proposing institution regardless of academic unit. 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 or complementary to other USG degrees and majors.

A disciplinary need and societal demand for a DNP program at the University of West Georgia Tanner Health System School of Nursing has emerged and is based upon a variety of evidentiary sources as previously mentioned (questions #3,#4, #6 & #7 in this proposal). The incorporation of a DNP program in the state of Georgia that offers optional coursework in nursing education, coursework which will exist seamlessly within the curricula, will not only prevent the duplication of any existing offerings in the state but it will also advance the state’s health.

Paucity of DNP Programs with Optional Coursework in Nurse Education

The current demand for doctorally prepared nurses in advanced practice far outweighs the supply (Smiley et al., 2018). Ensuring academic progression beyond entry-level preparation is essential to meeting the state’s demand for advanced practice nurses. AACN’s data show that more than 13,000 qualified applicants were turned away from graduate nursing programs in 2018 due to nursing faculty constraints. With an adequate supply of nursing faculty, graduate nursing programs could accommodate more advanced practice nursing students (AACN, 2019). A solution to this nursing faculty pipeline could be addressed in the education of advanced practice nurses with optional coursework in nursing education. The Carnegie Foundation for the Advancement of Teaching report (Benner, Sutphen, Leornard, & Day, 2010) as well as the National League for Nursing’s Vision for Doctoral Preparation for Nurse Educators (2013) encouraged all graduate nursing programs to include pedagogical aspects into their curricula to better prepare graduate students for future faculty roles. Doctor of Nursing Practice (DNP) nursing faculty are needed within nursing education due to their clinical expertise as this expertise is essential to prepare undergraduate nursing students for professional practice. Yet, few

DNP programs offer any optional coursework in nursing education (Minnick, Norman & Donaghey, 2013; Udalis & Mancuso, 2012). In the state of Georgia, existing DNP programs do not offer optional coursework in nursing education with education practicums that exist seamlessly within the curriculum. Upon graduation, approximately one-third of DNP students plan to teach (Fang & Bednash, 2017). As such, practice-focused doctorates (DNPs) from the University of West Georgia could potentially serve in nursing faculty roles post-graduation in the state of Georgia. UWG THS SON is active in the Nurse Faculty Loan Program (NFLP) (see #3 Rationale), therefore able to assist DNP students interested in the faculty role. Once employed in a nursing faculty role, DNP graduates would be eligible for loan forgiveness per the NFLP.

State of Georgia

Six universities and colleges in the USG offer the DNP: Augusta University, Georgia College, Georgia State University, Georgia Southern University, and University of North Georgia. Other than Georgia State, none of these universities are close to the UWG. The proposed program is unique in that it offers optional coursework in nursing education with education practicums. Further, UWG THS SON will be the only USG School of Nursing with elective nursing education courses integrated into the DNP program that offers HRSA supported nurse faculty loans via the NFLP.

****Two-step option directions:** Institutions that prefer to submit a new academic program proposal in two stages are required to answer questions #1 through #8 for system office preliminary review. This half-step will be shared with all system institutions and an affiliated system academic committee similar to practices that occur with a full, one-step proposal.

- 9) 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 Provost and Vice President for Academic Affairs) for the proposed academic program in Appendix I.

- 10) Admission Criteria:** List the admission criteria for the academic program, including standardized test and grade point average requirements for admission into the program. Also, at what point (e.g., credit hours completed) are students admitted to the program.

DNP Program Admission Criteria

- Completed UWG graduate application for admission.
- Minimum of a Bachelor's of Science in Nursing degree (BSN-DNP track) or a Master's of Science in Nursing degree (MSN-DNP track) from an accredited institution.

- G.P.A. of 3.0 or higher on a 4.0 scale from either an undergraduate nursing program (BSN-DNP track) or graduate nursing program (MSN-DNP track).
- Official transcript from each higher education institution attended.
- Three letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities.
- Sample of academic writing limited to 5 pages (For example, an academic paper presented in a previous course that demonstrates knowledge of an area, powers of organization, command of language, and communication skills).
- Current unencumbered RN license in the state in which the student will practice.
- A minimum of one-year post-licensure clinical experience as a registered nurse for BSN-DNP applicants. Actively practicing as an advanced practice nurse with an unencumbered license for the MSN-DNP applicants.
- Immunization form.
- Professional curriculum vitae.
- Professional interview. Professional interviews are by invitation only based upon the submitted application materials. Selected individuals will be contacted by the THS SON Graduate Program Associate regarding the interview.
- Verification of Practice Hours form. All DNP graduates must complete a total of 1000 hours of supervised practice as mandated by *The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006)*. Nurse Practitioner (NP) students enrolling in the MSN-DNP track must verify that a minimum of 500 direct patient care clinical hours were completed prior to enrollment to the DNP program to address NP competencies as mandated by the *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016]*.

11) Curriculum

- a. Specify whether the proposed program requires full-time study only, part-time study only, or can be completed either full time or part time.

The proposed program DNP program (both BSN-DNP and MSN-DNP track options) will be offered both fulltime and part-time to accommodate a diverse, multi-generational population of learners.

- b. If the proposed program will be offered online, describe measures taken by the academic unit to sufficiently deliver the program via distance education technologies and provide instructional and learning supports for both faculty and students in a virtual environment. Will the program be offered in an asynchronous or synchronous format?

The University of West Georgia is dedicated to providing students with effective technology to enhance teaching and learning practices. As such, the DNP program will be 95% fully online delivered through an asynchronous online environment, using a wide variety of instructional technologies. Faculty are qualified and supported in online instruction. All SON faculty and staff have individual offices with regularly updated computers (their choice of laptop or desktop). All faculty who teach online are required to be Quality Matters Certified. Quality Matters is a national organization offering training in best practices in online pedagogy. The School of Nursing pays the continuing education fee for faculty to obtain this credential. UWG is dedicated to providing all faculty and students with effective technology to enhance teaching and learning. There are two campus-wide resources that serve all faculty, staff, and students in relation to technology: [Information Technology Services](#) (ITS), which supports computing and communication services, and [UWG Online](#), which offers support to students and faculty for online teaching and learning. ITS provides comprehensive assistance to students and faculty including matters related to [BanWeb](#) (the online registration and payment system), [Banner](#) (the online administrative system for faculty), campus wireless access, assistance with software/hardware issues of students' personal computers, support of faculty work computers, [myUWG](#) (communication and information portal for faculty and students), and classroom support. An ITS service desk is operational 24 hours a day with phone and email options for requests for help. The USG utilizes Bright Space as its Learning Management System, a product of the company Desire to Learn. At UWG, this LMS is labeled Course Den. Course Den provides ways for faculty to manage course activities and content and for students to interface with the material, teachers and each other. Staff associated with UWG Online consult with and conduct numerous activities for faculty members in a wide range of instructional technologies through the [Online Faculty Development Center](#).

The THS SON has several outstanding resources specific to online instruction. First, a full-time Instructional Designer is available to assist faculty and students in on-line teaching and learning. Second, the THS SON and College of Education have launched the [Virtual Research Center](#), an online source related to research and statistical methodologies. Also, through support from University or THS SON funds, all faculty who teach online have access to the Quality Matters online training, which is a nationally recognized entity for preparing faculty in online pedagogy best practices. Finally, faculty, as well as students, have 24/7 access to UWG Online assistance.

Clinical placement for the MSN prepared DNP student will revolve around the needs identified by the working APRN student. The site(s) for clinical experiences will be discussed on admission and identified early in the first semester with the appropriate MOUs established before the clinical rotation. The clinical site may be where the APRN is employed, however, clinical hours cannot be completed during paid working hours and will focus on doctoral-level competencies. Although the BSN- DNP student will not be in clinical the first year of their admission (2022-2023), we will begin working with students upon admission to assure adequate clinical placement. The SON currently has over 150 MOUs with health care agencies throughout the state and will expand those MOUs as needed.

- c. 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. Include a program of study. (see #12a in this document for programs of study).

Course prefix/ Course numbers	Course titles	Credit hours
NURS 8001	Advanced Physiology and Pathophysiology (“new”)	3-0-3
NURS 8002	Advanced Pharmacology (“new”)	3-0-3
NURS 8003	Advanced Health Assessment (“new”)	3-4-4
NURS 8004	Advanced Practice Nursing: Primary Care I, Adults/Gerontology (“new”)	3-0-3
NURS 8005	Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum (“new”)	0-8-2
NURS 8006	Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology (“new”)	3-0-3
NURS 8007	Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum (“new”)	0-8-2
NURS 8008	Advanced Practice Nursing: Primary Care Pediatrics (“new”)	3-0-3
NURS 8009	Advanced Practice Nursing: Primary Care Pediatrics Practicum (“new”)	0-4-1
NURS 8010	Advanced Practice Nursing: Primary Care Family Health (“new”)	3-0-3
NURS 8011	Advanced Practice Nursing: Primary Care Family Health Practicum (“new”)	0-8-2
NURS 8012	Advanced Practice Nursing: Primary Care Family Practice Synthesis Practicum (“new”)	0-8-2
NURS 8013	Professional Transitions: Doctor of Professional Nursing Practice Role (“new”)	1-0-1
NURS 8014	Science & Theory for Evidence-Based Practice (“new”)	3-0-3
NURS 8015	Research Methods for Evidence-Based Practice (“new”)	3-0-3
NURS 8016	Analytical Methods for Evidence-Based Practice (“new”)	3-0-3
NURS 8017	Interprofessional Collaboration for Population Health (“new”)	3-0-3
NURS 8018	Healthcare Informatics (“new”)	3-0-3
NURS 8019	Organizational & Systems Leadership for Quality Improvement (“new”)	3-0-3
NURS 8020	Healthcare Finance (“new”)	3-0-3
NURS 8021	Healthcare Policy for Advocacy (“new”)	3-0-3
NURS 8022	DNP Specialty Practicum I (“new”)	0-(4-8)- (1-2)(60- 120 hours)
NURS 8023	DNP Specialty Practicum II (“new”)	1-(4-8)- (2-3)(60- 120 hours)
NURS 8024	DNP Specialty Practicum III (“new”)	1-4-2 (60 hours)

NURS 8025	DNP Specialty Practicum IV (“new”)	1-(4-8)- (2-3)(60- 120 hours)
NURS 8026	DNP Specialty Practicum V (“new”)	1-(4-8)- (2-3)(60- 120 hours)
NURS 6900	Scholarly Writing	1-0-1
NURS 6110	Optional: Nursing Education course (NFLP recipients) Teaching Strategies and Evaluation	3-0-3
NURS 6112	Optional: Nursing Education course (NFLP recipients) Advanced Practicum (<i>as nurse educators</i>)	0-8-2
NURS 6113	Optional: Nursing Education course (NFLP recipients) Curriculum Development and Evaluation	3-0-3

- 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 that are institutional requirements as defined in the Academic and Student Affairs Handbook, Section 2.3.1 and the Board Policy Manual, 3.8.1.

The plan of study for the BSN-DNP track consists of 70 hours and the MSN-DNP track consists of 34-38 hours (the total hours for the MSN-DNP track is contingent upon total incoming MSN practice hours with 500 hours minimum required per admission criteria).

- e. Within the appendix, append the course catalog descriptions for new courses and their prerequisite courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

See Appendix I for course catalog descriptions for new and prerequisite courses.

- f. If this is an undergraduate program, how does or would the department/institution use eCore, eMajor, or dual enrollment?

N/A

- g. 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, telephone number, and full mailing address. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

External Reviewers	
1.	<p>Catherine Gilbert, EdD, RN Nursing Chair Georgia Southern University School of Nursing 11935 Abercorn Street, Ashmore Hall 102 Savannah, GA 31419 Phone number: 912-344-3145 Email: cgilbert@georgiasouthern.edu</p>
2.	<p>Barbara Wilder, PhD.FNP-C Wells Fargo Endowed Professor and Graduate Program Director Auburn University, Auburn Alabama 36849 Phone number-334-844-6766 Email-wildebf@auburn.edu</p>
3.	<p>Catherine O'Connor Durham DNP, APRN, FNP-C Director of Graduate Programs Medical University of South Carolina College of Nursing 99 Jonathan Lucas Street, Room 435 Charleston, SC 29425 Phone number: (843)792-3585 Email: durhamc@musc.edu</p>
4.	<p>Carol Buck-Rolland, EdD, APRN Clinical Professor, Vice Chair, Graduate Nursing Program University of Vermont Burlington, VT 05405 Email carol.buck-rolland@med.uvm.edu 1-802-656-3381</p>

12) Program of Study-Undergraduate ONLY

N/A

12a) Program of Study-Graduate ONLY (provide the program of study)

Please see the programs of study below for all tracks, and the full-time and part-time options.

**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
DOCTORATE IN NURSING PRACTICE
BSN-DNP OPTION
FULL-TIME PLAN OF STUDY**

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (8 Hours)			Spring Semester I (9 Hours)			Summer Semester I Session I (4 Hours) Summer Semester I Session II (6 Hours)		
N8001	Advanced Physiology and Pathophysiology <i>Essential VIII</i>	3-0-3	N8002	Advanced Pharmacology <i>Essential VIII</i>	3-0-3	N8003	Advanced Health Assessment <i>Essential VIII</i> Session I course	3-4-4 (60 hours)
N6900	Scholarly Writing (MSN)	1-0-1	N8017	Interprofessional Collaboration for Population Health <i>Essential VI/VII</i>	3-0-3	N8018	Healthcare Informatics <i>Essential IV</i> Session II course	3-0-3
N8014	Science & Theory for Evidence-Based Practice <i>(note: foundations)</i> <i>Essential I/III</i>	3-0-3	N8015	Research Methods for Evidence-Based Practice <i>(note: design & translation)</i> <i>Essential I/III</i>	3-0-3	N8016	Analytical Methods for Evidence-Based Practice <i>(note: data mgmt./analysis/stats)</i> <i>Essential I/III/VII</i> Session II course	3-0-3
N8013	Professional Transitions: Doctor of Nursing Practice Role <i>Essential VIII</i>	1-0-1	N6112	Optional: Nursing Education Practicum (NFLP)	0-8-2			
N6110	Optional: Nursing Education course (NFLP recipients)	3-0-3	N6113	Optional: Nursing Education course (NFLP recipients)	3-0-3			
Fall Semester II (10 Hours)			Spring Semester II (8 Hours)			Summer Semester II (6 Hours)		
N8004	Advanced Practice Nursing: Primary Care I, Adults/Gerontology <i>Essential VIII</i>	3-0-3	N8006	Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology <i>Essential VIII</i>	3-0-3	N8008	Advanced Practice Nursing: Primary Care Pediatrics <i>Essential VIII</i>	3-0-3
N8005	Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	N8007	Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	N8009	Advanced Practice Nursing: Primary Care Pediatrics Practicum <i>Essential VIII</i>	0-4-1 (60 hours)

Fall Semester II (10 Hours) - continued			Spring Semester II (8 Hours) - continued			Summer Semester II (6 Hours) - continued		
N8022	DNP Specialty Practicum I <i>Essential VIII</i>	0-(4-8)-(1-2) (60-120 hours)	N8023	DNP Specialty Practicum II <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	N8024	DNP Specialty Practicum III <i>Essential VIII</i>	1-4-2 (60 hours)
N8019	Organizational & Systems Leadership for Quality Improvement <i>Essential II</i>	3-0-3						
Fall Semester III (11 Hours)			Spring Semester III (8 Hours)					
N8010	Advanced Practice Nursing: Primary Care Family Health <i>Essential VIII</i>	3-0-3						
N8011	Advanced Practice Nursing: Primary Care Family Health Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	N8012	Advanced Practice Nursing: Family Practice Synthesis Practicum <i>Essential VIII</i>	0-8-2 (120 hours)			
N8020	Healthcare Finance <i>Essential II/V</i>	3-0-3	N8021	Healthcare Policy for Advocacy <i>Essential I/III/IV/V</i>	3-0-3			
N8025	DNP Specialty Practicum IV <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	N8026	DNP Specialty Practicum V <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)			

Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (4 contact hours =1 credit hour, 4:1 for practicums in this program).

Note: A minimum of three hours in a standard week for one credit hour in labs is the norm (4 contact hours = 1 credit hour, 4:1 for labs in this program).

Note: A total of **1080 practicum hours** and **70 program hours**.

Note: Nursing education courses could be included for potential NFLP recipients in the 1st two semesters of the program for a total of either 13 hours/semester (fall semester I) or 12 hours/semester (spring semester I).

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UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
DOCTORATE IN NURSING PRACTICE
BSN-DNP OPTION
PART-TIME PLAN OF STUDY

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (7 Hours)			Spring Semester I (6 Hours)			Summer Semester I Session I (4 Hours) Summer Semester I Session II (3 Hours)		
N8001	Advanced Physiology and Pathophysiology <i>Essential VIII</i>	3-0-3	N8002	Advanced Pharmacology <i>Essential VIII</i>	3-0-3	N8003	Advanced Health Assessment <i>Essential VIII</i> Session I course	3-4-4 (60 hours)
N8014	Science & Theory for Evidence-Based Practice (note: foundations) <i>Essential I/III</i>	3-0-3	N8015	Research Methods for Evidence-Based Practice (note: design & translation) <i>Essential I/III</i>	3-0-3	N8016	Analytical Methods for Evidence-Based Practice (note: data mgmt./analysis/stats) <i>Essential I/III/VII</i> Session II course	3-0-3
N8013	Professional Transitions: Doctor of Nursing Practice Role <i>Essential VIII</i>	1-0-1	N6112	Optional: Nursing Education Practicum (NFLP)	0-8-2			
N6110	Optional: Nursing Education course (NFLP recipients)	3-0-3	N6113	Optional: Nursing Education course (NFLP recipients)	3-0-3			
Fall Semester II (6 Hours)			Spring Semester II (8 Hours)			Summer Semester II (4 Hours)		
N8004	Advanced Practice Nursing: Primary Care I, Adults/Gerontology <i>Essential VIII</i>	3-0-3	N8006	Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology <i>Essential VIII</i>	3-0-3	N8008	Advanced Practice Nursing: Primary Care Pediatrics <i>Essential VIII</i>	3-0-3
N8005	Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	N8007	Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	N8009	Advanced Practice Nursing: Primary Care Pediatrics Practicum <i>Essential VIII</i>	0-4-1 (60 hours)
N6900	Scholarly Writing (MSN)	1-0-1	N8017	Interprofessional Collaboration for Population Health <i>Essential VI/VII</i>	3-0-3			

Fall Semester III (7 Hours)			Spring Semester III (5 Hours)			Summer Semester III (5 Hours)		
N8010	Advanced Practice Nursing: Primary Care Family Health <i>Essential VIII</i>	3-0-3						
N8011	Advanced Practice Nursing: Primary Care Family Health Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	N8012	Advanced Practice Nursing: Family Practice Synthesis Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	N8018	Healthcare Informatics <i>Essential IV</i>	3-0-3
N8022	DNP Specialty Practicum I <i>Essential VIII</i>	0-(4-8)- (1-2) (60-120 hours)	N8023	DNP Specialty Practicum II <i>Essential VIII</i>	1-(4-8)- (2-3) (60-120 hours)	N8024	DNP Specialty Practicum III <i>Essential VIII</i>	1-4-2 (60 hours)
Fall Semester IV (9 Hours)			Spring Semester IV (6 Hours)					
NURS 8020	Healthcare Finance <i>Essential II/V</i>	3-0-3	NURS 8021	Healthcare Policy for Advocacy <i>Essential I/II/IV/V</i>	3-0-3			
NURS 8025	DNP Specialty Practicum IV <i>Essential VIII</i>	1-(4-8)- (2-3) (60-120 hours)	NURS 8026	DNP Specialty Practicum V <i>Essential VIII</i>	1-(4-8)- (2-3) (60-120 hours)			
NURS 8019	Organizational & Systems Leadership for Quality Improvement <i>Essential II</i>	3-0-3						

Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (4:1 for practicums in this program).

Note: A total of **300-540 practicum hours** and **34-38 program hours**.

Note: Nursing education courses could be included for potential NFLP recipients in the last two semesters of the program for a total of 9 hours/semester.

Note: A scholarly writing course could be included in fall semester II of the program for a total of 9 hours/semester.

Note: A nursing education course and a scholarly writing course could be included in fall semester II of the program for a total of 12 hours/semester.

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**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
DOCTORATE IN NURSING PRACTICE
MSN-DNP OPTION
FULL-TIME PLAN OF STUDY**

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (8-9 Hours)			Spring Semester I (8-9 Hours)			Summer Semester I Session I (8 Hours)		
N8014	Science & Theory for Evidence-Based Practice <i>(note: foundations)</i> <i>Essential I/III</i>	3-0-3	N8015	Research Methods for Evidence-Based Practice <i>(note: design & translation)</i> <i>Essential I/III</i>	3-0-3	N8016	Analytical Methods for Evidence-Based Practice <i>(note: data mgmt./analysis/stats)</i> <i>Essential I/III/VII</i>	3-0-3
N8022	DNP Specialty Practicum I <i>Essential VIII</i>	0-(4-8)-(1-2) (60-120 hours)	N8023	DNP Specialty Practicum II <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	N8024	DNP Specialty Practicum III <i>Essential VIII</i>	1-4-2 (60 hours)
N8019	Organizational & Systems Leadership for Quality Improvement <i>Essential II</i>	3-0-3	N8017	Interprofessional Collaboration for Population Health <i>Essential VI/VII</i>	3-0-3	N8018	Healthcare Informatics <i>Essential IV</i>	3-0-3
N8013	Professional Transitions: Doctor of Nursing Practice Role <i>Essential VIII</i>	1-0-1						
Fall Semester II (5-6 Hours)			Spring Semester II (5-6 Hours)					
N8020	Healthcare Finance <i>Essential II/V</i>	3-0-3	N8021	Healthcare Policy for Advocacy <i>Essential I/II/IV/V</i>	3-0-3			
	DNP Specialty Practicum IV <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	N8026	DNP Specialty Practicum V <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)			
N6110	Optional: Nursing Education course (NFLP)	3-0-3	N6112	Optional: Nursing Education course (NFLP)	3-0-3			
N6900	Scholarly Writing (MSN)	1-0-1	N6113	Optional: Nursing Education Practicum (NFLP)	0-8-2			

Note: A minimum of three hours in a standard week for one credit hour in labs is norm (4 contact hours = 1 credit hour, 4:1 for labs in this program).

Note: A total of **1080 practicum hours** and **70 program hours**.

Note: Nursing education courses could be included for potential NFLP recipients in the 1st two semesters of the program for a total of either 10 hours/semester (fall semester I) or 9 hours/semester (spring semester I).

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**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
DOCTORATE IN NURSING PRACTICE
MSN-DNP OPTION
PART-TIME PLAN OF STUDY**

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (7 Hours)			Spring Semester I (6 Hours)			Summer Semester I Session I (6 Hours)		
N8014	Science & Theory for Evidence-Based Practice <i>(note: foundations)</i> <i>Essential I/III</i>	3-0-3	N8015	Research Methods for Evidence-Based Practice <i>(note: design & translation)</i> <i>Essential I/III</i>	3-0-3	N8016	Analytical Methods for Evidence-Based Practice <i>(note: data mgmt./analysis/stats)</i> <i>Essential I/III/VII</i>	3-0-3
N8019	Organizational & Systems Leadership for Quality Improvement <i>Essential II</i>	3-0-3	N8017	Interprofessional Collaboration for Population Health <i>Essential VI/VII</i>	3-0-3	N8018	Healthcare Informatics <i>Essential IV</i>	3-0-3
N8013	Professional Transitions: Doctor of Nursing Practice Role <i>Essential VIII</i>	1-0-1						
Fall Semester II (4-5 Hours)			Spring Semester II (5-6 Hours)			Summer Semester II (2 Hours)		
N8020	Healthcare Finance <i>Essential II/V</i>	3-0-3	N8021	Healthcare Policy for Advocacy <i>Essential I/II/IV/V</i>	3-0-3			
N8022	DNP Specialty Practicum I <i>Essential VIII</i>	0-(4-8)-(1-2) (60-120 hours)	N8023	DNP Specialty Practicum II <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	N8024	DNP Specialty Practicum III <i>Essential VIII</i>	1-4-2 (60 hours)
N6900	Scholarly Writing (MSN)	1-0-1						
Fall Semester III (2-3 Hours)			Spring Semester III (2-3 Hours)					
N8025	DNP Specialty Practicum IV <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	N8026	DNP Specialty Practicum V <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)			
N6110	Optional: Nursing Education course (NFLP)	3-0-3	N6112	Optional: Nursing Education course (NFLP)	3-0-3			
			N6113	Optional: Nursing Education Practicum (NFLP)	0-8-2			

Note: A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums in this program).

Note: A total of **300-540 practicum hours** and **34-38 program hours**.

Note: Nursing education courses could be included for potential NFLP recipients in the last two semesters of the program for a total of 6 hours/semester.

Note: A scholarly writing course could be included in fall semester II of the program for a total of 8 hours/semester.

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14) Alternative Curricular Pathway: What alternative curricular pathways exist (for example for students who were not admitted to the major but are still in satisfactory standing at the institutional level)? Please describe them below and describe how these students are advised about the alternative(s)

N/A, as this is a doctoral program.

15) Prior Learning Assessment: Does the program include credit for prior learning assessment? How will credit be assessed and for what specific courses in the curriculum inclusive of prerequisites? If this is not applicable, indicate “NA” in this section.

N/A

16) Open Educational Resources: Does the program include open educational resources that have been assessed for quality and permissions, can be connected with related curricular resources, and are mapped to learning outcomes? If this is not applicable, indicate “NA” in this section.

N/A

17) Waiver to Degree-Credit Hour (if applicable):

- All bachelor’s degree programs require 120-semester credit hours.
- Master’s level programs have a maximum of 36-semester hours. Semester credit-hours for the program of study that are above these requirements require a waiver to degree- credit hour request with this proposal.
- State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.
- This is not applicable for specialist in education and doctoral programs.

N/A

18) Student Learning Outcomes: Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

Consistent with the American Association of Colleges of Nursing’s (AACN) specifications for practice doctoral programs in nursing, the student learning outcomes of the program are as follows:

- a. Synthesize scientific, theoretical and ethical principles to design, deliver, manage and evaluate evidence-based care for individuals, families, and populations.
- b. Integrate knowledge from diverse sources to contribute to the generation,

translation, and dissemination of evidence-based health care practices that promote safety and quality.

- c. Demonstrate intra- and inter-professional communication and collaboration in providing safe, effective patient and population-centered care.
- d. Utilize communication technologies and healthcare informatics to improve care for the individual as well as healthcare delivery in organizational systems.
- e. Analyze the social determinants of health and public policy components impacting population health outcomes.
- f. Design and implement population-based interventions to address health disparities and to improve healthcare for diverse populations and cultures.
- g. Assume organization and systems leadership to improve the health outcomes of individuals and populations across the care continuum.
- h. Display a commitment to carrying out professional responsibilities, adhering to ethical/legal principles and advocating for social justice.

Faculty expectations for students will be assessed by how well students meet the student learning outcomes. Individual student performance as well as aggregate student outcomes will be evaluated.

- 19) Assessment:** Describe institutional programmatic assessments that will be completed to ensure academic quality, viability, and productivity.

The THS SON will use standards of professional nursing practice and a comprehensive program evaluation tool, named the Total Plan for Evaluation (TPE), to systematically assess the DNP program. The School already has a strong TPE for all other programs in place and will integrate assessment of the DNP into the TPE. The THS SON TPE will provide ongoing evidence of regular evaluation of teaching-learning practices and environments for the DNP program. Ongoing review of the DNP curriculum and teaching-learning practices will be performed regularly to foster continuous quality improvement. The TPE will offer the timeframes necessary for a continuous quality improvement process. To foster a continuous quality improvement process, the DNP curriculum and teaching-learning practices will be evaluated through the Graduate Program Committee (GPC) to review and approve new courses, revise/refine existing courses, and conduct program evaluation. Faculty in the DNP program will also utilize data from the Student Evaluations of Instruction (SEIs) surveys every semester to make informed decisions regarding their teaching-learning practices. The SEIs will also be reviewed by the Associate Dean for Graduate Education and discussed with individual faculty members during their annual evaluation meetings. Results from course specific SEIs will be utilized along with course evaluation summary documents completed by individual course faculty every semester to foster ongoing DNP program improvements.

In addition, within the Graduate Program Curriculum Workgroup meetings individual faculty will review their individual courses at the conclusion of each semester and will complete a course evaluation summary document for each course. The course evaluation summary document will focus on student learning outcomes and effective distance education teaching-learning practices that support achievement of the expected student

learning outcomes (SLOs). The course evaluation summary document will allow DNP faculty an opportunity to identify areas for improvement. Faculty can also revisit the course evaluation summary documents from the previous year for areas of improvement to determine if an improvement plan, previously implemented, was appropriate and if so, whether it was effective or not. The previously mentioned SEI survey mean scores and summaries of comments from the SEI surveys will also be included on the course evaluation summary document.

In conclusion, the DNP program will have a systematic, written, comprehensive, continuous quality improvement process for the evaluation of DNP program. This process will be continually reviewed and revised, via the DNP program TPE.

20) Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

The baccalaureate and master's programs at the UWG Tanner Health System School (THS SON) of Nursing are currently accredited by the Commission on Collegiate Nursing Education (CCNE). As such, the THS SON will seek accreditation from CCNE for the DNP program. The DNP program will offer two entry tracks (post-baccalaureate and post-master's) that demonstrate how students acquire the doctor's-level knowledge with competencies delineated in *The Essentials of Doctoral Education for Advanced Nursing Practice (Doctoral Essentials)* (AACN, 2006). The Commission on Collegiate Nursing Education (CCNE) accredits at the degree level and will therefore accredit the overall DNP program, not each specific track.

Due to our current CCNE accreditation, a substantive change notification is required and will be submitted to CCNE May 2020 for the MSN-DNP option and May 2022 for the BSN-DNP option. (The required timeline for substantive change notification is no earlier than 30 months prior to admitting students and no later than 3 months after students are admitted). Once DNP students are enrolled, the THS SON will submit a letter of intent to CCNE to request accreditation review of the DNP program. The letter of intent will include when the DNP program began enrolling students, when the first DNP class of students is expected to graduate, and when the program would like to host the on-site evaluation (accreditation term/year). A DNP program must have students enrolled for one academic year prior to hosting the on-site evaluation and does not need to have graduated students prior to doing so. During the onsite-visit evaluation of the DNP program, CCNE will review both DNP tracks (post-baccalaureate and post-master's). Presuming a positive initial accreditation outcome, the new DNP program at the THS SON is eligible for a maximum five-year term of accreditation.

The accreditation timeline for the DNP program will be negotiated with CCNE as there is some flexibility, but is likely to consist of the following:

Accreditation Timeline: MSN-DNP	Timeline
Substantive Change	May 2020
Admit students	August 2020
Letter of Intent (request for onsite visit)	November 2020
Self-Study	November 2020-November 2021
Onsite evaluation (after enrollment of students for one academic year/before 1 st graduates)	November 2021
Maximum 5-year term of accreditation /next onsite evaluation	November 2026
Accreditation Timeline BSN- DNP	
Substantive Change	May 2022
Admit Students	August 2022
Letter of Intent (request for on site visit)	November 2022
Self-Study	November 2022-November 2023
Onsite evaluation	November 2023
Maximum 5-year term of accreditation /next onsite evaluation	November 2028

21) SACSCOC Institutional Accreditation: Is program implementation contingent upon SACSCOC action (e.g., substantive change, programmatic level change, etc.)? Please indicate Yes or No. NO

ENROLLMENT SECTION (Consult with Enrollment Management)

22) Recruitment and Marketing Plan: What is the institution’s recruitment and marketing plan?

The School of Nursing is currently working with University Communications and Marketing to develop materials suitable for the website and for mass emails to be implemented immediately upon program approval. We have devoted much time, resources, and effort over the last 5 years to build an accurate alumni data bank with current emails as well as a data bank with our preceptors, clinical partners, and other supporters. The 3.5K alumni of the UWG SON as well as our preceptor/clinical partner’s pool will be our initial focus of student recruitment. We will also use print media (newspaper and professional journal ads) to recruit. Faculty and staff routinely visit our health care partners and schools of nursing in the spring semester for student recruitment for our other programs. The DNP will become part of that effort.

What is the proposed program’s start-up timeline: Fall 2020 for admission to the MSN – DNP program; Fall 2022 for admission to the BSN-DNP program. If approval timing is later than anticipated (ie later than October, 2019), we will delay for 1 year in order to adequately recruit students and prepare.

23) Enrollment Projections: Provide projected enrollments for the program specifically during the initial years of implementation.

- a) Will enrollments be cohort-based? Yes or No _____ (place an X beside one)
- b) Explain the rationale used to determine enrollment projections.

In our experience with doctoral students, we have discovered that about half of all students prefer part-time study. Therefore we are planning for a roughly equal mix of part-time and full-time students. We anticipate building up our DNP faculty from the early graduates of our MSN to DNP program. The projected enrollment plan considers our perception of the demand. We anticipate a slow steady growth in the MSN to Dnp admission over the 1st three years (admitting, 10, 20 and 25) and for it to level out at around 25 admissions per year thereafter. At the third year point, we will begin admission to the BSN to DNP program and anticipate a more rapid growth in that program admitting 10 in the initial cohort and 24 in the 2nd cohort. We anticipate about 10% attrition.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS	20-21	21-22	22-23	23-24
Student Majors	10 MSN - DNP 5 PT 1 st yr 5 FT 1 st yr	20 MSN -DNP 4 PT 2 nd yr 6 PT 1 st yr 4 FT 2 nd yr 6 FT 1 st yr	25 MSN-DNP 3 PT 3 rd yr 5 PT 2 nd year 6 PT 1 st yr 5 FT 2 nd yr 6 FT 1 st yr 10 BSN-DNP 5 FT 1 st yr 5 FT 2 nd yr	26 MSN-DNP 4 PT 3 rd yr 5 PT 2 nd yr 6 PT 1 st yr 5 FT 2 nd yr 6 FT 1 st yr 24 BSN-DNP 4 PT 2 nd yr 8 PT 1 st yr 4 FT 2 nd yr 8 FT 1 st yr
Shifted from other programs				
New to the institution				
Total Majors	10	20	35	50

22) Faculty

a. Faculty

Provide the total number of faculty members that will support this program: 20

- b. Submit your SACSCOC roster for the proposed degree. Annotate in parentheses the person who will have administrative responsibility for the program. Indicate whether any positions listed are projected new hires and currently vacant.

Faculty Name Full-time	Courses Taught Term, Course Number & Title, Credit Hours, U=Under Graduate G=Graduate	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major List specific graduate coursework if needed	Other Qualifications And Comments Related to Course Taught	Possible Courses to Teach in DNP Program
Barbour, Connie Full-time EdD, RN, CNE Assistant Professor Tenure Track	Summer 2018 <ul style="list-style-type: none"> • NURS 2101, Patho/Pharm I (3) • NURS 9007, Applied Statistical Methods in Nursing (3) Fall 2018 <ul style="list-style-type: none"> • NURS 6109, Informatics, Technology and Healthcare Outcomes (3) • NURS 9004, Teaching the Adult Learner (3) • NURS 9015, Dissertation (3) • NURS 9018, Advanced Research Methods (3) Spring 2019 <ul style="list-style-type: none"> • NURS 4102, Prof. Nsg. Concepts IV (2) • NURS 9015, Dissertation (3) • NURS 9016, Distance Education in Nursing (3) 	BSN - Northern Illinois University MSN/FNP - Kennesaw State University FNP-C 1998-2003 Post-Baccalaureate, Highly Qualified High School Educator Certificate of Teaching, Georgia EdD in Nursing - University of West Georgia CNE - 2015 to present Quality Matters, online instructor and reviewer certification 2015 – present Certified UWG Online Course Instructor 2015-present CE-UWG, Certified Trainer training for online course design	2 years: Critical care nursing full time 5 years: Home health nursing full time 3 years: FNP in long term care 2 years: Health science instructor for 9th -12th grade 6 years: Full time ASN clinical and didactic 3 years: Full time BSN clinical and didactic 1 year: RN-BSN online teaching 1 year: MSN online teaching 1 year: EdD in Nursing online teaching	8001-Advanced Physiology and Pathophysiology 8002-Advanced Pharmacology 8003-Advanced Health Assessment 8004-Advanced Practice Nursing: Primary Care I, Adults/Gerontology 8005-Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum 8006-Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology 8007-Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum 8018-Healthcare Informatics
Bishop, Mary Full-time CNP, RN, NEA-BC, CNL, CNE Associate Professor Tenure Track	Fall 2018 <ul style="list-style-type: none"> • NURS 6102, Theoretical Foundations of Nursing Practice (3) • NURS 6122, Health Systems Leadership CNL Practicum I (2) • NURS 6124, Health Systems Leadership Role of the CNL (3) 	Diploma RN :St Joseph’s School of Nursing, London , Ontario, Canada BSN-University of Western Ontario MSN- Florida Atlantic University DNP- Florida Atlantic University Certified Clinical Nurse Leader 2013 -present	15 years: Critical care nursing part or full time 22 years: Nursing leadership 11 years: Part time MSN teaching 6 years: Full time MSN teaching	8019-Organizational & Systems Leadership for Quality Improvement 8020-Healthcare Finance 8021-Healthcare Policy for Advocacy 8022-DNP Specialty Practicum I

<p>Bishop, Mary (continued)</p>	<p>Spring 2019</p> <ul style="list-style-type: none"> NURS 6105, Leadership for Quality, Safety and Health Policy (3) NURS 6123, Health Systems Leadership CNL Practicum II (5) NURS 6125, Health Systems Leadership CNL Seminar (3) 	<p>Certified Nursing Educator 2015 - present Nurse Executive Advanced Board Certified 2004 -present Fellow American College of Healthcare Executives 2005 -present Quality Matters online instructor and reviewer certification 2014 - present Certified UWG Online Course Instructor 2013-present</p>	<p>4 years: EdD in Nursing teaching 3 years Director of MSN program</p>	<p>8023-DNP Specialty Practicum II 8024-DNP Specialty Practicum III 8025-DNP Specialty Practicum IV 8026-DNP Specialty Practicum V</p>
<p>Brown, Cynthia Full-time CNS, RN, AHN-BC, CNE Associate Professor Tenure Track</p>	<p>Summer 2018</p> <ul style="list-style-type: none"> NURS 9015, Dissertation (3) <p>Fall 2018</p> <ul style="list-style-type: none"> NURS 6101, Theoretical Foundations of Nursing Practice (3) NURS 9015, Dissertation (3) <p>Spring 2019</p> <ul style="list-style-type: none"> NURS 9003, Principles of Qualitative Inquiry: Design and Methods (3) NURS 9015, Dissertation (3) 	<p>Diploma RN-New England Deaconess Hospital, School of Nursing BSN-University of Southern Maine MSN- Florida Atlantic University DNS- Florida Atlantic University Certified Nursing Educator 2015 - present Certified Advanced Holistic Nurse 2009-present Quality Matters online instructor and reviewer certification 2014 - present University of Virginia School of Nursing Post-doctoral Clinical Research Fellowship 2006-2008</p>	<p>2 years: Hospice nursing 2 years: Hospice education 3 years: Clinical research 1 year: In-patient Alzheimer's care 2 years: Labor and delivery 1 year: Medical surgical nursing 7 years: BSN program, didactic and clinical instruction 7 years: MSN education 5 years: EdD in nursing online education</p>	<p>8014-Science & Theory for Evidence-Based Practice 8015-Research Methods for Evidence-Based Practice 8016-Analytical Methods for Evidence-Based Practice</p>
<p>Capponi, Nancy Full-time EdD, RN, CCRN, CEN Associate Dean & Assistant Professor Tenure Track</p>	<p>Summer 2018</p> <ul style="list-style-type: none"> NURS 2101, Patho/Pharm I (3) NURS 3400, Nsg Rsch & EBP (3) <p>Fall 2018</p> <ul style="list-style-type: none"> NURS 4000, NCLEX Preparation (1) NURS 4300, Clinical Specialty Pract (3) <p>Spring 2019</p> <ul style="list-style-type: none"> NURS 4000, NCLEX Preparation (1) NURS 4302, Clinical Practice IV (8) 	<p>Diploma RN - Charity Hospital School of Nursing, New Orleans, LA BSN - Clayton State University, Morrow, GA MSN Nurse Educator - Clayton State University, Morrow, GA CCRN - 30 years CEN - 32 years Mentor - new faculty, MSN & BSN students Quality Matters Courses Taken: Improving Your Online Course</p>	<p>8 years: Teaching BSN students and RN-BSN students, didactic & clinical SON committee memberships & Chairs 32 years: Part-time teaching American Heart Association & Emergency Nurses Association provider and instructor courses 35 years: Practicing RN: ICU, ED, Cath Lab, Cardiology, Interventional Radiology</p>	<p>8022-DNP Specialty Practicum I 8023-DNP Specialty Practicum II 8024-DNP Specialty Practicum III 8025-DNP Specialty Practicum IV 8026-DNP Specialty Practicum V</p>

<p>Caramanica, Laura Full-time PhD, RN, CENP, FACHE, FANN Associate Professor Tenure Track</p>	<p>Summer 2018</p> <ul style="list-style-type: none"> NURS 9013, Nurs Ed lead for Div 21st Cent (3) <p>Fall 2018</p> <ul style="list-style-type: none"> NURS 6116, Leading Human Resource Systems (3) NURS 6117, Health Systems Leadership Role of the Leader/Manager I (3) NURS 6119, Health Systems Leadership Leader/Manager Practicum I (2) <p>Spring 2019</p> <ul style="list-style-type: none"> NURS 6118, Health Systems Leadership Role of the Leader/Manager II (3) NURS 6120, Health Systems Leadership Leader/ Manager Practicum II (2) NURS 9015, Dissertation (3) 	<p>Diploma RN - Hartford Hospital School of Nursing, Hartford, CT BSN - University of Bridgeport, Bridgeport, CT MEd - Teachers' College Columbia University, New York PhD - University of Connecticut, Storrs, CT Fellow in the Academy of Nursing 2012 - present Fellow in the Academy of Health Care Executives - 2007 - present Certification in Executive Nursing Leadership, AONE Certification in Nursing Administration, ANA Completed Quality Matters 1, 2, & 3</p>	<p>25 years: Executive nursing leadership roles 20 years: Teaching MSN/graduate nursing programs: 18 years: Part time/2 full time 11 years: Online education Initial chair of EdD committee for graduate student this year; committee member for 3 others</p>	<p>8019-Organizational & Systems Leadership for Quality Improvement 8020-Healthcare Finance 8021-Healthcare Policy for Advocacy 8022-DNP Specialty Practicum I 8023-DNP Specialty Practicum II 8024-DNP Specialty Practicum III 8025-DNP Specialty Practicum IV 8026-DNP Specialty Practicum V</p>
<p>Crobarger, Kala Full-time EdD, RN, PHN, IBCLC Assistant Professor Tenure Track</p>	<p>Spring 2019</p> <ul style="list-style-type: none"> NURS 3102, Prof Nsg Concepts II (2) NURS 3400, Nsg Rsch & EBP (3) NURS 4102, Prof Nsg Concepts IV (2) NURS 4302, Clinical Practice IV (8) 	<p>A.S – Lane Community College, Eugene, OR B.S. – University of Phoenix, San Diego, CA M.S. – California State University Dominguez Hills, Carson, CA DNP (Studies/non degree) – Case Western Reserve University, Cleveland, OH CNM (studies/non degree) – Frontier School of Midwifery & Family Nursing, Hyden, KY EdD – Nova Southeastern University, Ft. Lauderdale, FL</p>	<p>17 years: nursing education faculty experience, various settings 37 years: experience as practicing RN in various settings with emphasis on women and newborns.</p>	<p>8022-DNP Specialty Practicum I 8023-DNP Specialty Practicum II 8024-DNP Specialty Practicum III 8025-DNP Specialty Practicum IV 8026-DNP Specialty Practicum V</p>
<p>Dyar, Kelly Full-time EdD, RN, CCN, CNE Assistant Professor Tenure Track</p>	<p>Fall 2018</p> <ul style="list-style-type: none"> NURS 3102, Prof Nsg Concepts II (2) NURS 6110, Curriculum Development in Nursing Education (3) 	<p>Diploma in Nursing- Georgia Baptist School of Nursing BSN- University of Phoenix MSN (Nursing Education)- Samford University EdD (Nursing Education)- University of West Georgia</p>	<p>27 years: Nephrology nursing (adults) 2 years: Home health 4 years: teaching at University Level (ASN, pre-licensure BSN, RN-to-BSN, MSN)</p>	<p>8014-Science & Theory for Evidence-Based Practice 8015-Research Methods for Evidence-Based Practice 8016-Analytical Methods for Evidence-Based Practice</p>

<p>Dyar, Kelly (continued)</p>	<ul style="list-style-type: none"> • NURS 6111, Nurse Educator Role Practicum I (2) • NURS 6900, Scholarly Writing (1) <p>Spring 2018</p> <ul style="list-style-type: none"> • NURS 3102, Prof Nsg Concepts II (2) • NURS 6112, Nurse Educator Role Practicum II (2) • NURS 6113, Evaluation and Testing in Nursing Education (2) 	<p>Certified Nephrology Nurse (CNN)-1994 to present Certified Nurse Educator (CNE)-2015 to present Quality Matters, online instructor and reviewer certification 2016 – present</p>		
<p>Farmer, Amy Full-time MSN, RN, FNP-BC BSN Director & Associate Professor Non-Tenure Track</p>	<p>Summer 2018</p> <ul style="list-style-type: none"> • NURS 3000, Holistic Hlth Assessment (3) • NURS 3303, Comp. Based Clinical (1) <p>Fall 2018</p> <ul style="list-style-type: none"> • NURS 4300, Clinical Specialty Pract (3) • NURS 4302, Clinical Practice IV (8) <p>Spring 2019</p> <ul style="list-style-type: none"> • NURS 3303, Comp. Based Clinical (1) • NURS 4000, NCLEX Preparation (1) • NURS 4302, Clinical Practice IV (8) 	<p>MSN Primary Care Nurse Practitioner at Kennesaw State University BSN Nursing at University of West Georgia ASN Nursing at State University of West Georgia BM Flute Performance at West Georgia College Certified Nurse Practitioner</p>	<p>23 years: Registered nurse 6 years: Med Surg full time 18 years: Nurse educator 18 years: Nurse practitioner 16 years: Primary care practice part time</p>	<p>8001-Advanced Physiology and Pathophysiology 8002-Advanced Pharmacology 8003-Advanced Health Assessment 8004-Advanced Practice Nursing: Primary Care I, Adults/Gerontology 8005-Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum 8006-Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology 8007-Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum 8010-Advanced Practice Nursing: Primary Care Family Health 8011-Advanced Practice Nursing: Primary Care Family Health Practicum 8012-Advanced Practice Nursing: Family Practice Synthesis Practicum</p>

<p>McClenny, Tammy Full-time EdD, RN RN-BSN Director & Assistant Professor Tenure Track</p>	<p>Summer 2018</p> <ul style="list-style-type: none"> • NURS 3303, Comp. Based Clinical (1) • NURS 4300, Clinical Specialty Pract (3) <p>Fall 2018</p> <ul style="list-style-type: none"> • NURS 4300, Clinical Specialty Pract (3) • NURS 4523, Nurs Res & Evid Prac for RN's (3) • NURS 4525, Profs Prac Issues & Concepts (3) <p>Spring 2019</p> <ul style="list-style-type: none"> • NURS 3303, Comp. Based Clinical (1) • NURS 4527, Nurs Leader in Hlthcare Com (8) 	<p>BSN - Northern Michigan University MsNEd - University of Phoenix EdD - University of West Georgia Quality Matters online instructor and peer reviewer certification 2016-present.</p>	<p>26 years: as RN 18 years: High Risk L&D 12 years: OB Legal Nurse Consultant 14 years: Nurse Educator 3 years: ASN 11 years: BSN 3 years: RN to BSN Director 1 years: MSN</p>	<p>8017-Interprofessional Collaboration for Population Health 8022-DNP Specialty Practicum I 8023-DNP Specialty Practicum II 8024-DNP Specialty Practicum III 8025-DNP Specialty Practicum IV 8026-DNP Specialty Practicum V</p>
<p>Moran, Patty Full-time DNP,RN Assistant Professor Non Tenure Track</p>	<p>Summer 2018</p> <ul style="list-style-type: none"> • NURS 3000, Holistic Hlth Assessment (3) <p>Fall 2018</p> <ul style="list-style-type: none"> • NURS 3301, Clinical Practice I (6) • NURS 4521, Hols Health Assessment for RN's (3) <p>Spring 2019</p> <ul style="list-style-type: none"> • NURS 3301, Clinical Practice I (6) • NURS 3303, Comp. Based Clinical (1) • NURS 4527, Nurs Leader in Hlthcare Com (8) 	<p>ASN – Pacific Union College BSN – University of West Georgia MSN – University of West Georgia DNP – Samford University Quality Matters Course: 2015</p>	<p>5 years: CNA Educator 1 year: Simulation educator 1 year: Nursing adjunct faculty educator 6 years: Full time nurse educator</p>	<p>8013-Professional Transitions: Doctor of Nursing Practice Role 8022-DNP Specialty Practicum I 8023-DNP Specialty Practicum II 8024-DNP Specialty Practicum III 8025-DNP Specialty Practicum IV 8026-DNP Specialty Practicum V</p>
<p>Phillips, Laura Full-time EdD, RN Assistant Professor Tenure Track</p>	<p>Fall 2018</p> <ul style="list-style-type: none"> • NURS 4202, Hlth Care of Client IV (4) • NURS 4302, Clinical Practice IV (8) 	<p>BS – Georgia Southern University BSN – Georgia State University MSN – Clayton State University EdD - University of West Georgia</p>	<p>18 years: Clinical Educator, Staff Nurse, Emergency Department 2 Years: Nursing Clinical Part-time faculty instructor 4 Years: Full-time nursing faculty instructor</p>	<p>8014-Science & Theory for Evidence-Based Practice 8015-Research Methods for Evidence-Based Practice 8016-Analytical Methods for Evidence- Based Practice</p>

Phillips, Laura (continued)	Spring 2019 <ul style="list-style-type: none"> NURS 4202, Hlth Care of Client IV (4) NURS 4302, Clinical Practice IV (8) 			8017-Interprofessional Collaboration for Population Health 8019-Organizational & Systems Leadership for Quality Improvement
Richter, Sally Full-time EdD, RN MSN Director & Assistant Professor Tenure Track	Summer 2018 <ul style="list-style-type: none"> NURS 9006, Educational and Health Care Policy Analysis (2) Fall 2018 <ul style="list-style-type: none"> NURS 6110, Curriculum Development in Nursing Education (3) NURS 6111, Nurse Educator Role Practicum I (2) Spring 2019 <ul style="list-style-type: none"> NURS 6112, Nurse Educator Role Practicum II (2) NURS 6113, Evaluation and Testing in Nursing Education (3) NURS 9015, Dissertation (3) 	Diploma RN- Sylacauga Hospital School of Nursing RN-BSN- Auburn University MSN-Emory University EdD Nursing Education- University of West Georgia Outstanding EdD student QM certification for online instructor and reviewer since 2016-to present	39 years: as RN 10 years: Nursing education 30 years: Public Health, Home Health Care, Administration, and Rehabilitation nursing	8014-Science & Theory for Evidence-Based Practice 8015-Research Methods for Evidence-Based Practice 8016-Analytical Methods for Evidence-Based Practice 8017-Interprofessional Collaboration for Population Health 8019-Organizational & Systems Leadership for Quality Improvement 8020-Healthcare Finance

<p>Robinson, Lisa Full-time DNP, RN, NP-C, CNE, CNL Associate Professor Tenure Track</p>	<p>Fall 2018</p> <ul style="list-style-type: none"> • NURS 6107, Pathophysiology & Pharm II (3) • NURS 6900, Scholarly Writing (1) <p>Spring 2019</p> <ul style="list-style-type: none"> • NURS 6106, Pathophysiology and Pharmacology (3) • NURS 9015, Dissertation (3) 	<p>BSN-University of West Georgia MSN-FNP University of Alabama at Birmingham DNP Georgia Baptist College of Nursing at Mercer University CNL Certification 2017- Present Certified Nursing Educator 2016 - present Quality Matters online instructor and reviewer certification 2014 - present Certified UWG Online Course Instructor 2014-present</p>	<p>17 years: RN 8 Years: CCRN certified ICU Nurse 9 years: Certified & Practicing FNP 1 year: LPN Faculty 1 year: ADN Faculty 1 year: BSN Faculty 5 years: MSN Faculty</p>	<p>8001-Advanced Physiology and Pathophysiology 8002-Advanced Pharmacology 8003-Advanced Health Assessment 8008-Advanced Practice Nursing: Primary Care Pediatrics 8009-Advanced Practice Nursing: Primary Care Pediatrics Practicum 8010-Advanced Practice Nursing: Primary Care Family Health 8011-Advanced Practice Nursing: Primary Care Family Health Practicum 8012-Advanced Practice Nursing: Family Practice Synthesis Practicum 8013-Professional Transitions: Doctor of Nursing Practice Role</p>
<p>Santiago, Ethel Full-time EdD, RN, CCRN Assistant Professor Tenure Track</p>	<p>Fall 2018</p> <ul style="list-style-type: none"> • NURS 6101, Theoretical Foundations of Nursing Practice (3) • NURS 6114, Intro to Health Sys Leadership (3) <p>Spring 2019</p> <ul style="list-style-type: none"> • NURS 4102, Prof Nsg Concepts IV (2) • NURS 6104, Scholarly Inquiry and Data Analysis in Nursing (3) 	<p>ADN - Perimeter College (now Georgia State University) BSN – University of West Georgia MSN – University of West Georgia EdD – University of West Georgia CCRN – 8 years Lean Six Sigma Green Belt</p>	<p>20 years: (mostly Critical Care nursing, nursing leadership and management, staff development, intermediate, telemetry, and medical-surgical) 2010: ADN teaching (clinical, simulation, and classroom) 2017: BSN & MSN teaching 4 years: Nurse Manager and Director roles</p>	<p>8017-Interprofessional Collaboration for Population Health 8018-Healthcare Informatics 8019-Organizational & Systems Leadership for Quality Improvement 8020-Healthcare Finance 8021-Healthcare Policy for Advocacy 8022-DNP Specialty Practicum I 8023-DNP Specialty</p>

<p>Santiago, Ethel (continued)</p>			<p>3 years: Nursing Education & Research Department as Advanced Clinical Nurse Educator and Nurse Education Specialist 2 years: Adjunct Clinical Instructor</p>	<p><i>Practicum II</i> 8024-DNP Specialty Practicum III 8025-DNP Specialty Practicum IV 8026-DNP Specialty Practicum V</p>
<p>Schuessler, Jenny Full-time PhD, RN, CNE Dean & Professor Tenure Track</p>	<p>Summer 2018</p> <ul style="list-style-type: none"> • NURS 9015, Dissertation (3) <p>Fall 2018</p> <ul style="list-style-type: none"> • NURS 4300, Clinical Specialty Pract (3) • NURS 9015, Dissertation (3) <p>Spring 2019</p> <ul style="list-style-type: none"> • NURS 9015, Dissertation (3) 	<p>BSN – Jacksonville State University MSN – University of Alabama, Birmingham Adult Health, Critical Care PhD – University of Alabama, Birmingham CCRN – 15 years CNE- 2016 - present Quality Matters, online instructor and reviewer certification 2014 – present Certified UWG Online Course Instructor 2014-present</p>	<p>22 years: Critical Care Nursing full or part time 28 years: Adult Health teaching at BSN level 18 years: Critical Care teaching at BSN level 8 years: MSN teaching</p>	<p>8014-Science & Theory for Evidence-Based Practice 8015-Research Methods for Evidence-Based Practice 8016-Analytical Methods for Evidence-Based Practice 8017-Interprofessional Collaboration for Population Health 8019-Organizational & Systems Leadership for Quality Improvement 8020-Healthcare Finance 8021-Healthcare Policy for Advocacy</p>
<p>Taylor, Wanda Full-time PhD,RN Associate Professor Tenure Track</p>	<p>Fall 2018</p> <ul style="list-style-type: none"> • NURS 3100, Path/Pharm II (3) • NURS 4523, Nurs Res & Evid Prac for RN's (3) • NURS 9005, Nursing Theory in Nursing Education (3) <p>Spring 2019</p> <ul style="list-style-type: none"> • NURS 4527, Nurs Leader in Hlthcare Com (8) • NURS 6104, Scholarly Inquiry and Data Analysis in Nursing (3) 	<p>BS – University of Florida BSN – Clemson University PhD – Augusta University (Medical College of Georgia)</p>	<p>10 years: RN in Georgia and South Carolina 7 Years: Nursing Hospice 8 years: Nursing faculty instructor</p>	<p>8014-Science & Theory for Evidence-Based Practice 8015-Research Methods for Evidence-Based Practice 8016-Analytical Methods for Evidence-Based Practice 8017-Interprofessional Collaboration for Population Health 8019-Organizational & Systems Leadership for Quality Improvement 8020-Healthcare Finance</p>

<p>Venn, Michelle Full-time DNP, RN, CNE, C-OB, C-EFM Assistant Professor Tenure Track</p>		<p>BSN – University of Wisconsin, Milwaukee, WI Graduate Course work (no degree) - University of Wisconsin, Milwaukee, WI MSN – University of Phoenix, Phoenix, AZ DNP – Chamberlain College of Nursing, Downers Grove, IL</p>	<p>15 years: Registered Nurse in labor & delivery, birthing center. 13 years: Associate professor in nursing education</p>	<p>8013-Professional Transitions: Doctor of Nursing Practice Role 8017-Interprofessional Collaboration for Population Health 8018-Healthcare Informatics 8019-Organizational & Systems Leadership for Quality Improvement 8020-Healthcare Finance 8021-Healthcare Policy for Advocacy 8022-DNP Specialty Practicum I 8023-DNP Specialty Practicum II 8024-DNP Specialty Practicum III 8025-DNP Specialty Practicum IV 8026-DNP Specialty Practicum V</p>
<p>Volkert, Delene Full-time PhD, RN, CNE EdD Director & Assistant Professor Tenure Track</p>	<p>Summer 2018</p> <ul style="list-style-type: none"> NURS 9014, Methodology Development (3) <p>Fall 2018</p> <ul style="list-style-type: none"> NURS 6900, Scholarly Writing (1) NURS 9008, Theoretical and Philosophical Foundations of Education (3) <p>Spring 2019</p> <ul style="list-style-type: none"> NURS 9002, Quantitative Research in Nursing (3) NURS 9012, Nursing Education Synthesis (3) 	<p>AAS-RN - Great Basin College BSN - Great Basin College MSN - Walden University PhD - University of Nevada, Las Vegas CNE - 2014 - present Quality Matters, online instructor and reviewer certification 2016 – present Certified UWG Online Course Instructor 2016-present</p>	<p>10 years: Home Health & Hospice Nursing 2 years: Surgical Nursing 3 years: Emergency Nursing 5 years: Adult health teaching BSN level 1 year: MSN teaching</p>	<p>8014-Science & Theory for Evidence-Based Practice 8015-Research Methods for Evidence-Based Practice 8016-Analytical Methods for Evidence-Based Practice 8022-DNP Specialty Practicum I 8023-DNP Specialty Practicum II 8024-DNP Specialty Practicum III 8025-DNP Specialty Practicum IV 8026-DNP Specialty Practicum V</p>

<p>Welch, Susan Full-time EdD, RN, CNE, Alumnus CCRN Associate Dean & Associate Professor Tenure Track</p>	<p>Summer 2018</p> <ul style="list-style-type: none"> • NURS 9014, Methodology Development (3) • NURS 9015, Dissertation (3) <p>Fall 2018</p> <ul style="list-style-type: none"> • NURS 6900, Scholarly Writing (1) • NURS 9009, Curriculum: Theory and Practice (3) • NURS 9015, Dissertation (3) <p>Spring 2019</p> <ul style="list-style-type: none"> • NURS 9015, Dissertation (3) 	<p>ASN-Darton College BSN- University of West Georgia MSN-University of West Georgia EdD- University of Alabama CCRN-12 years CCRN Alumnus-2016-present CNE-2009-present Quality Matters online instructor and reviewer certification 2014 - present Certified UWG Online Course Instructor 2012-present</p>	<p>16 years: Critical Care nursing 6 years: BSN teaching 2 years: MSN teaching 2012-present: EdD in Nursing Education teaching</p>	<p>8014-Science & Theory for Evidence-Based Practice 8015-Research Methods for Evidence-Based Practice 8016-Analytical Methods for Evidence-Based Practice 8018-Healthcare Informatics 8021-Healthcare Policy for Advocacy</p>
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- c. Does the institution require additional faculty to establish and implement the program? Yes or No. Yes Please indicate your answer in the space provided.

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. Explain clearly whether additional faculty hires can be supported with institutional funds.

We currently have 19 nurse faculty qualified to teach in our DNP program. Thirteen faculty with extensive teaching at the graduate level and in online teaching hold doctorates. One additional faculty also holds a doctorate and held NP certification recently. Three faculty are nurse practitioners, one holds the DNP. Three others hold a DNP. Several of these faculty have expressed an interest in renewing their NP license or retooling as NPs. We will utilize School of Nursing resources, such as foundation funds, as appropriate to support these faculty to update their qualifications. Further, over the next three years, as faculty positions become vacant, we will give priority to DNP and NP applicants for these positions, similar to how we handled the hiring cycle for 2019-2020. We had 4 vacant faculty positions and filled one of those with a DNP faculty.

After the program is established for the first year (2020-2021), we will submit a request in 2021-2022 for an additional faculty member supported by the tuition generated from the program. We would conduct a national search during 2022-2023 (at this time we will have both FT and PT cohorts of DNPs graduating, thus the possibility of recruiting a seasoned NP from this group to the faculty role). We will add the faculty member the 4th year, 2023-2024, coinciding with the beginning of clinical courses of the first BSN-DNP cohort. We have begun a robust list of DNP nurse practitioners, many whom are UWG alumni who have gone on to become nurse practitioners, to employee as part-time faculty to teach clinical courses.

23) Fiscal, Tuition, and Estimated Budget

- a. Describe the resources that will be used specifically for the program.

Fiscal and Physical Resources

The proposed program builds upon and expands the existing programs of nursing at UWG. The strong nursing programs already in place provides both the physical and fiscal resources to support this important program as it is being developed. The SON's financial resources, with a combined operational and personnel budget of \$3.395(M) for FY 20, an increase from \$1.5M in FY 08, are sufficient to meet it mission and goals. This program supports the university and the school's mission and goals as described in rationale/mission/fit in this document. Careful allocation of resources, supporting faculty to obtain the NP credential, recruiting doctoral and NP faculty as vacancies occur, and intentional, planned growth as described in this document will support implementation of this program. In addition to state revenue and tuition and fees, a third source of funding is through development efforts. The SON enjoys a robust balance in the SON

unrestricted general funds, which can be utilized to support programmatic needs during this transitional period.

The proposed program is 95% on line, with on-site intensives of no more than 8 hours per student associated with the assessment (NURS 8003) and practicum courses (NURS 8005, 8007,8009, 8011,8012). The on-site intensives will take place during periods of low utilization (i.e., weekends, May semester, and/ or evenings) at either the Carrollton Campus or Newnan Center. Both sites have state of the art class room and laboratory facilities, ideal for graduate nursing students. In terms of laboratory and simulation facilities, where the majority of on-site experiences are likely to take place, on the Carrollton campus, there are four simulated hospital rooms, one community room, two exam rooms, six control rooms and eight skills lab bays. At the Newnan Center, there are five simulated hospital rooms, two exam rooms, four control rooms, one community room and eight skills lab bays. Depending on what is most convenient for the majority of the members of the cohort, the intensives may take place in Carrollton or Newnan.

Online support- please refer to 11 b Curriculum of this document for the resources available to support online teaching and learning.

Library- Ingram Library provides an extensive collection of electronic materials for all majors. Because so many nursing undergraduate and graduate students are partly or 100% online, or attend classes in Newnan, a concerted effort to expand and curate these collections to meet their needs has been made. Collections include the preeminent medical indexes, CINAHL, MEDLINE, PsycINFO, Cochrane Library, EBSCO host's full text medical databases, as well as Proquest Education and Proquest Nursing and Allied Health collections. Specifically, for the nursing graduate programs, faculty and library staff ensure students are aware of and use sizable education, and political science databases. This includes ERIC, Lexis Nexis Academic, and Web of Science. The library also partners with the School of Nursing to provide the Nursing Central app, which allows students to carry a number of updated reference books and journals on their mobile device. Students can access items the USG does not own or UWG does not subscribe to through Ingram Library's Interlibrary Loan system. Library services are dedicated to providing the same level of access for our distance education students as our on-campus students. Distance education students may access our online materials off-campus through an integrated campus login system. Through our Document Delivery service, distance education students can have print articles scanned for them or print books mailed to them, including return shipping.

Jean Cook is Ingram Library's liaison to the THS SON. She works closely with nursing faculty and students at all levels to ensure their needs are met. She has created individual research guides for each of our programs and would do so for the DNP program, focusing on the resource and service needs at the NP/DNP level. Ingram Library's services and resources for the School of Nursing are reviewed regularly. Within that \$2400 allotment, faculty and the liaison are allowed to request what materials they deem necessary. The School of Nursing's Caring for Faculty committee

is charged with leading faculty in monitoring library requests and holdings. When and if needs exceed the allotment, funds are typically found within the general collection budget.

- b. Does the program require a tuition cost structure different from or above a regular tuition designation for the degree level? Yes ___ or No X _____ (place an X beside one)
- c. Does the program require a special fee for the proposed program? Yes or No X (place an X beside one)

The same tuition structure already approved and in place for the nursing graduate programs (both MSN and EdD); which includes a \$100 professional program fee and \$71 e-tuition, will be applied to support the DNP.

- d. If the program requires a different tuition cost structure or special fee, such requests require approval through both the Committee on Academic Affairs (for the academic program) and the Committee on Fiscal Affairs (for the tuition increase or special fee designation). The resultant tuition and/or fee request for a new degree is to be submitted to both the academic affairs and fiscal affairs offices. Complete Appendix III that includes information for a differential tuition cost structure involving a proposal for a new academic program. NA
- e. Note: The web link for approved tuition and fees for USG institutions is located at the following url: http://www.usg.edu/fiscal_affairs/tuition_and_fees
- f. Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**
- g. For Expenditures (*ensure that the narrative matches the table*):
 - 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).

See #23 –A for a general description of resources that will support the program.

Existing Personnel- Table 1 Expenditures gives an estimate of faculty and staff for the program for the first four years. No new full-time faculty will be needed as we begin the MSN to DNP program. The reassignment of existing positions is estimated in the table. The SON has 4 full time administrative professional staff, already well-versed in supporting graduate programs, who will assist with the DNP. In addition, the School has three academic support staff that work with graduate students: the graduate studies associate, the writing associate and the instructional designer, all currently staffed and funded positions in the School of Nursing. These support positions are unique and will be critical in supporting this

program. The instructional designer is a full-time staff member that assists faculty and students in online teaching and learning. The writing associate is a 30 hour a week staff member devoted exclusively to assist online students in writing. The graduate studies associate works with faculty to assure smooth admissions, clinical placements, and academic advising of graduate students. Projected enrollment is for a net increase in graduate students of 30 over the first four years explained by a decrease in MSN students of 20 as we grow the DNP program to a total of 50. We aim to hold our EdD program around 30 students. This plan accomplishes needed growth, but is also feasible in terms of faculty and staff resources, thus making reassignment possible.

New Faculty- As described in #22-C Faculty, we anticipate a new position in place for 2023-2024. When the first cohort of BSN to DNP students begin clinical (approximately 8 in 2023), two part-time clinical faculty will be hired at \$5K each. The SON currently has a part-time faculty budget of \$110K and will be able to cover additional part-time clinical faculty through other sources including increase in revenue from the new program and foundation funds.

Library Expenditures- no additional needs as Ingram Library is currently fully able to support the program. See description of Library services in #23-A.

Laboratories- See #23- A for description of lab spaces that will be utilized for on-site intensives. The infrastructure for these labs is supported by the SON budget.

Supplies - Certain supplies (for example, suturing materials and vaginal exam materials) that are above and beyond the supplies typically in our labs will be required beginning with the admission of the BSN- DNP students in 2022-2023. Estimated onetime costs and ongoing costs are given in the table.

Capital Expenditures- NA

Start-Up Marketing Expenditures- The SON routinely uses school funds to advertise and market its programs. Marketing of the DNP will be integrated into our current marketing plan which includes print and web advertising as well as face to face visits and mass email marketing, described in enrollment section #22- recruitment and marketing plan. We anticipate using end of year funds in Spring of 2020 to recruit for Fall of 2020 and \$3,000 for the first year three years. At that point, recruiting materials will be subsumed under our regular recruiting budget.

Accreditation- The Commission on Collegiate Nursing Education requires an annual fee, which will increase the fee currently paid by \$574 per year, beginning the year we gain accreditation (2021-2022). The on-site visit will take place in 2021-2022 will require a fee of \$5500 to support the onsite visitors travel.

Travel- Though 95% online, faculty practicum advisor guidelines in the SON recommend one site visit pre semester when the clinical placement is within a 50 mile radius of the faculty member’s home or the campus.

- 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).
See summary above (g.i.) under existing personnel.

h. For Revenue (*ensure that the narrative matches the table*):

- 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 program will be completely supported by current tuition and fees in place for the graduate program.

- ii. Explain how the new tuition amounts are calculated.

The following table illustrates in detail how the tuition revenue was calculated. The number of FT and PT students each year in each cohort is multiplied by the number of credits that they will be take annually and then multiplied by \$412 which includes the base tuition of \$241, professional fee of \$100, and e-tuition for nursing doctoral programs of \$71. Students X CH X \$412)

	2020-2021	2021-2022	2022-2023	2023-3024
PT MSN DNP	5 Total 5 1 st yr 19 (39,140)	10 total 4 2 nd yr 12 (19,776) 6 1 st yr 19 (46,968)	14 total 3 3 rd yr. 5 (6,180) 5 2 nd yr 12 (24,720) 6 1 st yr. 19 (46,968)	15 total graduated 4 3 rd yr 5 (8,240) 5 2 nd yr 12 (24,720) 6 1 st year 19 (46,968)
FT MSN DNP	5 Total 5 1 st yr 25 (51,500)	10 Total 4 2 nd yr 11 (18,128) 6 1 st yr 25 (61,800)	11 Total graduated 5 2 nd yr 11 (22,660) 6 1 st year 25 (61,800)	11 Total Graduated Graduated 5 2 nd yr 11 (22,660) 6 1 st yr 25 (61,800)
PT BSN DNP			5 Total 5 1 st yr. 20 (41,200)	12 Total 4 2 nd yr. 18 (29,664) 8 new 1 st yr. 20 (65,920)
FT BSN DNP			5 Total 5 1 st yr. 27 (55,620)	12 Total 4 2 nd yr 24 (39,552) 8 1 st yr 27 (88,992)
Totals in DNP	10	20	35	50
TOTAL DNP REVENUE	90,640	146,672	259,148	388,516

- 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.).

The same fees utilized for other SON graduate programs will be applied to the DNP program.

If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded. -NA

- iv. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

Although not quantified in this table, it is anticipated that current doctoral prepared faculty will need support in “retooling” to become NPs. There are foundation funds available to support program growth including faculty professional development that leads to program growth.

- i. Revenue Calculation: Provide the revenue calculation, in other words, the actual calculation used to determine the projected tuition revenue amounts for each fiscal year involving start-up and implementation of the proposed program.

As the above table illustrates, revenue was estimated by taking projected enrollment in each cohort, both full time and part time, multiplying the number of students by the credit hours they take in a year, and then multiplying that number by \$412.

- j. When Grand Total Revenue is not equal to Grand Total Costs: NA
 - 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? NA
 - ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.
 - iii. The UWG realizes adequate revenue from existing nursing programs to offset this essential new program if enrollment projections are not met.
 - iv. If the projected enrollment is not realized, what are your next action steps in terms of bolstering the program, potentially altering the program, teach-outs, a planned phase-out, etc.?

If enrollment projection is not met in the first two years, we will revise assess the situation and revise our recruitment plan.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions	2020-2021	2021-2022	2022-2023	2023-2024
Faculty (see 23.g.ii) based on \$84K	0.5 FTE \$42,000	0.90 FTE \$75,600	1.5 FTE \$126,000	2.00 FTE \$168,000
Part-time Faculty (see 23.g.ii)				
Graduate Assistants (see 23.g.ii)				
Administrators (see 23.g.ii)				
Support Staff (see 23.g.ii) administrative base on \$42,000	0.25FTE \$10,500	0.25 FTE \$10,500	0.75 FTE \$31,500	0.5 FTE \$10,500
Support Staff (see 23.g.ii) academic based on \$42,000	0.25 FTE \$10,500	0.25 FTE \$10,500	0.5 FTE \$21,000	0.5 FTE \$10,500
Fringe Benefits \$7700 per FTE plus 26% of salary	1.0 FTE -total \$24,808	1.4 FTE-total \$35,896	2.75 FTE- total \$67,585	3.0 FTE- total \$72,240
Other Personnel Costs				
Total Existing Personnel Costs	\$87,080	\$132,496	\$246,085	\$261,240

Personnel – new positions (see 23.g.i)				
Faculty –				1.0 FTE \$84,000
Part-time Faculty- 2 PT faculty \$5K each for 4 students in a clinical group				\$10,000
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				\$29,540
Other personnel costs				
Total New Personnel Costs				\$123,540

Start-up Costs (one-time expenses) (see 23.g.i)				
Library/learning resources				
Equipment/Supplies specific to stock NP labs			\$6,000	
Other- marketing	\$3,000	\$3,000	\$3,000	
Physical Facilities: construction or renovation (see section on Facilities) none				
Total One-time Costs	\$90,080	\$135,496	\$255,085	384,780

Operating Costs (recurring costs – base budget) (see 23.g.i)				
Supplies/Expenses- Supplies specific to NP lab	No NP labs	No NP labs		\$1400
Travel	\$400 specialty practicum	\$800 specialty practicum	\$1200 specialty practicum and clinical courses	\$1500 specialty practicum and clinical courses
Equipment				
Library/learning resources				
Other-Accreditation Intent				
Annual fee		\$2000		
Site visit MSN DNP		\$574	\$574	\$574
		\$5500		
Total Recurring Costs	\$400	\$8,874	\$1,774	\$3,474

GRAND TOTAL COSTS	\$90,480	\$144,370	\$256,859	\$388,254
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III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 23.h.i)				
New student workload				
New Tuition (see 23.h.ii)	\$90,640	\$ 146,672	\$259,148	\$388,516
Federal funds				
Other grants (see 23.h.iv)				
Student fees (see 23.h.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).				
Other (see 23.h.v) <i>Foundation funds are available if needed to support faculty professional development for program and other transitional needs, such as PT practicing NPs to assist with clinical supervision, that may take place</i>				
New state allocation requested for budget Hearing-will request the new position as discussed in the narrative 22-C Faculty , 23 g.i. <i>Expenditures and outlined in Expenditure Table</i>				
GRAND TOTAL REVENUES	\$90,640	\$ 146,672	\$259,148	\$388,516
Nature of Revenues				
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 20.h.i. & 20.h.ii).	+\$160	+ \$2302	\$2,289	+\$262

24) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

		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.	10,000 SF of lab and simulation space on Newnan and Carrolton Campuses each
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).- <input type="checkbox"/>	NA
ii.	Existing space will require modification (x). <input type="checkbox"/>	NO
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	NA
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	Labs fully meet accreditation requirements
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.	NO
vi.	Indicate whether existing space will be used. <input checked="" type="checkbox"/>	
c.	If new space is anticipated, provide information in the spaces below for each category listed:	
i.	Provide the estimated construction cost.	NA
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?	NA

d.	If existing space will be used, provide information in the space below.			
	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.			
Lab spaces in Nursing Building, Carrolton and Newnan Center, Newnan, Faculty Office spaces in Nursing Building, Carrolton				
e.				
List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)				
i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
		Classrooms		
	2	Labs (dry)		
		Labs (wet)	45	20,000 Total
		Meeting/Seminar Rooms		
	21	Offices		Faculty Offices already assigned on Carrollton campus
		Other (specify)		
Total Assignable Square Feet (ASF)				
ii.	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.			
	NA			
Chief Business Officer or Chief Facilities Officer Name & Title		Phone No.	Email Address	
Jim Sutherland		678-839-6410	sutherla@westga.edu	
		Signature		
<i>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.</i>				

FINAL NOTE:

Appendices that do not apply to the proposed program should not be attached.

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Appendix I



SCHOOL OF NURSING

DOCTORATE IN NURSING PRACTICE

Course Catalog Descriptions and Prerequisites

Course prefix/ Course numbers	Course titles	Credit hours	Course catalog descriptions	Prerequisite courses
NURS 8001	Advanced Physiology and Pathophysiology (“new”)	3-0-3	This course is designed to provide scientific knowledge of physiology and pathophysiology associated with health and disease processes. Disease process, prevention, diagnosis, treatment, and clinical progression will be discussed.	Admission to the DNP program
NURS 8002	Advanced Pharmacology (“new”)	3-0-3	The course is designed to address the nursing management of pharmacologic therapeutic interventions associated with illness, disease, and health promotion across the lifespan. This course builds on and expands pharmacological principles to the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics nursing interventions.	Admission to the DNP program
NURS 8003	Advanced Health Assessment (“new”)	3-4-4	This course designed to equip the advanced practice nurse with complex health assessment and health promotion skills to focus on various physiologic systems across the lifespan.	Admission to the DNP program
NURS 8004	Advanced Practice Nursing: Primary Care I, Adults/Gerontology (“new”)	3-0-3	Within the FNP role, this course provides a beginning framework for students to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs and management of acute, episodic illnesses commonly experienced by adults within the context of the family.	NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment
NURS 8005	Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum (“new”)	0-8-2	Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families.	NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment

NURS 8006	Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology (“new”)	3-0-3	Within the FNP role, this course builds upon the knowledge gained from the previous primary care course with the focus on adults within the family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices. This course is focused on primary health care needs, population health, and management of complex illnesses commonly experienced by adults.	NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology
NURS 8007	Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology Practicum (“new”)	0-8-2	Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for adults and families with added depth, scope, and complexity.	NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum
NURS 8008	Advanced Practice Nursing: Primary Care Pediatrics (“new”)	3-0-3	Within the framework of an FNP role, this course provides an understanding of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child’s healthy growth and development.	NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology; NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology
NURS 8009	Advanced Practice Nursing: Primary Care Pediatrics Practicum (“new”)	0-4-1	Within the framework of an FNP role, this course provides the student with the opportunity to engage in activities of health promotion and population health, anticipatory guidance, developmental surveillance and assessment, and management of commonly occurring acute and chronic illnesses in children from birth through adolescence (young adults). The importance and complexities of the family are also examined in relation to the child’s healthy growth and development.	NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically III Adults/Gerontology Practicum

NURS 8010	Advanced Practice Nursing: Primary Care Family Health (“new”)	3-0-3	Within the FNP role, this course builds upon the knowledge gained from the previous primary care courses with the focus on the childbearing family. Students will continue to synthesize established and evolving scientific knowledge from diverse sources and contribute to the generation, translation, and dissemination of health care knowledge and practices (domain 2). This course is focused on the management of primary health care needs to be experienced by the childbearing family.	NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology; NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology; NURS 8008 Advanced Practice Nursing: Primary Care Pediatrics
NURS 8011	Advanced Practice Nursing: Primary Care Family Health Practicum (“new”)	0-8-2	Within the framework of an FNP role, this course builds upon the knowledge and skills obtained in the prerequisite courses. This practicum provides the student with the opportunity to engage in activities to design, deliver, manage, and evaluate comprehensive patient care for expanding families.	NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum

NURS 8012	Advanced Practice Nursing: Primary Care Family Practice Synthesis Practicum (“new”)	0-8-2	This practicum provides the student the opportunity to fully explore the role of the FNP through immersion in family practice with a focus on care that translates from the individual to the global, population health perspective.	NURS 8001 Advanced Physiology and Pathophysiology; NURS 8002 Advanced Pharmacology; NURS 8003 Advanced Health Assessment; NURS 8005 Advanced Practice Nursing; Primary Care I, Adults/Gerontology Practicum; NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum; NURS 8009 Advanced Practice Nursing Primary Care Pediatrics Practicum; NURS 8011 Advanced Practice Nursing Primary Care Family Health Practicum
NURS 8013	Professional Transitions: Doctor of Professional Nursing Practice Role (“new”)	1-0-1	This course will prepare the professional registered nurse for the evolving role and scope of the advanced practice DNP prepared nurse.	Admission to the DNP program
NURS 8014	Science & Theory for Evidence-Based Practice (“new”)	3-0-3	This course provides the basis for the application of conceptual frameworks and theories to guide complex advanced practice at the doctoral level. Scientific theoretical principles for evidence-based practice and the identification of various phenomena of interest in the student’s clinical specialty area will be explored.	Admission to the DNP program
NURS 8015	Research Methods for Evidence-Based Practice (“new”)	3-0-3	The purpose of this course is to provide the knowledge base for the design and evaluation of evidence-based practice studies. Skills in critical analysis of evidence for applicability to clinical problems and translation into safe, high-quality care in practice environments are emphasized.	NURS 8014-Science and Theory for Evidence-Based Practice
NURS 8016	Analytical Methods for Evidence-Based Practice (“new”)	3-0-3	This course provides students with the knowledge base to understand, collect, manage, and measure clinical data. Students will explore data collection and management, levels of measurement, basic statistics, and measurement for improvement in order to effectively use clinical data.	NURS 8014 Science & Theory for Evidence-Based Practice; NURS 8015 Research Methods for Evidence-Based Practice

NURS 8017	Interprofessional Collaboration for Population Health (“new”)	3-0-3	This course provides students with the ability to explore care delivery models and strategies for health promotion and disease prevention in individuals, aggregates, and populations within the interprofessional team.	Admission to the DNP program
NURS 8018	Healthcare Informatics (“new”)	3-0-3	This course provides students the opportunity to apply communication technologies and healthcare informatics to support and improve patient care and healthcare systems.	Admission to the DNP program
NURS 8019	Organizational & Systems Leadership for Quality Improvement (“new”)	3-0-3	This course provides students with the ability to demonstrate organizational and systems leadership that contributes to the design and delivery of healthcare in complex healthcare environments.	Admission to the DNP program
NURS 8020	Healthcare Finance (“new”)	3-0-3	This course provides students with the ability to evaluate healthcare finance, economics, and policy on healthcare delivery systems.	Admission to the DNP program
NURS 8021	Healthcare Policy for Advocacy (“new”)	3-0-3	This course provides students with the knowledge and ability to advance the rapidly changing healthcare environment by advocating for patients and populations considering social justice and equity.	Admission to the DNP program
NURS 8022	DNP Specialty Practicum I (“new”)	0-(4-8)-(1-2) (60-120 hours)	This course is the first in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.	Admission to the DNP program
NURS 8023	DNP Specialty Practicum II (“new”)	1-(4-8)-(2-3) (60-120 hours)	This course is the second in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.	NURS 8022 DNP Specialty Practicum I

NURS 8024	DNP Specialty Practicum III (“new”)	1-4-2 (60 hours)	This course is the third in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage, in organizational and systems leadership to improve healthcare outcomes. The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.	NURS 8023 DNP Specialty Practicum II
NURS 8025	DNP Specialty Practicum IV (“new”)	1-(4-8)-(2-3) (60-120 hours)	This course is the fourth in a series of five practicums that explore the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.	NURS 8024 DNP Specialty Practicum III
NURS 8026	DNP Specialty Practicum V (“new”)	1-(4-8)-(2-3) (60-120 hours)	This course is the final practicum in a series of five that explores the knowledge and skills needed by students, individually and within teams, to engage in organizational and systems leadership to improve healthcare outcomes. The student, under faculty and preceptor guidance, will demonstrate synthesis of knowledge gained throughout the Advanced Practice DNP program through planning, implementation, and evaluation of a capstone project.	NURS 8025 DNP Specialty Practicum IV

Appendix I: Letters of Support

External Reviewers: Dr. Barbara Wilder, Auburn University School of Nursing
Dr. Carol Buck-Rolland, The University of Vermont

Clinical Partners: Jennifer Key, Chief Nursing Officer, Piedmont Newnan
Dr. James Martin, Health Services, The University of West Georgia

Alumni: Donna Whitehead, MSN, 2013
RaeQuon Jones, BSN 2017
Susan Thurman, MSN, 2011



AUBURN UNIVERSITY

SCHOOL OF NURSING

July 23, 2019

Jennifer Schuessler, PhD, RN, CNE
Dean and Professor
Tanner Health System School of Nursing
University of West Georgia
1601 Maple St.
Carrollton, GA 30118

Dear Dr. Schuessler:

This letter is intended to serve a letter of support for the University of West Georgia School of Nursing programs. I understand the School of Nursing has developed a Doctor of Nursing Practice program with the intent of providing an educational opportunity for students in that geographic area. The program was built on the foundation provided by the AACN's MSN Essentials and the DNP Essentials. This new program will have two separate tracks to better serve their population. The University of West Georgia School of Nursing is responding to future workforce needs, as well as addressing the needs of many Georgians who presently have limited access to quality healthcare.

There is a strong push by all the national nursing organizations, American Association of Colleges of Nursing (AACN), American Association of Nurse Practitioners (AANP), National Organization of Nurse Practitioner Facilities (NONP), to make the DNP the degree for advanced practice nurses. A better educated nurse workforce will produce better patient health outcomes. As our population ages, these advanced practice nurses are critical additions to the workforce.

In conclusion, the curriculum presented in this proposal is designed for the student's success. The graduates of West Georgia School of Nursing DNP program will have a positive impact on the health outcomes of the people living in the surrounding areas. The Dean and faculty of West Georgia School of Nursing designed a program that will be successful and have all the necessary components to be successful in this endeavor. This letter of support is intended to encourage the approval of this DNP program at West Georgia School of Nursing. Let me know if you have additional questions.

710 South Donahue Drive
Auburn, AL 36849-5505

Telephone:

334-844-5665

Fax:

334-844-4177

Sincerely,

Barbara Wilder, PhD, CRNP
Professor
Director of Graduate Programs
Auburn University



The University of Vermont

Jennifer B. Schuessler, PhD, RN, CNE
Dean & Professor; Tanner Health System School of Nursing

July 15, 2019

Dear Dean Schuessler,

Following review of your DNP curriculum summary I am pleased to offer my strong support for the development and implementation of a Doctorate of Nursing Practice (DNP) program at the University of West Georgia- Tanner Health System of Nursing. The rationale and careful planning that you have presented and clearly outlined will provide your School of Nursing the opportunity to educate nurses at both the BSN and MSN levels for advanced nursing practice at a time when health care providers in Primary Care are needed across our country and beyond. Family Nurse Practitioners (FNPs) comprise nearly 70% of the nurse practitioner workforce in our country, and have contributed greatly in the delivery of high quality health care across a wide array of settings. Your future graduates will further contribute to this important component of improving the health care in Georgia and beyond your state boundaries.

Congratulations to you and your faculty for making this decision, and for providing a strong foundation for the delivery of a DNP program within your institution. Having participate in the development and implementation of our DNP program at the University of Vermont, I know the work can be lengthy and involved, but very rewarding. You have compiled a clear summary detailing the necessary components of a successful program, including the DNP Essentials and the NONPF Nurse Practitioner Competencies as your foundation. Your course sequencing for both entry points is clear and logical, and clearly including the DNP Essentials is useful for linking the content and foundations. Inclusion of an interprofessional collaborative experience within your population health course is brilliant, and should offer the students opportunities to actively participate in interprofessional activities within their learning environment, allowing them to seamlessly transition into their future practice as FNPs with developed skills to work effectively with teams of other professionals.

With a shortage of nursing faculty at all levels, the opportunity for your students to complete optional, elective courses in nursing education is another commendable aspect that you have built within your proposed program of study. Offering real life opportunities that can then be transferred into educational settings is an additional component that I strongly suspect will attract students to your program and strengthen nursing education in your institution.

I offer my enthusiastic support of your proposed DNP program at UWG-Tanner Health System School of Nursing!

Sincerely,

Carol Buck-Rolland, EdD, APRN

Vice-Chair and Graduate Program Director; University of Vermont CNHS- Nursing Department

COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF NURSING
216 Rowell Building, 106 Carrigan Drive, Burlington, VT 05405-0068
(802) 656-3830 • fax: (802) 656-8306

Equal Opportunity/Affirmative Action Employer



To Whom It May Concern:

It gives me great pleasure to write this letter of recommendation in favor of the University of West Georgia (UWG) Doctorate of Nursing Practice (DNP) Program. As a graduate of the UWG Master of Science in Nursing (MSN) program and current Chief Nursing Officer for Piedmont Newnan Hospital, I know firsthand the superb education provided by UWG and its positive impact on the profession of nursing.

The DNP is ultimately designed to produce leaders in nursing that possess expert knowledge in organizational leadership, health policy implementation and direct patient care; all of which influence healthcare outcomes. The DNP program at UWG will benefit students by increasing the accessibility of a local advanced degree in nursing program. This in turn will improve the likelihood of DNP graduates working in and around the community; positively impacting patient outcomes by ensuring the provision of evidence-based practice healthcare.

Research illustrates there to be an impending shortage of trained medical professionals practicing in the United States over the next several decades. The use of DNPs and Advanced Practice Registered Nurses (APRNs) will assist in meeting consumer demand for high-quality, affordable access to healthcare. Piedmont Healthcare (PHC) is an eleven hospital healthcare system with 600 locations, 25 urgent care locations, 28 quick care locations, 555 clinical practice locations, and almost 8,000 nurses. Considering the predicted shortage of medical providers and the expanding healthcare needs of the community, an academic collaboration between UWG and PHC would support professional growth opportunities for nurses, clinical placement for nursing students, and potential career pathways for future DNPs and APRNs.

Respectfully,

A handwritten signature in black ink that reads "Jennifer Key".



Jennifer Key, RNC, MSN | Chief Nursing Officer | Administration
745 Poplar Road | Newnan, GA 30265
O: 770.400.2322 | C: 706.333.2165 | E: Jennifer.Key@piedmont.org



Dr. James G. Martin, DNP, FNP, MMOS, Lt Col
Family Nurse Practitioner
Health Services
University of West Georgia
July 15, 2019

University System of Georgia Board of Regents

Dear USG BOR Members,

I am writing this letter in support of a projected proposal by the University of West Georgia's (UWG) Tanner Health System School of Nursing to house a DNP degree of study. I have tremendously benefited from the now Tanner Health School of Nursing (THSON), as a 1990s graduate of their Associate and Baccalaureate programs. The progressive nature, rigorous curricula, and forward thinking nature of UWG's nursing department forged within me the skills to catapult my career decades later to serve in the United States Military with three combat tours, obtain a terminal degree, and serve the needs of people all around the world. I am fortunate to be a part of the university system and long term resident of the Carrollton community for over 50 years.

Nurses, who reside in the West Georgia Regional area, are geographically distanced from institutions providing a DNP curriculum. Subsequently, several years ago I traveled across the state line to obtain a DNP degree at the University of Alabama in Birmingham. UWG's THSON is in prime position geographically to serve the nursing population in the western region of Georgia, as well as, recruit beyond regional borders with its ability to create exemplary programs of study. The strategic allocation of a DNP program to serve this area will tactically introduced Doctoral prepared Advanced Practice Nurses to mitigate provider shortfalls in the ever changing healthcare field. Moreover, it will develop a core of nurse professionals, who will be well equipped to be healthcare policy change makers. A primary tenet of the DNP educated nursing profession is champion Continuous Quality Improvement initiatives to streamline and enhance the delivery of healthcare to the patient. DNP prepared nursing professionals are most competent to sit at the policy table and collaborate with other professionals.

In closure, I appreciate this opportunity to garner support for recruitment of a DNP program of study to be assigned to THSON at UWG. The footprint of this program in this region could stimulate significant healthcare initiatives to better serve the common good of people with physical and emotional needs.

Respectfully Submitted,

Dr. James Martin

Donna Boyd Whitehead, DNP, RN, CNL

PO Box 93
Waleska, Georgia 30183
770-862-5940
Donnabwhitehead@gmail.com

July 11, 2019

Jenny B. Schuessler, PhD, RN, CNE
Dean and Professor
Tanner Health System School of Nursing
University of West Georgia
1601 Maple Street
Carrollton, Georgia 30118

Dear Dr. Schuessler,

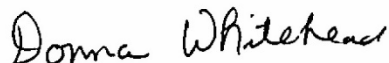
As an alumna of the University of West Georgia (UWG), I am excited to see the school of nursing offering a Doctorate in Nursing Practice (DNP). Having received my MSN from UWG, I can speak to the excellence in which I was prepared to continue a leadership role with WellStar Health System.

The MSN professors ensured that our course work deepened our critical thinking abilities while causing us to see healthcare from a world perspective. As a MSN graduate, I am able to articulate with leaders in the C-suite in a manner that impacts patient care at the bedside. By choosing UWG for my MSN, my perspectives were broadened giving me a correct understanding of healthcare policy and systems.

The practicum hours I completed as an MSN student were meaningful and related to the objectives I was seeking to achieve. I had preceptors who understood the goals of the MSN program by working closely with the professors. They arranged learning experiences for me that increased my knowledge and impacted my expertise.

UWG prepared me to successfully pursue a DNP. I would highly recommend a DNP at UWG to any registered nurse seeking an advanced degree. The professors are stellar and sincerely care about their students.

Best regards,



Donna Whitehead

June, 29 2019

Letter of Support for DNP at UWG THSSON

The University of West Georgia's dedication to furthering education at the pinnacle level is proven year after year through the accolades, recognition and overall high standard of education. Holistically, the University of West Georgia has focused on forward thinking, superb quality, and culturally-inclusive teaching.

More specifically, the Tanner Health System School of Nursing (THSSON) at the University of West Georgia exceeds in providing premier education with awards to support this claim. The school's most recent ranking from Online-phD-Degrees.com lists the school as a top 20 school in the nation exemplifies THSSON's commitment to progressing the nursing education of practice as an entirety. To abridge, the need for further graduate education, specifically, the Doctor of Nursing Practice to prepare students to become a Family Nurse Practitioner, at UWG's THSSON is evident through the research and assessment of the workforce demand. According to Nursejournal.org, by 2020, the growth in demand of nurse practitioners is expected to increase by 20%. UWG's THSSON is able to investigate, improve and implement a curriculum that incorporates all of the DNP end-of-program competencies.

As an alumnus of UWG's THSSON; I have experienced the amount of zeal, commitment and assiduity of the faculty and staff on their mission of educating students, myself included. The goal to become the best healthcare provider possible and provide the basis of holistic care to the patient is promoted through the environment therapeutic to learning. Even after graduation, the amount of support I've received from the faculty has been unrivaled. Dr. Jenny Schussler, the dean and a professor leads the school of nursing diligently and makes achieving excellence a normal occurrence, rather than a rare accomplishment. Through the clinical rotations, in class sessions and research assignments, the THSSON's faculty pedagogical skill is unsurpassed when comparing to other schools of nursing.

To conclude, UWG's THSSON is ready for the inclusion of a Doctor Of Nursing Practice to prepare students to become Family Nurse Practitioners. This letter of support reinforces the THSSON's need for advancing graduate school education to a DNP program is supported by: The workforce demand of the doctoral-level prepared nurse in healthcare, the ability of UWG's THSSON to provide the curriculum in a modus operandi that correlates and is supported by the National Organization of Nurse Practitioner Facilities (NONPF), as well as the teaching ability of the faculty and staff of THSSON to produce board ready and competent DNP graduates. As an alumna, I stand firm in my belief that UWG THSSON is able to not only succeed, but exceed, in creating healthcare-ready providers to serve the community and improve the lives of patients.

Sincerely,

Raequon Jones, Class of 2017
Emory University Hospital Staff RN
Emory Vizient New Nurse Representative
Cardiovascular Thoracic Intensive Care

July 3, 2019

Jenny B. Schuessler, PhD, RN, CNE
Dean and Professor
Tanner Health System School of Nursing
University of West Georgia
1601 Maple Street
Carrollton, GA 30118

Dear Dr. Schuessler,

I am pleased to support the University of West Georgia (UWG) in the Doctor of Nursing Practice (DNP) program that would prepare graduates to seek licensure and certification as a Family Nurse Practitioner. As an alumni and community of advisory committee member, I support UWG's mission to engage our community, to inspire greatness in our students, and prepare them for the future needs of our workforce.

With the comprehensive assessment completed, including consideration of national nursing education trends, examination of workforce demand data for nurse practitioners (NP), and analysis of interest inventories, I am confident this is a program needed to grow our nursing profession. I am excited to be a supporter in making the vision for the DNP program a reality for potential students. I appreciate your serious consideration of funding this initiative for the future of nursing.

Sincerely,

A handwritten signature in cursive script that reads "Susan Thurman". The signature is written in black ink and is positioned below the word "Sincerely,".

Susan Thurman, DNP, RN

APPENDIX II

For the online delivery of programs, those for which the curriculum meets SACSCOC specifications for programs at a distance whereby fifty percent or more of the curriculum is offered via distance education technologies, within two weeks after Board approval, the university system institution must upload the following requisite information into the institutional PDA account for Georgia ONmyLINE and to assist with marketing the program. Specific questions required for completion of Georgia ONmyLINE are provided below. Please complete these questions as part of this proposal submission.

Georgia ONmyLINE PDA Upload Information

Copied from https://www.usg.edu/apps/goml/programs/frm_general

General Information *indicates required fields

Institution ***University of West Georgia**

Institution Web Site (URL) * <https://www.westga.edu/>

Program Title * **Doctorate in Nursing Practice**

Program Web Site <https://www.westga.edu/academics/nursing/index.php>

- SOC Status * (select all that apply) [About SOC - Service members Opportunity Colleges]
- SOC
- SOCAD
- SOCMAR
- SOCNAV
- SOCCOAST
- SOCGuard
- ConAP

None - Institution does not participate in SOC.

The Department of Defense sunset the SOC program. The DoD advises, “All references to SOC, SOC DNS, and SOC CTE should be removed from institution web sites, digital media, emails, and marketing materials by March 29, 2019. Prior participation in SOC should in no way be used to suggest that an institution’s program is or was endorsed by the Department of Defense.”

Is BOR Approval Required For This Program? * **YES** **NO**

If "Yes", Enter BOR Approval Date (4 digits): **To be determined.**

Program Discipline / Subject * **Nursing/Doctorate in Nursing Practice**

Degree Type * **Doctorate**

Program Level * **Graduate**

Program Description ***see below**

The Doctor of Nursing Practice (DNP) program at the University of West Georgia will prepare graduates to provide the most advanced level of nursing care for individuals, families, groups, and communities. This includes the direct care of individual patients, management of care for individuals and populations, administration of nursing systems, and the development and implementation of health policy. Graduates of the program will serve in advanced practice roles as clinical scholars skilled in the translation of research into clinical practice, measurement of patient outcomes, and transformation of health care systems to ensure quality and safety. As such, graduates will work to improve systems of care, patient outcomes, and quality and safety in interdisciplinary health care teams throughout the state of Georgia.

Primary Delivery Format * 95% online, asynchronous

Supplemental Delivery Format(s)

Program Accreditation

Special program requirements (1000 characters max.) Characters remaining: 1,000

Special program prerequisites (1000 characters max.) Characters remaining: 1,000

Enrollment Capacity

Technical Requirements *(select at least one)

- Computer with current operating system (Windows or Mac).
- Additional peripherals; Headphones, printer may be required.
- High Speed Internet Access
- Satellite Receiver
- DVD Player
- CD Player
- Television
- Cable Television / Satellite
- Other

Pre-Enrollment Advising * Embry Ice, BBA

Advisor Email eice@westga.edu

Advisor Phone #[678-839-5115](tel:678-839-5115)

Contact Information for Program

For verification purposes, please enter your name and contact information. This information will NOT appear on the public web site.

Dr. Jenny Schuessler

jschuess@westga.edu

[678-839-5640](tel:678-839-5640)



UNIVERSITY of
West Georgia
 SCHOOL OF NURSING
 DOCTORATE IN NURSING PRACTICE
 BSN-DNP option
Full-time Plan of Study

Semester Plan

Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (8 hours)			Spring Semester I (9 hours)			Summer Semester I Session I (4 Hours) Summer Semester I Session II (6 Hours)		
NURS 8001	Advanced Physiology and Pathophysiology <i>Essential VIII</i>	3-0-3	NURS 8002	Advanced Pharmacology <i>Essential VIII</i>	3-0-3	NURS 8003	Advanced Health Assessment <i>Essential VIII</i> Session I course	3-4-4 (60 hours)
NURS 8000	Scholarly Writing (MSN)	1-0-1	NURS 8017	Interprofessional Collaboration for Population Health <i>Essential VI/VII</i>	3-0-3	NURS 8018	Healthcare Informatics <i>Essential IV</i> Session II course	3-0-3
NURS 8014	Science & Theory for Evidence-Based Practice <i>(note: foundations)</i> <i>Essential I/III</i>	3-0-3	NURS 8015	Research Methods for Evidence-Based Practice <i>(note: design & translation)</i> <i>Essential I/III</i>	3-0-3	NURS 8016	Analytical Methods for Evidence-Based Practice <i>(note: data mgmt./analysis/stats)</i> <i>Essential I/III/VII</i> Session II course	3-0-3
NURS 6013	Professional Transitions: Doctor of Nursing Practice Role	1-0-1	NURS 6112	Optional: Nursing Education Practicum	0-8-2			

	<i>Essential VIII</i>			(NFLP)				
NURS 110	Optional: Nursing Education course (NFLP recipients)	3-0-3	NURS 6113	Optional: Nursing Education course (NFLP recipients)	3-0-3			
Fall Semester II (10 hours)			Spring Semester II (8 hours)			Summer Semester II (6 Hours)		
NURS 8004	Advanced Practice Nursing: Primary Care I, Adults/Gerontology <i>Essential VIII</i>	3-0-3	NURS 8006	Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology <i>Essential VIII</i>	3-0-3	NURS 8008	Advanced Practice Nursing: Primary Care Pediatrics <i>Essential VIII</i>	3-0-3
NURS 8005	Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	NURS 8007	Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	NURS 8009	Advanced Practice Nursing: Primary Care Pediatrics Practicum <i>Essential VIII</i>	0-4-1 (60 h)
NURS 8022	DNP Specialty Practicum I <i>Essential VIII</i>	0-(4-8)-(1-2) (60-120 hours)	NURS 8023	DNP Specialty Practicum II <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	NURS 8024	DNP Specialty Practicum III <i>Essential VIII</i>	1-4-2 (60 h)
NURS 8019	Organizational & Systems Leadership for Quality Improvement <i>Essential II</i>	3-0-3						

Fall Semester III (11 hours)			Spring Semester III (8 hours)					
NURS 8010	Advanced Practice Nursing: Primary Care Family Health <i>Essential VIII</i>	3-0-3						
NURS 8011	Advanced Practice Nursing: Primary Care Family Health Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	NURS 8012	Advanced Practice Nursing: Family Practice Synthesis Practicum <i>Essential VIII</i>	0-8-2 (120 hours)			
NURS 8020	Healthcare Finance <i>Essential II/V</i>	3-0-3	NURS 8021	Healthcare Policy for Advocacy <i>Essential I/II/IV/V</i>	3-0-3			
NURS 8025	DNP Specialty Practicum IV <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	NURS 8026	DNP Specialty Practicum V <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)			

Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (4 contact hours = 1 credit hour, 4:1 for practicums in this program).

Note: A minimum of three hours in a standard week for one credit hour in labs is the norm (4 contact hours = 1 credit hour, 4:1 for labs in this program).

Note: A total of **1080 practicum hours** and **70 program hours**.

Note: Nursing education courses could be included for potential NFLP recipients in the 1st two semesters of the program for a total of either 13 hours/semester (fall semester I) or 12 hours/semester (spring semester I).

SON GPC approval 3_11_19



UNIVERSITY of
West Georgia
 SCHOOL OF NURSING
 DOCTORATE IN NURSING PRACTICE
 BSN-DNP option
Part-time Plan of Study

Semester Plan

Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (7 hours)			Spring Semester I (6 hours)			Summer Semester I Session I (4 Hours) Summer Semester I Session II (3 Hours)		
NURS 8001	Advanced Physiology and Pathophysiology <i>Essential VIII</i>	3-0-3	NURS 8002	Advanced Pharmacology <i>Essential VIII</i>	3-0-3	NURS 8003	Advanced Health Assessment <i>Essential VIII</i> Session I course	3-0-3 (60 hours)
NURS 8014	Science & Theory for Evidence-Based Practice <i>(note: foundations)</i> <i>Essential I/III</i>	3-0-3	NURS 8015	Research Methods for Evidence-Based Practice <i>(note: design & translation)</i> <i>Essential I/III</i>	3-0-3	NURS 8016	Analytical Methods for Evidence-Based Practice <i>(note: data mgmt./analysis/stats)</i> <i>Essential I/III/VII</i> Session II course	3-0-3
NURS 6113	Professional Transitions: Doctor of Nursing Practice Role <i>Essential VIII</i>	1-0-1	NURS 6112	Optional: Nursing Education Practicum (NFLP)	0-8-2			
NURS 6110	Optional: Nursing Education course (NFLP recipients)	3-0-3	NURS 6113	Optional: Nursing Education course (NFLP recipients)	3-0-3			

Fall Semester II (6 hours)			Spring Semester II (8 hours)			Summer Semester II (4 Hours)		
NURS 8004	Advanced Practice Nursing: Primary Care I, Adults/Gerontology <i>Essential VIII</i>	3-0-3	NURS 8006	Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology <i>Essential VIII</i>	3-0-3	NURS 8008	Advanced Practice Nursing: Primary Care Pediatrics <i>Essential VIII</i>	3-0-3
NURS 8005	Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	NURS 8007	Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	NURS 8009	Advanced Practice Nursing: Primary Care Pediatrics Practicum <i>Essential VIII</i>	0-4-1 (60 h)
NURS 8000	Scholarly Writing (MSN)	1-0-1	NURS 8017	Interprofessional Collaboration for Population Health <i>Essential VI/VII</i>	3-0-3			
Fall Semester III (7 hours)			Spring Semester III (5 hours)			Summer Semester III (5 Hours)		
NURS 8010	Advanced Practice Nursing: Primary Care Family Health <i>Essential VIII</i>	3-0-3						
NURS 8011	Advanced Practice Nursing: Primary Care Family Health Practicum <i>Essential VIII</i>	0-8-2 (120 hours)	NURS 8012	Advanced Practice Nursing: Family Practice Synthesis <i>Essential VIII</i>	0-8-2 (120 hours)	NURS 8018	Healthcare Informatics <i>Essential IV</i>	3-0-3
NURS 8022	DNP Specialty Practicum I	0-(4-8)-(1-2) (60-120)	NURS 8023	DNP Specialty Practicum II	1-(4-8)-(2-3) (60-120)	NURS 8024	DNP Specialty Practicum III	1-4-2 (60 h)

	<i>Essential VIII</i>	hours)		<i>Essential VIII</i>	hours)		<i>Essential VIII</i>	
Fall Semester IV (9 hours)			Spring Semester IV (6 hours)					
NURS 020	Healthcare Finance <i>Essential II/V</i>	3-0-3	NURS 8021	Healthcare Policy for Advocacy <i>Essential I/II/IV/V</i>	3-0-3			
NURS 025	DNP Specialty Practicum IV <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	NURS 8026	DNP Specialty Practicum V <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)			
NURS 019	Organizational & Systems Leadership for Quality Improvement <i>Essential II</i>	3-0-3						

: A minimum of three hours in standard week for one credit hour in practicums is norm (4 contact hours =1 credit hour, 4:1 for practicums in this program)
 : A minimum of three hours in a standard week for one credit hour in labs is norm (4 contact hours = 1 credit hour, 4:1 for labs in this program).
 : A total of **1080 practicum hours** and **70 program hours**.
 : Nursing education courses could be included for potential NFLP recipients in the 1st two semesters of the program for a total of either 10 hours/semester (fall semester I) or 9 hours/semester (spring semester I).

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CURRICULUM MAPPING TEMPLATE BSN to DNP

INSTRUCTIONS			CURRICULUM MAPPING TEMPLATE BSN to DNP								
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLOs) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>	DEPARTMENT:	School of Nursing		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8
	PROGRAM:	Doctorate in Nursing Practice_BSN-DNP option	COURSES	Synthesize scientific, theoretical and ethical principles to design, deliver, manage and evaluate evidence-based care for individuals, families, and populations.	Integrate knowledge from diverse sources to contribute to the generation, translation, and dissemination of evidence-based health care practices that promote safety and quality.	Demonstrate intra- and inter-professional communication and collaboration in providing safe, effective patient and population-centered care.	Utilize communication technologies and healthcare informatics to improve care for the individual as well as healthcare delivery in organizational systems.	Analyze the social determinants of health and public policy components impacting population health outcomes.	Design and implement populations-based interventions to address health disparities and to improve healthcare for diverse populations and cultures.	Assume organization and systems leadership to improve the health outcomes of individuals and populations across the care continuum.	Display a commitment to carrying out professional responsibilities, adhering to ethical/legal principles and advocating for social justice.
			1 NURS 8001 Advanced Physiology & Pathophysiology (3-0-3)	I	I	I					
			2 NURS 6900 Scholarly Writing (1-0-1)		I						
			3 NURS 8014 Science & Theory for Evidence-Based Practice (3-0-3)	I	I						
		<p>INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p>	4 NURS 8013 Professional Transitions: Doctor of Nursing Practice Role (1-0-1)	I		I	I	I		I	I
			5 NURS 8002 Advanced Pharmacology (3-0-3)	R	R						
			6 NURS 8017 Interprofessional Collaboration for Population Health (3-0-3)				R	I	R	R	R
		<p>REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p>	7 NURS 8015 Research Methods for Evidence-Based Practice (3-0-3)	R	R						R
			8 NURS 8003 Advanced Health Assessment (3-4-4)	R	R						
			9 NURS 8018 Healthcare Informatics (3-0-3)			R	M & A				
		<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	10 NURS 8016 Analytical Methods for Evidenced-Based Practice (3-0-3)	M & A	M						
			11 NURS 8004 Advanced Practice Nursing: Primary Care I, Adults/Gerontology (3-0-3)		R	I		I	I		
			12 NURS 8005 Advanced Practice Nursing: Primary Care I, Adults/Gerontology Practicum (0-8-2)			R	R		I		
			13 NURS 8022 DNP Specialty Practicum I 0-(4-8)-(1-2)	I		R	R	I	I	I	I
			14 NURS 8019 Organizational & Systems Leadership for Quality Improvement (3-0-3)		R	R & A				I	R
			15 NURS 8006 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology (3-0-3)		R			R	R		
			16 NURS 8007 Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum (0-8-2)			R	R		R		
		<p>**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.</p>	17 NURS 8023 DNP Specialty Practicum II 1-(4-8)-(2-3)	R		R	R	I		R	R
			18 NURS 8008 Advanced Practice Nursing: Primary Care Pediatrics (3-0-3)		R				R	R	
			19 NURS 8009 Advanced Practice Nursing: Primary Care Pediatrics Practicum (0-4-1)				R	R		R	
			20 NURS 8024 DNP Specialty Practicum III (1-4-2)	R		R	R	R		R	R
			21 NURS 8010 Advanced Practice Nursing: Primary Care Family Health (3-0-3)		R				R	R	
			22 NURS 8011 Advanced Practice Nursing: Primary Care Family Health Practicum (0-8-2)			R	R		R		
			23 NURS 8020 Healthcare Finance (3-0-3)					R		R	
			24 NURS 8025 DNP Specialty Practicum IV 1-(4-8)-(2-3)	R		R	R	R		R	R

			25	NURS 8012 Advanced Practice Nursing: Family Practice Synthesis Practicum (0-8-2)			R	M		M			
			26	NURS 8021 Healthcare Policy for Advocacy (3-0-3)			M			M		M	
			27	NURS 8026 DNP Specialty Practicum V 1-(4-8)-(2-3)	M		M	M		M		M	M

Doctorate in Nursing Practice

BSN-DNP program

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY1 4	AY1 5	AY1 6	AY1 7
<p>1. Student will demonstrate an ability to synthesize scientific, theoretical and ethical principles to design, deliver, manage and evaluate evidence-based care for individuals, families, and populations as evidenced by: <i>8016 Analytic Methods for Evidence-Based Practice, Synthesis Paper.</i></p>	2D	<p>Measure: Synthesis Paper. Method: The data will be collected via a Synthesis Paper. The assignment will be graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the paper. A single professor will grade the paper.</p>	80% of students will score 80% or higher grade				
<p>2. Student will demonstrate an ability to integrate knowledge from diverse sources to contribute to the generation, translation, and disseminations of evidence-based health care practices that promote safety and quality as evidenced by: <i>8007- Advanced Practice Nursing: Primary Care II, Chronically Ill Adults/Gerontology Practicum, Patient care documentation of complex issues.</i></p>	2D	<p>Measure: Patient care documentation of complex issues. Method: The data will be collected via patient care documentation of complex issues. The assignment will be graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the documentation. A single professor will grade the patient care documentation.</p>	80% of students will score 80% or higher grade				

<p>6. Student will demonstrate an ability to design and implement populations-based interventions to address health disparities and to improve healthcare for diverse populations and cultures as evidenced by: 8017 <i>Interprofessional Collaboration for Population Health, Promotion and Prevention Project.</i></p>	2D	<p>Measure: Promotion and Prevention Project. Method: The data will be collected via a Promotion and Prevention Project. The assignment will be graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the project. A single professor will grade the project.</p>	80% of students will score 80% or higher grade				
<p>3. Students will demonstrate intra- and inter-professional communication and collaboration in providing safe, effective patient and population-centered care as evidenced by: 8019 <i>Organizational & Systems Leadership for Quality Improvement, Transformational Leadership Scholarly Paper.</i></p>	2D	<p>Measure: Transformational Leadership Scholarly Paper. Method: The data will be collected via a Transformational Leadership Scholarly Paper. The assignment will be graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the paper. A single professor will grade the paper.</p>	80% of students will score 80% or higher grade				

<p>5 Student will demonstrate an ability to analyze the social determinants of health and public policy components impacting population health outcomes evidenced by: 8008 Advanced Practice Nursing: <i>Primary Care Pediatrics, Legal/Ethical Considerations (in the care of infants, children, and adolescents) Professional Paper.</i></p>	<p>2D</p>	<p>Measure: Legal/Ethical Considerations (in the care of infants, children, and adolescents) Professional Paper. Method: The data will be collected via a Legal/Ethical Considerations (in the care of infants, children, and adolescents) Professional Paper. The assignment will be graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the paper. A single professor will grade the paper.</p>	<p>80% of students will score 80% or higher grade</p>				
<p>Indirect assessment: Student self-rating of attainment of SLO 4: Utilize communication technologies and healthcare informatics to improve care for the individual as well as healthcare delivery organizational systems.</p>	<p>2D</p>	<p>Measure/Method Student self rating on exit survey of the statement: The program prepared me to utilize communication technologies and healthcare informatics to improve care for the individual as well as healthcare delivery organizational systems.</p>	<p>80% of students will agree or strongly agree with the statement.</p>				

Interpretation & Use of Results	Improvement Plan

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UNIVERSITY of
West Georgia
 SCHOOL OF NURSING
 DOCTORATE IN NURSING PRACTICE
 MSN-DNP option
Full-time Plan of Study

Semester Plan

Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (8-9 hours)			Spring Semester I (8-9 hours)			Summer Semester I (8 Hours)		
NURS 8014	Science & Theory for Evidence-Based Practice <i>(note: foundations)</i> <i>Essential I/III</i>	3-0-3	NURS 8015	Research Methods for Evidence-Based Practice <i>(note: design & translation)</i> <i>Essential I/III</i>	3-0-3	NURS 8016	Analytical Methods for Evidence-Based Practice <i>(note: data mgmt./analysis/stats)</i> <i>Essential I/III/VII</i>	3-0-3
NURS 8022	DNP Specialty Practicum I <i>Essential VIII</i>	0-(4-8)-(1-2) (60-120 hours)	NURS 8023	DNP Specialty Practicum II <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	NURS 8024	DNP Specialty Practicum III <i>Essential VIII</i>	1-4-2 (60 hours)
NURS 8019	Organizational & Systems Leadership for Quality Improvement <i>Essential II</i>	3-0-3	NURS 8017	Interprofessional Collaboration for Population Health <i>Essential VI/VII</i>	3-0-3	NURS 8018	Healthcare Informatics <i>Essential IV</i>	3-0-3

URS 013	Professional Transitions: Doctor of Nursing Practice Role <i>Essential VIII</i>	1-0-1						
Fall Semester II (5-6 hours)			Spring Semester II (5-6 hours)					
URS 020	Healthcare Finance <i>Essential II/V</i>	3-0-3	NURS 8021	Healthcare Policy for Advocacy <i>Essential I/II/IV/V</i>	3-0-3			
URS 025	DNP Specialty Practicum IV <i>Essential VIII</i>	1-(4-8)- (2-3) (60-120 hours)	NURS 8026	DNP Specialty Practicum V <i>Essential VIII</i>	1-(4-8)- (2-3) (60-120 hours)			
URS 110	Optional: Nursing Education course (NFLP)	3-0-3	NURS 6112	Optional: Nursing Education course (NFLP)	3-0-3			
URS 000	Scholarly Writing (MSN)	1-0-1	NURS 6113	Optional: Nursing Education Practicum (NFLP)	0-8-2			

- : A minimum of three hours in a standard week for one credit hour in practicums is the norm (4:1 for practicums in this program).
- : A total of **300-540 practicum hours** and **34-38 program hours**.
- : Nursing education courses could be included for potential NFLP recipients in the last two semesters of the program for a total of 9 hours/semester.
- : A scholarly writing course could be included in fall semester II of the program for a total of 9 hours/semester.
- : A nursing education course and a scholarly writing course could be included in fall semester II of the program for a total of 12 hours/semester.

SON GPC approval 3_11_19



SCHOOL OF NURSING
DOCTORATE IN NURSING PRACTICE
MSN-DNP option
Part-time Plan of Study

Semester Plan

Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (7 hours)			Spring Semester I (6 hours)			Summer Semester I (6 Hours)		
NURS 8014	Science & Theory for Evidence-Based Practice <i>(note: foundations)</i> <i>Essential I/III</i>	3-0-3	NURS 8015	Research Methods for Evidence-Based Practice <i>(note: design & translation)</i> <i>Essential I/III</i>	3-0-3	NURS 8016	Analytical Methods for Evidence-Based Practice <i>(note: data mgmt./analysis/stats)</i> <i>Essential I/III/VII</i>	3-0-3
NURS 8019	Organizational & Systems Leadership for Quality Improvement <i>Essential II</i>	3-0-3	NURS 8017	Interprofessional Collaboration for Population Health <i>Essential VI/VII</i>	3-0-3	NURS 8018	Healthcare Informatics <i>Essential IV</i>	3-0-3
NURS 8013	Professional Transitions: Doctor of Nursing Practice Role <i>Essential VIII</i>	1-0-1						
Fall Semester II (4-5 hours)			Spring Semester II (5-6 hours)			Summer Semester II (2 Hours)		

NURS 8020	Healthcare Finance <i>Essential II/V</i>	3-0-3	NURS 8021	Healthcare Policy for Advocacy <i>Essential I/II/IV/V</i>	3-0-3			
NURS 8022	DNP Specialty Practicum I <i>Essential VIII</i>	0-(4-8)-(1-2) (60-120 hours)	NURS 8023	DNP Specialty Practicum II <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	NURS 8024	DNP Specialty Practicum III <i>Essential VIII</i>	1-4-2 (60 h)
NURS 8000	Scholarly Writing (MSN)	1-0-1						
Fall Semester III (2-3 hours)			Spring Semester III (2-3 hours)					
NURS 8025	DNP Specialty Practicum IV <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)	NURS 8026	DNP Specialty Practicum V <i>Essential VIII</i>	1-(4-8)-(2-3) (60-120 hours)			
NURS 6110	Optional: Nursing Education course (NFLP)	3-0-3	NURS 6112	Optional: Nursing Education course (NFLP)	3-0-3			
			NURS 6113	Optional: Nursing Education Practicum (NFLP)	0-8-2			

- : A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums in this program).
- : A total of **300-540 practicum hours** and **34-38 program hours**.
- : Nursing education courses could be included for potential NFLP recipients in the last two semesters of the program for a total of 6 hours/semester.
- : A scholarly writing course could be included in fall semester II of the program for a total of 8 hours/semester.

SON GPC approval 3_11_19

CURRICULUM MAPPING TEMPLATE MSN to DNP

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLOs) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

DEPARTMENT:	School of Nursing	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8
PROGRAM:	Doctorate in Nursing Practice_MSN-DNP option		Synthesize scientific, theoretical and ethical principles to design, deliver, manage and evaluate evidence-based care for individuals, families, and populations.	Integrate knowledge from diverse sources to contribute to the generation, translation, and dissemination of evidence-based health care practices that promote safety and quality.	Demonstrate intra- and inter-professional communication and collaboration in providing safe, effective patient and population-centered care.	Utilize communication technologies and healthcare informatics to improve care for the individual as well as healthcare delivery in organizational systems.	Analyze the social determinants of health and public policy components impacting population health outcomes.	Design and implement populations-based interventions to address health disparities and to improve healthcare for diverse populations and cultures.	Assume organization and systems leadership to improve the health outcomes of individuals and populations across the care continuum.	Display a commitment to carrying out professional responsibilities, adhering to ethical/legal principles and advocating for social justice.
		1 NURS 8014 Science & Theory for Evidence-Based Practice (3-0-3)	I	I						
		2 NURS 8022 DNP Specialty Practicum I 0-(4-8)(1-2)	I		R	R	I	I	I	I
		3 NURS 8019 Organizational & Systems Leadership for Quality Improvement (3-0-3)		R	R & A				I	R
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4 NURS 8013 Professional Transitions: Doctor of Nursing Practice Role (1-0-1)	I		I	I	I		I	I
		5 NURS 8015 Research Methods for Evidence-Based Practice (3-0-3)	R	R						R
		6 NURS 8023 DNP Specialty Practicum II 1-(4-8)(2-3)	R		R	R	I		R	R
		7 NURS 8017 Interprofessional Collaboration for Population Health (3-0-3)			R	I	R	R & A	R	
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8 NURS 8016 Analytical Methods for Evidence-Based Practice (3-0-3)	M & A	M						
		9 NURS 8024 DNP Specialty Practicum III (1-4-2)	R		R	R	R		R	R
		10 NURS 8018 Healthcare Informatics (3-0-3)			R	R & A				
		11 NURS 8020 Healthcare Finance (3-0-3)					R		R	A
		12 NURS 8025 DNP Specialty Practicum IV 1-(4-8)(2-3)	R		R	R	R		R	R
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13 NURS 6900 Scholarly Writing (1-0-1)		I						
		14 NURS 8021 Healthcare Policy for Advocacy (3-0-3)			M		M			M
		15 NURS 8026 DNP Specialty Practicum V 1-(4-8)(2-3)	M		M	M	M		M	M
		16								
		17								
		18								
		19								
		20								
		21								
		22								

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

Doctorate in Nursing Practice MSN-DNP program

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY1 4	AY1 5	AY1 6	AY1 7
1. Student will demonstrate the ability to Synthesize scientific, theoretical and ethical principles to design, deliver, manage and evaluate evidence-based care for individuals, families, and populations as evidenced by: <i>8016 Analytic Methods for Evidence-Based Practice, Synthesis Paper.</i>	2D	Measure: Synthesis Paper. Method: The data will be collected via a Synthesis Paper. The assignment will be graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the paper. A single professor will grade the paper.	80% of students will score 80% or higher grade				

<p>4. Student will demonstrate knowledge and the ability to utilize communication technologies and healthcare informatics to improve care for the individual as well as healthcare delivery in organizational systems as evidenced by: <i>8018 Healthcare Informatics, Electronic Health Records/Electronic Medical Records Product Assessment Scholarly Paper.</i></p>	<p>2D</p>	<p>Measure: Electronic Health Records/Electronic Medical Records Product Assessment Scholarly Paper. Method: The data will be collected via a Electronic Health Records/Electronic Medical Records Product Assessment Scholarly Paper. The assignment will be graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the paper. A single professor will grade the paper.</p>	<p>80% of students will score 80% or higher grade</p>				
<p>6. Student will demonstrate an ability to design and implement populations-based interventions to address health disparities and to improve healthcare for diverse populations and cultures as evidenced by: <i>8017 Interprofessional Collaboration for Population Health, Promotion and Prevention Project.</i></p>	<p>2D</p>	<p>Measure: Promotion and Prevention Project. Method: The data will be collected via a Promotion and Prevention Project. The assignment will be graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the project. A single professor will grade the project.</p>	<p>80% of students will score 80% or higher grade</p>				

<p>3. Students will demonstrate intra- and inter-professional communication and collaboration in providing safe, effective patient and population-centered care as evidenced by: <i>8019 Organizational & Systems Leadership for Quality Improvement, Transformational Leadership Scholarly Paper.</i></p>	2D	<p>Measure: Transformational Leadership Scholarly Paper. Method: The data will be collected via a Transformational Leadership Scholarly Paper. The assignment will be graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the paper. A single professor will grade the paper.</p>	80% of students will score 80% or higher grade				
<p>8. Student will demonstrate an ability to display a commitment to carrying out professional responsibilities, adhering to ethical/legal principles and advocating for social justice as evidenced by: <i>8020 Patient Advocacy and Policy Paper.</i></p>	2D	<p>Measure: Patient Advocacy/Financial Policy Paper. Method: The data will be collected via a Patient Advocacy/Financial Policy Paper. The assignment will be graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the paper. A single professor will grade the paper.</p>	80% of students will score 80% or higher grade				

Indirect assessment: 2D
Student Self Rating of attainment of SLO #2 - Integrate knowledge of diverse sources to contribute to the generation, translation. And dissemination of EB health care practices that promote Q & S.

Measure/Method: 80% of students will agree or strongly agree with the statement: The program prepared me to integrate knowledge of diverse sources to contribute to the generation, translation. And dissemination of EB health care practices that promote Q & S.

Interpretation & Use of Results	Improvement Plan

Addendum IV

Modification of 104.0206 Formation and Operation of Post-Tenure Review Advisory Committee

Rationale:

The previously used word ‘stellar’ in relation to the academic performance that exceeds expectations has been too ambiguous and did not convey the intended meaning. (For some having stellar performance could mean winning a Nobel Prize, while for others publishing an extra academic article above the quota specified by a college). We suggest a clearer and more uniform language. Three performance levels (consistent with previously used unsatisfactory, satisfactory, and stellar) are suggested: Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations.

PROPOSED REVISED VERSION

104.0206 Formation and Operation of Post-Tenure Review Advisory Committee

- A. This review shall be conducted by faculty peers with tenure who are able to render a fair and objective assessment of the person being reviewed. If a significant conflict of interest exists, no person with such a conflict may participate in post-tenure review recommendations, advisement of candidates, and/or preparation of materials. All personal and professional conflicts of interest must be revealed and reviewed. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate and disinterested recommendations and correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the candidate are explicitly prohibited from participation. Each college and/or the library, as well as the University-wide Appeals Committee for PostTenure Review, shall establish a process for removing a faculty member from the PostTenure Review Advisory Committee(s) and shall establish criteria for assessing the credibility of claims of bias if a person being reviewed has reason to believe that another individual could not judge his or her case fairly.
- B. When post-tenure review was first initiated in 1997, the College of Arts and Sciences elected to carry out this review at the department level, while the Colleges of Business and Education and the Library elected for a college review. This determination may be amended by a secret ballot vote of the respective faculties.
- C. A Post-Tenure Review Advisory Committee or Post-Tenure Review Advisory Committees consisting of at least three tenured faculty colleagues, selected by whatever means the faculty members so determine, shall be established annually at the department, unit and/or college level(s) in accordance with these votes.
- D. Even if the faculty of a given unit (college or library) decides that department chairs or unit supervisors can serve on Post-Tenure Review Advisory committees (for example, at the University-wide Appeals Committee advisory level), under no circumstances shall anyone who serves in a supervisory role to the individual being reviewed be permitted to serve on a Post-Tenure Review Advisory committee reviewing that individual.
- E. In each college and in the Library, the dean will be responsible for convening the initial meeting of the elected committee or committees. At the initial meeting, the members of the committee shall select one of its faculty members as chair. The chair will be a voting member of the committee.

- F. Each committee shall meet at the call of its committee chair. At the initial meeting the committee chair shall review the applicable departmental, college, unit, and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.
- G. The documentation submitted by each faculty member shall be reviewed by committee members prior to committee meetings.
- H. The merits of each faculty member undergoing post-tenure review will be discussed to the extent desired by a simple majority of committee members. In the event of disagreement about the value of scholarly performance, job performance, or service, the review may include the evaluations of external reviewers to provide a due process protection that ensures an unbiased appraisal. This panel of external reviewers will be generated by the faculty member under review and appropriate department chair or unit supervisor and include a minimum of three professors knowledgeable of the faculty member's field of expertise from both on and off campus. The panel will serve to ensure that scholarly written work or job performance is being fairly and accurately interpreted. Any department chair or unit supervisor may be called to discuss with the committee the qualifications of a person under review who holds rank in his or her department.
- I. Voting on a colleague's status with regard to the post-tenure review shall be by secret ballot. Each faculty member being reviewed shall be evaluated as either ~~satisfactory~~ **Does Not Meet, Meets, or Exceeds Expectations** or ~~unsatisfactory~~ with regard to his or her overall accomplishments; to be adjudged as ~~unsatisfactory~~ **Does Not Meet Expectations** faculty under review must receive votes of ~~unsatisfactory~~ **Does Not Meet Expectations** from at least sixty percent (60%) of the voting members of the committee. Any person with an evaluation of ~~unsatisfactory~~ **Does Not Meet Expectations** performance will be required to develop a three-year plan to address deficiencies (see section K,2 below).
- J. The committee chair, in consultation with members of the Post-Tenure Review Advisory Committee, shall prepare a written evaluation for each candidate reviewed during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It will report the consensus arrived at by the Post-Tenure Review Advisory Committee with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service, professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. In the event that this evaluation differs from annual reviews, this evaluation shall state the exact reason(s) for this judgment. The chair of the Post-Tenure Review Advisory Committee shall give each faculty member being reviewed a copy of the committee's evaluation ten (10) working days prior to the deadline for submitting the committee recommendation to the appropriate department chair or unit supervisor; therefore, the person being reviewed has five (5) working days to prepare an appeal for reconsideration by the committee (see paragraph 104.0208, below).
- K. Once any appeals to the Post-Tenure Review Advisory Committee(s) have been heard and acted upon, the committee chair will provide a copy of the committee's final evaluation to the faculty member being reviewed and to the appropriate department chair or unit supervisor. The faculty member, if he or she desires, will have an opportunity to prepare a written response to the Post-Tenure Review Advisory Committee's evaluation. Such a response shall be received by the chair of the Post-Tenure Review Advisory Committee within five (5) working days after the date the committee's final evaluation is received by the faculty member

under review. It will be the responsibility of the appropriate dean to preserve the original ballots of rankings and to keep these on file for a period of six (6) years.

A copy of the post-tenure review advisory committee's evaluation and any written response to it by the evaluated faculty member shall then be sent to the administrative office at least one level above the faculty member's administrative unit. The same material shall also be placed in the faculty member's personnel file at the departmental level. The department shall also preserve in the faculty member's personnel file all documents, other than documents like publications that are readily available elsewhere, that played a substantive part in the review.

1. If the review reveals ~~stellar~~ **an Exceeds Expectations** performance, a faculty member shall receive recognition for his or her achievements through institutional policies and procedures already in place for acknowledging and rewarding meritorious achievement (e.g. merit pay, study and research leave opportunities, other opportunities consistent with his or her career goals and objectives and Board of Regents policy).
2. If areas needing improvement have been identified, the department chair and faculty member shall jointly develop a formal plan for faculty development that includes clearly defined and specific goals or outcomes, an outline of activities to be undertaken, a timetable within which goals or outcomes should be accomplished, and an agreed-upon strategy and criteria for monitoring progress. The faculty member's department chair and the appropriate dean are jointly responsible for arranging for appropriate funding for the development plan, if required. The department chair or unit supervisor is responsible for forwarding a copy of the faculty development plan resulting from a post-tenure review to the appropriate dean by the end of the academic year in which the review was conducted.
 - a. The faculty member's department chair or unit supervisor is responsible for monitoring the progress of faculty members engaging in a faculty development plan to remedy deficiencies identified in a post-tenure review. A progress report, which will be included in the annual review, will be forwarded each year to the appropriate dean. When the objectives of the faculty development plan designed to deal with specified deficiencies have been met as determined by the department chair or unit supervisor, the department chair or unit supervisor shall make a final report to the appropriate dean.
 - b. It is the responsibility of the department chair or unit supervisor to determine, after a period of three years from the academic term in which the development plan is agreed upon, whether or not a faculty member whose performance was deemed ~~unsatisfactory~~ **as Does Not Meet Expectations** in the post-tenure review has been successful in remedying deficiencies identified in the review. He or she will report that finding to the appropriate dean. The university will then proceed in accordance with options available as specified by University and Board of Regents policy and procedures.

ORIGINAL VERSION

104.0206 Formation and Operation of Post-Tenure Review Advisory Committee

- A. This review shall be conducted by faculty peers with tenure who are able to render a fair and objective assessment of the person being reviewed. If a significant conflict of interest exists, no person with such a conflict may participate in post-tenure review recommendations, advisement of candidates, and/or preparation of materials. All personal and professional conflicts of interest must be revealed and reviewed. Such conflicts of interest include, but are

not limited to, personal and professional interactions and relationships that would preclude dispassionate and disinterested recommendations and correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the candidate are explicitly prohibited from participation. Each college and/or the library, as well as the University-wide Appeals Committee for Post-Tenure Review, shall establish a process for removing a faculty member from the Post-Tenure Review Advisory Committee(s) and shall establish criteria for assessing the credibility of claims of bias if a person being reviewed has reason to believe that another individual could not judge his or her case fairly.

- B. When post-tenure review was first initiated in 1997, the College of Arts and Sciences elected to carry out this review at the department level, while the Colleges of Business and Education and the Library elected for a college review. This determination may be amended by a secret ballot vote of the respective faculties.
- C. A Post-Tenure Review Advisory Committee or Post-Tenure Review Advisory Committees consisting of at least three tenured faculty colleagues, selected by whatever means the faculty members so determine, shall be established annually at the department, unit and/or college level(s) in accordance with these votes.
- D. Even if the faculty of a given unit (college or library) decides that department chairs or unit supervisors can serve on Post-Tenure Review Advisory committees (for example, at the University-wide Appeals Committee advisory level), under no circumstances shall anyone who serves in a supervisory role to the individual being reviewed be permitted to serve on a Post-Tenure Review Advisory committee reviewing that individual.
- E. In each college and in the Library, the dean will be responsible for convening the initial meeting of the elected committee or committees. At the initial meeting, the members of the committee shall select one of its faculty members as chair. The chair will be a voting member of the committee.
- F. Each committee shall meet at the call of its committee chair. At the initial meeting the committee chair shall review the applicable departmental, college, unit, and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.
- G. The documentation submitted by each faculty member shall be reviewed by committee members prior to committee meetings.
- H. The merits of each faculty member undergoing post-tenure review will be discussed to the extent desired by a simple majority of committee members. In the event of disagreement about the value of scholarly performance, job performance, or service, the review may include the evaluations of external reviewers to provide a due process protection that ensures an unbiased appraisal. This panel of external reviewers will be generated by the faculty member under review and appropriate department chair or unit supervisor and include a minimum of three professors knowledgeable of the faculty member's field of expertise from both on and off campus. The panel will serve to ensure that scholarly written work or job performance is being fairly and accurately interpreted. Any department chair or unit supervisor may be called to discuss with the committee the qualifications of a person under review who holds rank in his or her department.
- I. Voting on a colleague's status with regard to the post-tenure review shall be by secret ballot. Each faculty member being reviewed shall be evaluated as either satisfactory or unsatisfactory with regard to his or her overall accomplishments; to be adjudged as unsatisfactory faculty under review must receive votes of unsatisfactory from at least sixty percent (60%) of the voting members of the committee. Any person with an evaluation of unsatisfactory

performance will be required to develop a three-year plan to address deficiencies (see section K,2 below).

- J. The committee chair, in consultation with members of the Post-Tenure Review Advisory Committee, shall prepare a written evaluation for each candidate reviewed during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It will report the consensus arrived at by the Post-Tenure Review Advisory Committee with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service, professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. In the event that this evaluation differs from annual reviews, this evaluation shall state the exact reason(s) for this judgment. The chair of the Post-Tenure Review Advisory Committee shall give each faculty member being reviewed a copy of the committee's evaluation ten (10) working days prior to the deadline for submitting the committee recommendation to the appropriate department chair or unit supervisor; therefore, the person being reviewed has five (5) working days to prepare an appeal for reconsideration by the committee (see paragraph 104.0208, below).
- K. Once any appeals to the Post-Tenure Review Advisory Committee(s) have been heard and acted upon, the committee chair will provide a copy of the committee's final evaluation to the faculty member being reviewed and to the appropriate department chair or unit supervisor. The faculty member, if he or she desires, will have an opportunity to prepare a written response to the Post-Tenure Review Advisory Committee's evaluation. Such a response shall be received by the chair of the Post-Tenure Review Advisory Committee within five (5) working days after the date the committee's final evaluation is received by the faculty member under review. It will be the responsibility of the appropriate dean to preserve the original ballots of rankings and to keep these on file for a period of six (6) years. A copy of the post-tenure review advisory committee's evaluation and any written response to it by the evaluated faculty member shall then be sent to the administrative office at least one level above the faculty member's administrative unit. The same material shall also be placed in the faculty member's personnel file at the departmental level. The department shall also preserve in the faculty member's personnel file all documents, other than documents like publications that are readily available elsewhere, that played a substantive part in the review.
1. If the review reveals stellar performance, a faculty member shall receive recognition for his or her achievements through institutional policies and procedures already in place for acknowledging and rewarding meritorious achievement (e.g. merit pay, study and research leave opportunities, other opportunities consistent with his or her career goals and objectives and Board of Regents policy).
 2. If areas needing improvement have been identified, the department chair and faculty member shall jointly develop a formal plan for faculty development that includes clearly defined and specific goals or outcomes, an outline of activities to be undertaken, a timetable within which goals or outcomes should be accomplished, and an agreed-upon strategy and criteria for monitoring progress. The faculty member's department chair and the appropriate dean are jointly responsible for arranging for appropriate funding for the development plan, if required. The department chair or unit supervisor is responsible for forwarding a copy of the faculty development plan resulting from a post-tenure review to the appropriate dean by the end of the academic year in which the review was conducted.

- a. The faculty member's department chair or unit supervisor is responsible for monitoring the progress of faculty members engaging in a faculty development plan to remedy deficiencies identified in a post-tenure review. A progress report, which will be included in the annual review, will be forwarded each year to the appropriate dean. When the objectives of the faculty development plan designed to deal with specified deficiencies have been met as determined by the department chair or unit supervisor, the department chair or unit supervisor shall make a final report to the appropriate dean.
- b. It is the responsibility of the department chair or unit supervisor to determine, after a period of three years from the academic term in which the development plan is agreed upon, whether or not a faculty member whose performance was deemed unsatisfactory in the post-tenure review has been successful in remedying deficiencies identified in the review. He or she will report that finding to the appropriate dean. The university will then proceed in accordance with options available as specified by University and Board of Regents policy and procedures.

Addendum V

Modification of 104.0207 Review of Chair or Supervisor

Rationale:

The previously used word ‘stellar’ in relation to the academic performance that exceeds expectations has been too ambiguous and did not convey the intended meaning. (For some having stellar performance could mean winning a Nobel Prize, while for others publishing an extra academic article above the quota specified by a college). We suggest a clearer and more uniform language. Three performance levels (consistent with previously used unsatisfactory, satisfactory, and stellar) are suggested: Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations.

PROPOSED REVISED VERSION

104.0207 Review of Chair or Supervisor

When a department chair or unit supervisor is under consideration for post-tenure review, the Post-Tenure Review Advisory Committee shall review the faculty member's file and make, in writing, a ~~satisfactory or unsatisfactory~~ **Does Not Meet, Meets, or Exceeds Expectations** evaluation to the appropriate dean. In the event deficiencies are noted which require the development of a three-year plan, the appropriate dean will be responsible for developing the plan for faculty development and monitoring the progress of the faculty member engaged in this plan with the assistance of the Provost and Vice President for Academic Affairs. Administrators other than department chairs or unit supervisors who are tenured will not undergo post-tenure review unless or until they return to a faculty role with little or no administrative responsibilities. Any administrator returning to a faculty role with little or no administrative responsibilities is to be reviewed five years after returning and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. In the post-tenure review of a department chair or other faculty member with an administrative assignment, provision must be made for his or her activities in that area. Those with administrative responsibilities will still be subject to policy and procedures regarding administrative evaluation (see, for example, Sections 104.03 and 104.04).

ORIGINAL VERSION

104.0207 Review of Chair or Supervisor

When a department chair or unit supervisor is under consideration for post-tenure review, the Post-Tenure Review Advisory Committee shall review the faculty member's file and make, in writing, a satisfactory or unsatisfactory evaluation to the appropriate dean. In the event deficiencies are noted which require the development of a three-year plan, the appropriate dean will be responsible for developing the plan for faculty development and monitoring the progress of the faculty member engaged in this plan with the assistance of the Provost and Vice President for Academic Affairs. Administrators other than department chairs or unit supervisors who are tenured will not undergo post-tenure review unless or until they return to a faculty role with little or no administrative responsibilities. Any administrator returning to a faculty role with little or no administrative responsibilities is to be reviewed five years after returning and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. In the post-

tenure review of a department chair or other faculty member with an administrative assignment, provision must be made for his or her activities in that area. Those with administrative responsibilities will still be subject to policy and procedures regarding administrative evaluation (see, for example, Sections 104.03 and 104.04).

Addendum VI

Modification of 104.0208 Appeal for Reconsideration

Rationale:

The previously used word ‘stellar’ in relation to the academic performance that exceeds expectations has been too ambiguous and did not convey the intended meaning. (For some having stellar performance could mean winning a Nobel Prize, while for others publishing an extra academic article above the quota specified by a college). We suggest a clearer and more uniform language. Three performance levels (consistent with previously used unsatisfactory, satisfactory, and stellar) are suggested: Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations.

PROPOSED REVISED VERSION

104.0208 Appeal for Reconsideration

The first appeal shall be directed to the committee(s), which originally conducted the faculty member's post-tenure review. Within fifteen (15) working days of receipt of an appeal, the committee(s) shall carefully re-evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration and shall replace this party's previous evaluation of the faculty member. If, upon re-examination of the case, the original review committee(s) see(s) no reason to alter its/their recommendation(s), the faculty member may appeal within thirty (30) working days to the University-wide Appeals Committee for Post-Tenure Review. By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans of the College of Arts & Sciences, the College of Business, and the College of Education, and the Dean of Libraries that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Seven duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

- College of Science and Mathematics: 1
- College of Social Science: 1
- College of Arts and Humanities: 1
- Richards College of Business: 1
- College of Education: 1
- School of Nursing: 1
- The Ingram Library: 1

The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee. The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, library and university policies and procedures governing post-

tenure review so that committee members will be aware of these before any review process begins.

Any faculty member appealing for reconsideration shall state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent. The documentation submitted by each faculty member, including that regarding the grounds for his or her appeal, shall be reviewed by committee members prior to committee meetings. Within fifteen (15) working days of receipt of an appeal, the University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration (e.g., voting on a colleague's status with regard to the post-tenure review shall be by secret ballot; each faculty member being reviewed shall be evaluated as either ~~satisfactory or unsatisfactory~~ **Does Not Meet, Meets or Exceeds Expectations** with regard to his or her overall accomplishments; to be adjudged as ~~unsatisfactory~~ **Does Not Meet Expectations**, faculty under review must receive votes of ~~unsatisfactory~~ **Does Not Meet Expectations** from at least sixty percent (60%) of the voting members of the committee). The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written evaluation for each faculty member reviewed on appeal during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It should report the recommendation arrived at by the University-wide Appeals Committee for Post-Tenure Review with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service and professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. This evaluation shall take precedence over the previous evaluation of the faculty member. The evaluation of this committee shall be forwarded to the faculty member under review, the appropriate department chair or unit supervisor, the appropriate dean, and the Provost and Vice President for Academic Affairs.

ORIGINAL VERSION

104.0208 Appeal for Reconsideration

The first appeal shall be directed to the committee(s), which originally conducted the faculty member's post-tenure review. Within fifteen (15) working days of receipt of an appeal, the committee(s) shall carefully re-evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration and shall replace this party's previous evaluation of the faculty member. If, upon re-examination of the case, the original review committee(s) see(s) no reason to alter its/their recommendation(s), the faculty member may appeal within thirty (30) working days to the University-wide Appeals Committee for Post-Tenure Review. By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans of the College of Arts & Sciences, the College of Business, and the College of Education, and the Dean of Libraries that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select

tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Seven duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Science and Mathematics: 1

College of Social Science: 1

College of Arts and Humanities: 1

Richards College of Business: 1

College of Education: 1

School of Nursing: 1

The Ingram Library: 1

The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee.

The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, library and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.

Any faculty member appealing for reconsideration shall state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.

The documentation submitted by each faculty member, including that regarding the grounds for his or her appeal, shall be reviewed by committee members prior to committee meetings.

Within fifteen (15) working days of receipt of an appeal, the University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration (e.g., voting on a colleague's status with regard to the post-tenure review shall be by secret ballot; each faculty member being reviewed shall be evaluated as either satisfactory or unsatisfactory with regard to his or her overall accomplishments; to be adjudged as unsatisfactory, faculty under review must receive votes of unsatisfactory from at least sixty percent (60%) of the voting members of the committee). The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written evaluation for each faculty member reviewed on appeal during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It should report the recommendation arrived at by the University-wide Appeals Committee for Post-Tenure Review with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service and professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. This evaluation shall take precedence over the previous evaluation of the faculty member. The evaluation of this committee shall be forwarded to the faculty member under review, the appropriate department chair or unit supervisor, the appropriate dean, and the Provost and Vice President for Academic Affairs.

Addendum VII

Rationale:

Add reference to the University Statutes for definition of voting faculty to clarify which faculty members select the evaluation committee at the department level. Modifications other than reference to UWG Statutes: correction of section numbers; change “original ballots” to “ballots” to allow for keeping ballots in digitized form.

PROPOSED REVISED VERSION

103.0201 Faculty Promotion and Tenure Evaluation

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected by the voting **faculty** members of the department **as defined by University Statutes (Article I, Section 2.C: Faculties of the University)**, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

4. Evaluations of other faculty holding administrative positions

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook.

5. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section ~~103.0205~~ 103.0202.

B. College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.

3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.

4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather

than advocates for or adversaries against members of their department under consideration for promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.

5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time.
6. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the **original** ballots and to keep these on file for a period of ten years.

The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

7. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

C. Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in **s**Section 103.0201.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

D. Evaluation by the Dean

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university,

college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately.

The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

E. Evaluation by the Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

F. Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

ORIGINAL VERSION

103.0201 Faculty Promotion and Tenure Evaluation

A. Departmental Evaluation (for units with academic departments)

2. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected by the voting members of the department, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

4. Evaluations of other faculty holding administrative positions

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook.

5. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

B. College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.

3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.

4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather

than advocates for or adversaries against members of their department under consideration for promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.

5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time.
6. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the original ballots and to keep these on file for a period of ten years.

The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

7. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

C. Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in section 103.0201.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

D. Evaluation by the Dean

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university,

college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately.

The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

E. Evaluation by the Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

F. Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

Addendum VIII

Rationale:

This is an update language to clarify the appeal process and ensure transparent communication between the candidate and the evaluating entity. This is also a correction of the section number.

PROPOSED REVISED VERSION

103.02050202 Appeal for Reconsideration

Notification of a negative evaluation shall be communicated in a verifiable method **writing** by the appropriate supervisory level no later than ten University Business Days prior to the required notification to the next level. Any candidate appealing for reconsideration at any level shall, within five University Business Days of the receipt of the report, state in writing the grounds for his or her request **and**. **The appeal** shall include ~~in this appeal~~ **such any** additional **pertinent** material ~~as is pertinent~~.

Within five University Business Days of receipt of an appeal, the party to whom the appeal has been made shall carefully re-evaluate the candidate's dossier in light of the written appeal. **The results of the re-evaluation shall be communicated to the candidate in writing within five University Business Days.** This re-evaluation shall be made in accordance with the procedure established for initial consideration at this level and shall replace this party's previous evaluation in the candidate's dossier. The dossier will then proceed to the next level. **The candidate may withdraw the dossier at any point in the process.**

ORIGINAL VERSION

103.0205 Appeal for Reconsideration

Notification of a negative evaluation shall be communicated in a verifiable method by the appropriate supervisory level no later than ten University Business Days prior to the required notification to the next level. Any candidate appealing for reconsideration at any level shall within five University Business Days of the receipt of the report state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.

Within five University Business Days of receipt of an appeal, the party to whom the appeal has been made shall carefully re-evaluate the candidate's dossier in light of the written appeal. This re-evaluation shall be made in accordance with the procedure established for initial consideration at this level and shall replace this party's previous evaluation in the candidate's dossier. The dossier will then proceed to the next level.

Addendum IX

UWG Faculty Handbook

Modification Proposal for 103.0206 Promotion in Professorial Rank of a Member of the Administrative Staff

Rationale:

This is the correction of a section number.

PROPOSED REVISED VERSION

103.~~0206~~0203 Promotion in Professorial Rank of a Member of the Administrative Staff

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

ORIGINAL VERSION

103.0206 Promotion in Professorial Rank of a Member of the Administrative Staff

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Addendum X

UWG Academic Affairs Policies Index

Approval of UWG Procedure 2.2.3, Evaluation Process

Rationale: Currently no university policy exists for the evaluation process.

PROPOSED PROCEDURE POLICY



UWG PROCEDURE NUMBER: 2.2.3, Evaluation Process

Authority: UWG POLICY 2.2 (Promotion)

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.2, establishes the following procedures for compliance with UWG Policy 2.2 on Promotion:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the faculty evaluation procedure for tenure and promotion.

A. Definitions

1. **Voting faculty** – The General Faculty shall consist of those persons holding the academic rank of lecturer, senior lecturer, instructor, assistant professor, associate professor, or professor, duly certified librarians, and research and extension personnel included in the corps of instruction on the basis of comparable training, who are employed on a calendar or academic year basis; together with the President, Provost and Vice President for Academic Affairs, the academic and administrative deans, the directors of activities relating to instruction, the Registrar, the Director of Admissions and the Vice President for Business and Finance. Visiting professors, part-time faculty members and those holding emeritus rank shall be non-voting members of the General Faculty. (The University of West Georgia Statutes, Article 1, Section 2.C: Faculties of the University)

B. Procedure for Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of no fewer than three tenured faculty members selected by the voting faculty members of the department as defined by University Statutes (Article 1, Section 2.C: Faculties of the University), shall formally review dossiers submitted to the department chair. In the event that a department does

not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

4. Evaluations of other faculty holding administrative positions

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook.

5. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

C. Procedure for College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.
2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.
3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.
4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department under consideration for promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.
5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time.
6. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the ballots and to keep these on file for a period of ten years.

The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

7. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

D. Procedure for Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in Section 103.0201.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

E. Procedure for Evaluation by the Dean

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately.

The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written

evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

F. Procedure for Evaluation by the Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

G. Procedure for Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

H. Compliance

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. ([BOR Academic and Student Affairs Handbook](#), 4.7 Evaluation of Faculty; and [BOR Policy Manual](#), 8.3.5 Evaluation of Personnel).

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, *2019.*

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: *N/A*

Addendum XI

UWG Academic Affairs Policies Index

Approval of UWG Procedure 2.2.4, Appeal for Reconsideration

Rationale: Currently no university policy exists for the evaluation process.

PROPOSED PROCEDURE POLICY



UWG PROCEDURE NUMBER: 2.2.4, Appeal for Reconsideration

***Authority:* UWG POLICY 2.2 (Promotion)**

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.2, establishes the following procedures for compliance with UWG Policy 2.2 on Promotion:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the appeal for reconsideration procedure in the evaluation process for tenure and promotion.

I. Appeal for Reconsideration Procedure

Notification of a negative evaluation shall be communicated in writing by the appropriate supervisory level no later than ten University Business Days prior to the required notification to the next level. Any candidate appealing for reconsideration at any level shall, within five University Business Days of the receipt of the report, state in writing the grounds for his or her request. The appeal shall include any additional pertinent material.

Within five University Business Days of receipt of an appeal, the party to whom the appeal has been made shall carefully re-evaluate the candidate's dossier in light of the written appeal. The results of the re-evaluation shall be communicated to the candidate in writing within five University Business Days. This re-evaluation shall be made in accordance with the procedure established for initial consideration at this level and shall replace this party's previous evaluation in the candidate's dossier. The dossier will then proceed to the next level. The candidate may withdraw the dossier at any point in the process.

J. Compliance

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. ([BOR Academic and Student Affairs Handbook](#), 4.7 Evaluation of Faculty; and [BOR Policy Manual](#), 8.3.5 Evaluation of Personnel).

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, *2019.*

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Addendum XII



Faculty Senate Chair's Report on Presidential Search and Screen Committee Activities

October 11, 2019

1. As you know, over the last two weeks, the Presidential Search and Screen committee has held twelve listening sessions. The audio of those has been assembled, albeit redacted, and distributed in a password protected site, for members of the committee to review.
2. A graphic and composite collection of the over 500 surveys completed by the UWG community have also been distributed to the committee. They are not available for public consumption unless an interested party asks via the open records law.
3. As your representative on this committee, I have repeatedly argued that the president should come from academia. This remains a contention among the members of the committee. If I am defending a cause not shared by Senators, please talk with me. That is the only way for me to better represent you. Below is the written statement I submitted.
4. The advertisement of the position closes on October 22, 2019.

Although I liked Dr. Marrero immensely, not being a part of the faculty broke a long tradition of all administrators, including the president, teaching at least one class a year. While he supported faculty in ways that we appreciated, e.g., pay equity, I missed weekly lunches, socials with faculty, and I feel he never had the camaraderie with faculty on a regular basis. With that in mind, the new president should come from the ranks of the faculties in his previous work history. As CEO, he may not have the time to teach or have regular socials or meals with the faculty. I recognize our size dictates a lot more formality. While we need someone who can raise money, think ten years or more ahead, somewhere in the person's acumen, he, or she, should have taught, gone through T&P, and other experiences, that the rank and file professors live.

5. The committee meets again on November 1, 2019 to narrow the pool of applicants to 8 – 10 and report those names to the BOR.
6. Those applicants will be interviewed in person in late November and the committee will then narrow that list to 3 – 5 names.
7. In early December, the Regent's Special Committee interviews second-round candidates.
8. It is anticipated that a new president will be named by the close of the semester.

Addendum XIII

Comprehensive Program Reviews

All templates for this year's Comprehensive Program Review have been sent to the 16 programs undergoing review this year. The Chairs for UPC and GPC have been cc'd as well. This year's review schedule is listed below. It can also be found on the VPAA website here:

https://www.westga.edu/administration/vpaa/comprehensive_program_review.php

2019-2020 Schedule:

- Programs will submit the review to their Dean's office no later than **Monday, December 2, 2019**.
- Dean's will submit their review to the Provost's office no later than **Monday, February 3, 2020**.
- Faculty Senate committees (UPC & GPC) submit reviews to Provost Office by **Wednesday, April 1, 2020**.
- Provost's Office shares review and Provost Summary Form with Programs by **Tuesday, June 30, 2020**.
- Provost's Office files final review and Provost Summary Form for BOR review no later than **Wednesday, July 15, 2020**.

Programs undergoing review - Undergraduate

1. BA Art
2. BA English
3. BA International Languages and Cultures
4. BA History
5. BA Philosophy
6. BA Theatre
7. BFA Art
8. BM Music
9. Minor in Creative Writing
10. Minor in Literature
11. Minor in Public Administration

Program undergoing review – Graduate

1. MA English
2. MA History
3. MMUS Music
4. Post-Baccalaureate Certificate in Museum Studies
5. Post-Baccalaureate Certificate in Public History

A sample template can be found on the CPR website listed above.

Please Note: The template has not changed much since last year. The changes made were in formatting as well as we requested for programs to limit their completed reports to 55 pages. There are also response areas for GPC and UPC to write your reviews. Please be sure to put your responses in the designated areas and not in separate documents.