Memorandum

To: General Faculty

Date: February 12, 2025

Regarding: Faculty Senate Agenda for February 14, 2025 in Richards Hall, room 102

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1. Call to Order

2. Roll Call

3. Minutes

    A) The January 24, 2025 Faculty Senate Meeting Minutes were approved electronically on February 7, 2025.

4. Administrator Reports

    A) President

    B) Provost

5. Committee Reports

Executive Committee (Gavin Lee, Committee Member)

Action Item (Addendum I):

  A) Changes to UWG Shared Governance Procedures for Modifications to Academic Programs

  Request: Revise

  Rationale: This proposal requests that program name changes, CIP Code changes, and changes to program descriptions be added to the list of program changes that do not require Senate review / approval and can be processed by the office of the Provost after the college- or school-level review.

  These types of program changes are either minor (do not involve curriculum or degree requirements) or—in the case of CIP Code changes—administrative. The University System of Georgia (USG) requires every degree and stand-alone certificate to be assigned a CIP Code. The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The USG requires institutions to submit notification of changes to program and certificate names and CIP codes, but

these changes do not require Board of Regents (BoR) approval. SACSCOC approval is not required for these changes.

The addition of minor program modifications parallels the process for course modifications in the Shared Governance document that routes "minor modifications to courses including: course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school" to the office of the Provost.

Information Items (Dylan McLean, Chair):

1) General Information Updates
2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Items (Addendum II):

A) College of Humanities, Arts, and Social Sciences
  1) School of Humanities
     a) Philosophy B.A.

        Request: Revise

        The proposal modifies field of study (FOS) requirements in three ways: (1) Students are no longer required to take three PHIL 2xxx-level courses but may now choose two from a set of three. (2) Students are no longer required to place any Foreign Language classes into FOS. Any such classes may be placed into IMPACTS (when allowed), into FOS open electives, or else under general Open Electives. (3) Students are no longer required to place a Humanities-specific elective class into FOS. Any such class may be placed under FOS open electives or else under general Open Electives.

        The proposal also modifies the major coursework as follows: We are reducing the total required PHIL 3/4xxx-level courses from 33 hours to 21 hours. This implies a change in general Open Elective hours from 27 hours to 39 hours. Among those Open Elective hours, students may place any further courses as required, e.g. for any optional Certificate(s), Minor(s), Double-Major/-Degree (recommended), and/or general Open Electives.

  B) Perry College of Mathematics, Computing, and Sciences

1) School of Field Investigations and Experimental Sciences

   a) [Chemistry, Non-ACS Track - Secondary Education Option, B.S.](#)

   Request: Revise

   The previous secondary education track in natural sciences programs (biology, chemistry, physics, and geology) with the UTEACH program has phased out due to low enrollment. These programs have developed a new common pathway to prepare science majors to become a secondary education science teachers by completing their B.S. degree in their major fields, which includes prerequisites for the Master of Arts in Teaching degree offered by the College of Education. This proposal is to revise Chemistry's Non-ACS Track - Secondary Education Option (which was UTEACH-based) with the new set of classes to prepare students to pursue a teaching career.

   Relation to ABM: There is an option to use this B.S. program with M.A.T. to make this a 4:1 Accelerated Bachelor's to Masters' (ABM). There are prerequisites for M.A.T. embedded in the B.S. program requirements. However, since the B.S. portion is offered by the Perry College of Mathematics, Computing, and Sciences and M.A.T. portion are offered by the College of Education, we are not proposing a full ABM program here. This proposal covers only the B.S. in Chemistry for Secondary Education Option, which is a standalone degree program, which can be used to smooth transition to the M.A.T. program.

   b) [Physics, Battery Technology and Sustainable Energy Concentration, B.S.](#)

   Request: Revise

   The new concentration will give students specialized education and training in the area of battery technology and its application in electric vehicles, grid energy storage systems, and power distribution networks. This degree path will make students more prepared and more competitive in the job market in energy sectors. It should also be noted that we have created four new classes for this concentration that are in the approval process. In the fall of 2024, the first class was taught as a special topics course (Battery Technology and Design). The enrollment was comparable to other physics courses indicating a significant interest in the new concentration.

c) [PHYS - 3513 - Power Distribution Sources and Networks](#)

Request: Add

This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to teach students about energy production and distribution, including aspects of environmental and humanitarian issues. The course will benefit students interested in pursuing a career with industries focused on energy production, distribution, or storage.

d) [PHYS - 3613 - Battery Technology and Design](#)

Request: Add

This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to provide students with an in-depth knowledge of battery systems. This will cover the physics and chemistry of a variety of batteries giving students the introductory knowledge needed to maintain, test, and develop batteries. This will be beneficial to students interested in pursuing a career in energy storage development and manufacturing.

e) [PHYS - 3813 - Electronic Systems Design in Vehicles](#)

Request: Add

This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to teach students how conventional vehicles utilize electrical and mechanical power and connect that to the way that electric vehicles, mostly cars, are designed. Some of the ideas of electronic systems will be extended to explore mass transportation vehicles (e.g., buses, ships, and eVTOL (electric vertical take-off and landing) aircraft) and their efficiency. The course will benefit students interested in pursuing a career with industries focused on automotive design and development. This course may also be of interest to a general population of students that are interested in the engineering aspects of vehicles.

f) [PHYS - 4624 - Advanced Battery Technology and Design](#)

Request: Add

This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to provide students with an in-depth knowledge of battery systems. This will cover the physics and chemistry of a variety of batteries, giving students the advanced knowledge needed to maintain, test, and develop batteries. The course will also have a hands-on lab component working with UWG faculty on current battery research projects. This will be beneficial to students interested in pursuing a career in energy storage development and manufacturing.

C) Richards College of Business

1) Department of Management

a) MGNT - 3621 - Introduction to Design Thinking

Request: Add

Design thinking is a process used to assist decision-makers identifying solutions when faced with a problem. Given that today's managers are often faced with complex challenges, design thinking helps prepare them to approach difficult issues in a systematic manner (through an iterative process of Empathy, Framing a Problem, Ideation, Proto-Type and Testing). This course will be useful for management majors to take as a select course. The course will also be relevant to other majors across UWG.

D) School of Communication, Film, and Media

1) COMM - 4305 - Intermediate Short-form Screenwriting

Request: Add

This class has been piloted as a special topics class and we have deemed it an incredibly valuable addition to our intermediate-level offerings in our Film & Video Production degree and concentration. Students learn to write screenplays and scripts and to evaluate narrative possibilities of short-form filmmaking.

2) Film & Video Production, B.S.

Request: Revise

This revision makes the following three changes:

Change 1: Remove FILM 2080 and FILM 2100 from Field of Study so that all our majors must take COMM 2256, which is a class in film aesthetics explicitly designed

for Film Production Majors. This class has been integrated into our curriculum and course-rotation and we are now able to offer it regularly and reliably. This change will allow us to create more consistency with the students coming through our program.

Change 2: Within the 33 hours of required course, we currently have 5 intermediate-level classes. We are adding COMM 4305 Intermediate Short-Form Screenwriting as an option to give students more flexibility. Now, instead of taking all 5: 4405 (Sound Design), 4406 (Cinematography), 4407 (Editing for Film & video), 4408 (Producing for Film & video), 4409 (Directing for Film & video), students may now choose 5 from a list of 6 intermediate classes.

Change 3: Remove Options from COMM 3356 Film and Culture Or more specifically.... Previously student could choose Film and Culture or (GRMN 4200 German Culture through Film OR GRMN 4230 The Kafkaesque in Lit and Film OR GRMN 4240 Mystery and Horror in Lit and Film OR GRMN 4250 Contemporary German Cinema OR FORL 3111 World Film OR FORL 4485 Topics in National Cinema OR ENLG 4109) to fulfill this requirement. Since we offer Film and Culture twice per year, and practically none of our students opt to not take this class, we have decided to make this class required. Students may still take any of the other options as electives, but Wolf Watch and degree requirements will read much more neatly.

Committee II: Graduate Programs Committee (Jairus-Joaquin Matthews, Chair)

Action Items (Addendum III):

  A) College of Business

      1) Combined Master's In Professional Accountancy (MPAcc) in Data Analytics and Master of Business Administration, M.B.A.

      Graduate Revise Program Request

      Rationale: The current name and CIP code do not align with the evolving needs of the profession, which increasingly requires expertise in data analytics, information systems, and artificial intelligence. A new name and CIP code would help to secure a STEM designation, making the program more attractive to international and domestic students while addressing the growing demand for tech-driven insights in accounting. The American Institute of CPAs® (AICPA) and the Chartered Institute of

Management Accountants® (CIMA) have compiled a list of STEM-designated accounting programs from across the US:

https://www.mocpa.org/storage/files/7df6a9c036135a391d44aea25bbf85ce.pdf

By incorporating technology-focused coursework the program is well-positioned to meet the needs of industries that require advanced data management and financial analysis. A STEM designation would formally recognize these skills, enhancing students' employability and providing international students with extended Optional Practical Training (OPT) opportunities. This change would help retain top talent in the US job market and offer a competitive advantage for students and the university. It would increase the program's visibility and prestige, making it more attractive to international students, particularly in regions where STEM degrees are highly valued. It would also attract top-tier talent globally, fostering a more diverse and skilled student body. Additionally, domestic students pursuing careers in data-intensive fields would be more likely to enroll in a program that aligns with the increasing importance of STEM in business.

The program has incorporated several required courses emphasizing data analytics and technology, which are vital to modern accounting: Accounting Innovation through Data Analytics (ACCT 6200), Strategic Information Systems (ACCT 6242), Business Analytics Programming (ECON 5208), Business Forecasting (ECON 6430), and Finance (FINC 6532).

Given the evolving nature of the accounting profession and the increasing demand for graduates with advanced technical skills, modifying the name and CIP code for the program is crucial. We have consulted with the University System of Georgia (USG) on the details of this modification, ensuring that we are following the correct procedures and meeting all requirements. Under their guidance, they have recommended modifying the program name to "Master of Professional Accounting in Data Analytics." Therefore, we respectfully request approval to initiate the name and CIP code change for the program to reflect better its growing emphasis on data analytics, technology, and STEM-related skills.

2) Masters in Professional Accountancy (MPAcc) in Data Analytics

Graduate Revise Program Request

Rationale: Same as item A.1., above.

3) [Strategic Cybersecurity and Information Management, M.S.](#)

Graduate Revise Program Request

Rationale: The original structure of the MS in Strategic Cybersecurity and Information Management requires 10 courses plus one pre-requisite. There are no electives. The program does not offer flexibility for students or allow for a Spring or Summer start. We are proposing the following changes to remove barriers to entry and make the program more accessible to students who do not have a technology-related degree. 1. Remove 5500 and 5600 from the core and replace these two core classes with electives. This will create a program with 8 core classes and 2 electives. 2. Promote 5500 and 5600 as electives to students who want to complete the CISCO certifications. They must complete one undergraduate prerequisite (CISM 4333), start the program in the fall, and take 5500 and 5600 for their electives. 3. Remove the "technology-related degree" requirement for admission. We hope these changes will remove barriers to entry and provide much-needed flexibility in the program.

6. Old Business

   a. None

7. New Business

   A) Overview of Emergency Management on Campus and the LiveSafe App as a Resource (**Addendum IV**) — Zale Lewallen, Emergency Management and Communication Center Manager, University Police Department

8. Announcements

9. Adjourn

Addendum I

<p style="text-align: center;">**Proposed Changes to UWG Shared Governance Procedures for
Modifications to Academic Programs
February 5, 2025**</p>

Reference with Proposed Revision: UWG Shared Governance Procedures for Modifications to Academic Programs

Proposal: Add the following language to Section 4--The following are not items considered by the Senate and should be reported directly to office of the Provost:

Minor modifications to academic degree programs and certificates, including changes to program / certificate name, CIP code, program /certificate description, and modifications / additions / deletions to program / certificate learning outcomes. Any changes to curriculum or degree requirements must be approved by the Faculty Senate and are not included in this process.

Currently, the review of modifications / additions / deletions to program learning outcomes is included in Section 4. This proposal requests that program name changes, CIP Code changes, and changes to program descriptions be added to the list of program changes that do not require Senate review / approval and can be processed by the office of the Provost after the college- or school-level review. Any program changes that involve revisions to program curriculum or degree requirements will continue to be reviewed and approved by either the Undergraduate Programs Committee (UPC) or the Graduate Program Committee (GPC) and the Faculty Senate. This proposal also clarifies that these approvals apply to both academic degrees and certificates.

Approval Process & Routing: Submission of these changes would be processed through Curriculog and would include the following approval levels / routing:

Originator
Catalog Review
SACSCOC / IEA Review
Graduate Dean (if graduate program)
Department Chair
College / School Curriculum Committee
College / School Dean
Provost
Registrar
Wolf Watch Update

If approved, two new Curriculog templates (Graduate and Undergraduate) would be generated to process these specific revisions:

Name Change
CIP Code Change
Change to Program / Certificate Description
Modifications / Additions / Deletions to Program or Certificate Learning Outcomes

Rationale: These types of program changes are either minor (do not involve curriculum or degree requirements) or—in the case of CIP Code changes—administrative. The University System of Georgia (USG) requires every degree and stand-alone certificate to be assigned a CIP Code. The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The USG requires institutions to submit notification of changes to program and certificate names and CIP codes, but these changes do not require Board of Regents (BoR) approval. SACSCOC approval is not required for these changes.

The addition of minor program modifications parallels the process for course modifications in the Shared Governance document that routes "minor modifications to courses including: course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school" to the office of the Provost.

UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs

Many changes also need approval by the BOR, SACS, and/or specialized accreditors prior to implementation. This document only addresses the UWG internal approval process.

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

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

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

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

1. The following are *actions items* by the Senate:
   - Any changes to degree requirements within a college or across colleges
   - Changes in semester credit hours for an existing course
   - New academic programs and new courses (degrees, minors, certificates, etc....)
   - Changes to a course level (i.e., changing from 3000 to 4000 level)
   - Adding or removing a course from the Core Curriculum
   - Changes to course prerequisites that span across colleges
   - Modifying the requirements to complete an academic program, including adding or removing program electives
   - New or modified concentrations or tracks within a degree program
   - New or modified minors or embedded or stand-alone certificates
   - Changes in whether (or how) credit for prior learning assessment can be given for a general education course

2. The following are *information items* for the Senate:
   - Changes in admission standards for an academic program
   - Suspending (deactivating) or eliminating (terminating) academic programs
   - Offering an existing academic program more than 95% online
   - Offering an approved academic program more than 50%, but less than 95% online

- Designation of service-learning courses (action item for Service Learning Committee)
- New course topics for XIDS 1101, 2001, or 2002

3. The following are *reviewed by the Senate graduate and undergraduate programs* committees to assure quality of academic programs

- Comprehensive Program Reviews
- Academic program learning outcome assessments
- Undergraduate high-impact practice attribute designation requests for individual courses (UPC only)

4. The following are *not items considered* by the Senate and should be reported directly to office of the Provost:

- Modifications/additions/deletions to existing academic program learning outcomes
- Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
- Minor modifications to courses including: course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school
- Creation or modifications of assessment artifacts
- Moving an approved course to online delivery
- Changes in the number of times a course may be taken by a student
- Minor modifications to academic degree programs and certificates, including changes to program / certificate name, CIP code, program /certificate description, and modifications / additions / deletions to program / certificate learning outcomes. Any changes to curriculum or degree requirements must be approved by the Faculty Senate and are not included in this process.

Addendum II

Philosophy, B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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.

**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 * `Fall`

Desired Effective Year * `2025`

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 <u>rejected</u> 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*
School of Humanities

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

Is this a College of Education Program?*   ( ) Yes   (●) No

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

Is this an Accelerated Bachelors to Masters program related proposal?*   ( ) Yes   (●) No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*   ( ) Yes   (●) No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*   (●) Program
( ) Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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*   Philosophy, B.A.

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Program ID - DO NOT EDIT *   4578

Program Code - DO NOT EDIT

Program Type *   Bachelor

Degree Type *   Bachelor of Art

Program Description *   In addition to Core IMPACTS and elective hours, the B.A. in philosophy requires 21 hours of upper-level (3/4000-level) coursework in philosophy. Our emphasis is on applied ethics, law and justice, and the history of Western philosophy. Students may choose from a wide range of courses in the history of philosophy, as well as courses dealing with a wide range of contemporary philosophical questions and issues.

Status *   ● Active-Visible   ○ Inactive-Hidden

Program Location *   Carrollton

Curriculum Information

Prospective Curriculum *

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

Choose two (2) courses from the following set: 6 Hours

(Approved Substitutes Listed Below.)

PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
[After] Approved Substitutes: (a) For PHIL 2010 students may substitute the following: PHIL 3100, PHIL 3105, PHIL 3110, PHIL 3120, PHIL 3140, PHIL 3160, PHIL 3301, or other approved substitute. (b) For PHIL 2020 students may substitute the following: PHIL 4160, or other approved substitute. (c) For PHIL 2030 students may substitute the following: PHIL 3115, PHIL 3180, PHIL 3300, PHIL 3310, PHIL 3315, PHIL 3320, PHIL 4110, PHIL 4120, PHIL 4130, PHIL 4240, or other approved substitute.

Take 3 hours from this set:

Take any 1/2/3/4000-level course(s) summing to 3 hours. (Excludes PWLA courses.)

Take 9 hours from this set:

Take any 1/2/3/4000-level non-philosophy (non-PHIL) courses summing to 9 hours. (Excludes PWLA courses.)

(Excludes PWLA courses.)

Upper-Division Major Courses: 3 Hours

PHIL 4300 Senior Seminar

Upper-Division Major Electives: 18 Hours

Choose an additional six (6) 3/4000-level PHIL courses: 18 Hours

* PHIL 3315 Contemporary Moral Problems may count no more than twice towards Upper-Division Major Electives.

Optional Concentration in Applied Ethics: 9 Hours

In addition to Core IMPACTS and elective hours, the B.A. in philosophy requires 21 hours of upper-level (3/4000-level) coursework in philosophy. In this concentration, students engage in the academic study of philosophy in nine (9) hours of courses such as Technology and Human Values, Biomedical Ethics, and Professional Ethics, among others. To complete their degree, students may choose from among a variety of other classes covering the history of philosophy and a wide range of philosophical questions and issues. For this concentration, students must choose three (3) of the following:

PHIL 3300 Biomedical Ethics
PHIL 3310 Environmental Ethics
PHIL 3315 Contemporary Moral Problems
PHIL 3320 Technology and Human Values
PHIL 4110 Philosophy of Law
PHIL 4120 Professional Ethics
PHIL 4130 Feminist Philosophy
PHIL 4240 Philosophy and Ethics of Love and Sex

Optional Concentration in Law, Justice, and Society: 9 Hours

In addition to Core IMPACTS and elective hours, the B.A. in philosophy requires 21 hours of upper-level (3/4000-level) coursework in philosophy. In this concentration, students take courses that relate philosophy to the law, politics, and justice. To complete their degree, students may choose from among a variety of other classes covering the history of philosophy and a wide range of philosophical questions and

issues. For this concentration, students must choose three (3) of the following:

PHIL 3115 Political Philosophy
PHIL 3180 Moral Theories
PHIL 3300 Biomedical Ethics
PHIL 3310 Environmental Ethics
PHIL 4110 Philosophy of Law
PHIL 4120 Professional Ethics
PHIL 4130 Feminist Philosophy
PHIL 4220 Hermeneutics

Open Electives (e.g. any additional courses as needed for optional Certificate(s), Minor(s), Double-Major or Double-Degree (recommended), and/or general Open Elective coursework): 39 Hours

Total: 120 Hours

* No more than two variable-credit or independent-study courses may count toward the major.

Justification and Assessment

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 **X** and proceed.

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

Rationale* We are modifying our Description, FOS, and Major with the goals of maximal flexibility and the encouragement of double-majoring.

Description Change: We have updated the program description to reflect our current course offerings, which now place greater emphasis on applied ethics and law and justice. We have also indicated our change in total PHIL 3/4xxx-level required major hours.

Field of Study Change: Our Field of Study (FOS) modifications (numbered below) align with the USG RAC guidelines for Philosophy and Religion (i.e. learning outcomes; distribution of hours; course types; etc.) and with the new USG FOS requirements (i.e. allowing 3/4xxx-level classes in FOS so long as a path is also possible with only 1/2xxx-level classes). (The RAC guidelines and new USG FOS guidelines are attached.) Our changes are threefold: (1) Students are no longer required to take three PHIL 2xxx-level courses but may now choose two from a set of three. (2) Students are no longer required to place any Foreign Language classes into FOS. Any such classes may be placed into IMPACTS (when allowed), into FOS open electives, or else under general Open Electives. (3) Students are no longer required to place a Humanities-specific elective class into FOS. Any such class may be placed under FOS open electives or else under general Open Electives.

Major Coursework Change: Our Major Coursework change accords with all USG and UWG guidelines. (The UWG Catalog definition of a BA is attached.) Our change is as follows: We are reducing the total required PHIL 3/4xxx-level courses from 33 hours to 21 hours. This implies a change in general Open Elective hours from 27 hours to 39 hours. Among those Open Elective hours, students may place any further courses as required, e.g. for any optional Certificate(s), Minor(s), Double-Major/-Degree (recommended), and/or general Open Electives.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu.

Check all that apply to this program*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

<u>**REQUIRED ATTACHMENTS**</u>

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

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

3.) Academic Assessment Plan/Reporting

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

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

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

Assessment Plan* ☑ I have attached the Assessment Plan.
☐ N/A

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

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the [icon] 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, BSED Special Education, BS Biology, MA Criminology, etc.)

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

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

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

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

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

DEPARTMENT:	School of Humanities			PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:	Philosophy	COURSES		LO 1: Can discuss the views of at least three major historical figures of philosophy.	LO 2: Can critically analyze and explain a philosophical issue in written communications.	LO 3: Can incorporate and defend a philosophical position in oral communications.
		1	PHIL 2010	I	I	
		2	PHIL 2020		I	I
		3	PHIL 2030	I	I	
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	PHIL 2130	I	I	
		5	PHIL 3100	R	R	
		6	PHIL 3105	R	R	
		7	PHIL 3110	R	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	PHIL 3115		R	
		9	PHIL 3120	R	R	
		10	PHIL 3140	R	R	
		11	PHIL 3160		R	
		12	PHIL 3180		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	PHIL 3205	R	R	
		14	PHIL 3220	R	R	
		15	PHIL 3250	R	R	
		16	PHIL 3300		R	
		17	PHIL 3301	R	R	
		18	PHIL 3310		R	
		19	PHIL 3315		R	R
**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		20	PHIL 3320		R	
		21	PHIL 4100	R	R	

Data in.		data may come from other sources such as surveys.				
	22	PHIL 4110		R		
	23	PHIL 4120		R		
	24	PHIL 4130	R	R		
	25	PHIL 4150	R	R		
	26	PHIL 4160		R		
	27	PHIL 4220	R	R		
	28	PHIL 4230		R		
	29	PHIL 4240		R		
	30	PHIL 4300	M, A	M, A	M, A	
	31	PHIL 4385	R	R		

Requirements for Undergraduate Degrees

Specific Requirements for Bachelor of Arts Degree

1. A minimum of 120 hours of academic college work in an approved program and completion of the physical education requirement of the college from which one takes a degree. The approved program must include 42 semester hours in the Core IMPACTS and 18 semester hours in the Field of Study.

2. A minimum of 39 semester hours of work in courses numbered 3000 or above. Twenty-one of these hours must be in the major field and 12 of these hours must be taken at West Georgia.

3. Thirty-three semester hours must be completed in residence. Twenty of these hours must be in the senior year.

4. Attain a minimum institutional grade point average of 2.0 and a minimum grade point average of 2.0 in the courses used to satisfy the major.

5. Major courses and professional education sequence courses are not to be taken by correspondence or extension. Not more than 30 hours of the program and none of the professional education sequence may be done by extension or correspondence, nor may more than 30 hours be completed at off-campus sites.

6. If in a program involving teacher certification at the secondary level, the student must meet the requirements outlined under College of Education in the following sections: Admission to Teacher Education, Eligibility, Education Blocks, and Education Program Completion Requirements.

7. Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete (FREN/GRMN/SPAN 2002 or the equivalent in another language) OR an approved 2000-level FORL course.

8. Satisfactorily complete POLS 1101 and HIST 2111 or HIST 2112.

ACADEMIC & STUDENT AFFAIRS HANDBOOK
Academics Affairs Division

2.4.7 Field of Study Domain

2.4.7 Field of Study Courses

(Last Modified August 26, 2024) ⊘ Report a broken link

Field of Study Courses

Field of Study Courses comprise 18 hours usually within the first 60 hours of each student's Associate, Nexus, or Bachelor's degree progression and are in addition to the 42 hours required in the General Education IMPACTS Core Domains.

Field of Study Courses should be those that prepare students for entry into their major level courses and should abide by the Field of Study Guidelines posted by each discipline area RAC. Approval by the Council on General Education is not required for courses that an institution chooses to list in their Field of Study. Instead the RACs will periodically review instituional Field of Study course lists for compliance.

Field of Study Learning Outcomes

The Regents' Academic Advisory Committees will specify learning outcomes for their respective Field of Study Courses. These learning outcomes must be collegiate level and provide an appropriate base for later learning outcomes in the relevant degree programs. They must be consistent with the mission of the University System of Georgia.

Field of Study Course Details

Every institution must offer a path to completing all Field of Study requirements composed exclusively of 1000- and 2000-level courses. Courses at the 3000- or 4000-level may also be offered in the Field of Study, but no student may be required to take them.

Field of Study courses may be prerequisites for other Field of Study courses and/or for major courses at higher levels.

In many cases, courses (e.g. Foreign Language courses) that are required for the Field of Study domain are also offered in a Core Domain, such as the Humanities domain. In these cases the required courses must also be offered in the Field of Study course list. Unless required of all students in the Institutional Priority or Humanities domains, any foreign language courses approved for inclusion in other Core IMPACTS domains must also be included in the Field of Study course list for majors requiring foreign languages, so that foreign language courses included in the Core IMPACTS domains do not become required prerequisites for Field of Study courses.

PHILOSOPHY

Area F Learning Outcomes

A student who successfully completes the Philosophy Area F has made the first important steps down the road that leads to knowing how to think about the nature of the world, how we know, how we ought to live, and how to reason critically. The road also leads to the ability to write clearly, concisely, and cogently.

An area F is an introduction to a Bachelors degree, not a Bachelors degree. Students who complete the Philosophy Area F have only begun their studies of philosophy. For this reason, the learning outcomes should be modest.

The student learning outcomes for the Philosophy Area F are:

1. Students will demonstrate an introductory collegiate-level understanding of some of the key debates in the history of philosophy.

2. Students will demonstrate an introductory collegiate-level knowledge of some of the central concepts and theories in ethics, metaphysics, and epistemology.

3. Students will produce written work that shows an introductory collegiate-level understanding of methods of critical reasoning.

Area F Course Guidelines

Area F consists of 18 hours of lower-division (1000- and 2000-level) courses related to the discipline of the program of study and courses which are prerequisite to higher level major courses in the Philosophy major:

REQUIRED:	
Philosophy courses to include Introduction to Philosophy, Logic, Ethics, Critical Thinking, Aesthetics, or other lower-division Philosophy courses	5-9 hours (of lower-division philosophy courses)
NON-PHILOSOPHY INSTITUTIONAL ELECTIVES:	
Options include foreign language, humanities, arts, social sciences, natural sciences, or other non-philosophy lower- division courses determined appropriate by the institution.	9-13 hours (of lower-division courses)
Total	18 hours

2025-2026
Program Map – BA Philosophy
Applied Ethics (AE) Concentration

YEAR 1			

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
IMPACTS Area C: ENGL 1101	3	IMPACTS Area C: ENGL 1102	3
IMPACTS Area M: MATH 1001 or MATH 1111 (Recommended)	3	IMPACTS Area T: Science + Lab	4
IMPACTS Area I: XIDS 2002 (Recommended)	2	IMPACTS Area A: Fine Arts	3
IMPACTS Area S: HIST 1111/1112	3	IMPACTS Area P: HIST 2111/2112	3
IMPACTS Area S: PHIL 2130 (Recommended)	3	FOS: PHIL 2010 or PHIL 2020 or 2030 or PHIL 3/4000-level approved substitute	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		**Milestones**	
● Complete ENGL 1101; Required to earn C or higher. ● Earn initial credit hours.		● Complete ENGL 1102; Required to earn C or higher. ● Complete PHIL 2010, 2020, or 2030. ● Earn 15 or more credit hours.	

YEAR 2			

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
IMPACTS Area T: Non-Lab Science	3	IMPACTS Area T: Non-Lab Science	3
IMPACTS Area P: POLS 1101	3	FOS - Open Elective: PHIL 2010 or PHIL 2020 or PHIL 2030 or PHIL 2130 or any PHIL 3/4000-level (Recommended)	3
IMPACTS Area I: PHIL 2020 (Recommended)	3	FOS - Non-PHIL Elective	3
IMPACTS Area A: PHIL 2010 or PHIL 2030 (Recommended)	3	Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3
FOS: PHIL 2010 or PHIL 2020 or 2030 or PHIL 3/4000-level approved substitute	3	Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete PHIL 2010, 2020, or 2030. • Earn 15 or more credit hours.		• Complete PHIL 2010, 2020, or 2030. • Earn 15 or more credit hours.	

YEAR 3				

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
PHIL 3/4000-level Course (AE Course)	3		PHIL 3/4000-level Course (AE Course)	3
PHIL 3/4000-level Course	3		PHIL 3/4000-level Course	3
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3
FOS - Non-PHIL Elective	3		FOS - Non-PHIL Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Complete first PHIL Upper Division class. • Earn 15 or more credit hours.			• Complete more PHIL Upper Division Classes. • Complete Field of Study coursework. • Earn 15 or more credit hours.	

YEAR 4				

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
PHIL 4300 Sen. Seminar	3		PHIL 3/4000-level Course (AE Course)	3
PHIL 3/4000-level Course	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Complete Senior Seminar. • Complete more PHIL Upper Division Classes. • Earn 15 or more credit hours.			• Complete PHIL Upper Division Classes. • Earn 15 or more credit hours.	

2025-2026
Program Map – BA Philosophy
Law, Justice, and Society (LJS) Concentration

YEAR 1					

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
IMPACTS Area C: ENGL 1101	3	IMPACTS Area C: ENGL 1102	3
IMPACTS Area M: MATH 1001 or MATH 1111 (Recommended)	3	IMPACTS Area T: Science + Lab	4
IMPACTS Area I: XIDS 2002 (Recommended)	2	IMPACTS Area A: Fine Arts	3
IMPACTS Area S: HIST 1111/1112	3	IMPACTS Area P: HIST 2111/2112	3
IMPACTS Area S: PHIL 2130 (Recommended)	3	FOS: PHIL 2010 or PHIL 2020 or 2030 or PHIL 3/4000-level approved substitute	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16

Milestones	Milestones
● Complete ENGL 1101; Required to earn C or higher. ● Earn initial credit hours.	● Complete ENGL 1102; Required to earn C or higher. ● Complete PHIL 2010, 2020, or 2030. ● Earn 15 or more credit hours.

YEAR 2					

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
IMPACTS Area T: Non-Lab Science	3	IMPACTS Area T: Non-Lab Science	3
IMPACTS Area P: POLS 1101	3	FOS - Open Elective: PHIL 2010 or PHIL 2020 or PHIL 2030 or PHIL 2130 or any PHIL 3/4000-level (Recommended)	3
IMPACTS Area I: PHIL 2020 (Recommended)	3	FOS - Non-PHIL Elective	3
IMPACTS Area A: PHIL 2010 or PHIL 2030 (Recommended)	3	Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3
FOS: PHIL 2010 or PHIL 2020 or 2030 or PHIL 3/4000-level approved substitute	3	Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

Milestones	Milestones
• Complete PHIL 2010, 2020, or 2030. • Earn 15 or more credit hours.	• Complete PHIL 2010, 2020, or 2030. • Earn 15 or more credit hours.

YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
PHIL 3/4000-level Course (LJS Course)	3		PHIL 3/4000-level Course (LJS Course)	3	
PHIL 3/4000-level Course	3		PHIL 3/4000-level Course	3	
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3	
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3	
FOS - Non-PHIL Elective	3		FOS - Non-PHIL Elective	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Complete first PHIL Upper Division class. • Earn 15 or more credit hours.			• Complete more PHIL Upper Division Classes. • Complete Field of Study coursework. • Earn 15 or more credit hours.		
YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
PHIL 4300 Sen. Seminar	3		PHIL 3/4000-level Course (LJS Course)	3	
PHIL 3/4000-level Course	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3	
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3	
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3	
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Complete Senior Seminar. • Complete more PHIL Upper Division Classes. • Earn 15 or more credit hours.			• Complete PHIL Upper Division Classes. • Earn 15 or more credit hours.		

2025-2026
Program Map – BA Philosophy

YEAR 1			

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
IMPACTS Area C: ENGL 1101	3	IMPACTS Area C: ENGL 1102	3
IMPACTS Area M: MATH 1001 or MATH 1111 (Recommended)	3	IMPACTS Area T: Science + Lab	4
IMPACTS Area I: XIDS 2002 (Recommended)	2	IMPACTS Area A: Fine Arts	3
IMPACTS Area S: HIST 1111/1112	3	IMPACTS Area P: HIST 2111/2112	3
IMPACTS Area S: PHIL 2130 (Recommended)	3	FOS: PHIL 2010 or PHIL 2020 or 2030 or PHIL 3/4000-level approved substitute	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		**Milestones**	
● Complete ENGL 1101; Required to earn C or higher. ● Earn initial credit hours.		● Complete ENGL 1102; Required to earn C or higher. ● Complete PHIL 2010, 2020, or 2030. ● Earn 15 or more credit hours.	

YEAR 2			

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
IMPACTS Area T: Non-Lab Science	3	IMPACTS Area T: Non-Lab Science	3
IMPACTS Area P: POLS 1101	3	FOS - Open Elective: PHIL 2010 or PHIL 2020 or PHIL 2030 or PHIL 2130 or any PHIL 3/4000-level (Recommended)	3
IMPACTS Area I: PHIL 2020 (Recommended)	3	FOS - Non-PHIL Elective	3
IMPACTS Area A: PHIL 2010 or PHIL 2030 (Recommended)	3	Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3
FOS: PHIL 2010 or PHIL 2020 or 2030 or PHIL 3/4000-level approved substitute	3	Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete PHIL 2010, 2020, or 2030. • Earn 15 or more credit hours.		• Complete PHIL 2010, 2020, or 2030. • Earn 15 or more credit hours.	

YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**		**Credits**
PHIL 3/4000-level Course	3		PHIL 3/4000-level Course		3
PHIL 3/4000-level Course	3		PHIL 3/4000-level Course		3
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)		3
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)		3
FOS - Non-PHIL Elective	3		FOS - Non-PHIL Elective		3
SEMESTER TOTAL	15		SEMESTER TOTAL		15
Milestones			**Milestones**		
• Complete first PHIL Upper Division class. • Earn 15 or more credit hours.			• Complete more PHIL Upper Division Classes. • Complete Field of Study coursework. • Earn 15 or more credit hours.		

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**		**Credits**
PHIL 4300 Sen. Seminar	3		PHIL 3/4000-level Course		3
PHIL 3/4000-level Course	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)		3
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours): PHIL 3/4000-level (Recommended)		3
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)		3
Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)	3		Open Elective / Minor / Second Major or Degree Course (3/4000-level courses must total 39 hours)		3
SEMESTER TOTAL	15		SEMESTER TOTAL		15
Milestones			**Milestones**		
• Complete Senior Seminar. • Complete more PHIL Upper Division Classes. • Earn 15 or more credit hours.			• Complete PHIL Upper Division Classes. • Earn 15 or more credit hours.		

Learning Outcome 1: The student can discuss the views of at least three major historical figures of philosophy in written communications.
Assessed using the student's three best short papers from PHIL 4300 (Senior Seminar)

	Exemplary Exceeds Expectations Grade Level A (100-90)	Proficient Meets Expectations Grade Level B/C (89-70)	Developing Does Not Meet Expectations Grade Level D (69-60)	Unsatisfactory Failing Grade Level F (59 or Below)
Accuracy of Discussion	Demonstrates knowledge of the major features and relevant details of the figure's project, as well as of the significance of that project. Explanation of the figure's views includes no major errors. Explanation is supported by direct engagement with or evidence from the figure's writing.	Demonstrates knowledge of the major features of the figure's project, but lacks sufficient detail or fails to describe the significance of that project. Explanation of the figure's views may include a few errors and/or may lack sufficient support from the figure's writing.	Discussion includes significant misstatements of the figure's views and demonstrates little knowledge of the significance of the figure's project. Explanation contains only minimal direct engagement with the figure's writing.	Discussion demonstrates no knowledge of the significance of the figure's project. Explanation contains little to no direct engagement with the figure's writing.
Clarity of Discussion	Discussion makes the figure's views clear to the reader. Included material is relevant and is presented in an orderly fashion.	Discussion makes the figure's views somewhat clear to the reader, but is made less clear by the inclusion of tangential or out-of-order information.	Discussion of the figure's views is somewhat unclear and confusing. Discussion displays only minimal order and focus.	Discussion of the figure's views is very unclear and confusing. Discussion lacks order and focus.

Learning Outcome 2: The student can critically analyze and explain a philosophical issue in written communications.

Assessed using the final paper from PHIL 4300 (Senior Seminar)

	Exemplary Exceeds Expectations Grade Level A (100-90)	Proficient Meets Expectations Grade Level B/C (89-70)	Developing Does Not Meet Expectations Grade Level D (69-60)	Unsatisfactory Failing Grade Level F (59 or Below)
Independence of Thought	Demonstrates independent thought by presenting an analysis or argument that goes beyond those presented in class or in sources consulted for the paper.	Demonstrates somewhat independent thought by skillfully applying or critically restating an analysis or argument gleaned largely from other sources.	Demonstrates little independent thought. Merely applies or restates an analysis or argument gleaned from other sources.	Fails to expand in any way upon the analysis or arguments of others.
Strength of Critical Reasoning	Chosen approach to analyzing the issue contributes to deeper comprehension of the issue. Potential limitations or counterarguments are acknowledged and responded to. The examples, evidence, reflections, citations, etc., presented in the paper support the paper's thesis. The analysis is internally consistent.	Chosen approach to analyzing the issue may be ineffective for achieving deeper comprehension of the issue. Potential limitations or counterarguments are acknowledged, but insufficient response is offered. The examples, evidence, reflections, citations, etc., presented in the paper provide relatively weak support for the paper's thesis.	Chosen approach to analyzing the issue does not achieve deeper comprehension of the issue. If potential limitations or counterarguments are acknowledged, they might be inaccurately explained. The examples, evidence, reflections, citations, etc., presented in the paper are contradictory or otherwise insufficient to fully support the paper's thesis.	Fails to take a clear approach to analyzing the issue; to acknowledge potential limitations or counterarguments; to offer examples, evidence, reflections, citations, etc., in support of the thesis; and/or to espouse a coherent thesis.
Accuracy of Explanation of Philosophical Issue	Accurately identifies and describes the most important questions and concepts relevant to a philosophical issue. Accurately and thoroughly explains the philosophical significance of this issue.	Offers a partial identification and description of questions and concepts relevant to a philosophical issue. Explanation of the issue's philosophical significance lacks depth.	Offers inadequate identification and description of questions and concepts relevant to a philosophical issue. Explanation of the issue's philosophical significance contains inaccuracies.	Fails to demonstrate comprehension of a philosophical issue or its significance.
Clarity of Writing	Explanation makes the central aspects of the issue clear to the reader. Included material is relevant and is presented in an orderly fashion. Explanation is easy to follow and includes very few spelling or grammar errors.	Explanation makes the central aspects of the issue somewhat clear to the reader, but is made less clear by the inclusion of tangential or out-of-order information. A small number of sentences may be difficult to understand.	Explanation leaves some of the central aspects of the issue unclear to the reader due to tangential material or out-of-order information. Several sentences may be difficult to understand.	Explanation of the issue is unclear and confusing. Writing lacks order and focus. A large proportion of the sentences are difficult to understand.

Learning Outcome 3: The student can incorporate and defend a philosophical position in oral communications.

Assessed using the oral presentation (including Q&A session) from final presentation in PHIL 4300 (Senior Seminar)

	Exemplary Exceeds Expectations Grade Level A (100-90)	Proficient Meets Expectations Grade Level B/C (89-70)	Developing Does not meet Expectations Grade Level D (69-60)	Unsatisfactory Failing Grade Level F (59 or Below)
Strength of the Defense	Develops, supports, and defends a position of philosophical relevance. Is able to clearly and confidently respond to questions and critiques of that position.	Develops and supports a position of philosophical relevance, but lacks clarity and/or confidence in responding to questions and critiques of that position.	Develops but does not support a position of philosophical relevance, and lacks clarity and/or confidence in responding to questions and critiques of that position.	Fails to develop and/or support a position of philosophical relevance, and to offer a defense of a position in response to questions and critiques.
Clarity of Presentation	Presentation makes the position clear to the audience. Included material is relevant and is presented in an orderly fashion. Presentation is easy to follow and includes very few grammar or speaking errors.	Due to lack of confidence, errors in speaking, or the inclusion of tangential or out-of-order information, presentation makes the position only somewhat clear to the audience.	Due to lack of confidence, errors in speaking, or the inclusion of tangential or out-of-order information, presentation does not make the position clear to the audience.	Presentation is unclear and confusing. Presentation lacks order, focus, and confidence.

Philosophy Program Exit Survey

The Philosophy Program has identified three learning objectives we hope for all graduating students to achieve. To help us improve, please indicate how strongly you agree with the following statements:

1. **I can discuss the views of at least three major historical figures of philosophy.**

   Strongly   Disagree   Neutral/unsure   Agree   Strongly agree
   disagree

Comments/Explanation:

2. **I can critically analyze and explain a philosophical issue in written communications.**

   Strongly   Disagree   Neutral/unsure   Agree   Strongly agree
   disagree

Comments/Explanation:

3. **I can incorporate and defend a philosophical position in oral communications.**

   Strongly   Disagree   Neutral/unsure   Agree   Strongly agree
   disagree

Comments/Explanation:

Do you have any other comments or feedback you'd like to leave for the Philosophy Program, including reflections on its strengths or weaknesses or changes you'd like to see implemented in the program? Also, is there anything about the Philosophy Program or UWG generally that made it easier or more difficult for you to graduate on your desired timeline? (*Use reverse if necessary*.)

Bachelor of Arts (BA)

Philosophy (380101)
Reporting Cycle:

Student Learning Outcomes	Strategic Plan Connec	Measure/Method	Success Criterion	AYxx	Interpretation & Analysis of Results	Impact of Prior Improvement Plans (for all LOs)	Improvement Plan for Next Year (for all LOs)
LO 1: Can discuss the views of at least three major historical figures of philosophy.	2.D.	**Direct Measure** To assess this learning outcome, we use data from PHIL 4300. In this course, students write at least three short papers, in each of which they discuss the views of a different major historical figure of philosophy. The data used is the average of the students' scores on those three papers. Papers are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of discussing the views of a major historical figure of philosophy; the two rubric criteria have to do with the accuracy and the clarity of the discussion. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's PHIL 4300 (Senior Seminar) cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. **Indirect Measure** At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	**Direct** 90% of students will have earned an A or B average (80% or higher) on their three best short papers in PHIL 4300. This criterion has been identified because earning a B or higher demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency. **Indirect** 90% of students will report that they agree or strongly agree that they are able to discuss the views of at least three major historical figures of philosophy. This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO.				
LO 2: Can critically analyze and explain a philosophical issue in written communications.	2.D.	**Direct Measure** To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. Papers are assessed by the faculty member teaching the course. We evaluate each paper using a rubric that assesses the student's success in achieving the learning outcome of critically analyzing and explaining a philosophical issue in written communications; the four rubric criteria have to do with the student's independence of thought, strength of critical reasoning, accuracy in explaining a philosophical issue, and clarity of writing as evidenced in the paper. See attached rubric. The data presented here refer to how many students achieved the level of exemplary or proficient in all four criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.	**Direct** 90% of students will have achieved the level of exemplary or proficient on all four criteria related to this LO on their final Senior Seminar paper. This criterion has been identified because exemplary or proficient achievement on each of the four rubric criteria related to this LO demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency. **Indirect** 90% of students will report that they agree or strongly agree that they are able to critically analyze and explain a				
LO 3: Can incorporate and defend a philosophical position in oral communications.		**Direct Measure** To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. In these presentations, students present and defend a philosophical position regarding the issue being analyzed in their papers. Presentations are assessed by the faculty member teaching the course. We assess each presentation using a rubric that assesses the student's success in achieving the learning outcome of incorporating and defending a philosophical position in oral communications; the two rubric criteria have to do with the strength of the defense of the position and the clarity of the presentation. See attached rubric. The data presented here refer to how many students achieved the level of exemplary or proficient in both criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program. **Indirect Measure** At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.	**Direct** 90% of students will have achieved the level of exemplary or proficient on both criteria related to this LO in their Senior Seminar final oral presentation. This criterion has been identified because exemplary or proficient achievement on both rubric criteria related to this LO demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency. **Indirect** 90% of students will report that they agree or strongly agree that they are able to incorporate and defend a philosophical position in oral communications. This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO.				

Chemistry, Non-ACS Track - Secondary Education Option, B.S.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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.

**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 * `Fall`

Desired Effective Year * `2025`

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 <u>rejected</u> 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* School of Field Investigations and Experimental Sciences

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

Is this a College of Education Program?* ○ Yes ● No

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

Is this an Accelerated Bachelors to Masters program related proposal?* ● Yes ○ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ● Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ● Program
○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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* Chemistry, Non-ACS Track - Secondary Education Option, B.S.

Program ID - DO NOT EDIT* 4607

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Science]

Program Description* This option prepares chemistry majors to become a secondary education chemistry teacher. The undergraduate curriculum equips students with the content knowledge of chemistry as well as leadership skills, scientific communication skills, and literacy in diversity and technology applicable to educational settings. The curriculum prepares students for the GACE (Georgia Assessments for the Certification of Educators) exam. This degree option also includes preparations for the Master of Arts in Teaching (M.A.T.) program offered by the College of Education. Those interested in obtaining both the B.S. in Chemistry and M.A.T. in five years are advised to follow the 4+1 ABM (Accelerated Bachelor's to Masters' Program) pathway program map.

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

Prospective Curriculum *

Bachelor of Science with a major in Chemistry (Non-ACS Tracks)

This degree includes a number of fundamental courses in chemistry and allows for students with interests in additional fields to build a broad based curriculum. Combining this degree with a minor or second major prepares students for a laboratory positions and a variety of career opportunities that include: with business - technical sales; with engineering - chemical industry; with biology or geology - environmental studies or industrial hygiene; with political science followed by law school - patent law; with education - middle school or high school teaching.

Upon completion of the following degree tracks the student will have acquired:

competence in the basic content of organic, inorganic, physical, analytical chemistry, and biochemistry;

the ability to carry out experimental protocols and analyze and interpret data;

the ability to communicate effectively in both oral and written presentations;

proficiency in the use of appropriate computer applications and information technology as applied to chemistry;

adequate preparation to compete successfully in a science-related career or entering professional school;

an understanding of the impact of chemistry in a global/societal context.

Requirement

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

Core Curriculum

Core Area A must include:

MATH 1113 Precalculus
[Right] (or)

MATH 1634 Calculus I
[Right] * (*1 hr moved to Area F)

Core Area D must include:

MATH 1634 Calculus I
[Right] * (*1 hr moved to Area F) unless completed in
        Area A, and

[After] (and)

PHYS 1111 Introductory Physics I
[Right] (and)

PHYS 1111L Introductory Physics I Laboratory
[After] (or)

PHYS 1112 Introductory Physics II
[Right] (and)

PHYS 1112L Introductory Physics II Laboratory
[After] (and)

PHYS 2211 Principles of Physics I
[Right] (and)

PHYS 2211L Principles of Physics I Laboratory
[After] (or)

PHYS 2212 Principles of Physics II
[Right] (and)

PHYS 2212L Principles of Physics II Laboratory

Core Area F: Courses specific to the major: 17-18 Hours

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Before](and)

MATH 2644 Calculus II
[Right] (or)   45

MATH 1401 Elementary Statistics
[After]
(and)

CHEM 2411 Organic Chemistry I
CHEM 2411L Organic Chemistry I Laboratory
[After] MATH credit from Area A and D 2

Requirements for the Major: 27 Hours

Courses from the major:

CHEM 2130 Sophomore Chemistry Seminar
CHEM 3422 Organic Chemistry II
CHEM 3422L Organic Chemistry II Laboratory
CHEM 3310K Analytical Chemistry
[Before](and)

CHEM 3510 Survey of Physical Chemistry
[Right] (or)

CHEM 3521 Quantum Chemistry
[Right] (or)

CHEM 3522 Chemical Thermodynamics
[Right] (or)

CHEM 3523 Structure, Bonding and Reactivity
[After] (and)

CHEM 4610 Inorganic Chemistry
CHEM 4711 Biochemistry
[After] CHEM electives (3000 or above) 6 **

CHEM 4908L Tools in Chemical Research
CHEM 4909L Chemistry Senior Capstone Project
CHEM 4084 Senior Seminar

Supporting Courses: 14 Hours

BIOL 1107 Principles of Biology I
[Right] and
BIOL 1107L Principles of Biology I Laboratory

[After] or
GEOL 1121 Exploring Earth

[Right] and
GEOL 1121L Exploring Earth Laboratory
[After] AND
BIOL 1108 Principles of Biology II
[Right] and
BIOL 1108L Principles of Biology II Laboratory
[After] or
GEOL 1122 Earth and Life Through Time
[Right] and
GEOL 1122L Earth and Life Through Time
Laboratory
[After] or another Introductory Science course with
        lab
[After] AND
[After] 3xxx/4xxx courses (can be in one area for a
        minor, or combination), 9 Credit Hours
[After] Any electives, 5 credit hours

Education option requirements: 10 hours

CHEM 2086 Chemistry Leadership Practicum
MEDT 2501 Multiple Literacies for Ed.
EDUC 2120 Exploring Sociocultural
Perspectives on Diversity in Educational
Contexts
CHEM 4411 Scientific Communication

Total: 120 Hours

General Restrictions: Students are allowed only one D in the courses used to satisfy the major. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 3000/4000 level DSW courses where at least one is a chemistry course.

CHEM 2086 requires a student to serve as a chemistry workshop leader or a laboratory assistant at least for one semester.

** The following courses are not allowed as Chemistry electives: CHEM 3100, CHEM 3130, CHEM 3140, CHEM 4083. CHEM 4086 may be used to fullfill one CHEM elective.

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 [X] and proceed.

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The previous secondary education track in natural sciences programs (biology, chemistry, physics, and geology) with the UTEACH program has phased out due to low enrollment. These programs have developed a new common pathway to prepare science majors to become a secondary education science teachers by completing their B.S. degree in their major fields, which includes prerequisites for the Master of Arts in Teaching degree offered by the College of Education. This proposal is to revise the Chemistry's Non-ACS Track - Secondary Education Option (which was UTEACH-based) with the new set of classes to prepare students to pursue a teaching career.

Relation to ABM: There is an option to use this B.S. program with M.A.T. to make this a 4:1 Accelerated Bachelor's to Masters' (ABM). There are prerequisites for M.A.T. embedded in the B.S. program requirements. However, since the B.S. portion is offered by the Perry College of Mathematics, Computing, and Sciences and M.A.T. portion are offered by the College of Education, we are not proposing a full ABM program here. This proposal covers only the B.S. in Chemistry for Secondary Education Option, which is a standalone degree program, which can be used to smooth transition to the M.A.T. program.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu.

Check all that apply to this program*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

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

3.) Academic Assessment Plan/Reporting

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

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

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

Assessment Plan* ☐ I have attached the Assessment Plan.
☑ N/A

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

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

Chemistry, Non-ACS Track- Secondary Education Option, B.S.
including preparation for
Master of Arts in Teaching (MAT), with an option for Accelerated Bachelor's to Master's Pathway (ABM)

Program Outline

This document provides a general outline for the B.S. in Chemistry, Non-ACS Track – Science Education Option. Students may choose to take the Pathway for ABM to complete B.S. in Chemistry and MAT in 5 years.

The Core and the Chemistry major requirements are the same for all non-ACS tracks; discuss additional requirements with your faculty advisor. Students must have a minimum of 120 total credit hours with at least 39 of those credit hours at a 3XXX or 4XXX level.

Core:

Area	Courses	Credit hours
A	MATH 1113, ENGL 1101 & 1102	9
B	One class from B1 list and One class from B2 list	4-5
C	2 Humanities classes from list (C1 & C2)	6
D	MATH 1634, (PHYS 2211+L or PHYS 1111+L), & (PHYS 1112+L or PHYS 2212+L)	11+1
E	4 Social Sciences (E1, E2, E3, E4)	12
F	CHEM 1211+L, CHEM 1212+L, CHEM 2411+L, & (MATH 2644 or MATH 1401)	16 (+1 from Major, +1 from D)
	TOTAL	60

Chemistry major requirements:

Course Name	Course Number	Credit Hours
Sophomore seminar	2130	1
Organic II (Organic I is in Core F)	3422+L	4
Analytical Chemistry	3310K	4
Physical Chemistry	3510 or 35XX	3
Inorganic Chemistry	4610	3
Biochemistry **or** Physical Biochemistry	4711 or 4712	3
Chemistry Elective 1**	CHEM 3XXX or 4XXX (excluding CHEM 31XX, 4083, 4086)	3
Chemistry Elective 2**	CHEM 3XXX or 4XXX (excluding CHEM 31XX, 4083)	3
Senior Capstone	4908L + 4909L (or 4910L)	3
Senior Seminar	4084	1
	Total	28 (-1 to F)

- Anywhere you see 35XX above, students can choose from 3521, 3522, and 3523 provided they meet the prerequisites with advisor approval/advice.
- You must have at least 21 credit hours of CHEM 3XXX/4XXX taken at UWG.

Science education concentration requirements:

Course Name	Course Number	Credit Hours
Chemistry Leadership Practicum	CHEM 2086	1
Multiple Literacies for Ed	MEDT 2501	3
Expor. Sociecult. Perspectives on Diversity in Edc Contexts	EDUC 2120	3
Science Communication	CHEM 4411/5411 (cross-listed)	3
	Total	10

Additional Requirements: min. 22 credit hours with 9 hours at a 3XXX/4XXX level

Recommended additional courses	Credit Hours
Take at least one Introductory Science with lab[1]	4
Preferably the second part of Introductory Science with lab[1]	4
3xxx/4xxx courses[2]	9
Any electives[3]	5
	22

(1) The broad field science GACE covers topics in biology, chemistry, physics, and geology. To help prepare for this, students can add the introductory courses for both biology (BIOL 1107+L and BOP: 1108+L) and geology (GEOL 1121+L and GEOL 1122+L).

(2) This can be a combination of any upper level courses, or three upper level courses for a minor in an area you may want to teach in addition to chemistry (e.g. geology, biology, or physics). See below for a minor requirement:

    a.   Biology requires 9 credit hours in their upper level courses (3000 or above).

    b.   Physics requires 9 credit hours in their upper level courses (3000 or above) and calculus-based physics (PHYS2211-2212) taken in Area D.

    c.   Geology requires 15 credit hours of GEOL3xxx/4xxx courses. The "any" electives (see below) may be used to supplement this.

(3) These can be any courses at any level. Recommendations are additional CHEM courses (e.g. CHEM 3100, 3130, 3140, 4083- Research, 4086- Internship), or other science courses.

General Restrictions: Students are allowed only one D in the courses used to satisfy the major. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 3000/4000 level DSW courses where at least one is a chemistry course.

CHEM 2086 requires a student to serve as a chemistry workshop leader or a laboratory assistant at least for one semester.

** The following courses are not allowed as Chemistry electives: CHEM 3100, CHEM 3130, CHEM 3140, CHEM 4083. CHEM 4086 may be used to fulfill one CHEM elective.

Master's of Arts in Teaching (MAT), with an option for Accelerated Bachelor's to Master's Pathway (ABM)

Obtain a 4-year program map for the B.S. in Chemistry portion, which includes suggested timelines to take prerequisites for MAT and application for MAT, with an option of ABM. Once you are accepted to the UWG MAT program, You will be advised by the COE's graduate advisor. Ask your advisor for the current MAT course map.

2023-2024 Non-ACS, **Secondary Education Option,** Algebra start Including preparation for Accelerated Bachelor's to Master's (ABM) pathway					

Year 1

Term 1			Term 2	
Course	Credits		Course	Credits
ENGL 1101: English Composition 1	3		ENGL 1102: English Composition 2	3
MATH 1111: College Algebra	3		MATH 1113: Precalculus	4
XIDS 2002 First Year Seminar Course (Core B2: Other Institutional options)	2		CHEM 1211/CHEM 1211L: Principles of Chemistry 1+ Principles of Chemistry 1 Lab	4
Core B1, C or E	3		Core B1, C or E	3
Introductory Science with Lab*	4			
Semester Total	**15**		**Semester Total**	**14**
Milestones			Milestones	
● Complete ENGL 1101, MATH 1111 C or better * For the Introductory Science - Students should take either BIOL1107+L, GEOL 1121+L or GEOL 1122+L			● Complete ENGL 1102 C or better ● Complete MATH 1113 and CHEM 1211/1211L B or better for CHEM 2086	

Year 2

Term 1			Term 2	
Course	Credits		Course	Credits
CHEM 1212/CHEM 1212L: Principles of Chemistry 2+ Principles of Chemistry 2 Lab	4		CHEM 3310K: Analytical Chemistry	4
MATH 1634: Calculus 1	4		PHYS1111/1111L OR 2211/2211L: Introductory Physics 1/Lab or Principles of Physics 1/Lab	4
Core B1, C or E	3		MATH 1401: Elementary Statistics or MATH 2644: Calculus II*	3
Core B1, C or E	3		CHEM 2130: Sophomore Chemistry Seminar	1
CHEM 2086**: Chemistry Leadership Practicum	1		Core B1, C or E	3
Semester Total	**15**		**Semester Total**	**15**
Milestones			Milestones	
● Complete CHEM 1212/1212L B or better ● Complete MATH 1634 C or better * CHEM 2086 - Must be hired as a Workshop Leader or Laboratory Assistant to take this course. Can be taken in a later semester.			● Complete CHEM 3310K and PHYS C or better * If students take MATH 2644, they can take PHYS 2212+L	

Year 3					
Term 1			**Term 2**		
Course	Credits		Course		Credits
CHEM 2411/CHEM 2411L: Organic Chemistry 1+ Organic Chemistry 1 Lab	4		CHEM 3422/CHEM 3422L: Organic Chemistry 2+ Organic Chemistry 2 Lab		4
PHYS 1112/1112L OR 2212/2212L: Introductory Physics 2/Lab or Principles of Physics 2/Lab	4		CHEM 3XXX/4XXX Elective		3
MEDT 2501: Multiple Literacies for Ed (10 hours field experience)	3		EDUC 2120: Exper. Sociocult.Perspect. Diversity in Edc Contexts (10 hours field experience)		3
ELECTIVE	3		Core B1, C or E		3
			Core B1, C or E		3
Semester Total	**14**		**Semester Total**		**16**
Milestones			Milestones		
● Complete CHEM 2411/2411L and PHYS C or better			● 3.20 GPA is required for Accelerated MAT program		

Year 4					
Term 1			**Term 2**		
Course	Credits		Course		Credits
CHEM 4610: Inorganic Chemistry	3		CHEM 4711: Biochemistry		3
CHEM 3510: Survey of Physical Chemistry	3		CHEM 4084: Senior Seminar		1
CHEM 4908L: Tools in Chemical Research	2		CHEM 4909L: Chemistry Senior Capstone Project		1
CHEM 3XXX/4XXX Elective	3		CHEM 4411/5411* (cross-listed) Scientific Communication		3
ELECTIVE 3XXX/4XXX	3		ELECTIVE 3XXX/4XXX		3
ELECTIVE 3XXX/4XXX	3		ELECTIVE		3
Semester Total	**17**		**Semester Total**		**14**
Milestones			Milestones		
● Must have completed at least 24 credit hours at a 3XXX/4XXX level - Submit application for Grad school; Pass or exempt GACE Program Admission & Ethics Exam			- Submit application for Teacher Education admission, Pass GACE Content Exam, Pass GACE broad field science exam * For Accelerated MAT CHEM **5**411 should be taken		

Request the **Year 5, MAT** in ABM course map from your advisor.

2023-2024 Non-ACS **Secondary Education Concentration**, Precalculus start Including preparation for the Accelerated Bachelor's to Master's (ABM) pathway			
Year 1			
Term 1		**Term 2**	
Course	Credits	Course	Credits
ENGL 1101: English Composition 1	3	ENGL 1102: English Composition 2	3
MATH 1113: Precalculus	4	MATH 1634: Calculus 1	4
CHEM 1211/CHEM 1211L: Principles of Chemistry 1+ Principles of Chemistry 1 Lab	4	CHEM 1212/CHEM 1212L: Principles of Chemistry 2+ Principles of Chemistry 2 Lab	4
Core B1, C or E	3	Core B1, C or E	3
XIDS 2002 First Year Seminar Course (Core B2: Other Institutional options)	2		
Semester Total	**16**	**Semester Total**	**14**
Milestones		**Milestones**	
● Complete ENGL 1101 C or better ● Complete MATH 1113 and CHEM 1211/1211L B or better for CHEM 2086		● Complete ENGL 1102, MATH 1634 C or better ● Complete CHEM 1212/1212L B or better	

Year 2			
Term 1		**Term 2**	
Course	Credits	Course	Credits
CHEM 2411/CHEM 2411L: Organic Chemistry 1+ Organic Chemistry 1 Lab	4	CHEM 3422/CHEM 3422L: Organic Chemistry 2+ Organic Chemistry 2 Lab	4
PHYS1111/1111L OR 2211/2211L: Introductory Physics 1/Lab or Principles of Physics 1/Lab	4	PHYS 1112/1112L OR 2212/2212L: Introductory Physics 2/Lab or Principles of Physics 2/Lab	4
MATH 1401: Elementary Statistics	3	CHEM 2130: Sophomore Chemistry Seminar	1
CHEM 2086* : Chemistry Leadership Practicum	1	Core B1, C or E	3
Core B1, C or E	3	Core B1, C or E	3
Semester Total	**15**	**Semester Total**	**15**
Milestones		**Milestones**	
● Complete CHEM 2411 and PHYS C or better * CHEM 2086 - Must be hired as a Workshop Leader or Laboratory Assistant to take this course. Can be taken in a later semester.		● Complete Organic Chemistry I and II, Physics I and II C or better	

Year 3					
Term 1			**Term 2**		
Course	Credits		Course		Credits
CHEM 3310K: Analytical Chemistry	4		CHEM 4711: Biochemistry		3
CHEM 3510*: Survey of Physical Chemistry	3		CHEM 3XXX/4XXX Elective		3
MEDT 2501: Multiple Literacies for Ed (10 hours field experience)	3		EDUC 2120: Exper. Sociocult. Perspect. Diversity in Ed Contexts (10 hours field experience)		3
Core B1, C or E	3		Introductory Science with Lab (BIOL or GEOL)*		4
ELECTIVE	3		Core B1, C or E		3
Semester Total	**16**		**Semester Total**		**16**
Milestones			**Milestones**		
● Complete CHEM 3310K C or better * CHEM 3510 may be taken in Year 4			● 3.20 GPA is required for Accelerated MAT program * Take either BIOL1107+L, GEOL 1121+L or GEOL 1122+L		

Year 4					
Term 1			**Term 2**		
Course	Credits		Course		Credits
CHEM 4610: Inorganic Chemistry	3		CHEM 4909L: Chemistry Senior Capstone Project		1
CHEM 4908L: Tools in Chemical Research	2		CHEM 4084: Senior Seminar		1
CHEM 3XXX/4XXX Elective	3		CHEM 4411/5411* (cross-listed) Scientific Communication		3
ELECTIVE 3XXX/4XXX	3		ELECTIVE 3XXX/4XXX		3
			ELECTIVE 3XXX/4XXX		3
			ELECTIVE		3
Semester Total	**14**		**Semester Total**		**14**
Milestones			**Milestones**		
● Must have completed at least 24 credit hours at a 3XXX/4XXX level - Submit application for MAT program; Pass or exempt GACE Program Admission & Ethics Exam			- Submit application for Teacher Education admission, Pass GACE Content Exam, Pass GACE broad field science exam * For Accelerated MAT CHEM **5**411 should be taken		

Request the **Year 5, MAT** in ABM course map from your advisor.

Chemistry, Non-ACS Track- Science Education Option, B.S.
including preparation for
Master of Arts in Teaching (MAT), including an option for Accelerated Bachelor's to Master's Pathway (ABM)

Previous vs. Proposed Curriculum comparison

Previous		Proposed

Core:
(unchanged)

Area	Courses	Credit hours		Area	Courses	Credit hours
A	MATH 1113, ENGL 1101 & 1102	9		A	MATH 1113, ENGL 1101 & 1102	9
B	One class from B1 list and One class from B2 list	4-5		B	One class from B1 list and One class from B2 list	4-5
C	2 Humanities classes from list (C1 & C2)	6		C	2 Humanities classes from list (C1 & C2)	6
D	MATH 1634, (PHYS 2211+L or PHYS 1111+L), & (PHYS 1112+L or PHYS 2212+L)	11+1		D	MATH 1634, (PHYS 2211+L or PHYS 1111+L), & (PHYS 1112+L or PHYS 2212+L)	11+1
E	4 Social Sciences (E1, E2, E3, E4)	12		E	4 Social Sciences (E1, E2, E3, E4)	12
F	CHEM 1211+L, CHEM 1212+L, CHEM 2411+L, & (MATH 2644 or MATH 1401)	16 (+1 from Major, +1 from D)		F	CHEM 1211+L, CHEM 1212+L, CHEM 2411+L, & (MATH 2644 or MATH 1401)	16 (+1 from Major, +1 from D)
	TOTAL	60			TOTAL	60

Chemistry major requirements:
(One course Senior Seminar is added)

Course Name	Course Number	Credit Hours		Course Name	Course Number	Credit Hours
Sophomore seminar	2130	1		Sophomore seminar	2130	1
Organic II (Organic I is in Core F)	3422+L	4		Organic II (Organic I is in Core F)	3422+L	4
Analytical Chemistry	3310K	4		Analytical Chemistry	3310K	4

Course Name	Course Number	Credit Hours		Course Name	Course Number	Credit Hours
Physical Chemistry	3510 or 35XX	3		Physical Chemistry	3510 or 35XX	3
Inorganic Chemistry	4610	3		Inorganic Chemistry	4610	3
Biochemistry **or** Physical Biochemistry	4711 or 4712	3		Biochemistry **or** Physical Biochemistry	4711 or 4712	3
Chemistry Elective 1	CHEM 3XXX or 4XXX (excluding CHEM 31XX, 4083, 4086)	3		Chemistry Elective 1	CHEM 3XXX or 4XXX (excluding CHEM 31XX, 4083, 4086)	3
Chemistry Elective 2	CHEM 3XXX or 4XXX (excluding CHEM 31XX)	3		Chemistry Elective 2	CHEM 3XXX or 4XXX (excluding CHEM 31XX)	3
Senior Capstone (Tools and Applications in Chemistry Research and practice)	4910L	3		Senior Capstone (Tools in Chemical Research AND Capstone Project)	4908L + 4909L	3
				Senior Seminar	4084	1
	Total	27 (-1 to F)			Total	28 (-1 to F)

Education option requirements:

Course Name	Course Number	Credit Hours		Course Name	Course Number	Credit Hours
Inquiry Approaches to Teaching	UTCH 2001	1		Chemistry Leadership Practicum	CHEM 2086	1
Inquiry Based Lesson Design	UTCH 2002	1		Multiple Literacies for Ed	MEDT 2501	3
Knowing and Learning in Mathematics and Science Education	UTCH 3001	3		Expor. Sociecult. Perspectives on Diversity in Edc Contexts	EDUC 2120	3
Classroom Interactions	UTCH 3002	3		Science Communication	CHEM 4411/5411 (cross-listed with PHYS 4411/5411)	3
Project Based Instruction	UTCH 3003	3				

Inclusive Secondary Mathematics and Science Classrooms	UTCH 3004	3				
Apprentice Teaching	UTCH 4000	9				
	Total	23			Total	10

Supporting Courses

Principles of Biology I + L	BIOL 1107+L	4		Take at least one first part of Introductory Science with lab	BIOL 1107+L or GEOL 1121+L	4
Principles of Biology II + L	BIOL 1108 + L	4		The second part of Introductory Science with lab (preferred) OR another first part of Introductory Science with lab	BIOL 1108+L or GEOL 1122+L (or BIOL 1107+L or GEOL 1121+L not taken above)	4
Research Methods	CHEM 3825	3		3xxx/4xxx courses (can be in one area for a minor, or combination)		9
Perspectives on Science and Mathematics	STEM 3815	3		Any electives		5
	Total	14		Total		22

Total Credit hours

124 hours		120 credit hours

(1) What (how many) courses have been changed? Which courses will be eliminated and which courses will be added?

Under Science Education Concentration requirements:

- All UTEACH courses are no longer offered, and therefore eliminated.
- A new set of courses are added (CHEM 2086, MEDT 2501, EDUC 2120, CHEM 4411/5411). CHEM2086 and CHEM4411/5411 are newly developed and are already taught. MEDT 2501 and EDUC 2120 are offered by COE.
- The number of credit hours required has decreased from 23 to 10.
- Much of the teacher preparation courses are removed from the undergraduate curriculum, and will be taken via MAT curriculum. The new undergraduate curriculum prepares students for the ABM pathway to get into the MAT program.
- (But in reality, schools hire our graduates without MAT. Their experience as a workshop leader counts heavily for teaching positions, and the 10 hours of teaching-related courses will prepare them adequately well for a teaching job. Some students choose to first get a job, and then work on MAT in a non-accelerated way.)

Under Chemistry Major requirements:

- One course CHEM 4084 Senior Seminar is added. This was added this year to all non-ACS Chemistry degree programs as part of the non-ACS curriculum changes. (This change was not made to the old Education track, because it was in the process of phasing out.)

Under Supporting Courses:

- Previously BIOL 1107-1108 sequence (with labs) was required, but this can be other science sequence (with labs) such as GEOL
- Students are allowed to take
- The number of credit hours under this category has increased from 14 to 22, to make the total credit hours 120 hours.

(2) Does this change the total credit hours for the degree and if so what is the change?

Previously, the total credit hours were 124. The catalog says 121-122 hours, but the listed required courses do actually add up to 124. In the proposal, the new total will be 120 hours.

Physics, Battery Technology and Sustainable Energy Concentration, B.S.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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.

**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 * `Fall`

Desired Effective Year * `2025`

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 underlined 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 *

> School of Field Investigations and Experimental Sciences

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

Is this a College of Education Program? *   ◯ Yes   ⦿ No

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

Is this an Accelerated Bachelors to Masters program related proposal? *   ◯ Yes   ⦿ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below. *   ⦿ Yes   ◯ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program *   ⦿ Program
◯ Shared Core

If other, please identify.   64

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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* Physics, Battery Technology and Sustainable Energy Concentration, B.S.

Program ID - DO NOT EDIT* 4645

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Science]

Program Description* The B.S. in Physics with a Concentration in Battery Technology and Sustainable Energy is a modification of the general physics major track, to emphasize battery technology and its applications in power distribution networks and transportation, such as electric vehicles. This concentration is designed for students who plan to pursue careers in energy production and energy storage industries.

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

Prospective Curriculum<superscript>*</superscript>

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

(Students must select MATH 1113 in Core IMPACTS Area M and MATH 1634 in Core IMPACTS Area T. In Plans A,B, E, F, and G, it is advised that students select XIDS 2001 (The Physical Universe) in Core IMPACTS Area I and CHEM 1211 + CHEM 1211L and CHEM 1212 + CHEM 1212L in Core IMPACTS Area T.)

Field of Study: 18 Hours

(Comment: 1 hour from MATH 1113 and 1 hour from MATH 1634 should be added here.)

MATH 1113 Precalculus
[Right] (1 of 4)

MATH 1634 Calculus I
[Right] (1 of 4)

MATH 2644 Calculus II
MATH 2654 Calculus III
PHYS 2211 Principles of Physics I
PHYS 2211L Principles of Physics I Laboratory
PHYS 2212 Principles of Physics II
PHYS 2212L Principles of Physics II Laboratory

Courses required for the degree: 45-54 Hours

PHYS 3113 Mechanics
PHYS 3213 Thermodynamics
PHYS 3313 Electricity and Magnetism
PHYS 3503 Modern Physics
MATH 3303 Ordinary Differential Equations
XIDS 2001 What do you really know about: XXX
(Special Topics)

[Right] **(The Physical Universe, if not completed in Core IMPACTS Area I)**

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Right] **(if not completed in Core IMPACTS Area T)**

Six hours selected from:

MATH 2853 Elementary Linear Algebra
CHEM 3310K Analytical Chemistry
CHEM 3510 Survey of Physical Chemistry

Twelve hours selected from:

PHYS 3013 Basic Electronics
PHYS 3413 Optics
PHYS 4323 Nuclear Physics
PHYS 4333 Quantum Mechanics
PHYS 4413 Introduction to Solid State Physics
PHYS 4683 Physics Research
PHYS 3510 Experimental Physics
PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
PHYS 4984 Physics Seminar

Electives: 14 Hours

Must include enough upper level hours to make a total of at least 39.

13 Hours Selected From:

PHYS 3513 Power Distribution Sources and Networks
PHYS 3613 Battery Technology and Design
PHYS 3813 Electronics System Design in Vehicles
PHYS 4624 Advanced Battery Technology and Design

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO <u>NOT</u> 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.

Total: 120 Hours

Rationale * Energy demands are growing at a significant rate globally, and companies to meet those demands are increasing in number and size. In the state of Georgia, there are several companies focused on energy production and energy storage. One of the new battery manufacturing companies, FREYR, that is coming to Newnan, will employ approximately 2000 people. The Physics Program is
interested in providing a degree path for students entering careers in regional industries. The new concentration will give students specialized education and training in the area of battery technology and its application in electric vehicles, grid energy storage systems, and power distribution networks. This degree path will make students more prepared and more competitive in the job market in energy sectors.
It should also be noted that we have created four new classes for this concentration that are in the approval process. In the fall of 2024, the first class was taught as a special topics course (Battery Technology and Design). The enrollment was comparable to other physics courses indicating a significant interest in the new concentration.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. 1. Students will acquire a comprehensive understanding of core physical principles and develop the analytical, computational, and experimental skills necessary to solve complex problems, pursue advanced study, or contribute to diverse scientific and technological fields.
2. Students will demonstrate expertise in the principles, design, and application of battery technologies, preparing them to innovate and optimize energy storage solutions for diverse applications in a sustainable and ethical manner.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu.

Check all that apply to this program *
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program *
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments We are not making substantial changes to the Physics Program degree options. We are simply adding one concentration, with four new upper level courses, that will provide students with a degree path that meets the needs of state and global energy production and energy storage industries.

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

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

3.) Academic Assessment Plan/Reporting

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

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

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

Assessment Plan* ☑ I have attached the Assessment Plan.
☐ N/A

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

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

2025-2026 Program Map – BS Physics- Concentration in Battery Technology and Sustainable Energy

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ENGL 1101	3	ENGL 1102	3
MATH 1113	4	MATH 1634	4
Core (Area I)	3	CHEM 1211/1211L	4
(Area I) XIDS 2001 (The Physical Universe)	1	Core (Area I, A, P, S) (HIST 2211 or 2212)	3
UWG 1101	2	Core (Area I, A, P, S)	3
Core (Area I, A, P, S) (HIST 1111 or 1112)	3		
SEMESTER TOTAL	16	SEMESTER TOTAL	17

Milestones	Milestones
• Complete ENGL 1101 C or better • Complete Area M Math	• Complete ENGL 1102 C or better • Complete Calculus I over the summer in order to start PHYS sequence in the fall, if needed.

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
PHYS 2211/2211L	4	PHYS 2212/2212L	4
MATH 2644	4	MATH 3303	3
CHEM 1212/1212L	4	MATH 2654	4
Core (Area I, A, P, S) (POLS 1101)	3	PHYS 3513	3
SEMESTER TOTAL	15	SEMESTER TOTAL	14

Milestones	Milestones
	• Complete Principles of Physics sequence • Complete Math up to ODE

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**
PHYS 3503	3	PHYS 3213	3
PHYS 3113	3	PHYS 3313	3
Core (Area I, A, P, S)	3	CHEM 3310K (or MATH 2853)	4
PHYS elective	3	PHYS 3613	3
CHEM 3510 (or MATH 2853)	3	PHYS elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		**Milestones**	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
PHYS 3813	3	PHYS 4624	4
Core (Area I, A, P, S)	3	Elective	3
PHYS elective	3	PHYS elective	3
Elective	3	Elective	3
Elective	3	Elective	1
SEMESTER TOTAL	15	SEMESTER TOTAL	14
Milestones		**Milestones**	

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CURRICULUM MAPPING TEMPLATE

DEPARTMENT: FIES - Physics

PROGRAM: Physics with a concentration in Battery Technology and Sustainable Energy

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.

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.

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.

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.

COURSES		PL-SLO 1 — Students will demonstrate a solid understanding of core physics concepts, including classical mechanics, electromagnetism, quantum mechanics, and thermodynamics physics.	PL-SLO 2 — Students will apply mathematical, computational, and experimental techniques to solve complex physics problems.	PL-SLO 3 — Students will conduct and analyze physics experiments using modern laboratory equipment and techniques while understanding the role of uncertainty and error in measurements.	PL-SLO 4 — Students will be able to analyze, design, and optimize battery systems and sustainable energy technologies by applying principles of physics and chemistry, and evaluate their environmental and societal impacts to address global energy challenges.
1	MATH 1113		I		
2	MATH 1634		I		
3	MATH 2644		I		
4	MATH 2654		I		
5	PHYS 2211	I			
6	PHYS 2211L			I	
7	PHYS 2212	I			
8	PHYS 2212L			R	
9	PHYS 3113		I, R		
10	PHYS 3213		I		
11	PHYS 3313		I, R		
12	PHYS 3503	I			
13	MATH 3303		I		
14	PHYS 3513	I, R			
15	PHYS 3613	I, R			
16	PHYS 3813		I		
17	PHYS 4624				R, M
18	CHEM 3510		I, R		
19	CHEM 3310K		I, R		
20	MATH 2853		R		
21	PHYS 3013	R			
22	PHYS 3413		I		

23	PHYS 3510			R	
24	PHYS 4323		I		
25	PHYS 4333		I		
26	PHYS 4413		I		
27	PHYS 4523		I, R		
28	PHYS 4984	R			
29	PHYS 4683			M	

Bachelors of Science (B.S.)

Physics, Concentration in Battery Technology and Sustainable Energy

Student Learning Outcome	Strategic Plan Connection
Students will demonstrate a solid understanding of core physics concepts, including classical mechanics, electromagnetism, quantum mechanics, and thermodynamics physics.	Strategic Priority 1
Students will apply mathematical, computational, and experimental techniques to solve complex physics problems.	Strategic Priority 2
Students will conduct and analyze physics experiments using modern laboratory equipment and techniques while understanding the role of uncertainty and error in measurements.	Strategic Priority 2
Students will be able to analyze, design, and optimize battery systems and sustainable energy technologies by applying principles of physics and chemistry, and evaluate their environmental and societal impacts to address global energy challenges.	Strategic Priority 1

Measure/Method	Success Criterion	AY25	AY26	AY27	Interpretation & Use of Results
Generate a 10 question assessment form that will be evaluated using the UWG 2018 rubric. Assessment will be given in the second year in PHYS 3313.	A score of 3.0 or higher (developed).				
Generate a 10 question assessment form that will be evaluated using the UWG 2018 rubric. Assessment will be given in the second year in PHYS 3313.	A score of 3.0 or higher (developed).				
Give the students a laboratory assessment based on one of the labs that will be evaluated using the UWG 2018 rubric. Assessment will be given in the second year in PHYS 2212L.	A score of 3.0 or higher (developed).				
Laboratory assessment will be given at the end of PHYS 4624 (Advanced Battery Technology & Design) and evaluated based on the UWG 2018 rubric.	A score of 3.0 or higher (developed).				

Improvement Plan

PHYS - 3513 - Power Distribution Sources and Networks

2025-2026 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

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.

College - School/ Department* `School of Field Investigations and Experimental Sciences`

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

Is this a College of Education course?* ◯ Yes ⦿ No

Is this an Honors ☐ Yes

College course? *   ☑ No

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

---

Course Information

Course Prefix*   PHYS   **Course Number***   3513

Course Title*   Power Distribution Sources and Networks

Long Course Title

Course Type*   Physics

Catalog Course Description*   This course will cover sources of energy production and how that energy is transported across complex power grids and networks. It will include aspects of geography and environmental discussions.

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.***   0

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

Prerequisites   PHYS 2212 or PHYS 1112 or consent of the instructor

Concurrent Prerequisites   NA

Corequisites   NA

Cross-listing	NA

Restrictions	NA

Is this a General Education course? *
- ( ) Yes
- (●) No

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

Status *
- (●) Active-Visible
- ( ) Inactive-Hidden

Type of Delivery (Select all that apply) *
- ☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
- ☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
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- ☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading *
Undergraduate Standard Letter

Justification and Assessment

Rationale * This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to teach students about energy production and distribution, including aspects of environmental and humanitarian issues. The course will benefit students interested in pursuing a career with industries focused on energy production, distribution, or storage.

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

1. Students will be able to identify sources of energy production, and understand how they operate, impact the environment, and can be improved.

2. Students will understand how energy sources fit into large scale power grids and networks.

3. Students will develop an understanding for energy storage needs to balance power grids in large scale networks.

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* 15

Will this course have special fees or tuition required?* ☐ Yes ☑ No   **If yes, what will the fee be?*** 0

Fee Justification NA

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

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

Power Distribution Sources and Networks

PHYS 3513

— Description

This course will cover sources of energy production and how that energy is transported across complex power grids and networks. It will include aspects of geography and environmental discussions.

Prerequisites: PHYS 2212

∞ Contact Information

Instructor: Dr. Gary Neal Chesnut

Email: nchesnut@westga.edu

Office: TLC 2132

Phone: 6788394094

Website: https://www.westga.edu/profile.php?emp_id=23775 (https://www.westga.edu/profile.php?emp_id=23775)

Office Hours

TBD

Materials

Power Generation, Operation, and Control, 3rd edition, by Allen J. Wood, Bruce F. Wollenberg, and Gerald B. Sheble. Publisher: Wiley. ISBN 978-0-471-79055-6

Learning Outcomes

1. Students will be able to identify sources of energy production, and understand how they operate, impact the environment, and can be improved.
2. Students will understand how energy sources fit into large scale power grids and networks.
3. Students will develop an understanding for energy storage needs to balance power grids in large scale networks.

Evaluation

Homework: 20 %

Quizzes: 40 %

Projects: 40%

Grading Scale: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: < 60.

Schedule

TBD

Course Policies and Resources

Course Policy and Evaluation:

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▬ Generative Artificial Intelligence Course Policy

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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 the student needs to make special arrangements in case the building must be evacuated, the student should notify their 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 and Testing Services (https://www.westga.edu/student-services/accessibility-testing/index.php)](https://www.westga.edu/student-services/accessibility-testing/index.php).

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UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*

> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

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HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675) .

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

- Additional Items

PHYS - 3613 - Battery Technology and Design

2025-2026 Undergraduate New Course Request

Introduction

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

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* | Fall

Desired Effective Year* | 2025

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.

College - School/Department* | School of Field Investigations and Experimental Sciences

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

Is this a College of Education course?* ◯ Yes ◉ No

Is this an Honors ☐ Yes

College course? * ☑ No

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

Course Information

Course Prefix * PHYS   **Course Number** * 3613

Course Title * Battery Technology and Design

Long Course Title

Course Type * Physics

Catalog Course Description * This course will introduce students to the history and development of batteries from their origin to the advanced battery systems of today. It will examine the variety of battery applications and look at the benefits of different batteries for different applications. It will also provide students with an in-depth look at the physics and chemistry of popular battery designs.

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. * NA

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites PHYS 2212 or PHYS 1112 or consent of the instructor

Concurrent Prerequisites NA

90

Corequisites   NA

Cross-listing   NA

Restrictions   NA

Is this a General Education course?*   ○ Yes   ● No

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

Status*   ● Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

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☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered?   `1`

Grading*   Undergraduate Standard Letter

Justification and Assessment

Rationale*   This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to provide students with an in-depth knowledge of battery systems. This will cover the physics and chemistry of a variety of batteries giving students the introductory knowledge needed to maintain, test, and develop batteries. This will be beneficial to students interested in pursuing a career in energy storage development and manufacturing.

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

1. Students will understand the fundamentals of battery design and the underlying mechanisms.

2. Students will be aware of the various applications and specific demands that determine the most suitable type of battery.

3. Students will understand the humanitarian and environmental issues associated with materials used in specific battery chemistries, which will be beneficial as a battery consumer or designer.

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 * 15

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

If yes, what will the fee be? * NA

Fee Justification NA

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

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

Battery Technology and Design

PHYS 3613

▬ Description

This course will introduce students to the history and development of batteries from their origin to the advanced battery systems of today. It will examine the variety of battery applications and look at the benefits of different batteries for different applications. It will also provide students with an in-depth look at the physics and chemistry of popular battery designs.

Prerequisites: PHYS 2212

⌇ Contact Information

Instructor: Dr. Gary Neal Chesnut

Email: nchesnut@westga.edu

Office: TLC 2132

Phone: 6788394094

Website: https://www.westga.edu/profile.php?emp_id=23775 (https://www.westga.edu/profile.php?emp_id=23775)

Office Hours
TBD

▬ Materials

Linden's Handbook of Batteries, 5th edition, by Kirby W. Beard. Published by McGraw Hill. ISBN 978-1-260-11592-5.

Charged – A History of Batteries and Lessons for a Clean Energy Future by James Morton Turner. Published by University of Washington Press. ISBN 9780295752181

⌇ Learning Outcomes

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Homework: 20 %

Quizzes: 40 %

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Grading Scale: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: < 60.

▬ Schedule

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UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=168909146986272762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=168909146986272762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/), To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

‒ Additional Items

PHYS - 3813 - Electronic Systems Design in Vehicles

2025-2026 Undergraduate New Course Request

Introduction

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

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 * `Fall`

Desired Effective Year * `2025`

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.

College - School/ Department * `School of Field Investigations and Experimental Sciences`

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

Is this a College of Education course? *   ○ Yes   ◉ No

Is this an Honors   ☐ Yes

College course? * ☑ No

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

Course Information

Course Prefix * [PHYS]

Course Number * 3813

Course Title * Electronic Systems Design in Vehicles

Long Course Title

Course Type * [Physics]

Catalog Course Description * This course will focus on the electronic systems in conventional and electric vehicles. It will also introduce some electronic applications in mass transportation systems such as buses, ships, and eVTOL (electric vertical take-off and landing) aircraft.

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. * NA

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites NA

Concurrent Prerequisites NA

Corequisites NA

.

Cross-listing NA

Restrictions NA

Is this a General Education course?* ○ Yes   ● No

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

Status* ● Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply)*

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? 1

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to teach students how conventional vehicles utilize electrical and mechanical power and connect that to the way that electric vehicles, mostly cars, are designed. Some of the ideas of electronic systems will be extended to explore mass transportation vehicles and their efficiency.The course will benefit students interested in pursuing a career with industries focused on automotive design and development. This course may also be of interest to a general population of students that are interested in the engineering aspects of vehicles.

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

1. Students will understand the electronic systems of conventional vehicles and the underlying physics.
2. Students will understand how the systems integrate throughout the vehicle.
3. Students will understand the electronic systems of electric vehicles and how that relates to conventional vehicles.
4. Students will have the base understanding needed to develop and improve new transportation systems.

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* 20

Will this course have special fees or tuition required?* ☐ Yes ☑ No   **If yes, what will the fee be?*** NA

Fee Justification NA

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

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

Electronic Systems Design in Vehicles

PHYS 3813

━ Description

This course will focus on the electronic systems in conventional and electric vehicles. It will also introduce some electronic applications in mass transportation systems such as buses, ships, and eVTOL (electric vertical take-off and landing) aircraft.

Prerequisites: PHYS 2212

ᔇ Contact Information

Instructor: Dr. Gary Neal Chesnut

Email: nchesnut@westga.edu

Office: TLC 2132

Phone: 6788394094

Website: https://www.westga.edu/profile.php?emp_id=23775 (https://www.westga.edu/profile.php?emp_id=23775)

Office Hours

TBD

Materials

1) Automotive Electricity & Electronics, 6th ed., by James D. Halderman. Publisher: Pearson. ISBN-13: 9780135764428.

2) Electric Vehicle Engineering, 1st ed., by Per Enge, Nick Enge, and Stephen Zoepf. Publisher: McGraw Hill. ISBN: 9781260464078.

Learning Outcomes

1. Students will understand the electronic systems of conventional vehicles and the underlying physics.
2. Students will understand how the systems integrate throughout the vehicle.
3. Students will understand the electronic systems of electric vehicles and how that relates to conventional vehicles.
4. Students will have the base understanding needed to develop and improve new transportation systems.

Evaluation

Homework and Quizzes: 20 %

Exams: 60 %

Projects: 20%

Grading Scale: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: < 60.

Schedule

TBD

Course Policies and Resources

Course Policy and Evaluation:

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

Homework: Your homework grade will be based on assigned homework and homework quizzes. Problems will be assigned and collected on a regular basis. While late homework may be accepted by the instructor with some loss of points, the regularity of the homework assignments means that it is in your best interests to keep up with the work. Please make sure that your homework is legible, well-organized, and shows all equations and steps involved in solving the problem. Multiple pages should be stapled. Homework is due at the beginning of class (not in the middle of class or at the end of class).

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

Cell Phones & Electronic Devices: During class please keep your phone put away and in the vibrate mode. Use of your phone is limited to accessing your textbook. Violating this can lead to losing homework points (which makes you ineligible for exempting the final).

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

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

- Generative Artificial Intelligence Course Policy

- College/School Policies

The College of Mathematics, Computing, and Science (CMCS) is dedicated to promoting excellence in teaching, scholarship/creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines. It also aims to support the development of skills needed for professional preparation. CMCS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of mathematics and the sciences. CMCS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CMCS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

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1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) *Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

- Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The [Center for Academic Success (http://www.westga.edu/cas/)](http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center (https://www.westga.edu/writing/)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

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 the student needs to make special arrangements in case the building must be evacuated, the student should notify their 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 and Testing Services (https://www.westga.edu/student-services/accessibility-testing/index.php)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this [UWG Online (https://uwgonline.service-now.com/kb/)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=168909146986272762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=168909146986272762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*

> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675).

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/), To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

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- Additional Items

PHYS - 4624 - Advanced Battery Technology and Design

2025-2026 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

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

College - School/ Department* `School of Field Investigations and Experimental Sciences`

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

Is this a College of Education course?* ◯ Yes ⦿ No

Is this an Honors ☐ Yes

College course? * ☑ No

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

Course Information

Course Prefix * PHYS

Course Number * 4624

Course Title * Advanced Battery Technology and Design

Long Course Title

Course Type * Physics

Catalog Course Description * This course will focus on the research and design issues of state-of-the-art battery systems. It will also give students hands-on opportunities to study battery systems in the laboratory with UWG faculty.

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 * 1

Credit Hrs * 4

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. * NA

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites PHYS 3613

Concurrent Prerequisites NA

Corequisites NA

.

Cross-listing NA

Restrictions NA

Is this a General Education course? * ○ Yes   ● No

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

Status * ● Active-Visible   ○ Inactive-Hidden

Type of Delivery (Select all that apply) *
☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.
☐ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.
☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale * This course is being created to support a new physics B.S. concentration, Battery Technology and Sustainable Energy. The purpose of the class is to provide students with an in-depth knowledge of battery systems. This will cover the physics and chemistry of a variety of batteries giving students the advanced knowledge needed to maintain, test, and develop batteries. The course will also have a hands-on lab component working with UWG faculty on current battery research projects. This will be beneficial to students interested in pursuing a career in energy storage development and manufacturing.

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

1. Students will understand the advanced issues of battery design and the underlying mechanisms.

2. Students will gain hands-on laboratory experience working on battery systems with UWG faculty.

3. Students will be ready to work in industry, academic, and national laboratory settings studying the newest battery technologies.

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 * 15

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

If yes, what will the fee be? * NA

Fee Justification NA

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

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

Advanced Battery Technology and Design

PHYS 4624

▬ Description

This course will focus on the research and design issues of state-of-the-art battery systems. It will also give students hands-on opportunities to study battery systems in the lab with UWG faculty.

Prerequisites: PHYS 3613

∾ Contact Information

Instructor: Dr. Gary Neal Chesnut

Email: nchesnut@westga.edu

Office: TLC 2132

Phone: 6788394094

Website: https://www.westga.edu/profile.php?emp_id=23775 (https://www.westga.edu/profile.php?emp_id=23775)

Office Hours
TBD

− Materials

TBD…. (This will partly depend on the current battery systems in use or on the verge of commercialization given the fact that battery technology is advancing rapidly. Currently lithium ion batteries are the most common in laptops and electric vehicles, and solid state batteries are on the verge of commercialization.)

Learning Outcomes

1. Students will understand the advanced issues of battery design and the underlying mechanisms.
2. Students will gain hands-on laboratory experience working on battery systems with UWG faculty.
3. Students will be ready to work in industry, academic, and national laboratory settings studying the newest battery technologies.

− Evaluation

Homework and quizzes: 30 %

Projects: 70 %

Grading Scale: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: < 60.

− Schedule

TBD

Course Policies and Resources

Course Policy and Evaluation:

Attendance: The class will meet two days a week and their will be a one hour lab component each week. Regular attendance at all class meetings is expected. Students will be held responsible for informing themselves of all announcements and assignments made in the classroom. Students must advise the instructor in writing during the first week of class of any scheduled athletic, music, or other college activities that will require their absence during the semester.
Such written notice does not imply a waiver of course requirements. Permission to make up a missed exam after the fact will be at the discretion of the instructor.

Homework: Your homework grade will be based on assigned homework and homework quizzes. Problems will be assigned and collected on a regular basis. While late homework may be accepted by the instructor with some loss of points, the regularity of the homework assignments means that it is in your best interests to keep up with the work. Please make sure that your homework is legible, well-organized, and shows all equations and steps involved in solving the problem. Multiple pages should be stapled. Homework is due at the beginning of class (not in the middle of class or at the end of class).

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

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− College/School Policies

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4. Complete a long-term project such as a capstone project.
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− Institutional Policies

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Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this [UWG Online (https://uwgonline.service-now.com/kb/)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=168909146986272762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=16890914698627).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

> *Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*

> *I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: https://www.usg.edu/policymanual/section6/C2675 (https://www.usg.edu/policymanual/section6/C2675) .

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. (https://www.westga.edu/student-services/counseling/) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services (https://www.westga.edu/student-services/health/), To report a concern anonymously, please go to UWGcares (https://www.westga.edu/uwgcares/).

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page (https://www.westga.edu/isap/ell-resources.php) for more information.

▬ Additional Items

MGNT - 3621 - Introduction to Design Thinking

2025-2026 Undergraduate New Course Request

Introduction

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* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

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College - School/Department* `Department of Management`

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

Is this a College of Education course?* ○ Yes ● No

Is this an Honors ☐ Yes

College course? * ☑ No

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

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Course Information

Course Prefix * MGNT

Course Number * 3621

Course Title * Introduction to Design Thinking

Long Course Title Introduction to Design Thinking

Course Type * Management

Catalog Course Description * Design Thinking is a problem-solving tool widely embraced by industries, non-profits and educational institutions worldwide. In this course students will learn the five stages of Design Thinking; Empathy, Framing a Problem, Ideation, Proto-Type and Testing. In this course students will work on relevant, social, business, and cultural topics by identifying and defining problems. Based on the problem students will create meaningful solutions using a process of inquiry and action.

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. * not applicable

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites none

Concurrent Prerequisites none

123

Prerequisites

Corequisites none

Cross-listing none

Restrictions No 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) *

☐ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☐ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☐ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☐ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `1`

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale * Design thinking is a process used to assist decision-makers come up with solutions when faced with a problem. Given that today's managers are often faced with complex challenges, design thinking helps prepare them to approach difficult issues in a systematic manner. This course will be useful for management majors to take as a select course. The course will also be relevant to other majors across UWG.

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

1. Understand the five stages of design thinking.

2. Learn how to define a problem in a systematic way.

3. Learn how to make qualitative observations about end user behavior.

4. Learn how to design a low fidelity prototype of the proposed solution.

5. Learn how to effectively present and communicate solutions to end users

3. Learn how to effectively present and communicate solutions to end users.

<p align="center">**REQUIRED ATTACHMENTS**</p>

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* 40

Will this course have special fees or tuition required?* ☐ Yes ☑ No **If yes, what will the fee be?*** not applicable

Fee Justification Not applicable

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.

MGNT 3621
Introduction to Design Thinking

(3 Credits/ Full Semester)

Design Thinking is a problem-solving tool widely embraced by industries, non-profits and educational institutions worldwide. In this course students will learn the five stages of Design Thinking; *Empathy, Framing a Problem, Ideation, Proto-Type and Testing*. In this course students will work on relevant, social, business, and cultural topics by identifying and defining problems. Based on the problem students will create meaningful solutions using a process of inquiry and action.

Students will be required to make weekly/ bi-weekly presentations to demonstrate their understanding of the Design Thinking method. Peer to peer learning will be emphasized through presentations, questions, and constructive criticisms.

Pre-Requisites

None

Learning Objectives

- Understand the five stages of design thinking.
- Learn how to define a problem in a systematic way.
- Learn how to make qualitative observations about end user behavior.
- Learn how to design a low fidelity prototype of the proposed solution.
- Learn how to effectively present and communicate solutions to end users.

Skills & Outcomes

Students will learn methods and skills that enable them to apply the five stages of design thinking in their work. Through inquiry and action, students will learn each of these skills. Students will utilize these skills to work on a

design thinking project they have identified. Students will also have the option to select a list of topics provided by the instructor.

Methods/ Skills	Outcomes
Framing problems	A clear and simple problem statement to use in research.
Choosing methods and planning research	Understand the difference between primary and secondary research and develop an action plan to conduct research to better understand the problem.
Interviewing people	Recruit and interview end users to collect qualitative data to provide further insights into the problem being addressed.
Generating themes and insights	Create clear, actionable statements about end user experience that are supported by facts.
Generating ideas and solutions	A comprehensive set of ideas that addresses pain points in the end users' journey and recommend a viable solution.
Prototyping	Understand the difference between a high fidelity and a low fidelity prototype. Design a low fidelity prototype and share with end users.
Storytelling	An effective human-centered story that clearly explains the problem and the method used to address it.

Sessions & Assignments

There are 14 weeks in this course. Each week is geared towards helping students build a design thinking mindset and methodology. Besides lecture, each week will include the following:

Quizzes

Students will show their understanding of the design thinking framework through short weekly quizzes about previous week's lessons.

Key Project

A key part of this course is where students will identify a business or a social problem that they would like to solve using "design thinking" principles. The project will culminate with a paper and a pitch presentation. The project will require students to identify five potential end users and conduct interviews to better understand the problem and design a low fidelity proto-type of their solution as a part of their final presentation. Students will be introduced to UWG resources such as the "Garage" to design their low fidelity proto-type....

Peer Review

Students will conduct two peer reviews throughout the semester to provide constructive criticisms. The goal behind these reviews is to provide feedback on the project and also personal behavior. Peer reviews will be recorded in a pre-designed template and students will get a chance to see their reviews and act accordingly. provided to the students.

Guest Speaker Presentation

Students will be required to attend two guest speaker presentations throughout the semester. Students can attend either a virtual or in-person presentation. Students will be provided with a list of on and off campus presentations to choose from. After each presentation, students will be required to submit a short analysis.

Grading

- Key Project	50%	90 - 100	A
- Quizzes	25%	80-89	B
- Peer Review	15%	70-79	C

- Guest Speaker Analysis	5%	60-69	D
- Attendance	5%	<60	F

Text/ Readings

I am leaning towards providing students 2/3 good case studies in Design Thinking with supplemental online resources on the five stages that are free. There are many textbooks on design thinking but I personally do not see a need for it in this course.

Common Language for Course

Please use the following link: http://www.westga.edu/UWGSyllabusPolicies/

COMM - 4305 - Intermediate Short-form Screenwriting

2025-2026 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

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

College - School/ Department* `School of Communication, Film and Media`

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

Is this a College of Education course?* ○ Yes ● No

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* COMM

Course Number* 4305

Course Title* Intermediate Short-form Screenwriting

Long Course Title

Course Type* Mass Communications

Catalog Course Description* This is an intermediate-level workshop on writing for the screen where students will explore elaborations on the various story-telling styles, structures and techniques learned in COMM 3305, Short-Form Screenwriting and Analysis.

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* 2

Lab Hrs* 1

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.* NA

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C and COMM 3305 and COMM 3353 Minimum Grade: C

Concurrent Prerequisites

131

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) *

☑ Entirely at a Distance - This course is delivered 100% through distance education technology. No visits to campus or designated sites are required.

☑ Fully at a Distance - All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams.

☑ Hybrid - Technology is used to deliver 50 percent or less of class sessions, but at least one class is replaced by technology.

☑ Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.

☑ Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

Frequency - How many semesters per year will this course be offered? `2`

Grading * `Undergraduate Standard Letter`

Justification and Assessment

Rationale * This class has been piloted as a special topics class and we have deemed it an incredibly valuable addition to our intermediate-level offerings in our Film & Video Production degree and concentration.

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

By the end of the semester you will:

1. Be proficient in writing concise, effective, properly formatted screenplays.

2. Write two highly developed, workshopped scripts ready for production.

3. Evaluate various narrative possibilities of short-form filmmaking.

4. Demonstrate effective, collaborative communication in a workshop environment.

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* 40

Will this course have special fees or tuition required?* ☐ Yes ☑ No　　　　　**If yes, what will the fee be?*** NA

Fee Justification

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.

COMM 4305 Intermediate Short-Form Screenwriting
(2 Lecture Hours, 1 Lab Hours, 3 Credit Hours)

Description

This is an intermediate-level workshop on writing for the screen where students will explore elaborations on the various story-telling styles, structures and techniques learned in *COMM 3305, Short-Form Screenwriting and Analysis*.

Contact Information

Prof. Chris Renaud
Email: crenaud@westga.edu (preferred). Do not use CourseDen
Office: Miller 2311
Phone: 678-839-4929 (office), 470-347-3165 (GoogleVoice)

Meeting Times

Materials

OPTIONAL but RECOMMENDED: ***Your Screenplay Sucks: 101 Ways to Make it Great!***
      Author: William Akers
      Publisher: Michael Wiese Productions
      Edition: Illustrated edition (August 1, 2008)
      ISBN: 978-1932907452

Screenwriting Software
We will use WriterDuet.com (https://www.writerduet.com/) as our free screenwriting software. Other options include Celtx.com and StudioBinder.com - but those limit you to one project at a time, and I have moved away from them. If you happen to have Final Draft, you may use that. Because of the labor involved, I would avoid trying to write in regular word processors, like Word or Pages . Regardless of the software you use, you are responsible for adhering to professional screenplay format. Price: Free

Other readings and handouts as assigned and provided via CourseDen.

Outcomes

You will write short, effective, cinematic screenplays to be produced in other film courses – particularly Advanced Film Production

By the end of the semester you will:
- Be proficient in writing concise, effective, properly formatted screenplays.
- Write two highly developed, workshopped scripts ready for production.
- Articulate various narrative possibilities of short-form filmmaking.
- Demonstrate effective, collaborative communication in a workshop environment.

Your final project screenplay may be used as the measurement instrument to gauge whether intended program learning outcomes are being met.

Evaluation

Breakdown

Criteria

We run on a simplified 100-point system, where 100 points = 100 percent for the semester. You build your grade up starting from 0 points.

- This may be new to you: I won't use inflated point values with lots of zeros to tell you how important the assignment is.
- Most assignments are worth either a half or full-letter grade for the semester - this appears as as 5 or 10 points/percent on our handouts.
- I don't give busy work. Every assignment is designed with a clear set of skills or concepts in mind which I will summarize for you when the assignment is made.
- Assignments build upon each other, progressively. They 're most meaningful when done in the order they are assigned.
- Missing assignments will prevent you from getting the highest grade you can earn. Always endeavor to turn something in.

In evaluating your work, I'm looking for:
- clear evidence of thoughtful engagement in your work and in your participation
- proper delivery according to all instructions, including method, format, technical parameters, files requested, file naming, etc.
- honoring creative constraints given in each assignment (which are designed to lead you to new knowledge, and get you to explore what is not constrained)
- responsiveness to peer and instructor feedback on work-in-progress

The quality and constancy of your participation are also being evaluated, as a professional value. You can only participate if you are here, so I expect consistent, on-time presence for every session.

- It's in your interest. The more you participate, the faster and better I get to know you (and the better everyone's collective experience will be). Building personal connections is everything in your chosen field.
- Try to speak up at least once during each class period: ask for clarification, ask a question, or share a connection you've made. Your contributions matter.

Know that I look kindly upon improvement over the course of the semester, as well as perseverance
and good communication. Time + energy = final grade.

I care about your success, and about you individually. If you get stuck, the most important thing is that you reach out. I will be here to help.

Criteria

Assignments

- Quizzes (10 percent)
- Exercises (30 percent)
- Finished Screenplays and Drafts on Deadline (40 percent)
- Workshop Participation (20 percent) - see *Evaluation* and *Course Policies*

The turnaround time for most assignments is one-week. You should expect to turn in work for this class at least once per week, usually on Mondays.

The use of generative AI in your work this semester is NOT ALLOWED - with the sole exception of one early, exploratory assignment clearly and explicitly built around this topic.

You are otherwise expected to produce work for submission that is the fruit of your own cognition, imagination, taste and deliberation. Your work in this course will be evaluated the same way. See the Course Policies section below for more about this topic.

Schedule

A schedule will be provided here via a live weblink.

Course Policies and Resources

These policies represent professional values.

PROFESSIONALISM: You are here to develop into a professional. We will align with professional expectations of attendance and participation. You are expected to be on time, and in class every day. Plan to be here early. Lateness is disruptive. If you give yourself permission to miss a class or skip an assignment, you will create obstacles for yourself. There are steeper consequences in the professional world. You will be assigned a score for your participation and professionalism. You can't participate if you do not attend class.

WORKSHOPS: Most of our class time will be spent in active discussion and demonstration, rather than lecturing. Your success will hinge on whether you "buy in" by finding your own interest and motivation. Your participation grade will be determined based on your active participation / engagement in class, including the ideas behind our readings and exercises, analyzing photos and work-in-progress (yours and others).

PRACTICING FEEDBACK: The ability to give and receive feedback is one of the most important skills we'll practice in this class. It's crucial for honing ideas and helping you produce the best work possible. It's also an essential skill in every media industry. Meaningful discussion relies on balance of candor and respect.

TAKING RISKS: Making work while learning new skills requires some risk: Seek a strong personal investment during creation, followed by a practiced distance during analysis. It's not always easy, but its crucial. Embrace the idea of evaluating your own work with the same objectivity as you would someone else's, to clearly identify its strengths and weaknesses. Together (during in-class feedback) we'll highlight successes and analyze areas of improvement to make the best work possible.

CONDUCT: Our classroom, whether in person or online, will be a safe place for a diversity of persons, identities and thoughts. Students are expected to respect differences, find common ground and be accepting of each other. Comments of intolerance, including prejudice or bullying, will not be tolerated, nor will any other form of harassment. See the student code of conduct for more information.

MATURE CONTENT: As a college-level course designed to ask you to examine and articulate your own views, you may find some material to be personally challenging. Material presented in this course is meant to represent the breadth and diversity of cinematic expression and of adult human experience. I am sensitive to these concerns, while believing that examination of challenging material is important to learning. If you anticipate having an issue, please speak with me privately and we can talk about alternative arrangements. Likewise, I am not philosophically inclined to censor your work, for all of those same reasons, and in support of free expression. Do be aware that in class, your audience is a more or less captive one, and that you should be willing to respectfully negotiate the views of, and discussion by, those who may find your work challenging to their sensibilities. These are important discussions for all involved.

PLAGIARISM & ATTRIBUTION: All work presented by you for academic credit, and for which you are claiming authorship, must originate with and be created by you. This includes all assignments, discussions, exercises, exams and quizzes - with these stipulations:

1) Because film is a collaborative medium, it is expected that you will collaborate with other humans to produce creative audio/visual work (excluding sole-author written assignments, exams, quizzes, etc.) Proper attribution shall be given in your credits to all others for their creative work and labor, their ideas as well as direct use or quotations of their work in your writing.

2) Anything not created by or originating with you must be credited to its original author and source in your credits or within your written work. This includes music, sound effects, visual elements, etc.

3) Use of generative AI to substitute for your thought and creative labor is included in this policy, according to the terms below. Work that has been plagiarized in any way will be graded as zero and reported to the university for further action. In extreme or repeat cases a failing grade for the class may be given.

ARTIFICIAL INTELLIGENCE: Note that as we collectively explore the benefits and liabilities of AI, the use of generative AI, such as but not limited to ChatGPT, is NEITHER APPROPRIATE NOR ALLOWED for your work or assignments in my class - particularly when represented as the majority product of your personal thought or creative authorship. This includes both written and audio/visual work. If I ask you to write, it's because I want to know what you currently think and what you currently know. If you believe that generative AI might serve a legitimate and productive role in some specific and constrained part of your creative process, we should discuss this first, during development of the project, for my explicit prior approval.

MY ROLE: I will endeavor as much as possible to help guide your study of course material, to summarize basic concepts, to provide interesting examples and context, and to facilitate lively discussions. I will also endeavor to return your work in a timely fashion, within one week.
I look forward to engaging with you, and our topic, this semester.

Film & Video Production, B.S.

2025-2026 Undergraduate Revise Program Request

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department*   School of Communication, Film and Media

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

Is this a College of Education Program?*   ○ Yes   ● No

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

Is this an Accelerated Bachelors to Masters program related proposal?*   ○ Yes   ● No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*   ● Yes   ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*   ● Program
                              ○ Shared Core

If other, please identify.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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*   Film & Video Production, B.S.   140

Program ID - DO NOT EDIT* 4701

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Science]

Program Description* This degree is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line.

It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production.

Learning Outcomes

Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.

Understand all phases and roles of film production in order to help formulate career goals.

Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.

Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

Prospective Curriculum *

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

note that GFA 1000 is a 6 credit-hour class

COMM 1154 Introduction to Mass Communications
[After] Foreign Language - 1000 or 2000 level 6 Credit
         Hours

COMM 2256 Film Form and Aesthetics
GFA 1000 Introduction to Film & Television Production
[Right] (or)

GFA 1040 Intro Film & TV Post-Prod

Courses Specific for the Major

Required Courses: 33 Hours

COMM 3305 Short-Form Screenwriting & Analysis
COMM 3353 Fundamentals of Film & Video Production
COMM 3356 Film and Culture
COMM 3366 The Business of Film
COMM 4425 Documentary Production Practices
COMM 4452 Advanced Film & Video Production

Choose 5 Intermediate-Level Classes

Choose 5 Intermediate-Level Classes

COMM 4405 Sound Design
COMM 4406 Cinematography
COMM 4407 Film & Video Editing
COMM 4408 Producing for Film & Video
COMM 4409 Directing for Film & Video Production
COMM 4305 Intermediate Short-Form Screenwriting

Electives: 9-15 Hours

Must be 3000-4000 level COMM courses or approved courses from the list below. Majors may petition to apply alternative courses, including 1000-2000 level courses, as major electives that are relevant to their career aspirations by submitting requests and rationales to advisors. All alternative courses must be approved by the Dean/Designee of the School.

Complete 9 credit hours if minor = 18 credit hours

Complete 12 credit hours if minor = 15 credit hours

Complete 15 credit hours if GFA certification is chosen

MAX 24 credit hours of GFA can be applied to the degree

ABED 3100 Business Communication
ART 3400 Graphic Design Survey for Non-Majors
ABED 4118 Web Page Design
ENGL 3200 Intermediate Creative Writing
ENGL 3405 Professional and Technical Writing
ENGL 4109 Film as Literature
FILM 3200 Screenwriting
FORL 4485 Topics in National Film Traditions
FREN 3212 Topics in Francophone Cinema
GEOG 3713 Meteorology
HIST 4464 American Sports History
MGNT 3600 Principles of Management
MGNT 3602 Business Law
MGNT 3627 Managing Cultural Differences
MGNT 4630 Negotiation and Conflict

Management

MKTG 3801 Professional Selling

MKTG 3803 Principles of Marketing

MKTG 3809 Advertising in the Digital Age

MKTG 3810 Social Media and Online Marketing

MKTG 4805 Sales Management

MKTG 4861 Services Marketing

MKTG 4864 Consumer Behavior

MKTG 4866 International Marketing

PHED 3640 History of Sport

PHED 3641 Psychology of Sport

PHIL 3160 Philosophy in Literature and Film

POLS 3102 Gender and Politics

POLS 3103 Media and Politics

POLS 4202 Interorganizational Behavior

POLS 4215 Management of Non-Profit Organizations

PSYC 3200 Introduction to Organizational Development

PSYC 3590 Sports Psychology

PSYC 3600 Psychology of Communication

PSYC 3730 Social Psychology

PSYC 4003 Statistics for the Social Sciences

PSYC 4090 Groups and Group Process

PSYC 4140 Psychology of Gender

PSYC 4190 Advanced Organizational Development

PSYC 4500 Explorations into Creativity

SOCI 3100 Sociology of Humor

SOCI 3273 Managing Cultural Differences

SOCI 3603 Sociology of Gender

SOCI 3733 Social Psychology: The Sociological Tradition

SOCI 3943 American Class System

SOCI 4203 Women in American Society

SOCI 4323 Sociology of Race

SOCI 4373 Visual Sociology

SOCI 4623 Art, Media, Cultural Politics

SOCI 4693 Sports, Crime, and Society

SOCI 4700 Sociology of Emotions

SOCI 4916 Gender and Work

SPMG 3661 Sociology of Sport

SPMG 3665 Communication in Sport

SPMG 4665 Sport Marketing and Promotion

GFA 2000 Film, Television & Digital Entertainment Internship

GFA 2010 Set Construction and Scenic Planning

GFA 2020 Lighting and Electric

GFA 2030 Grip and Rigging

GFA 2040 Post Production

GFA 2050 Introduction to Special Makeup Effects

GFA 2060 Production Accounting

FORL 3111 World Film

GRMN 4200 Seminar in German Literature

GRMN 4230 Kafka and the Kafkaesque in Literature and Film

GRMN 4240 Mystery and Horror in German Literature and Film

GRMN 4250 Contemporary German Cinema

Minor or GFA Certification 12-18 Hours

GFA certification requires 12 additional hours

Minor requires 15-18 hours

Total: 120 Hours

Major Requirements

Minimum grade of C for ENGL 1101 , ENGL 1102 , COMM 1110 , COMM 1154 , and COMM 3353.

Must complete a major declaration form.

A maximum of 6 credit hours of COMM 4486 (Internship) may count toward major requirements though you may complete additional credit hours.

Must complete senior exit survey.

Must complete requirements for a minor field or GFA certification.

No more than 24 credit hours of GFA can be applied to the degree.

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 [X] and proceed.

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

| Justification and Assessment |

Rationale* Change 1:
Remove FILM 2080 and FILM 2100 from Field of Study so that all our majors must take COMM 2256, which is a class in film aesthetics explicitly designed for Film Production Majors. This class has been integrated into our curriculum and course-rotation and we are now able to offer it with regularly and reliably. This change will allow us to create more consistency with the students coming through our program.

Change 2:
Within the 33 hours of required course, we currently have 5 intermediate-level classes. We are adding COMM 4305 Intermediate Short-Form Screenwriting as an option to give students more flexibility. Now, instead of taking all 5: 4405 (Sound Design), 4406 (Cinematography), 4407 (Editing for Film & video), 4408 (Producing for Film & video), 4409 (Directing for Film & video), students may now choose 5 from a list of 6 intermediate classes.

Change 3:
Remove Options from COMM 3356 Film and Culture Or ....

Previously student could chose Film and Culture or (GRMN 4200 German Culture through Film OR GRMN 4230 The Kafkaesque in Lit and Film OR GRMN 4240 Mystery and Horror in Lit and Film OR GRMN 4250 Contemporary German Cinema OR FORL 3111 World Film OR FORL 4485 Topics in National Cinema OR ENLG 4109) to fulfill this requirement.

Since we offer Film and Culture twice per year, and practically none of our students opt to not take this class, we have decided to clean up our program by making this class required. Student may still take any of the other options as electives, but Wolf Watch and degree requirements will read much more neatly.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu.

Check all that apply to this program*
- ☐ This change affects 25-49% of the program's curriculum content.
- ☐ This change affects 25-49% of the program's length/credit hours.
- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☐ This change affects 50% or more of the program's curriculum content.
- ☐ This change affects 50% or more of the program's length/credit hours.
- ☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
- ☑ None of these apply

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

<u>REQUIRED ATTACHMENTS</u>

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

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

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

3.) Academic Assessment Plan/Reporting

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

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

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

        Assessment Plan* ☑ I have attached the Assessment Plan.
                         ☐ N/A

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

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

2019-2020
Program Map
B.S. Film and Video Production

YEAR 1					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
ENGL 1101	3		ENGL 1102	3	
MATH 1001 or 1111	3		Area C-1 - Any Option	3	
Area B-1- Any Option	3		Area D-1 + Lab	4	
Area D-1 - Any Option	3		Area E-2	3	
Area E-1	3		FORL	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	16	

Milestones	Milestones
• Complete ENGL 1101; Required to earn C or higher.	• Complete ENGL 1102; Required to earn C or higher.

YEAR 2					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
Area B-2 - Any Option	2		Areas E-3	3	
Area C-2 Any Option EXCEPT COMM1154	3		COMM 1154 – Intro to Mass Communications	3	
Area D-2	3		GFA 1000 or GFA 1040	6	
Areas E-3	3		COMM 2256	3	
FORL	3				
SEMESTER TOTAL	14		SEMESTER TOTAL	15	

Milestones	Milestones
	Complete COMM 1154; Required to earn C or higher Complete GFA 1000

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
COMM 3353 – Fundamentals of Film and Video Production	3		Complete 2 intermediate-level production classes (COMM 4305 or 4405 or 4406 or 4407 or 4408 or 4409)	6
COMM 3305 – Short-form Screenwriting and Analysis	3		Complete 1 elective	3
COMM 3356 – Film and Culture	3			
Any Approved elective or Minor	3		GFA – craft class OR 2 x Approved electives or Minor	6
Any Approved elective or Minor	3			
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
Complete COMM 3353; Required to earn C or higher			Complete 2 intermediate-level production Classes ; Required to earn C or higher	

YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
Complete 2 intermediate-level production classes (COMM 4305 or 4405 or 4406 or 4407 or 4408 or 4409)	6		COMM 3366 – The Business of Film	3
			COMM 4452 – Advanced Film and Video Production	3
COMM 4425 – Documentary Production Practices	3		GFA – craft class or internship OR 2 x Approved elective or Minor	6
Approved elective or Minor	3		Complete 1 intermediate-level production classes (COMM 4305 or 4405 or 4406 or 4407 or 4408 or 4409)	3
Approved elective or Minor	3			
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
Complete COMM 4425; Required to earn C or higher			Complete COMM 4452; Required to earn C or higher	

CURRICULUM MAPPING TEMPLATE

DEPARTMENT: Mass Communications

PROGRAM: B.S. Film and Video Production

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.

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.

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.

**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.

COURSES	PL-SLO 1 — Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.	PL-SLO 2 — Understand all phases and roles of film production in order to help formulate career goals.	PL-SLO 3 — Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.	PL-SLO 4 — Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.	PL-SLO 5
1 COMM 1154	I		I	I	
2 COMM 2256	I	I	I		
3 COMM 3305 (A)	I	I	I/A		
4 COMM 3353 (A)	I/A	I/A	I		
5 COMM 3356 (A)	I	I	I	I/A	
6 COMM 3366 (A)	R	R/A	R	R/A	
7 COMM 4405	R	R	R		
8 COMM 4305	R	R	R		
9 COMM 4406	R	R	R		
10 COMM 4407	R	R	R		
11 COMM 4408	R	R	R		
12 COMM 4409	R	R	R	R	
13 COMM 4425	M	R	M	M	
14 COMM 4452 (A)	M/A	M	M/A		
15					
16					
17					
18					
19					
20					
21					
22					

B.S.

Film and Video Production

Student Learning Outcome	Strategic Plan Connection
Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.	1D
Understand all phases and roles of film production in order to help formulate career goals.	1D
Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.	1D, C2

Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.	4D

Measure/Method	Success Criterion	AY14
This SLO is assessed twice, once at the start and once at the end of the required production sequence. COMM 3353 is the first production class we offer, and COMM 4452 is the capstone class, and all Majors are required to take both.		
This SLO is assessed twice, once at the start of the production sequence in 3353 via Quiz in Courseden, and once in COMM 3366 The Business of Film, also through a quiz. COMM 3353 is offered 2-3 times per year, while COMM		
This SLO will be assessed twice, once in COMM 3305 Short-form Screenwriting and Analysis, and once in COMM 4452 Advanced Film and Video production. COMM 3305 is offered 2-3 times per year, while COMM 4452 is a spring only class until Sp 26, at which time it will be offered every semester. These classes have a cap of 20		

This SLO will be assessed twice, once in COMM 3356 Film and Culture, and once in COMM 3366 The Business of Film. Both COMM 3356 Film and Culture and COMM 3366 The Business of Film will be taught once per year, both with caps of 40 students, although we anticipate approximately 60-70% of enrolled students to be majors. The SLO is drawn from our accrediting council's SLOs and we will assess it through a purpose-built, diversity-based assignment in both classes. These assignments cover both the issues of diversity on screen and within screen-culture, as well as the role issues of representation play in reinforcing hegemonic power structures domestically and abroad.		

AY15	AY16	AY17	Interpretation & Use of Results	Improvement Plan

Addendum III

Masters in Professional Accountancy (MPAcc) in Data Analytics

2025-2026 Graduate Revise Program Request

Introduction

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

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.

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

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

If other, please identify.

Desired Effective Semester* | Fall

Desired Effective Year* | 2025

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 ***** | Department of Accounting and Finance |

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

Is this a College of Education Program?*   ◯ Yes   ⬤ No

Is this change a Senate ACTION and/ or INFORMATION item? Please refer to the link below.*   ⬤ Yes   ◯ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*   ⬤ Program
◯ Shared Core

IMPORTANT: **To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.**

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* Masters in Professional Accountancy (MPAcc) in Data Analytics

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Program ID - DO NOT EDIT* 4444

Program Code - DO NOT EDIT

Program Type*
Master's

Degree Type*
Master of Professional Accounting

Program Description* The MPAcc program provides students with a high quality education which prepares them for careers in corporate accounting, public accounting and for entrance into doctoral programs in business and accounting. MPAcc students not only gain technical accounting proficiency, they also prepare to enter the fast-paced business world. Ethics and technology as well as oral and written skills are incorporated into every aspect of the curriculum.

Completion of the MPAcc program satisfies the requirements needed to take the Certified Public Accountant (CPA) examination in the state of Georgia. Combined with an undergraduate degree, the MPAcc also satisfies the educational requirements of 150 total semester hours and 30 hours of upper-level courses needed to obtain certification. Courses completed during the program give students the confidence and technical knowledge needed to successfully complete the outside work experience requirements.

MPAcc Learning Outcomes

Communicate at a professional level in oral presentations and in writing.

Identify how globalization affects organizations and their environments.

Recognize the importance of ethical decision-making.

Understand the various forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.

MPAcc Admission Requirements
Applicants to the MPAcc program must hold a bachelor's degree. Admission requires submission of all undergraduate transcripts. The MPAcc program at the Richards College of Business relies on a competitive admission process. Meeting the requirements does not necessarily guarantee admission into the program. In all cases, final admission decisions are made by the MPAcc Graduate Admissions Committee. Admission requirements may be met under any one of the following three conditions:

1. An undergraduate accounting degree from an AACSB-accredited institution with an overall GPA of 3.1 or higher (on a scale of 4.0); and an accounting GPA of 3.0 or higher (on a scale of 4.0) based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; OR

2. An undergraduate degree from an AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0); and an accounting GPA of 3.2 or higher (on a scale of 4.0) based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; OR

3. An undergraduate degree from a non-AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0); and an accounting GPA of 3.5 or higher based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; evaluated on a case-by-case basis by the MPAcc Graduate Admissions Committee.

Note: International students must submit a minimum of 550 paper-based, 213 computer-based, or 79-80 internet-based TOEFL score.

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Status* ⊙ Active-Visible   ◯ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

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Prospective Curriculum*

Course Requirements

To obtain a Master of Professional Accounting, a student with a degree in accounting from UWG or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses.

The program is open to students with undergraduate degrees in accounting as well as students with degrees in fields other than accounting. Foundation and basic accounting courses are required of candidates who have not successfully completed these courses. The Department of Accounting & Finance Graduate Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required.

Foundation Courses (Common body of knowledge)

ACCT 2101 - Financial Accounting

ACCT 2102 - Managerial Accounting

All incoming students - with or without an undergraduate accounting degree - will receive access to MBA Math to build or refresh their foundational knowledge in business disciplines outside of accounting. In addition, all students are required to complete the Basic Accounting Courses. A student admitted to the MPAcc program may take any required or selective ACCT-designated graduate course so long as the applicable course prerequisites have been satisfied prior to taking it.

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Basic Accounting Courses

ACCT 3212 - Financial Reporting I

ACCT 3213 - Financial Reporting II

ACCT 3232 - Managerial Accounting

ACCT 3251 - Income Tax Accounting for Individuals

ACCT 4241 - Accounting Information Systems

ACCT 4261 - Auditing

MPAcc Courses

ACCT 6200 Accounting Innovation through Data Analytics

ACCT 6233 Seminar in Cost Accounting

ACCT 6242 Strategic Information Systems

ACCT 6253 Seminar in Tax Accounting

ACCT 6263 Seminar in Auditing

ECON 5208 Business Analytics Programming

ECON 6430 Business Forecasting

FINC 6532 Finance

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And two of the following:

Students must take 2 separate 3 hour courses as electives.

ABED 6100 Strategic Business Communication
ACCT 6216 Seminar in Financial Reporting
ACCT 6264 Nonprofit Accounting and Auditing
ACCT 6265 Accounting for Sustainability
ACCT 6285 Special Problems in Accounting
ACCT 6286 Internship
CISM 6331 Strategic Management of
Information Technology
ECON 6461 International Finance
ECON 6485 Special Topics in Economics
FINC 6542 Investment Analysis and Portfolio
Management
MKTG 5805 Sales Management
MKTG 6820 International Business Strategy
MKTG 6881 Independent Study in Marketing
MGNT 6675 Work Practicum
[Right] *

MGNT 6685 Special Problems in Business
[Right] *

[After] *Only one of these can be used as an elective.

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all MPAcc students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any MPAcc student earning two or more grades, "F" or "WF" -in any combination- during the course of his or her program of study will be subject to dismissal from the program.					165

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> 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

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

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

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

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the** ⬇ **icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale*   Please see attached documentation.

If making changes to the Program Learning Outcomes, please
provide the updated

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**provide the updated
SLOs in a numbered
list format.**

SACSCOC Substantive Change

**Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu.**

**Please select all that
apply.***
☐ This change affects 25-49% of the program's curriculum content.
☐ This change affects 25-49% of the program's length/credit hours.
☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
☐ This change affects 50% or more of the program's curriculum content.
☐ This change affects 50% or more of the program's length/credit hours.
☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
☑ None of these apply

**Check all that apply
to this program***
☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☐ Change in credit hours required to complete the program
☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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Program Map* ☐ I have attached the Program Map/Sheet.

☑ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

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

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

This proposal requests a modification of the program name and Classification of Instructional Programs (CIP) code of the Master of Professional Accountancy (MPAcc) program to reflect the growing emphasis on advanced technical skills in accounting. We request a name change to "Masters in Professional Accountancy in Data Analytics" and CIP code of 52.1399.

The current name and CIP code do not align with the evolving needs of the profession, which increasingly requires expertise in data analytics, information systems, and artificial intelligence. A new name and CIP code would help to secure a STEM designation, making the program more attractive to international and domestic students while addressing the growing demand for tech-driven insights in accounting. The American Institute of CPAs® (AICPA) and the Chartered Institute of Management Accountants® (CIMA) have compiled a list of STEM-designated accounting programs from across the US:
https://www.mocpa.org/storage/files/7df6a9c036135a391d44aea25bbf85ce.pdf

By incorporating technology-focused coursework the program is well-positioned to meet the needs of industries that require advanced data management and financial analysis. A STEM designation would formally recognize these skills, enhancing students' employability and providing international students with extended Optional Practical Training (OPT) opportunities. This change would help retain top talent in the US job market and offer a competitive advantage for students and the university. It would increase the program's visibility and prestige, making it more attractive to international students, particularly in regions where STEM degrees are highly valued. It would also attract top-tier talent globally, fostering a more diverse and skilled student body. Additionally, domestic students pursuing careers in data-intensive fields would be more likely to enroll in a program that aligns with the increasing importance of STEM in business.

The program has incorporated several required courses emphasizing data analytics and technology, which are vital to modern accounting: Accounting Innovation through Data Analytics (ACCT 6200), Strategic Information Systems (ACCT 6242), Business Analytics Programming (ECON 5208), Business Forecasting (ECON 6430), and Finance (FINC 6532).

Given the evolving nature of the accounting profession and the increasing demand for graduates with advanced technical skills, modifying the name and CIP code for the program is crucial. We have consulted with the University System of Georgia (USG) on the details of this modification, ensuring that we are following the correct procedures and meeting all requirements. Under their guidance, they have recommended modifying the program name to "Master of Professional Accounting in Data Analytics." Therefore, we respectfully request approval to initiate the name and CIP code change for the program to reflect better its growing emphasis on data analytics, technology, and STEM-related skills.

Thank you for your consideration.

Dr. Heather R. Bono
Chair and Associate Professor of Finance

Combined Masters in Professional Accountancy (MPAcc) in Data Analytics and Master of Business Administration, M.B.A.

2025-2026 Graduate Revise Program Request

Introduction

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

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

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

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

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2025

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 * [Department of Accounting and Finance]

Is this a School of Nursing or School of Communication, Film and Media course?*   ◯ Yes   ⦿ No   **Is this a College of Education Program?***   ◯ Yes   ⦿ No

Is this change a Senate ACTION and/ or INFORMATION item? Please refer to the link below.*   ⦿ Yes   ◯ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*   ⦿ Program
         ◯ Shared Core

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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*   Combined Masters in Professional Accountancy (MPAcc) in Data Analytics and Master of Business Administration, M.B.A.

Program ID - DO NOT EDIT*   4463

Program Code - DO NOT EDIT

Program Type*   Master's

Degree Type*   Master of Business Administration   Master of Professional Accounting

Program Description*   The University of West Georgia now offers a path for students to earn their MPAcc and MBA degrees concurrently. This option develops the proficiencies students need to succeed in today's competitive job market. Graduates qualify to take the Certified Public Accountant (CPA) examination. The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). The undergraduate accounting and MPAcc programs also carry the distinction of AACSB supplemental accounting accreditation. The Combined MPAcc/MBA is a method by which a student can earn separate degrees in both the MPAcc and MBA programs.

Learning Outcomes

MPAcc Learning Outcomes
Communicate at a professional level in oral presentations and in writing.
Identify how globalization affects organizations and their environment.
Recognize the importance of ethical decision-making.
Understand the various forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.

MBA Learning Outcomes
Communicate at a professional level in oral presentations and in writing.
Work effectively with others and lead in organizational situations.
Identify how globalization affects organizations and their environment.
Recognize the importance of ethical decision-making.
Integrate analytical and problem-solving skills with concepts and theories from all functional areas of business.

Admission Requirements
Applicants to the combined MPAcc-MBA must be admitted into both the MPAcc and MBA programs. Applicants should review the "Admissions" tab on the following web pages for specific requirements and tasks that must be completed prior to admission:

MPAcc program https://www.westga.edu/academics/business/program_page.php?program_id=77

MBA program https://www.westga.edu/academics/business/program_page.php?program_id=59

Course Requirements
The combined MPAcc/MBA requires the successful completion of 45 graduate course hours.

Status*   ⊙ Active-Visible   ◯ Inactive-Hidden

Program Location*   Carrollton   172

Curriculum Information

**Prospective
Curriculum***

Foundation Courses (Common body of knowledge)

ACCT 2101   Principles of Accounting I

ACCT 2102   Principles of Accounting II

**All incoming students - with or without an undergraduate accounting degree - will
receive access to MBA Math to build or refresh their foundational knowledge in
business disciplines outside of accounting. In addition, all students are required to
complete the Basic Accounting Courses. A student admitted to the MPAcc program
may take any required or selective ACCT-designated graduate course so long as the
applicable course prerequisites have been satisfied prior to taking it.**

Basic Accounting Courses

ACCT 3212 Financial Reporting I

ACCT 3213 Financial Reporting II

ACCT 3232 Managerial Accounting

ACCT 3251 Income Tax Accounting for Individuals

ACCT 4241 Accounting Information Systems

ACCT 4261 - Auditing

Required MPAcc Courses

**ACCT 6200 Accounting Innovation through Data
Analytics**
ACCT 6233 Seminar in Cost Accounting
ACCT 6242 Strategic Information Systems
ACCT 6253 Seminar in Tax Accounting
ACCT 6263 Seminar in Auditing
ECON 5208 Business Analytics Programming
ECON 6430 Business Forecasting
FINC 6532 Finance   174

Required MBA Courses

ECON 6450 Managerial Economics
MGNT 6670 Organizational Theory and Behavior
MGNT 6681 Strategic, Ethical, and Global Management
MKTG 6815 Marketing Strategy

MPAcc/MBA Electives

(Select three)

Students must take 3 separate 3 hour courses.

ABED 6100 Strategic Business Communication
ACCT 6216 Seminar in Financial Reporting
ACCT 6264 Nonprofit Accounting and Auditing
ACCT 6265 Accounting for Sustainability
ACCT 6285 Special Problems in Accounting
ACCT 6286 Internship
CISM 6331 Strategic Management of Information Technology
ECON 6461 International Finance
ECON 6485 Special Topics in Economics
FINC 6542 Investment Analysis and Portfolio Management
MKTG 5805 Sales Management
MKTG 6820 International Business Strategy
MKTG 6881 Independent Study in Marketing
MGNT 6675 Work Practicum
MGNT 6685 Special Problems in Business
[After]   (Note: Any of the above elective courses can count as an elective course in the Combined MPAcc/MBA path as either the MPAcc or MBA elective.)

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all combined MPAcc-MBA students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any combined MPAcc-MBA student earning two or more grades "F" or "WF" --in any combination--during the course of his or her program of study will be subject to dismissal from the program.

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PROGRAM CURRICULUM

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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.

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

Justification and Assessment

Rationale* Please see attached documentation.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered

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list format.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)
Send questions to kylec@westga.edu.

Please select all that apply.*
- ☐ This change affects 25-49% of the program's curriculum content.
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- ☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
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- ☑ None of these apply

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
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SACSCOC Comments

REQUIRED ATTACHMENTS

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

4.) Curriculum Map Assessment

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

Program Map* ☐ I have attached the Program Map/Sheet.

☑ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

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

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CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

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

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

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

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

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

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

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

DEPARTMENT: Richards College of Business, Management

PROGRAM: M.S. Strategic Cybersecurity and I

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.

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.

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.

**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.

	CORE COURSES	PL-SLO 1 — Utilize various security tools to take offensive and defensive measures in protecting information assets.	PL-SLO 2 — Evaluate, systems security vulnerabilities and threats in networks.	PL-SLO 3 — Develop enterprise security policies and contingency plans.	PL-SLO 4	PL-SLO 5
1	CISM 5355	I	I	I		
2	CISM 5470	I	I			
3	CISM 6410	I	I	R		
4	CISM 6420	R	I			
5	CISM 6430	M - A	I			
6	CISM 6440		R			
7	CISM 6450		M - A			
8	CISM 6460			M - A		
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Strategic Cybersecurity and Information Management, M.S.

2025-2026 Graduate Revise Program Request

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

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

If other, please identify.

Desired Effective Semester* | Fall

Desired Effective Year* | 2025

Routing Information

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School/ Department *****   `Department of Management`

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

Is this a College of Education Program?*   ◯ Yes   ⦿ No

Is this change a Senate ACTION and/ or INFORMATION item? Please refer to the link below.*   ⦿ Yes   ◯ No

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program*   ⦿ Program
◯ Shared Core

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Program Name
Program Description

Program Name*   Strategic Cybersecurity and Information Management, M.S.

Program ID - DO NOT EDIT* 4483

Program Code - DO NOT EDIT

Program Type* | Master's |

Degree Type* | Master of Science |

Program Description* The University of West Georgia's STEM-approved Master of Science in Strategic Cybersecurity and Information Management (SCIM) degree combines technical knowledge and essential cybersecurity skills with business management and enterprise leadership principles. Our program strategically integrates technical topics such as vulnerability testing, threat detection, and digital forensics with managerial topics like data protection, privacy, policy, and risk assessment.
Mission Statement: The SCIM program aims to prepare professionals to be leaders in cybersecurity within their workplaces and communities. Graduates will be able to:
• Understand how cyber threats can impact their organization's mission.
• Identify and assess cybersecurity vulnerabilities.
• Communicate cyber threats to stakeholders in terms of risk.
• Develop feasible, actionable plans to address cyber vulnerabilities.
• Implement those plans successfully.

Status* ◉ Active-Visible   ○ Inactive-Hidden

Program Location* | Carrollton |

Curriculum Information

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Prospective Curriculum*

Strategic Cybersecurity and Information Management

The University of West Georgia's STEM-approved Master of Science in Strategic Cybersecurity and Information Management (SCIM) degree combines technical knowledge and vital cybersecurity skills with business management and enterprise leadership principles that drive organizations. Our program weaves technical topics such as penetration testing and digital forensics with strategic and managerial topics such as data protection, policy, and risk assessment with a heavy focus of applying cybersecurity best practices for business strategy.

The SCIM program's mission is to prepare professionals to be workplace and community leaders in cybersecurity who can do the following:

1) understand how cyber threats can affect their organization's mission

2) able to identify and assess cybersecurity vulnerabilities

3) communicate cyber threats to stakeholders in terms of risk

4) develop feasible, actionable plans to address cyber vulnerabilities

5) be able to implement those plans successfully

CISM 5355 Cybersecurity Operations

CISM 5470 Cyberwarfare, Cybercrime, and Digital Forensics

CISM 6410 Information Asset Protection and Risk Management

CISM 6420 Defensive and Offensive Security

CISM 6430 Cryptography, Identity and Access Management

CISM 6440 Cybersecurity and Cloud Computing

CISM 6450 IoT Security and Analytics

CISM 6460 Security Planning and Systems Development

[Left]   Elective 1

[Left]   Elective 2

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PROGRAM CURRICULUM

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Justification and Assessment

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Rationale* The original structure of the MS in Strategic Cybersecurity and Information Management requires 10 courses plus one pre-requisite. There are no electives. The program does not offer flexibility for students or allow for a Spring or Summer start. We are proposing the following changes to remove barriers to entry and make the program more accessible to students who do not have a technology-related degree.

1. Remove 5500 and 5600 from the core and replace these two core classes with Electives. This will create a program with 8 core classes and 2 electives.

2. Promote 5500 and 5600 as electives to students who want to complete the CISCO certifications. They must complete one undergraduate prerequisite (CISM 4333), start the program in the fall, and take 5500 and 5600 for their electives.

3. Remove the "technology-related degree" requirement for admission.

We hope these changes will remove barriers to entry and provide much-needed flexibility in the program.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

The original Learning outcomes were based on the full 10-course curriculum. Moving the program to an 8 core + 2 elective model requires a streamlining of the PLOs. The proposed PLOs are below.

1. Utilize various security tools to take offensive and defensive measures in protecting information assets. (CISM 6420, CISM 6430)
2. Evaluate, systems security vulnerabilities and threats in networks. (CISM 6440, CISM 6450)
3. Develop enterprise security policies and contingency plans. (CISM 6460)

SACSCOC Substantive Change

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Send questions to kylec@westga.edu.

Please select all that apply.*
- [ ] This change affects 25-49% of the program's curriculum content.
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- [x] None of these apply

Check all that apply to this program*
- [ ] Significant departure from previously approved programs
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☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ✅ I have attached the Assessment Plan.
☐ N/A

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Strategic Cybersecurity and Information Management, M.S.

The University of West Georgia's STEM-approved Master of Science in Strategic Cybersecurity and Information Management (SCIM) degree combines technical knowledge and essential cybersecurity skills with business management and enterprise leadership principles. Our program strategically integrates technical topics such as vulnerability testing, threat detection, and digital forensics with managerial topics like data protection, privacy, policy, and risk assessment.

Mission Statement: The SCIM program aims to prepare professionals to be leaders in cybersecurity within their workplaces and communities. Graduates will be able to:

- Understand how cyber threats can impact their organization's mission.
- Identify and assess cybersecurity vulnerabilities.
- Communicate cyber threats to stakeholders in terms of risk.
- Develop feasible, actionable plans to address cyber vulnerabilities.
- Implement those plans successfully.

Employment Opportunities: Graduates may pursue roles such as:

- **Security Engineer:** Designs, implements, and maintains security systems to protect an organization's IT infrastructure.
- **Security Analyst:** Monitors and analyzes security systems to detect and respond to security breaches.
- **Project Manager:** Oversees cybersecurity projects, ensuring they are completed on time and within budget.
- **Forensics Team Lead or Incident Response:** Leads investigations into security incidents and coordinates response efforts.
- **Director of Software Security Engineering:** Manages the development and implementation of secure software practices.
- **Chief Information Security Officer (CISO):** Develops and enforces the organization's information security strategy and policies.
- **Chief Information Officer (CIO):** Oversees the overall technology strategy and IT operations of the organization.
- **Chief Technology Officer (CTO):** Leads the technology development and innovation efforts within the organization.

Program Alignment: The SCIM program aligns with:

- Certified Information Systems Security Professional (CISSP) Certification knowledge units
- National Institute of Standards and Technology (NIST) Cybersecurity Framework
- National Institute for Cybersecurity Education (NICE) Framework
- National Security Agency's (NSA) CyberDefense knowledge units

Students can elect to take three courses (one undergraduate prerequisite and two graduate courses) tied to Cisco's CCNA and CyberOps certifications to earn three Cisco Digital Badges and two Cisco certification vouchers.

Program Specific Admittance Guidelines

Applicants must meet the following criteria for admission:

- Minimum undergraduate grade point average (GPA) of 2.70 on a 4.0 scale.
- International students must have an undergraduate (bachelor's) degree that is equivalent to a four-year undergraduate degree in the U.S.
- Bachelor's degree in a technology-related field or work experience in a technology-related area is preferred, but not required, for program admission.

Learning Outcomes: Graduates of the SCIM program will be able to:

1. Utilize various security tools to take offensive and defensive measures in protecting information assets. (CISM 6420, CISM 6430)
2. Evaluate, systems security vulnerabilities and threats in networks. (CISM 6440, CISM 6450)
3. Develop enterprise security policies and contingency plans. (CISM 6460)

Course Structure:

Course Name	Credit Hours
CISM 5355 - Cybersecurity Operations	3 Credit Hours
CISM 5470 - Cyberwarfare, Cybercrime, and Digital Forensics	3 Credit Hours
CISM 6410 - Information Asset Protection and Risk Management	3 Credit Hours
CISM 6420 - Defensive and Offensive Security	3 Credit Hours
CISM 6430 - Cryptography, Identity and Access Management	3 Credit Hours
CISM 6440 - Cybersecurity and Cloud Computing	3 Credit Hours
CISM 6450 - IoT Security and Analytics	3 Credit Hours
CISM 6460 - Security Planning and Systems Development	3 Credit Hours
Elective	3 Credit Hours
Elective	3 Credit Hours

Program Map M.S. in Strategic Cybersecurity and Information Management			

Fall 2025		Spring 2026	
Course	**Credit**	**Course**	**Credit**
CISM 6410	3	CISM 6430	3
CISM 5355	3	CISM 6440	3
CISM 6420	3	CISM 6420	3
Elective	3	Elective	3
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	

Summer 2026		Notes:
Course	**Credit**	• Attain a minimum overall GPA of 3.0.
CISM 6460	3	• Approved Electives are:
CISM 6470	3	◦ CISM 5500 (offered in Fall)
		◦ CISM 5600 (offered in Spring)
		◦ CISM 5390
		◦ ECON 5475
		◦ ECON 6430
SEMESTER TOTAL		◦ MKTG 6868
Milestones		• Students who complete CISM 4333, CISM 5500, and CISM 5600 will be eligible to receive a voucher to take CCNA certification exams.

Addendum IV

Emergency Management

A division of the University Police Department

Zale Lewallen M.E.d. B.S.
Office of Emergency Management &
Communications Division Manager
University Police Department
678-839-6026 office
910-478-7013 cell

EMA Projects:

SafeWest project

Building Coordinator Program
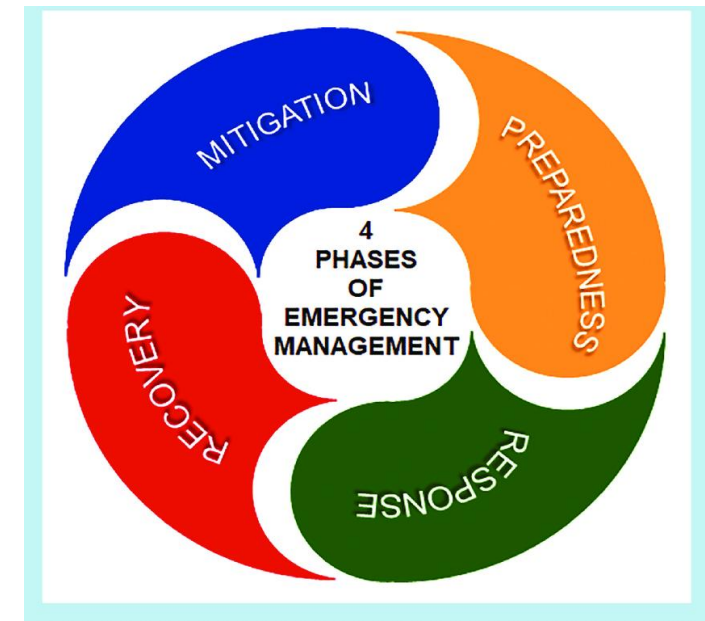
Campus Preparedness

LiveSafe is an app that UWG uses as a resource for anyone associated with the campus. Free to download on cell phones.

- The app has "tiles" which allow users to:
- **Contact Emergency services – call 911, call or text UPD 24/7 live answered.**
- **Initiate a panic alarm which alerts UPD of their location without having to type or talk for an immediate response.**
- **Use SafeWalk which is a virtual way for friends/family to monitor a users location while walking from one location to another in real time.**
- **Find things on campus by using the UWG Map tile including bus stops, buildings, and even AED's.**
- **Find a direct link to the UWG Counseling Center's webpage and contact information.**
- **Research additional information using the Resources tile like how to get a copy of a police report.**

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Vector LiveSafe
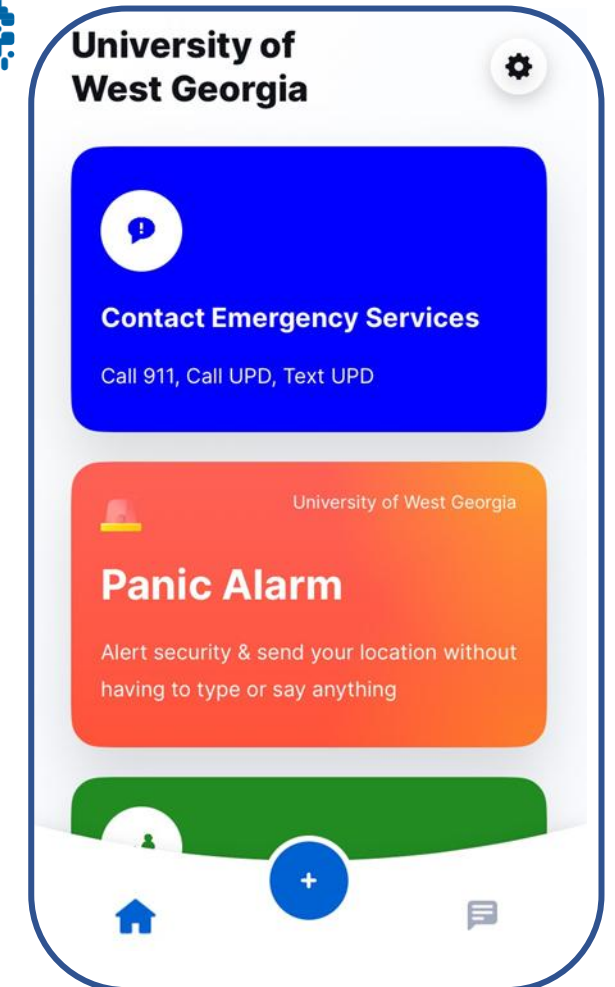
- **Panic Button** – Alyssa's Law requires schools to be equipped with silent panic alarms that are directly linked to law enforcement to aid in response time and communication.

- **Signage project** – Alongside Facilities Development & Sustainability Division the old yellow emergency call buttons have been replaced with LiveSafe signage.

- **Advertisement** – To enhance student/staff/faculty/visitor buy in EM has created flyers & posters to be strategically placed on campus.

- Cohesive **intradepartmental** use.

LIVESAFE ALL ACROSS CAMPUS

UWG IS PROVIDING A CONSISTENT MESSAGE PROMOTING THE USE OF THE LIVESAFE APP AS A RESOURCE FOR ALL OUR STAKEHOLDERS

Office of Emergency Management Signage in buildings

Signage replacing the building exterior emergency call buttons

Intradepartmental options
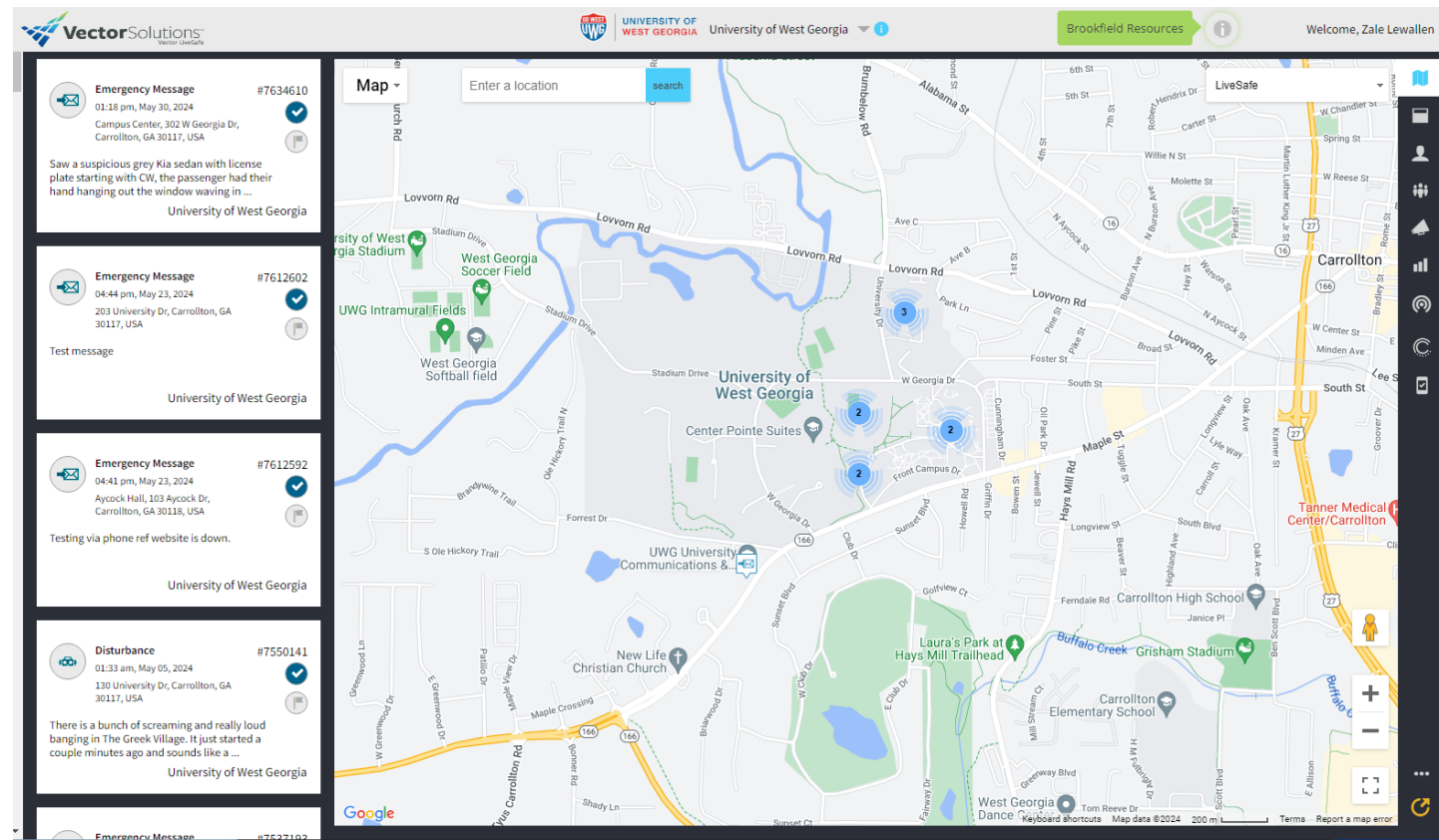
- Creation of department specific tiles.
- HRL will have a tile created on the app
  - Students will be able to message HRL about a variety of non-emergency issues.
  - HRL staff will access the LiveSafe dashboard to respond to them, schedule fixes, etc.
  - HRL will only see their messages as dashboard access will be separated via tile privileges.

Building Co-Ordinator Program

- Hasn't been updated since 2020.

- Part of UWG preparedness planning

- Single building coordinator
  - Will meet with EM and create Continuity of Operations Plan (COOP) and Building Emergency Plan (BEP).
  - Will have evacuation site and check in system/site for accountability
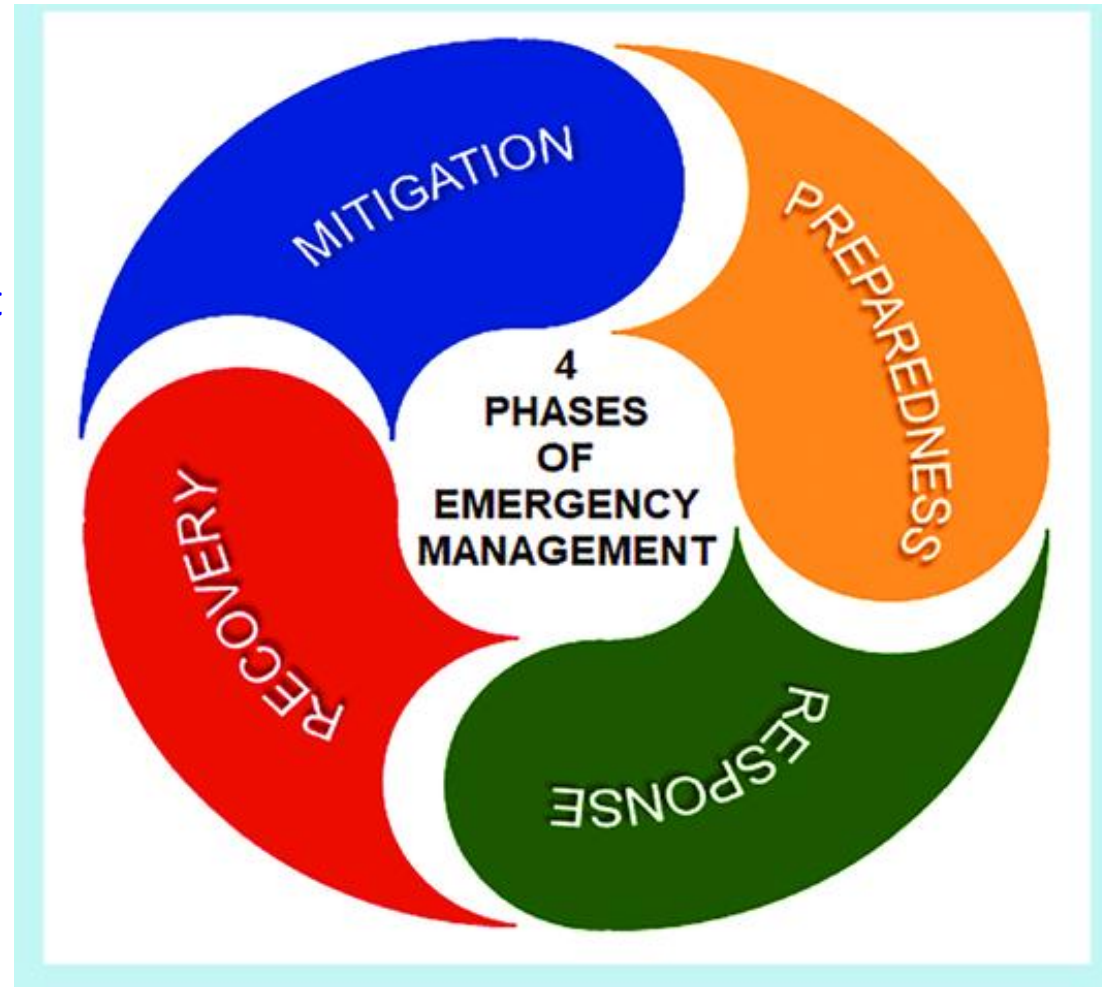 - Point of Contact for EM building needs and training requests
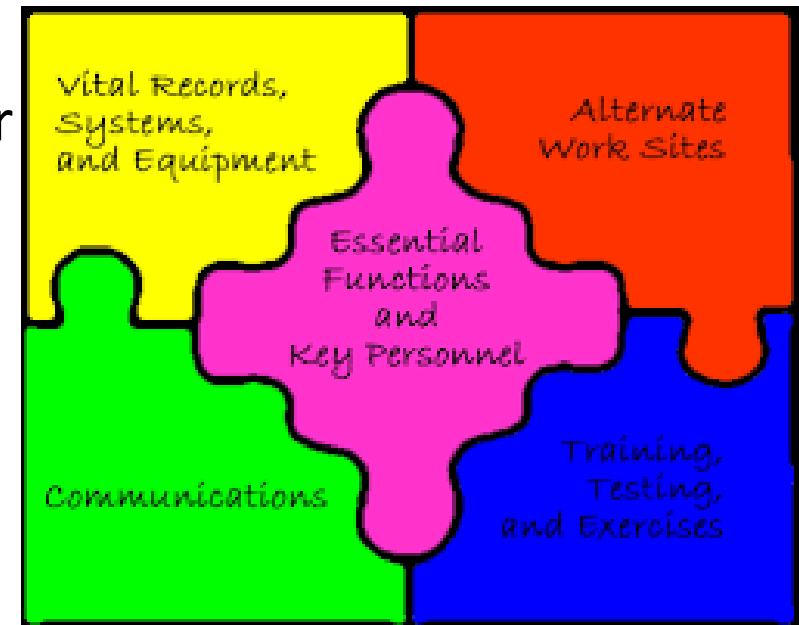
Emergency Management at UWG

Building Coordinator project
- Vulnerability assessment
- Public education

- Economic recovery
- Housing
- Infrastructure reconstruction
- COOP

CEMP, IAP, EAP by EM
- Emergency response plans
- S.I.F.T. Specific Incident Focused Training
- Training exercises
  - Tabletop
  - Full scale

Emergency Responders
- Incident management (Nims ICS)
- Protect life and property
- Initial assessment

Contact Info:

- Zale Lewallen
- 678-839-6026

- UPD
- 678-839-6000

- Carroll County 911
- 911 or 8-911

Live Safe app