Memorandum

To: General Faculty

Date: January 23, 2025

Regarding: Faculty Senate Agenda for January 24, 2025 in Richards Hall, room 102

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1. Call to Order
2. Roll Call
3. Minutes
   A) The December 6, 2024 Faculty Senate Meeting Minutes were approved electronically on December 17, 2024.
4. Administrator Reports
   A) President
   B) Provost
5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

1) General Information Updates
2) Committee Chair General Updates

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

Action Items (Addendum I):

A) College of Education

1) Department of Sport Management, Wellness, and Physical Education

a) Health and Community Wellness BS

Request: Revise

The following changes are proposed to better prepare students for graduate school and the field. The new ABM pathway will be an additional option.

1) Require CMWL 3300: Medical Terminology for all tracks. This course will give students valuable foundational knowledge to work in clinical settings.

2) Replace PHED 4501 with CMWL 3240 as a required course. These classes covered the same content, but PHED 4501 is geared more towards K-12 school

settings. It is more appropriate for students to take CMWL 3240 for current issues in the community setting.

3) Require PHED 4631: Care and Prevention of Sport Injury for the Athletic Training, Occupational Therapy, and Physical Therapy tracks and offer as an elective for the General Track. This course pairs well with PHED 2628, PHED 4603, and CMWL 4000 for students who will work in the exercise science/sports/physical fields. If needed, CMWL 4103 and/or CMWL 4101 have been removed from the required courses to allow for CMWL 3300 and/or PHED 4631 which were determined to be more valuable content areas for those tracks.

4) CMWL 3401 has been removed from required but will still be offered as an elective. The content in this course is covered in some form in other courses and students who are interested in a more in-depth look at technology and it's use in the field still have the option to take it as an elective, if on the general track.

5) Add NUTR 3100 as an elective option for the general track. All other major content areas (ex: physical wellness, mental wellness, program planning) have at least two courses offered, except nutrition. This will give students on the general track an opportunity for deeper learning on the nutrition topic, if they are interested, and provides additional elective options in general, which was needed after moving two electives into the required course offerings.

6) Add CMWL 3230, CMWL 3304, and PHED 4631 to the Professional Elective options for the Dietetics track. This will give students a variety of options to choose from and corresponds with the elective offerings for the General Track.

7) Add ABM pathway with 2 course substitution options: CMWL 6400 for CMWL 4000 and CMWL 6500 for CMWL 3401.

b) Health and Community Wellness Minor

Request: Revise

Updated minor program course options to correspond with updated electives for the CMWL program. Also updated to include courses that do not require a pre-requisite course and remove courses that do require a pre-requisite course to allow more flexibility for students.

B) Perry College of Mathematics, Computing, and Sciences

1) School of Computing, Analytics, and Modeling

a) MATH - 3873 - Statistical Programming

Request: Revise

To take this course, a student needs to have some knowledge of statistics. The current prerequisite of (only) MATH 1401 Elementary Statistics is too narrow and excludes students who are prepared for the class by taking stats courses through other units on campus. List of prerequisites to be: MATH 1401 OR MATH 3203 OR MATH 3063 OR MATH 4213 OR DATA 1501 OR ECON 3402 OR CRIM 4003 OR PSYCN 2003 OR SABH 4003 OR SOCI 4003.

b) Mathematics, B.S.

Request: Revise

This revision has two components: (1) This modification adds an accelerated pathway for a student to complete a BS in Mathematics and a Master of Arts in Teaching. This is added as an option in both existing tracks in the major. (2) This modification also removes a shared core that should have been removed last year when the two existing tracks replaced the previous tracks. This shared core consists of Advanced Calculus and Transition to Advanced Mathematics, which are required in the Pure and Applied math track, but not in the Applied Stats and Data Analytics track.

c) Mathematics Minor

Request: Revise

This revision has two components: (1) We introduced two new statistics/data analysis courses (MATH 3873 and 4873) last year. We are adding them to the list of courses that can be used in the minor. (2) Previously the lower-level courses required for the minor were Calculus I and Calculus II. This was problematic because for many students, Calculus I was used in their core curriculum and thus could not count in the minor. The usual fix was to substitute MATH 2853 Elementary Linear Algebra in place of calculus I. This modification changes the requirement to two classes chosen from Calculus I, Calculus II, and Elementary Linear Algebra.

C) Richards College of Business

1) Department of Economics

a) ECON - 1101 - Economics of Financial Literacy

Request: Add

There is high demand for this course among both freshmen and dual-enrolled students, as these students are transitioning to being both members of the workforce and adult members of society and have particular interest in gaining the reasoning and tools needed to evaluate and contextualize the economic choices that they might make. This class bridges the gap between understanding of basic economic principles, concepts, and terms, such as supply and demand, inflation, unemployment, and trade, and essential components of financial literacy, such as borrowing, budgeting, choosing among scarce outcomes, and evaluating the costs and benefits of basic life choices (such as what to buy or which career to select).

b) Economics, BBA

Request: Revise

This proposal removes ECON3460 Business Forecasting and replaces it with ECON 4420 Labor Economics as a required course. Business Forecasting is a highly mathematical and theory-heavy course. ECON 4420 Labor Economics should be a more attractive and beneficial required class in the major. Labor Economics has been one of the more popular elective courses within the economics programs; however, the economics of the labor market is an area that every student in field of business economics will have to navigate when entering the workforce. This sub-discipline provides business leaders, managers, and economic policymakers with insights into the labor market and how changes in wages, job growth, and other factors can affect individual motivation and the overall performance of the economy. It also provides insight into institutions such as labor unions, and phenomena such as the potential obsolescence of jobs/occupations due to technology (automation, AI, etc.). Like Business Forecasting, this course is planned to be offered annually once approved.

D) University College

1) Department of Civic Engagement and Public Service

c) Criminology and Criminal Justice, B.S.

Request: Revise

There are two changes to the program to improve flexibility for students and to allow them to progress towards graduation more easily. First, instead of requiring statistics, students are offered the opportunity to take statistics or data management. This allows a practical opportunity for those who want to go right into their careers to learn how to work with data, while those who wish to continue their education can still advance their knowledge of statistical techniques. Second, this change removes the requirement that students take two courses in four different areas, instead requiring that they take 24 credit hours of upper-level Criminology classes. This will make it easier for students to progress towards graduation, especially for those who prefer to only take either face to face or online classes, as it is not possible to offer all area courses in both modalities each semester. It will also allow for flexibility for those with specific career interests to focus their classes on those topics.

Information Item (Addendum II):

A) UPC approved courses to receive the High-Impact Practice (HIP) designation for Undergraduate Research (UR) and a request to remove the UR HIP from one course.

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

Action Items (Addendum III):

A) College of Education

1) Elementary Education Ed.S.

Graduate Revise Program Request

Rationale: Due to a shift in resources and a need to better support students through the research components of the program, our department needed to take back these classes. However, the content of the courses is not substantially changing. We are also updating the list of courses that students can take under classroom issues and societal issues to decrease the amount of work required on multiple people to process petitions.

2) Post-Baccalaureate Certificate in Speech-Language Pathology

Graduate Revise Program Request

Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. These updates will result in a change of the overall program hours from 18 to 21 credit hours. We are removing the requirement of completing standalone coursework in science and math prior to taking SLPA 5705, SLPA 5706, and SLPA 5707. Instead, this coursework can be taken at any point in the program and will be required for candidates pursuing the Speech Language Associate certificate, and recommended for candidates applying to a master's program in Speech-Language Pathology. To track this requirement for those pursuing the Speech Language Associate certificate, we would like to establish a code in Banner SOATEST that will populate into Wolf Watch indicating the standalone coursework requirement has been met. This area is not required to award the internal certificate. However, it will allow us to confirm those that have fully completed the requirements for the Speech-Language Associate certificate issued through the Georgia Professional Standards Commission. Recommendation for the code is as follows: Test Code – SLAC Description – SLA Standalone Coursework Test Score – SLAC.

3) SLPA 5705 Speech and Hearing Science

Graduate Revise Course Request

Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an

additional semester to complete the courses and does not affect their ability to perform well in this course.

4) SLPA 5706 Introduction to Audiology

   Graduate Revise Course Request

   Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an additional semester to complete the courses and does not affect their ability to perform well in this course.

5) SLPA 5707 Introduction to Neurological Disorders

   Graduate Revise Program Request

   Rationale: The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an additional semester to complete the courses and does not affect their ability to perform well in this course.

6) Post-Baccalaureate Certificate in Student Development in Higher Education

   Graduate New Program Request

Rationale: Higher education professionals have diverse academic qualifications, yet, few have practical experience with higher education administration course content. This certificate is designed to offer pointed expertise in the area of student development within higher education. The foci are: (1) The history and philosophical underpinnings of student development in the United States. (2) What is the compositional diversity of students participating in higher education? (3) How do students change as a result of participating in higher education? and (4) How might student development differ across varied student identities? The four courses in the certificate (HEDA 6170, 6172, 7145, and 6178) all count toward a 30-credit hour master's in Higher Education Administration if a student were to choose to apply and be admitted into the M.Ed. Through the present proposal, the Post-Baccalaureate Certificate in Student Development in Higher Education will be devised as a certificate, a designation that will afford several benefits to students and program faculty: (1) For students, this designation will provide them the ability to plan and monitor their progress using DegreeWorks (Wolf Watch). A stand-alone certificate in Student Development in Higher Education will also provide students with recognition of completion of the program on the official transcript and provide them with a UWG-earned certificate. (2) For faculty advisors, this designation will support their efforts to provide advising support and monitoring to students (through DegreeWorks). (3) For program faculty-administrators, the designation as a certificate will allow them to assess student learning outcomes using university resources like Xitracs. (4) Finally, by devising this program as a graduate certificate, this program will be recognized on the Georgia Board of Regents Degrees and Majors Authorized list, and program administrators will have a clear accounting of the number of completers.

B) College of Mathematics, Computing, and Sciences

1) Biology M.S.

Graduate Revise Program Request

Rationale: There are 4 updates to the program as described below. These updates do not change the program requirements. We have included an updated curriculum assessment map, as requested, to incorporate these and other recent changes to the

course offerings. 1. Remove program description of combined MS/MAT option because it was not approved by COE last year and is not active. Some other minor copy edits were completed to the overall program description to improve flow. 2. Add two new elective biology courses to the program & schema (BIOL 6750 Clinical Neuroscience (already approved) and BIOL 6530 Medical Physiology (proposal pending)). These courses are particularly relevant to the popular MS Biology, Biomedical Sciences Concentration and count toward Core Area 1. 3. Delete 2 elective courses (BIOL 5666 & 6150) that are being removed from the program because the faculty have retired and they have not been taught recently. 4. Add popular electives taken by students from outside the major (CMWL and GEOG) to reduce Wolfwatch petitions. The program already accepted these outside courses through the cumbersome and confusing petition process for students. As previously described in our program, the thesis track allows for 6 outside credits, and the nonthesis track 9 outside credits. I have consulted with the register on the wording for the electives in the schema. 4. Adds the full degree requirements to the combined MS/MBA description for clarification. While the program was already approved last year, we didn't have this schema listed in the catalog, which can cause confusion for prospective students viewing the catalog.

2) BIOL 6530 Medical Physiology

Graduate New Course Request

Rationale: This course addresses the growing enrollment in the MS Biology program, particularly among non-thesis students in the biomedical sciences concentration. It provides essential advanced physiology content to better prepare students for professional programs in medicine, dentistry, veterinary science, and other biomedical careers. By adding a much-needed 6000-level course option, the course fills a significant curriculum gap, as students must complete 15 credit hours at this level. This need is especially pressing for UWG undergraduates who have already taken cross-listed 6000-level courses, such as Biochemistry, Histology, and Human Physiology, and cannot retake them as a graduate student. The asynchronous online delivery format ensures sufficient enrollment, supporting consistent course offerings

every year or two while enhancing the program's appeal and competitiveness for recruiting high-caliber students.

3) Post-Baccalaureate Certificate in Biomedical Sciences

Graduate New Program Request

Rationale: Provides an academic pathway for various students, including those: 1. Looking for an opportunity to test the waters before committing to a more time-intensive and costlier M.S. graduate program. 2. Seeking to strengthen academic credentials for admission to medical, dental, veterinary, or other health professional schools. 3. Changing careers and may not have a traditional biology undergraduate degree. 4. Pursuing additional technical and analytical knowledge for career advancement.

Request: Graduate New Course Request

Rationale: Accreditation requires curriculum revision based on the new AACN Essentials competency-based education, which is the rationale for revising the program and adding this course.

Committee III: Academic Policies Committee (Ericka Wentz and Clifford Davis, Co-Chairs)

Action Item (Addendum IV):

A) Grade Change Appeal Policy Revision

1) The main revisions reflected in the revised document involve the length of time in which students would have to initiate a grade appeal and the time frame for completing the process. Under the proposed process, students would have one month from the date on which final grades were due in the course to initiate an appeal (vs. the end of the semester following the assignment of the grade) and the appeal would be concluded two months after the assignment of the grade (vs. 12 months). The revisions are also updated to include all venues in which UWG classes are offered (i.e., Newnan, eCore, and eMajor).

6. Old Business
   a. None
7. New Business

A) Focused discussion on breaking down barriers to, incentivizing, and recognizing robust faculty-student interaction in all its forms, especially in-person on campus.

8. Announcements
9. Adjourn

Addendum I

Health and Community Wellness, 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
- [x] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [x] Program Learning Outcomes
- [x] 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 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 Sport Management, Wellness, and Physical Education

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* Health and Community Wellness, B.S.

Program ID - DO NOT EDIT* 4249

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* The mission of the Bachelor of Science (B.S.) in Health & Community Wellness is to provide professional candidates for employment in a variety of settings to promote health and wellness. Through program courses and experiential learning experiences, students will be prepared to help people, organizations, and communities change lifestyle behaviors to minimize health risks and improve overall wellness.

Students have the option to choose the General Track or one of four professional tracks. Professional track options include: Athletic Training, Physical Therapy, Occupational Therapy, or Dietetics. These tracks serve as a pathway and will prepare students to apply for a masters or doctoral program in the designated field of study. Students must maintain a minimum of 3.0 GPA for good academic standing on any of the four professional tracks in this program.

Students choosing the General Track will have the option of completing fifteen (15) credit hours of electives or can select an approved minor. Students must maintain a minimum of 2.0 GPA for good academic standing on the General Track in this program.

The Accelerated Bachelor's to Master's Degree Pathway in Health and Wellness at the University of West Georgia allows outstanding students who major in Health and Community Wellness to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in Health and Wellness allows exceptional students to count up to six (6) hours towards the M.S. in Integrative Health and Wellness. Upon completion of the undergraduate B.S. in Health and Community Wellness, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.S. in Integrative Health and Wellness graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree.

Learning Outcomes:
1. The student will be able to describe discipline-specific and theoretical concepts related to industry standards set by the National Wellness Institute in five critical aspects: systems aspect, methodological aspect, professional aspect, project management aspect, and contextual aspect.
2. The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.
3. The student will demonstrate dispositions essential to becoming effective professionals.
4. The student will apply participatory, holistic, and strength-based processes to design and evaluate a wellness program that meets the objectives and outcomes established by key stakeholders.

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

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Health and Community Wellness, General Track

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours (a)

PHED 2628 First Aid and CPR for Education Majors	1
PHED 2000 App Con of Fitness & Wellness	3
CMWL 2100 Intro to Health and Community Wellness	2
PSYC 1101 Introduction to General Psychology	3
MATH 1401 Elementary Statistics	3
CMWL 2200 Social Determinants of Health and Wellness	3
PHED 2605 Functional Anatomy	3

Professional Classes for the Degree:42 Hours Required (a)

CMWL 3100 Lifespan Development	3
CMWL 3210 Principles of Nutrition	3
CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership	3
CMWL 3300 Medical Terminology	3
CMWL 3101 Mental and Emotional Wellness	3
CMWL 3102 Psychology of Health and Wellness	3
CMWL 4100 Wellness Coaching	3
PHED 4603 Advanced Concepts of Personal Training	3
CMWL 4000 Exercise and Wellness Programming for Special Populations	3
CMWL 4101 Worksite Wellness Programs	3
CMWL 4103 Applied Research Methods in Health and Community Wellness	3
CMWL 3220 Principles and Foundations of Health Promotion and Education	3

CMWL 3110 Program Evaluation in Community Settings	**3**
CMWL 4102 Health and Community Wellness Internship	**3**

Professional Elective for the Degree: 3 Hours Required (a)

Select one of the following courses:

CMWL 3230 Exercise Leadership	**3**
CMWL 3302 Healthcare Leadership & Policy	**3**
CMWL 3304 Sexual Health & Wellness	**3**
CMWL 3401 Technology in Health and Community Wellness	**3**
PHED 4631 Prevention and Care of Athletic Injuries	**3**
NUTR 3100 Lifecycle Nutrition and Disease Management	**3**

Electives Recommended: 15 Hours (a)

(Electives are for an approved minor or special topics courses. All electives must be at the 3000 level or above. The academic advisor must approve any 2000 level courses)

Total: 120 Hours

Minimum 2.0 GPA required for graduation

(a) Courses must be completed with a grade of C or better.

Health and Community Wellness, Athletic Training Track (a)

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Athletic Training Professional Track Core IMPACTS Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Core IMPACTS Area M; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1401 for Core IMPACTS Area T; and PSYC 1101 for Core IMPACTS Area S.

Field of Study: 18 Hours

PHED 2628 First Aid and CPR for Education Majors	1
PHED 2000 App Con of Fitness & Wellness	3
CMWL 2100 Intro to Health and Community Wellness	2
CMWL 2200 Social Determinants of Health and Wellness	3
PHYS 1111 Introductory Physics I	3
CHEM 1211 Principles of Chemistry I	3
MATH 1112 Trigonometry & Analytical Geometry	3

Professional Classes for the Degree: 45 Hours Required

CMWL 3100 Lifespan Development	3
CMWL 3210 Principles of Nutrition	3
CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership	3
CMWL 3300 Medical Terminology	3
CMWL 3101 Mental and Emotional Wellness	3
CMWL 3102 Psychology of Health and Wellness	3
CMWL 4100 Wellness Coaching	3
PHED 4603 Advanced Concepts of Personal Training	3
CMWL 4000 Exercise and Wellness Programming for Special Populations	3
PHED 4631 Prevention and Care of Athletic Injuries	3
CMWL 4101 Worksite Wellness Programs	3
CMWL 4103 Applied Research Methods in Health and Community Wellness	3
CMWL 3220 Principles and Foundations of Health Promotion and Education	3
CMWL 3110 Program Evaluation in Community Settings	3
CMWL 4102 Health and Community Wellness Internship	3

Required Electives: 14 Hours

All courses are required to satisfy this professional track.

BIOL 2251 Anatomy and Physiology I	3
BIOL 2251L Anatomy and Physiology I Laboratory	1
BIOL 2252 Anatomy and Physiology II	3
BIOL 2252L Anatomy and Physiology II Laboratory	1
CHEM 1211L Principles of Chemistry I Lab	1
PHYS 1111L Introductory Physics I Laboratory	1
PSYC 3150 Abnormal Psychology	4

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track, and ending coursework must be at a 3.0 GPA to apply to a Master's Athletic Training program.

Health and Community Wellness, Dietetics Track (a)

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Dietetics Professional Track Core IMPACTS Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Core IMPACTS Area M; CS 1000 for Core IMPACTS Area I; CHEM 1211 and CHEM 1211L, CHEM 1212 and 1212L, and MATH 1401 for Core IMPACTS Area T.

Field of Study: 18 Hours

PHED 2628 First Aid and CPR for Education Majors	1
PHED 2000 App Con of Fitness & Wellness	3
CMWL 2100 Intro to Health and Community Wellness	2
BIOL 2251 Anatomy and Physiology I	3

BIOL 2251L Anatomy and Physiology I Laboratory	**1**
BIOL 2252 Anatomy and Physiology II	**3**
BIOL 2252L Anatomy and Physiology II Laboratory	**1**
CHEM 2411L Organic Chemistry I Laboratory	**1**
MATH 1112 Trigonometry & Analytical Geometry	**3**

Professional Classes for the Degree: 42 Hours Required

CMWL 2200 Social Determinants of Health and Wellness	**3**
CMWL 3100 Lifespan Development	**3**
CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership	**3**
CMWL 3300 Medical Terminology	**3**
CMWL 3101 Mental and Emotional Wellness	**3**
CMWL 3102 Psychology of Health and Wellness	**3**
CMWL 4100 Wellness Coaching	**3**
PHED 4603 Advanced Concepts of Personal Training	**3**
CMWL 4000 Exercise and Wellness Programming for Special Populations	**3**
CMWL 4101 Worksite Wellness Programs	**3**
CMWL 4103 Applied Research Methods in Health and Community Wellness	**3**
CMWL 3220 Principles and Foundations of Health Promotion and Education	**3**
CMWL 3110 Program Evaluation in Community Settings	**3**
CMWL 4102 Health and Community Wellness Internship	**3**

Professional Elective for the Degree: 3 Hours Required

Select one of the Following Courses:

CMWL 3230 Exercise Leadership	**3**
CMWL 3302 Healthcare Leadership & Policy	**3**
CMWL 3304 Sexual Health & Wellness	**3**
CMWL 3401 Technology in Health and Community Wellness	**3**
PHED 4631 Prevention and Care of Athletic Injuries	**3**

Required Electives: 15 Hours

For this professional track, these courses are required to earn a Minor in Nutrition Promotion and Education.

CMWL 3210 Principles of Nutrition	3
CHEM 2411 Organic Chemistry I	3
NUTR 3100 Lifecycle Nutrition and Disease Management	3

[After]

Select two of the following courses:

HIST 4580 American Foodways	3
NUTR 3200 Sports Nutrition	3
NUTR 4100 Nutrition Education and Counseling Strategies	3
NUTR 4300 Cultural Aspects of Food and Nutrition	3

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Dietetics program.

Health and Community Wellness, Occupational Therapy Track (a)

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Occupational Therapy Professional Track Core IMPACTS Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Core IMPACTS Area M; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1401 for Core IMPACTS Area T; and SOCI 1101 for Core IMPACTS Area S.

Field of Study: 18 Hours

PHED 2000 App Con of Fitness & Wellness	**3**
CMWL 2100 Intro to Health and Community Wellness	**2**
CMWL 2200 Social Determinants of Health and Wellness	**3**
MATH 1112 Trigonometry & Analytical Geometry	**3**
PHYS 1111 Introductory Physics I	**3**
PHYS 1111L Introductory Physics I Laboratory	**1**
PSYC 1101 Introduction to General Psychology	**3**

Professional Classes for the Degree: 45 Hours Required

PHED 2628 First Aid and CPR for Education Majors	**1**
CMWL 3210 Principles of Nutrition	**3**
CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership	**3**
CMWL 3300 Medical Terminology	**3**
PSYC 3010 Human Growth and Development	**4**
CMWL 3101 Mental and Emotional Wellness	**3**
CMWL 3102 Psychology of Health and Wellness	**3**
CMWL 4100 Wellness Coaching	**3**
PHED 4603 Advanced Concepts of Personal Training	**3**
CMWL 4000 Exercise and Wellness Programming for Special Populations	**3**
PHED 4631 Prevention and Care of Athletic Injuries	**3**
CMWL 4101 Worksite Wellness Programs	**3**
CMWL 4103 Applied Research Methods in Health and Community Wellness	**3**
CMWL 3220 Principles and Foundations of Health Promotion and Education	**3**
CMWL 3110 Program Evaluation in Community Settings	**3**
CMWL 4102 Health and Community Wellness Internship	**3**

Required Electives: 12 Hours

All courses are required to satisfy this professional track

BIOL 2251 Anatomy and Physiology I	**3**
BIOL 2251L Anatomy and Physiology I Laboratory	**1**
BIOL 2252 Anatomy and Physiology II	**3**
BIOL 2252L Anatomy and Physiology II Laboratory	**1**
PSYC 3150 Abnormal Psychology	**4**

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Occupational Therapy program

Health and Community Wellness, Physical Therapy Track (a)

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Physical Therapy Professional Track Core IMPACTS Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Core IMPACTS Area M; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1401 for Core IMPACTS Area T; and PSYC 1101 for Core IMPACTS Area S.

Field of Study: 18 Hours

PHED 2628 First Aid and CPR for Education Majors	1
CMWL 2100 Intro to Health and Community Wellness	2
CMWL 2200 Social Determinants of Health and Wellness	3
CHEM 1211 Principles of Chemistry I	3
CHEM 1212 Principles of Chemistry II	3
BIOL 2251 Anatomy and Physiology I	3
MATH 1112 Trigonometry & Analytical Geometry	3

Professional Classes for the Degree: 44 Hours Required

PSYC 3010 Human Growth and Development	4

PSYC 3010 Human Growth and Development	4
PSYC 3150 Abnormal Psychology	4
CMWL 3210 Principles of Nutrition	3
CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership	3
CMWL 3300 Medical Terminology	3
CMWL 3101 Mental and Emotional Wellness	3
CMWL 3102 Psychology of Health and Wellness	3
CMWL 4100 Wellness Coaching	3
PHED 4603 Advanced Concepts of Personal Training	3
CMWL 4000 Exercise and Wellness Programming for Special Populations	3
CMWL 3220 Principles and Foundations of Health Promotion and Education	3
CMWL 3110 Program Evaluation in Community Settings	3
CMWL 4102 Health and Community Wellness Internship	3
PHED 4631 Prevention and Care of Athletic Injuries	3

Required Electives: 15 Hours

All courses are required to satisfy this professional track.

PHYS 1111 Introductory Physics I	3
PHYS 1111L Introductory Physics I Laboratory	1
PHYS 1112 Introductory Physics II	3
PHYS 1112L Introductory Physics II Laboratory	1
CHEM 1211L Principles of Chemistry I Lab	1
CHEM 1212L Principles of Chemistry II Lab	1
BIOL 2251L Anatomy and Physiology I Laboratory	1
BIOL 2252 Anatomy and Physiology II	3
BIOL 2252L Anatomy and Physiology II Laboratory	1

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track. Prerequisites GPA and ending coursework must be at 3.0 to apply to a DPT program. An overall ending GPA of 3.5 or higher is recommended for this competitive program.

Accelerated Bachelor's to Master's Degree Pathway

Students applying for the ABM Pathway in Health and Wellness must:

-Have completed at least 90 hours toward a B.S. in Health and Community Wellness, General Track

-Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.
-Have a UWG GPA of 3.2 or higher and must maintain that GPA while they are undergraduates.
-Meet all admission requirements for the M.S. in Integrative Health and Wellness except for completion of the B.S. in Health and Community Wellness.
-Complete the undergraduate course sequence of CMWL 3101, CMWL 3102, and CMWL 4100 prior to registering for any graduate courses and the undergraduate course sequence of PHED 2605 and PHED 4603 prior to registering for CMWL 6400.

Students can apply up to 6 credits to towards the MS in Integrative Health and Wellness. Course options include CMWL 6400 (for CMWL 4000) and CMWL 6500 (for CMWL 3401).

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* Based on feedback from students, graduate school pre-requisite requirements, and consultation with advisory board members in the professional field, the following changes to required content are being proposed to better prepare students for graduate school and the field. The new ABM pathway will be an additional option, ideal for students pursing a career in health and wellness coaching.
1) Require CMWL 3300: Medical Terminology for all tracks. This course will give students valuable foundational knowledge to work in clinical settings.
2) Replace PHED 4501 with CMWL 3240 as a required course. These classes covered the same content but PHED 4501 is geared more towards K-12 school settings. It is more appropriate for students to take CMWL 3240 for current issues in the community setting.
3) Require PHED 4631: Care and Prevention of Sport Injury for the Athletic Training, Occupational Therapy, and Physical Therapy tracks and offer as an elective for the General Track. This course will pair well with PHED 2628, PHED 4603, and CMWL 4000 for students who will be working in the exercise science/sports/physical fields. If needed, CMWL 4103 and/or CMWL 4101 have been removed from the required courses to allow for CMWL 3300 and/or PHED 4631 which were determined to be more valuable content areas for those particular tracks.
4) CMWL 3401 has been removed from required, but will still be offered as an elective. The content in this course is covered in some form in other courses and students who are interested in a more in depth look at technology and it's use in the field still have the option to take it as an elective, if on the general track.
5) Add NUTR 3100 as an elective option for the general track. All other major content areas (ex: physical wellness, mental wellness, program planning) have at least two courses offered, with the exception of nutrition. This will give students on the general track an opportunity for deeper learning on the nutrition topic, if they are interested, and provides additional elective options in general, which was needed after moving two electives into the required course offerings.
6) Add CMWL 3230, CMWL 3304, and PHED 4631 to the Professional Elective options for the Dietetics track. This will give students a variety of options to choose from and corresponds with the elective offerings for the General Track.
7) Add ABM pathway with 2 course substitution options: CMWL 6400 for CMWL 4000 and CMWL 6500 for CMWL 3401.

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

1. The student will be able to describe discipline-specific and theoretical concepts related to industry standards set by the National Wellness Institute in five critical aspects: systems aspect, methodological aspect, professional aspect, project management aspect, and contextual aspect.
2. The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.
3. The student will demonstrate dispositions essential to becoming effective professionals
4. The student will apply participatory, holistic, and strength-based processes to design and evaluate a wellness program that meets the objectives and outcomes established by key stakeholders.

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.
- [x] 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
- [x] 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*

- [x] I have attached the Program Map/Sheet.
- [ ] N/A - I am not making changes to the program curriculum.

Assessment Plan*

- [x] 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.**

NEW

2025-2026
Program Map
BS Health and Community Wellness
General Track

YEAR 1

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
ENG 1101	3		ENG 1102	3
MATH 1001 (Recommended)	3		PSYC 1101*	3
XIDS 2100 (Recommended)	3		PHED 2000*	3
BIOL 1010 + Lab (Recommended)	3		COMM 1110 (Recommended)	3
HIST 1111 or 1112	3		POLS 1101	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Complete ENGL 1101 with C or better • Complete Core IMPACTS Area M • Complete Lab science • Earn 15 or more credit hours			• Complete ENGL 1102 with C or better • Complete Core IMPACTS Area C • Earn 15 or more credit hours • Complete Field of Study Related Courses* with C or better	

YEAR 2

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
CMWL 2100*	2		PHED 2605*	3
CMWL 2200*	3		MATH 1401*	3
PHED 2628*	1		HIST 2111 or 2112	3
Elective from Core IMPACTS Area I	3		Elective course from Core IMPACTS Area T	3
Elective course from Core IMPACTS Area A	3		Elective course from Core IMPACTS Area S	3
Elective course from Core IMPACTS Area T	3			
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Earn 15 of more credit hours • Complete Core IMPACTS Area A and I • Complete Field of Study Related Courses* with C or better			• Earn 15 of more credit hours • Complete Core IMPACTS Complete Field of Study Related Courses* with C or better	

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YEAR 3

TERM 1	
Course	**Credits**
CMWL 3100	3
CMWL 3101	3
PHED 4603	3
CMWL 3210	3
Professional Content Elective	3
SEMESTER TOTAL	15

Milestones

- Maintain 2.0 or higher GPA
- Complete courses with C or better
- Electives must be 3000/4000 level courses

TERM 2	
Course	**Credits**
CMWL 3220	3
CMWL 3102	3
CMWL 3300	3
CMWL 4000	3
Professional Content Elective	3
SEMESTER TOTAL	15

Milestones

- Maintain 2.0 or higher GPA
- Complete courses with C or better
- Electives must be 3000/4000 level courses

Term 3	
Course	**Credits**
CMWL 3240	3
Professional Content Elective or CMWL Course	3
SEMESTER TOTAL	6

Milestones

- Maintain 2.0 or higher GPA
- Complete courses with C or better
- Electives must be 3000/4000 level courses

YEAR 4

TERM 1	
Course	**Credits**
CMWL 4100	3
CMWL 3110	3
CMWL 4101	3
Professional Content Elective	3
SEMESTER TOTAL	12

Milestones

- Maintain 2.0 or higher GPA
- Complete courses with C or better
- Electives must be 3000/4000 level courses

TERM 2	
Course	**Credits**
CMWL 4102	3
CMWL 4103	3
Professional Content Elective	3
Professional Content Elective	3
SEMESTER TOTAL	12

Milestones

- Maintain 2.0 or higher GPA
- Complete courses with C or better
- Electives must be 3000/4000 level courses
- Complete CMWL exit content exam and survey for graduation

Professional Content Elective Options:

CMWL 3230

CMWL 3302

CMWL 3304

CMWL 3401

PHED 4631

NUTR 3100

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NEW

2025-2026
Program Map
BS Health and Community Wellness
Physical Therapy Track

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ENG 1101	3	ENG 1102	3
MATH 1111	3	PSYC 1101	3
XIDS 2100 (Recommended)	3	BIOL 1108 + Lab	4
BIOL 1107 + Lab	4	COMM 1110	3
HIST 1111 or 1112	3	Elective from Core IMPACTS Area A	3
SEMESTER TOTAL	16	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete ENGL 1101 with C or better • Complete MATH 1111 with a C or better • Complete BIOL 1107 and BIOL 1107L with a B or better • Earn 16 or more credit hours • Maintain GPA 3.0 or better		• Complete ENGL 1102 with C or better • Complete BIOL 1108 and BIOL 1108L with a B or better • Earn 16 or more credit hours • Maintain GPA 3.0 or better	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
CMWL 2100*	2	CMWL 2200*	3
MATH 1112	3	POLS 1101	3
HIST 2111 or 2112	3	BIOL 2252 + Lab	4
BIOL 2251 + Lab	4	MATH 1401	3
Elective course from Core IMPACTS Area I	3	PHED 2628*	1
SEMESTER TOTAL	15	SEMESTER TOTAL	14
Milestones		**Milestones**	
• Complete MATH 1112 with a B or better • Complete BIOL 2251 and BIOL 2251L with a B or better • Complete Field of Study Related Courses* with C or better • Earn 15 of more credit hours • Maintain GPA 3.0 or better • Obtain 20 PT observation hours (setting #1)		• Complete BIOL 2252 and BIOL 2252L with a B or better • Complete Field of Study Related Courses* with C or better • Earn 15 of more credit hours • Maintain GPA 3.0 or better • Obtain 20 PT observation hours (setting #2)	

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YEAR 3

TERM 1	
Course	**Credits**
CHEM 1211 + Lab	4
PHED 4603	3
PSYC 3010	4
CMWL 3210	3
SEMESTER TOTAL	14

Milestones

- Complete CHEM 1211 and CHEM 1211L with B or better
- Complete all other courses with C or better
- Maintain 3.0 or higher GPA
- Obtain 20 PT observation hours (setting #3)

TERM 2	
Course	**Credits**
CHEM 1212 + Lab	4
CMWL 3220	3
CMWL 3101	3
CMWL 4000	3
SEMESTER TOTAL	14

Milestones

- Complete CHEM 1212 and CHEM 1212L with B or better
- Complete all other courses with C or better
- Maintain 3.0 or higher GPA
- Obtain 20 PT observation hours (setting #4)

Term 3	
Course	**Credits**
CMWL 3240	3
CMWL 3102	3
SEMESTER TOTAL	6

Milestones

- Complete all courses with a C or better
- Maintain 3.0 or higher GPA
- Research and visit graduate PT programs

YEAR 4

TERM 1	
Course	**Credits**
CMWL 3110	3
CMWL 4100	3
PSYC 3150	4
PHYS 1111 + Lab	4
SEMESTER TOTAL	14

Milestones

- Complete PHYS 1111 and PHYS 1111L with B or better
- Complete all other courses with C or better
- Maintain 3.0 or higher GPA
- Obtain recommendation letters, complete resume, and apply to PT graduate programs

TERM 2	
Course	**Credits**
PHYS 1112 + Lab	4
PHED 4631	3
CMWL 4102	3
CMWL 3300	3
SEMESTER TOTAL	13

Milestones

- Complete PHYS 1112 and PHYS 1112L with B or better
- Maintain 3.0 or higher GPA
- Complete CMWL exit content exam and survey for graduation

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NEW

2025-2026
Program Map
BS Health and Community Wellness
Occupational Therapy Track

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ENG 1101	3	ENG 1102	3
MATH 1111	3	SOCI 1101	3
XIDS 2100 (Recommended)	3	COMM 1110	3
BIOL 1107 + Lab	4	BIOL 1108 + Lab	4
HIST 1111 or 1112	3	Elective from Core IMPACTS Area A	3
SEMESTER TOTAL	16	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete ENGL 1101 with C or better • Complete MATH 1111 with a C or better • Complete BIOL 1107 and BIOL 1107L with a B or better • Earn 16 or more credit hours • Maintain GPA 3.0 or better		• Complete ENGL 1102 with C or better • Complete BIOL 1108 and BIOL 1108L with a B or better • Earn 16 or more credit hours • Maintain GPA 3.0 or better	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
CMWL 2100*	2	CMWL 2200*	3
MATH 1112	3	POLS 1101	3
HIST 2111 or 2112	3	BIOL 2252 + Lab	4
BIOL 2251 + Lab	4	MATH 1401	3
Elective course from Core IMPACTS Area A	3	PSYC 1101	3
PHED 2628*	1		
	16		
SEMESTER TOTAL		SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete MATH 1112 with a B or better • Complete BIOL 2251 and BIOL 2251L with a B or better • Complete Field of Study Related Courses* with C or better • Earn 15 of more credit hours • Maintain GPA 3.0 or better • Obtain 20 OT observation hours (setting #1)		• Complete BIOL 2252 and BIOL 2252L with a B or better • Complete Field of Study Related Courses* with C or better • Earn 15 of more credit hours • Maintain GPA 3.0 or better • Obtain 20 OT observation hours (setting #2)	

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YEAR 3

TERM 1	
Course	**Credits**
PHYS 1111 + Lab	4
CMWL 3101	3
CMWL 4103	3
PHED 2000	3
SEMESTER TOTAL	13

Milestones

- Complete all courses with C or better
- Maintain 3.0 or higher GPA
- Obtain 20 OT observation hours (setting #3)

TERM 2	
Course	**Credits**
CMWL 3210	3
CMWL 3220	3
CMWL 3102	3
PSYC 3010	4
PHED 4603	3
SEMESTER TOTAL	16

Milestones

- Complete all courses with C or better
- Maintain 3.0 or higher GPA
- Obtain 20 OT observation hours (setting #4)

Term 3	
Course	**Credits**
CMWL 3240	3
	3
SEMESTER TOTAL	6

Milestones

- Complete all courses with a C or better
- Maintain 3.0 or higher GPA
- Research and visit graduate OT programs

YEAR 4

TERM 1	
Course	**Credits**
CMWL 4000	3
CMWL 4101	3
CMWL 3110	3
CMWL 4100	3
SEMESTER TOTAL	12

Milestones

- Complete all courses with C or better
- Maintain 3.0 or higher GPA
- Obtain recommendation letters, complete resume, and apply to OT graduate programs

TERM 2	
Course	**Credits**
CMWL 3300	3
CMWL 4102	3
PSYC 3150	3
PHED 4631	3
SEMESTER TOTAL	12

Milestones

- Maintain 3.0 or higher GPA
- Complete CMWL exit content exam and survey for graduation

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NEW

2025-2026
Program Map
BS Health and Community Wellness
Athletic Training Track

YEAR 1

TERM 1

Course	Credits
ENG 1101	3
MATH 1111	3
XIDS 2002	2
BIOL 1107 + Lab	4
HIST 1111 or 1112	3
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1101 with C or better
- Complete MATH 1111 with a C or better
- Complete BIOL 1107 and BIOL 1107L with a B or better
- Earn 15 or more credit hours
- Maintain GPA 3.0 or better

TERM 2

Course	Credits
ENG 1102	3
PSYC 1101	3
COMM 1110	3
BIOL 1108 + Lab	4
Elective from Core IMPACTS Area A	3
SEMESTER TOTAL	16

Milestones

- Complete ENGL 1102 with C or better
- Complete BIOL 1108 and BIOL 1108L with a B or better
- Earn 16 or more credit hours
- Maintain GPA 3.0 or better

YEAR 2

TERM 1

Course	Credits
CMWL 2100*	2
MATH 1112	3
HIST 2111 or 2112	3
BIOL 2251 + Lab	4
Elective course from Core IMPACTS Area A	3
PHED 2628*	1
SEMESTER TOTAL	16

Milestones

- Complete MATH 1112 with a B or better
- Complete BIOL 2251 and BIOL 2251L with a B or better
- Complete Field of Study Related Courses* with C or better
- Earn 16 of more credit hours
- Maintain GPA 3.0 or better
- Obtain 20 AT observation hours (setting #1)

TERM 2

Course	Credits
CMWL 2200*	3
POLS 1101	3
BIOL 2252 + Lab	4
MATH 1401	3
PHED 2000*	3
SEMESTER TOTAL	16

Milestones

- Complete BIOL 2252 and BIOL 2252L with a B or better
- Complete Field of Study Related Courses* with C or better
- Earn 16 of more credit hours
- Maintain GPA 3.0 or better
- Obtain 20 AT observation hours (setting #2)

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YEAR 3

TERM 1	
Course	**Credits**
CHEM 1211 + Lab	4
CMWL 3100	3
CMWL 3101	3
PHED 4603	3
SEMESTER TOTAL	13

Milestones

- Complete CHEM 1211 and CHEM 1211L with B or better
- Complete all other courses with C or better
- Maintain 3.0 or higher GPA
- Obtain 20 AT observation hours (setting #3)

TERM 2	
Course	**Credits**
PHYS 1111 + Lab	4
CMWL 3220	3
CMWL 3102	3
CMWL 4000	3
SEMESTER TOTAL	13

Milestones

- Complete PHYS 1111 and PHYS 1111L with B or better
- Complete all other courses with C or better
- Maintain 3.0 or higher GPA
- Obtain 20 AT observation hours (setting #4)

Term 3	
Course	**Credits**
CMWL 3240	3
CMWL 3210	3
SEMESTER TOTAL	6

Milestones

- Complete all courses with a C or better
- Maintain 3.0 or higher GPA
- Research and visit graduate AT programs

YEAR 4

TERM 1	
Course	**Credits**
CMWL 3110	3
CMWL 4100	3
PSYC 3150	4
CMWL 3300	3
SEMESTER TOTAL	13

Milestones

- Complete all courses with C or better
- Maintain 3.0 or higher GPA
- Obtain recommendation letters, complete resume, and apply to AT graduate programs

TERM 2	
Course	**Credits**
CMWL 4101	3
CMWL 4102	3
PHED 4631	3
CMWL 4103	3
SEMESTER TOTAL	12

Milestones

- Maintain 3.0 or higher GPA
- Complete CMWL exit content exam and survey for graduation

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NEW

2025-2026
Program Map
BS Health and Community Wellness
Dietetics Track

YEAR 1

TERM 1

Course	Credits
ENG 1101	3
MATH 1111	3
COMM 1110	3
XIDS 2100 (Recommended)	3
HIST 1111 or 1112	3
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1101 with C or better
- Complete MATH 1111 with a C or better
- Earn 15 or more credit hours
- Maintain GPA 3.0 or better

TERM 2

Course	Credits
ENG 1102	3
SOCI 1101	3
MATH 1112	3
CS 1000	1
Elective from Core IMPACTS Area A	3
SEMESTER TOTAL	13

Milestones

- Complete ENGL 1102 with C or better
- Earn 13 or more credit hours
- Maintain GPA 3.0 or better

YEAR 2

TERM 1

Course	Credits
CMWL 2100*	2
CHEM 1211 + Lab	4
PHED 2628*	1
POLS 1101	3
Elective course from Core IMPACTS Area P	3
SEMESTER TOTAL	13

Milestones

- Complete Lab Sciences with a B or better
- Complete Field of Study Related Courses* with C or better
- Earn 13 of more credit hours
- Maintain GPA 3.0 or better

TERM 2

Course	Credits
PHED 2000*	3
CMWL 3210*	3
MATH 1401	3
CHEM 1212 + Lab	4
CMWL 3300	3
SEMESTER TOTAL	16

Milestones

- Complete Lab Sciences with a B or better
- Complete Field of Study Related Courses* with C or better
- Earn 16 of more credit hours
- Maintain GPA 3.0 or better

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YEAR 3					
TERM 1		**TERM 2**		**Term 3**	
Course	**Credits**	**Course**	**Credits**	**Course**	**Credits**
CHEM 2411 + Lab	4	BIOL 2251 + Lab	4	BIOL 2252 + Lab	4
CMWL 2200	3	CMWL 3100	3		
CMWL 3101	3	CMWL 3220	3		
CMWL 4103	3	CMWL 3102	3		
HIST 4580 or NUTR 4100 or NUTR 4300	3	NUTR 3100	3		
SEMESTER TOTAL	16	SEMESTER TOTAL	16	SEMESTER TOTAL	4
Milestones		**Milestones**		**Milestones**	
• Complete Lab Sciences with a B or better • Complete all other courses with C or better • Maintain 3.0 or higher GPA		• Complete Lab Sciences with a B or better • Complete all other courses with C or better • Maintain 3.0 or higher GPA • Receiving an A in NUTR 3100 may count towards graduate credit at Georgia State University		• Complete Lab Sciences with a B or better • Maintain 3.0 or higher GPA	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
CMWL 3240	3	CMWL 3300	3
CMWL 3110	3	CMWL 4101	3
PHED 4603	3	CMWL 4102	3
CMWL 4100	3	CMWL 4000	3
HIST 4580 or NUTR 4100 or NUTR 4300	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	12
Milestones		**Milestones**	
• Complete all courses with C or better • Maintain 3.0 or higher GPA		• Maintain 3.0 or higher GPA • Complete CMWL exit content exam and survey for graduation	

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.

Program Name: Health and Community Wellness - BS [51000101_CMWL_BS_OC_A]

Reporting Cycle: Jun 1, 2022 to May 31, 2023

Program Student Learning Outcome SLO1

The student will be able to apply discipline-specific and theoretical concepts related to industry standards set by the National Wellness Institute in five critical aspects: systems aspect, methodological aspect, professional aspect, project management aspect, and contextual aspect.

Measure/Method CMWL Content Exam and Exit Survey

Health and Community Wellness Content Exam - The online exam has 65 multiple-choice questions with a % score out of 65 questions. Each of the questions are derived from learning outcomes for each course that align with the National Wellness Institute accreditation. The exam is graded by program faculty. Data is reported by the % of candidates who met the success criterion (80% on the exam or higher). The content exam is taken in the candidate's senior year, final semester. The last question of the content exam contains a link to a non-graded exit survey in Qualtrics.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

At least 80% of graduating seniors will score a minimum score of 80% on the content exam.

Results

96.8% of graduating seniors scored at least 80% on the content exam.

Result Status

Met

Interpretation & Analysis of Results

The vast majority of students passed the content exam with over an 80%. This suggests students are graduating from the program with necessary content knowledge as taught throughout major CMWL courses. In addition, this reflects the efforts of program faculty in 2022-2023 to review and edit questions that were low scoring or not taken by all students, due to the addition of professional tracks. For the next academic year, we will set the success criterion to 90% scoring at least an 85% and taking steps to ensure 100% of graduating seniors attempt the exam.

Measure/Method Mental and Emotional Wellness Post Exam

Mental and Emotional Wellness Post Exam - The online exam is a post-test in CMWL 3101 Mental and Emotional Wellness in the semester in which a student enrolled in the course. There are 50 multiple-choice questions with a % score out of 50 questions. Each of the questions is derived from learning outcomes for the CMWL 3101 Mental and Emotional Wellness course. The exam is graded by program faculty. Data is reported by the % score on the post-test. This exam has been validated based on outside expert review, peer-review of the content, and publication of the content.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

100% of students will earn at least a 75% on the post-test.

Results

In Fall 2022 - 100% scored over 75% (lowest score was 86.5%)

In Spring 2023 - 100% scored over a 75% (lowest score was 87.5%)
In Summer 2023 - 100% scored over a 75% (lowest score was 90%)

Result Status

Met

Interpretation & Analysis of Results

Students are learning the necessary knowledge to be successful in this area. For the next academic year, we will not use CMWL 3101 in our key assessment review due to this class often being taught by adjunct faculty.

Measure/Method Multicultural Competency Exam

While enrolled in CMWL 4100 Wellness Coaching, students complete an online Multicultural Competency Assessment at the end of the semester in which they are enrolled in the course. Each of the questions is derived from the Multicultural Competency Training that students receive throughout the course. The exam is graded by the program faculty. Data is reported by the % score on the the post-test. The Multicultural Competency Assessment has been peer-reviewed, edited, and published by the National Wellness Institute alongside HR.com, indicating reliability.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

100% of students will earn 75% or above on the multi-cultural competency exam.

Results

61% of students scored 75% or above.

Result Status

Not Met

Interpretation & Analysis of Results

Videos are lengthy. Faculty will update recordings to be shorter for more student engagement and to update content from 2020 to relate to current trends. Faculty will also implement a grading rubric in the course to provide more detailed feedback to students as they prepare for the exam. For the next academic year, we will keep the success criterion to: 100% of students will earn a 75% or above.

Program Student Learning Outcome SLO2

The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.

Measure/Method CMWL 4000 Final Project

Students enrolled in CMWL 4000 Exercise and Wellness Programming for Special Populations complete an exercise prescription final project. Students identify an individual who has a diagnosed chronic condition. They summarize their condition and develop an exercise program for the individual, which includes functional assessments. The project is graded by program faculty. Students are assessed on % receiving a passing final grade.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

Passing grade for CMWL is 70% or above.

Results

88.2% of students earned a passing grade of at least a 70% on the final project.

Result Status

Met

Interpretation & Analysis of Results

Students are learning the necessary knowledge to be successful in this area. The exercise programming criterion was the lowest scoring due to lack of detail and correlation to the special population group. Faculty for the course will provide more guidance on details needed for meeting or exceeding standards on this criteria. For the next academic year, the success criteria will be for students to score a mean of 2.5 on the exercise programming criteria (FITT) for both cardiovascular and resistance training programming.

Program Student Learning Outcome SLO3

The student will demonstrate dispositions essential to becoming effective professionals.

Measure/Method CMWL 4102 Community Partner Evaluation

The Community Partner Evaluation for the Service-Learning student was developed by the program faculty. The rubric is used to evaluate three critical areas of student development and professional dispositions: skills, working relations, and personal characteristics. A 4-point rubric is used (Inadequate, Needs Improvement, Meets Expectations, Exceeds Expectations) where candidates must be categorized at least as "Meets Expectations" or above in each category (15 criteria) to pass the assignment. The data is reported by the % of candidates who earn the "Meets Expectations" category for each criterion.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

80% of students will earn the "Meets Expectations (3)" category for each criterion of the Community Partner Evaluation for the Service-Learning project.
85% of students will earn the "Meets Expectations (3)" category for the Goals and Objective and Direct/Indirect sections of the Service Learning Portfolio

Results

Fall 2022 - 66% of students scored a "Needs Improvement (2)" on the Goal and Objectives section; 61% of students scored a "Needs Improvement (2)" on the Direct/Indirect Services section.
Summer 2023- 42% of students scored a "Needs Improvement (2)" on the Goal and Objectives section, 14% of students scored a "Needs Improvement (2)" on the Direct/Indirect Services section.
Spring 2023 - 25% of students scored a "Needs Improvement (2)" on the Goal and Objectives section; 25% of students scored a "Needs Improvement (2)" on the Direct/Indirect Services section.

Result Status

Not Met

Interpretation & Analysis of Results

Goals and Objectives and the Direct/Indirect Services section were lowest scoring. Goals and objectives will now done as a part of a draft to help improve the execution of developing and writing goals and measurable objectives. Direct and Indirect Service were getting skipped. A new template and an instruction video will be added that covers the sections of the portfolio according to the rubric. For the next academic year, students will achieve 80% on the community partner evaluation (demonstrates student professionalism, customer service, timeliness, etc.) and 85% of students will earn a "Meets Expectation (3)" on the Goals and Objectives and Direct/Indirect sections of the Service Learning Portfolio.

Program Student Learning Outcome SLO4

The student will apply participatory, humanistic, and strength-based processes to design and evaluate a

wellness program that meets the objectives and outcomes established by key stakeholders.

Measure/Method CMWL 3110 Program Evaluation Program Plan Rubric

Student complete a culminating class project in which they develop a health education program plan. Students identify a specific target population, address a specific health program, and use an evidence-based program in the plan. The project is graded by program faculty. Data is reported by overall % score on the final program plan, with success criterion at 85% or above.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

Students will score an 85% or higher on the final program plan.

Results

Students scored an average of 76.75% on the final program plan. This includes students who did not turn in a project and received a zero.

Result Status

Not Met

Interpretation & Analysis of Results

Spring 2023 was the first semester that CMWL 3110 was offered. Budget, Evaluation, and Grammar /Spelling were the lowest scoring criterion. The Budget and Evaluation sections of the project are completed at the end of the semester. Faculty will provide revised templates to guide students in their drafts, check on the amount of time being spent in each content area, and set release conditions in Course Den. Assessment review will focus on rubric criterion scores, rather than overall scores. For the next academic year, 70% will get at least a 3 out of 4 on the Budget and Evaluation sections of the rubric.

Impact of Prior Improvement Plan(s)

The previous improvement plan included the following:

1. **CMWL 3110 will be measured for student success with a final program plan course grade average of 85%. This is a new course in Health and Community Wellness, and it needs to be assessed for student learning**. We were successful in assessing the course after initial offering. The final program plan course grade average was 76.48% and this will be used as a benchmark. Grades have been assessed for low-scoring areas and plans for improvement will be implemented this year.
2. **CMWL faculty will review questions and content for the exit comprehensive exam to assess effectiveness of student learning**. We were successful in meeting this goal and content exam results reflect this.
3. **At least 80% of graduating seniors will score a minimum score of 80% on the comprehensive exam**. We were successful in meeting this goal with 96.8% of students scoring 80% or above.
4. **CMWL faculty will research, recruit, and invite four new Advisory Board members; the program will host an advisory meeting each calendar year.** We were partially successful by recruiting new members; however, a meeting was not scheduled. We will pursue completion of this goal this year with a revised purpose for the Advisory Board than when originally created (originally to obtain input for course curriculum; moving forward the purpose will be for developing partnerships to create a pipeline for student experiential learning and/or employment).

Status of Prior Improvement Plan

Ongoing

Improvement Plan for Next Year

Our improvement plan for the next academic year includes:

1. 100% of graduating seniors will take the content exam and exit survey with 90% scoring at least 85%. This will ensure that we have full representation in our program feedback responses. This will also reflect increased achievement of all student outcomes and indicate effective teaching, learning, and knowledge retention across content areas.
2. The program will host an advisory board meeting during the 2023-24 year focusing on employment, internship, and experiential learning opportunities for students. This will start the process of defining a clear path for students to apply knowledge, network, and plan for post-graduation employment.
3. Implement strategies for improvement in key assessment classes, which includes increasing student engagement and providing detailed instructions and feedback. This will increase transparency of instruction and expectations, reduces barriers to student achievement, and assists students in being more successful in meeting learning outcomes.

End of report

Program Name: Health and Community Wellness - BS [51000101_CMWL_BS_OC_A]

Reporting Cycle: Jun 1, 2023 to May 31, 2024

Program Student Learning Outcome SLO1

The student will be able to apply discipline-specific and theoretical concepts related to industry standards set by the National Wellness Institute in five critical aspects: systems aspect, methodological aspect, professional aspect, project management aspect, and contextual aspect.

Measure/Method CMWL Content Exam and Exit Survey

Health and Community Wellness Content Exam - The online exam has 65 multiple-choice questions with a % score out of 65 questions. Each of the questions are derived from learning outcomes for each course that align with the National Wellness Institute accreditation and that are also required professional content courses in the program. The exam is graded by program faculty. Data is reported by the % score on the exam. The content exam is taken in the candidate's senior year, final semester. The last question of the content exam contains a link to a non-graded exit survey in Qualtrics.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

Success criterion: 100% of graduating seniors will take the exam with 90% of completers scoring at least 85%.

Results

100% of graduating seniors took the exam (51 students)
Avg score: 89.23% (F23), 93.3% (Sp24), 83.45% (Su24)

90% (F23), 100% (Sp24), 91% (Su24) scored at least 85%

Result Status

Met

Interpretation & Analysis of Results

The vast majority of students met the success criterion with average scores above 83%. This suggests students are graduating from the program with necessary content knowledge as taught throughout CMWL courses and reflects efforts of the program faculty to ensure content is covered in class.
In addition, 100% of graduating seniors took the exam. This reflects the efforts of program faculty to reach out to seniors and encourage them to take the exam, as well as weekly reminders from the program coordinator to complete the exam in the weeks leading up to graduation.
Content exam questions will need to be reviewed and revised due to program curriculum changes of required and elective courses.
For the next academic year, we will set the success criterion to 100% completion rate with an average score of at least 85%.

Measure/Method Multicultural Competency Exam

While enrolled in CMWL 4100 Wellness Coaching, students complete an online Multicultural Competency Assessment at approximately the midpoint of the semester in which they are enrolled in the course. Each of the questions is derived from the Multicultural Competency Training that students receive during the course. The exam is graded by the program faculty. Data is reported by the % score on the exam.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

Success criterion: 100% will earn 75% or above on the multi-cultural competency exam

Results

Fall 23: 51% with post test score of 75% or higher (exam grade average 75%)
Sp. 24: 57% with post test score of 75% or higher (exam grade average 76%)
Su 24: course not offered

Result Status

Not Met

Interpretation & Analysis of Results

In Spring 2024, the course content and multicultural competency exam were revised to align with partnering with NWI for students to access evidenced-based curriculum. Therefore, comparison from Fall 23 to Spring 24 is not appropriate due to different exam questions.
Of positive note: Only one student (3%) of the class did not complete the entire training in NWI. In Fall 2023 with a less streamlined assignment and prior to update/revision, up to 14% did not complete all pieces of the assignment.
Faculty will reiterate to students where resources are located, and supplemental test material will be provided to students to aid them with exam material. Time cap for the exam will be removed to reduce test anxiety. Faculty will incorporate a review game pre-test and a grading rubric will be implemented into Course Den to provide meaningful feedback to students.
For the next academic year, we will set the success criterion to an average score of at least 75% or higher on the multi-cultural competency exam.

Program Student Learning Outcome SLO2

The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.

Measure/Method CMWL 4000 Final Project

Students enrolled in CMWL 4000 Exercise and Wellness Programming for Special Populations complete an exercise prescription final project. Students identify an individual who has a diagnosed chronic condition or is in a life stage. They summarize their condition and develop an exercise program for the individual, which includes functional assessments. The project is graded by program faculty. Students are assessed on the % score on the project.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

Success criterion: Mean for FITT will be at 2.5.

Results

Fall 23 – 2.84
Sp 24 – 2.66
Su 24 – 2.69

Result Status

Met

Interpretation & Analysis of Results

Mean for FITT exercise program improved to over a 2.5 due to faculty providing more guidance on details needed for special population groups.
Provide more resources and examples of how to include and cite references.
For the next academic year, the mean for the References section (current lowest scoring) will be increased to at least a 2.5.

Program Student Learning Outcome SLO3

The student will demonstrate dispositions essential to becoming effective professionals.

Measure/Method CMWL 4102 Community Partner Evaluation

The Community Partner Evaluation for the Service-Learning student was developed by the program faculty. The rubric is used to evaluate three critical areas of student development and professional dispositions: skills, working relations, and personal characteristics. A 4-point rubric is used (Inadequate, Needs Improvement, Meets Expectations, Exceeds Expectations) where candidates must be categorized at least as "Meets Expectations" or above in each category (15 criteria) to pass the assignment. The data is reported by the % of candidates who earn the "Meets Expectations" category for each criterion.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

Students will achieve an average of 80% on community partner evaluation (demonstrates student professionalism, customer service, timeliness, etc.)
85% of students will earn a "Meets Expectation (3)" on the Goals and Objectives and Direct/Indirect sections of the Service-Learning Portfolio

Results

Fall 23:
CPE- 6 met expectations and 18 exceeded expectations (91.6% met or exceeded expectations)
Direct/Indirect- 14 met expectation and 8 exceeded expectations (91.6% met or exceeded expectations)
Goals & Objectives- 5 Met expectations and 18 exceeded expectations (95.8% met or exceeded expectations)
Sp 24:
CPE- 13 met expectations and 8 exceeded expectations (80.7%)
Direct/Indirect-11 met expectation and 7 exceeded expectations (69.2%)
Goals & Objectives-11 Met expectations and 7 exceeded expectations (69.2%)
Su 24: course not offered

Result Status

Met

Interpretation & Analysis of Results

Spring 2024: Two students failed to submit the portfolio which resulted in them being scored unsatisfactory in all areas, bringing down the average.
Community Partner Evaluation has been revised to provide better feedback on performance
For the next academic year:

- 80% of students will Score a “3- meets expectations” or higher on Community Partner Evaluation
- 80% of students will Score a “3- meets expectations” or higher on Mission, Goals, and Objectives section

Program Student Learning Outcome SLO4

The student will apply participatory, holistic, and strength-based processes to design and evaluate a wellness program that meets the objectives and outcomes established by key stakeholders.

Measure/Method CMWL 3110 Program Evaluation Program Plan Rubric

Students complete a culminating class project in which they develop a health education program plan. Students identify a specific target population, address a specific health program, and use an evidence-based program in the plan. The project is graded by program faculty. Data is reported by overall % score on the final program plan.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)
Direct assessment involves looking at actual samples of student work produced in our programs

Success Criterion

Success criterion: 70% of students will score at least a 3 out of 4 on the Budget and Evaluation section

Results

Fall 23:
Evaluation- 18 received a 3 or 4 out of 4 (78.2%)
Budget- 11 received a 3 or 4 out of 4 (47.8%)
Spring 24:
Evaluation- 22 received a 3 or 4 out of 4 (66.6%)
Budget- 28 received a 3 or 4 out of 4 (84.8%)
Summer 24: course not offered

Result Status

Met

Interpretation & Analysis of Results

Budget scores increased due to revision of templates and setting Course den release conditions.
Evaluation scores went down, due to some students not turning in, therefore bringing the average down.
Spilt Evaluation section draft into 3 separate drafts to provide more feedback and update template.
For the next academic year, 70% of students will get at least a 3 out of 4 on Evaluation.

Impact of Prior Improvement Plan(s)

The previous improvement plan included the following:
1. 100% of graduating seniors will take the content exam and exit survey with 90% scoring at least 85%. This will ensure that we have full representation in our program feedback responses. This will also reflect increased achievement of all student outcomes and indicate effective teaching, learning, and knowledge retention across content areas.
We were successful in achieving this goal. 100% of graduating seniors took the content exam (51 students). Over 90% of students scored at least an 85% in all 3 semesters (F23, Sp24, Su24).
2. The program will host an advisory board meeting during the 2023-24 year focusing on employment, internship, and experiential learning opportunities for students. This will start the process of defining a clear path for students to apply knowledge, network, and plan for post-graduation employment.
We were successful in achieving the goal. We held an advisory board meeting in December 2023. Follow-up communication and further development of partnerships have continued throughout Spring 24 and Summer 24.
3. Implement strategies for improvement in key assessment classes, which includes increasing student engagement and providing detailed instructions and feedback. This will increase transparency of instruction and expectations, reduces barriers to student achievement, and assists students in being more successful in meeting learning outcomes.
We were successful in achieving this goal as evidenced by meeting the success criterion.

Status of Prior Improvement Plan

Complete

Improvement Plan for Next Year

Our improvement plan for next AY includes:
1. 100% of graduating seniors will take the content exam and achieve an average of 80%.
2. Engage in at least 2 recruiting/promotional events in Fall 24 and Spring 25 (4 total).
3. Submit program curriculum revisions to Curriculog for approval. This includes removing outdated required courses and implementing new or more relevant courses.
4. Update content exam and exit survey questions.
5. Begin alumni outreach and data collection for the purposes of recruitment.

End of report

2025-2026
Program Map
BS Health and Community Wellness
General Track – Accelerated Bachelors to Masters

YEAR 1

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
ENG 1101	3		ENG 1102	3
MATH 1001 (Recommended)	3		PSYC 1101*	3
XIDS 2100 (Recommended)	3		PHED 2000*	3
BIOL 1010 + Lab (Recommended)	3		COMM 1110 (Recommended)	3
HIST 1111 or 1112	3		POLS 1101	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Complete ENGL 1101 with C or better • Complete Core IMPACTS Area M • Complete Lab science • Earn 15 or more credit hours			• Complete ENGL 1102 with C or better • Complete Core IMPACTS Area C • Earn 15 or more credit hours • Complete Field of Study Related Courses* with C or better	

YEAR 2

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
CMWL 2100*	2		PHED 2605*	3
CMWL 2200*	3		MATH 1401*	3
PHED 2628*	1		HIST 2111 or 2112	3
Elective from Core IMPACTS Area I	3		Elective course from Core IMPACTS Area T	3
Elective course from Core IMPACTS Area A	3		Elective course from Core IMPACTS Area S	3
Elective course from Core IMPACTS Area T	3			
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Earn 15 of more credit hours • Complete Core IMPACTS Area A and I • Complete Field of Study Related Courses* with C or better			• Earn 15 of more credit hours • Complete Core IMPACTS Complete Field of Study Related Courses* with C or better	

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YEAR 3

TERM 1		TERM 2		Term 3	
Course	**Credits**	**Course**	**Credits**	**Course**	**Credits**
CMWL 3100	3	CMWL 3220	3	CMWL 3240	3
CMWL 3101	3	CMWL 3102	3	Professional Content Elective or Minor Course	3
PHED 4603	3	CMWL 3300	3		
CMWL 3210	3	CMWL 4102	3		
Professional Content Elective or Minor Course	3	Professional Content Elective or Minor Course	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	15	SEMESTER TOTAL	6
Milestones		**Milestones**		**Milestones**	
• Maintain 3.2 or higher GPA • Complete courses with C or better • Electives must be 3000/4000 level courses		• Maintain 3.2 or higher GPA • Complete courses with C or better • Electives must be 3000/4000 level courses		• Maintain 3.2 or higher GPA • Complete courses with C or better • Electives must be 3000/4000 level courses	

YEAR 4

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
CMWL 4100	3	CMWL 4000/CMWL 6400*	3
CMWL 3110	3	CMWL 3401/CMWL 6500*	3
CMWL 4101	3	CMWL 4103	3
Professional Content Elective or Minor Course	3	Professional Content Elective or Minor Course	3
SEMESTER TOTAL	12	SEMESTER TOTAL	12
Milestones		**Milestones**	
• Maintain 3.2 or higher GPA • Complete courses with C or better • Electives must be 3000/4000 level courses • Apply for ABM pathway		• Maintain 3.2 or higher GPA • Complete courses with C or better • Electives must be 3000/4000 level courses • Complete CMWL exit content exam and survey for graduation	

*Can count towards Master of Science in Integrative Health and Wellness program

NUTR 3100

Professional Content Elective Options:

CMWL 3230

CMWL 3302

CMWL 3304

PHED 4631

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Bachelor of Science

Health and Community Wellness

Student Learning Outcome	Strategic Plan Connection
The student will be able to describe discipline-specific and theoretical concepts related to industry standards set by the National Wellness Institute in five critical aspects: systems aspect, methodological aspect, professional aspect, project management aspect, and contextual aspect	Relevance: Goal 3; Competitvess: Goal 2 and 5; Placemaking:
The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.	Relevance: Goal 3; Competitvess: Goal 2 and 5; Placemaking; Goal 1 and 2

	Relevance: Goal 2, 3, 4, and 5; Competitvess: Goal 2 and 5; Placemaking; Goal 1 and 2
The student will demonstrate dispositions essential to becoming effective professionals	

The student will apply participatory, holistic, and strength-based processes to design and evaluate a wellness program that meets the objectives and outcomes established by key stakeholders.	Competitvess: Goal 5; Placemaking; Goal 1 and 2

Measure/Method	Success Criterion	AY23	~~AY19~~	~~AY20~~	Interpretation & Use of Results
1. CMWL Content Exam and Exit Survey 2. Multicultural Competency Exam	~~1. 100% of graduating~~ seniors will take the exam with 90% of completers scoring at least 85%. 2. 100% will earn 75% or above on the multi-cultural	1. 100 % of graduating			2. Spring 2024, this project's overhaul occurred with partnering with NWI for students to access evidenced-based curriculum. The exam
CMWL 4000 Final Project	Mean for "FITT" rubric category will be at least 2.5.	Fall 23: 2.84 Sp 24:			Scores increased from previous AY. Improvement plan from last year was successful.

CMWL 4102 Community Partner Evaluation	Students will achieve an average of 80% on community partner evaluation (demonstrates student professionalism, customer service, timeliness, etc.) 85% of students will earn a "Meets Expectation (3)" on the Goals and Objectives and Direct/Indirect sections of the Service-Learning Portfolio	Fall/23: CPE- 6 met expectations and 18 exceeded expectations Direct/Indirect- 14 met expectation and 8			Fall/23: CPE- 91.6% met or exceeded expectations on the Community Partner Evaluation Direct/Indirect: 91.6% met or exceeded expectations Goals & Objectives: 95.8% met or exceeded. Spring/24: CPE- 80.7% met or exceeded expectations on the Community Partner

CMWL 3110 Program Evaluation Program Plan Rubric	70% of students will score at least a 3 out of 4 on the Budget and Evaluation section	Fall 23: Evaluation-18 received a 3 or 4 out of 4. Budget-11 received a 3 or 4			Fall 23: Evaluation 78.2% received a 3 or 4. Budget- 47.8% received a 3 or 4. Spring 24: Evaluation: 66.6% received a 3 or 4. Budget: 84.8% received a 3 or 4. Budget scores increased due to revision of templates and setting Course den release conditions.

Improvement Plan
2. Videos are lengthy - change to shorter for more engagement.
Mean for References (lowest scoring) will be at least 2.5 Provide more

Goals and objectives are now done as a part of a draft to help improve their execution of developing and writing goals and measurable objectives.
Direct and Indirect Service were getting skipped. There is a new template and an instruction video that covers the sections of the portfolio according to the

Provide revised templates and/or help guide students in their draft. Check on amount of time students are spending in content, set release conditions. Updated for Fall 2024-Spilt evaluation draft into 3 separate drafts to provide more feedback and template updated.

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.

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.

	DEPARTMENT:	Sport Management, Wellness, and Physical Education			SLO 1	SLO 2	SLO 3	SLO 4
	PROGRAM:	B.S. in Health and Community Wellness		COURSES	The student will be able to describe discipline-specific and theoretical concepts related to industry standards set by the National Wellness Institute in five critical aspects: systems aspect, methodological aspect, professional aspect, project management aspect, and contextual aspect.	The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.	The student will demonstrate dispositions essential to becoming effective professionals.	The student will apply participatory, holistic, and strength-based processes to design, implement, and evaluate a wellness program that meets the objectives and outcomes established by key stakeholders.
				BS in Health and Community Wellness (General and Professional Tracks)				
			1	PHED 2628 First Aid and CPR	N/A	N/A	I	N/A
			2	PHED 2000 Applied Concepts of Fitness and Wellness	I	I	I	N/A
			3	CMWL 2100 Intro. to Health and Com. Well.	I	I	I	I
			4	PHED 2605 Functional Anatomy	I	N/A	N/A	N/A
			5	CMWL 2200 Social Determinants of Health and Wellness	I	N/A	N/A	N/A
			6	CMWL 3100 Lifespan Development	I	I	R	R
			7	CMWL 3101 Mental and Emotional Wellness	I	I	R	I
			8	CMWL 3102 Psychology of Health and Wellness	R	R	R	R
			9	CMWL 4100 Wellness Coaching A (SLO1)	M	M	M	M
			10	CMWL 3210 Healthy Eating and Nutrition	I	I	R	I
			11	CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership	I	I	R	I
			12	CMWL 3300 Medical Terminology	I	N/A	N/A	N/A
			13	CMWL 3220 Health Promotion and Education	I	I	R	I
			14	CMWL 3110 Program Evaluation A (SLO4)	R	R	R	R
			15	CMWL 4102 Internship in Health and Com. Well. A (SLO3)	M	M	M	M
			16	PHED 4603 Advanced Concepts of Personal Training	R	R	R	R
			17	CMWL 4000 Exercise/Wellness Prg for Spec. Pop A (SLO2)	M	M	M	M
			18	CMWL 4101 Worksite Wellness Programs	I	R	I	I
			17	CMWL 4103 Applied Research Methods in HCW	R	R	R	R
			18	PHED 4631 Prevention and Care of Athletic Injuries	N/A	I	R	I
			19	CMWL 3401 Technology in Health and Community Wellness	I	I	N/A	I
				Professional Content Electives				
				CMWL 3230 Exercise Leadership	I	I	I	I
				CMWL 3302 Healthcare Leadership and Policy	I	I	I	I
				CMWL 3304 Sexual Health and Wellness	N/A	I	N/A	N/A
				NUTR 3100 Lifecycle Nutrition	I	R	I	R
				Accelerated Bachelor's to Master's course options				

6. Go through and mark with an "A", which courses you will be collecting Assessment	****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**	**20**	CMWL 6500 Health Technologies	R	R	R	R
		21	CMWL 6400 Physical Well-being for the Professional	R	R	R	R

Health & Community Wellness Minor

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
- [x] 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 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 Sport Management, Wellness, and Physical Education

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* Health & Community Wellness Minor

Program ID - DO NOT EDIT* 4686

Program Code - DO NOT EDIT

Program Type* Minor

Degree Type* Minor

Program Description* Learn the foundational concepts of health promotion, personal fitness training, and wellness education and coaching through coursework covering prevention, health improvement and maintenance, and behavior change within diverse populations. A minor in Health and Community Wellness requires a total of 15 credit hours, including the minor prerequisite courses CMWL 2100 - Intro to Health and Community Wellness and PHED 2628 - First Aid and CPR for Education Majors . Students must complete CMWL 2100 and PHED 2628 with a grade of C or better and maintain a GPA of 2.0 as part of the required minor before taking any of the remaining four courses.

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

Program Location* Carrollton Online

Curriculum Information

Prospective Curriculum*

Program of Study:

[Before] Prerequisites: PHED 2628 - First Aid and CPR for Education Majors and CMWL 2100 - Intro to Health and Community Wellness (with grade of C or better)

[Before] Choose 4 of the following:

CMWL 3210 Principles of Nutrition

CMWL 3220 Principles and Foundations of Health Promotion and Education

CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership

CMWL 3300 Medical Terminology

CMWL 3302 Healthcare Leadership & Policy

CMWL 3304 Sexual Health & Wellness

CMWL 3101 Mental and Emotional Wellness

CMWL 3401 Technology in Health and Community Wellness

CMWL 4101 Worksite Wellness Programs

PHED 4631 Prevention and Care of Athletic Injuries

CMWL 4103 Applied Research Methods in Health and Community Wellness

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* Updated minor program course options to correspond with updated electives for the CMWL program. Also updated to include courses that do not require a pre-requisite course and remove courses that do require a pre-requisite course to allow more flexibility for students.

If making changes to the Program Learning Outcomes, please

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.
- [x] 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
- [x] 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.

Minor in Health and Community Wellness

DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION

(Prerequisites for CMWL Minor)	**Credit Hours**
1. PHED 2628 First Aid/CPR*	1
2. CMWL 2100 Introduction to Health and Community Wellness*	2
Choose 4 of the following options for CMWL Minor	**15** (including prerequisites)
CMWL 3210 – Principles of Nutrition	3
CMWL 3220 – Principles and Foundations of Health Promotion and Education	3
CMWL 3240 – Current Issues and Trends in Fitness and Wellness Leadership	3
CMWL 3300 – Medical Terminology	3
CMWL 3302 – Healthcare Leadership and Policy	3
CMWL 3304 – Sexual Health and Wellness	3
CMWL 3101 – Mental and Emotional Wellness	3
CMWL 3401 – Technology in Health and Community Wellness	3
CMWL 4101 – Worksite Wellness Programs	3
CMWL 4103 – Applied Research Methods in Health and Community Wellness	3
PHED 4631 – Prevention and Care of Athletic Injuries	3

*must complete with a grade of C or better and maintain a GPA of 2.0 as part of the required minor before taking any of the remaining 4 courses

Bachelor of Science

Health and Community Wellness

Student Learning Outcome	Strategic Plan Connection
The student will be able to describe discipline-specific and theoretical concepts related to industry standards set by the National Wellness Institute in five critical aspects: systems aspect, methodological aspect, professional aspect, project management aspect, and contextual aspect	Relevance: Goal 3; Competitvess: Goal 2 and 5; Placemaking; Goal 1 and 2
The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.	Relevance: Goal 3; Competitvess: Goal 2 and 5; Placemaking; Goal 1 and 2

The student will demonstrate dispositions essential to becoming effective professionals	Relevance: Goal 2, 3, 4, and 5; Competitvess: Goal 2 and 5; Placemaking; Goal 1 and 2

The student will apply participatory, holistic, and strength-based processes to design and evaluate a wellness program that meets the objectives and outcomes established by key stakeholders.	Competitvess: Goal 5; Placemaking; Goal 1 and 2

Measure/Method	Success Criterion	AY23	~~AY19~~	~~AY20~~	Interpretation & Use of Results
1. CMWL Content Exam and Exit Survey 2. Multicultural Competency Exam	1. 100% of graduating seniors will take the exam with 90% of completers scoring at least 85%. 2. 100% will earn 75% or above on the multi-cultural competency exam	1. 100% of graduating seniors took the exam (51 students) Avg: 89.23%, 93.3%, 83.45%			2. Spring 2024, this project's overhaul occurred with partnering with NWI for students to access evidenced-based curriculum. The exam was revised by the course instructor to reflect this updated content. Supplemental test material was also provided to students to aid them with exam material. Show where resources are when taking the quiz. Take time cap off to reduce test anxiety.
CMWL 4000 Final Project	Mean for "FITT" rubric category will be at least 2.5.	Fall 23: 2.84 Sp 24: 2.66			Scores increased from previous AY. Improvement plan from last year was successful.

CMWL 4102 Community Partner Evaluation	Students will achieve an average of 80% on community partner evaluation (demonstrates student professionalism, customer service, timeliness, etc.) 85% of students will earn a "Meets Expectation (3)" on the Goals and Objectives and Direct/Indirect sections of the Service-Learning Portfolio	Fall/23: CPE- 6 met expectations and 18 exceeded expectations Direct/Indirect- 14 met expectation and 8 exceeded expectations Goals &			Fall/23: CPE- 91.6% met or exceeded expectations on the Community Partner Evaluation Direct/Indirect: 91.6% met or exceeded expectations Goals & Objectives: 95.8% met or exceeded. Spring/24: CPE- 80.7% met or exceeded expectations on the Community Partner

CMWL 3110 Program Evaluation Program Plan Rubric	70% of students will score at least a 3 out of 4 on the Budget and Evaluation section	Fall 23: Evaluation- 18 received a 3 or 4 out of 4. Budget- 11 received a 3 or 4 out of 4. Spring			Fall 23: Evaluation 78.2% received a 3 or 4. Budget- 47.8% received a 3 or 4. Spring 24: Evaluation: 66.6% received a 3 or 4. Budget: 84.8% received a 3 or 4. Budget scores increased due to revision of templates and setting Course den release conditions.

Improvement Plan
2. Videos are lengthy - change to shorter for more engagement. Update content from 2020 to relate to current trends. Implement grading rubric to provide more detailed feedback. Implement NWI
Mean for References (lowest scoring) will be at least 2.5 Provide more

Goals and objectives are now done as a part of a draft to help improve their execution of developing and writing goals and measurable objectives. Direct and Indirect Service were getting skipped. There is a new template and an instruction video that covers the sections of the portfolio according to the

Provide revised templates and/or help guide students in their draft. Check on amount of time students are spending in content, set release conditions. Updated for Fall 2024-Spilt evaluation draft into 3 separate drafts to provide more feedback and template updated.

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.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT: Sport Management, Wellness, and Physical Education

PROGRAM: **B.S. in Health and Community Wellness**

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.

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****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	SLO 1 The student will be able to describe discipline-specific and theoretical concepts related to industry standards set by the National Wellness Institute in five critical aspects: systems aspect, methodological aspect, professional aspect, project management aspect, and contextual aspect.	SLO 2 The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.	SLO 3 The student will demonstrate dispositions essential to becoming effective professionals.	SLO 4 The student will apply participatory, holistic, and strength-based processes to design, implement, and evaluate a wellness program that meets the objectives and outcomes established by key stakeholders.
1	PHED 2628 First Aid and CPR	N/A	N/A	I	N/A
2	PHED 2000 Applied Concepts of Fitness and Wellness	I	I	I	N/A
3	CMWL 2100 Intro. to Health and Com. Well.	I	I	I	I
4	PHED 2605 Functional Anatomy	I	N/A	N/A	N/A
5	CMWL 2200 Social Determinants of Health and Wellness	I	N/A	N/A	N/A
6	CMWL 3100 Lifespan Development	I	I	R	R
7	CMWL 3101 Mental and Emotional Wellness	I	I	R	I
8	CMWL 3102 Psychology of Health and Wellness	R	R	R	R
9	CMWL 4100 Wellness Coaching A (SLO1)	M	M	M	M
10	CMWL 3210 Healthy Eating and Nutrition	I	I	R	I
11	CMWL 3240 Current Issues and Trends in Fitn. And Well.Leadership	I	I	R	I
12	CMWL 3300 Medical Terminology	I	N/A	N/A	N/A
13	CMWL 3220 Health Promotion and Education	I	I	R	I
14	CMWL 3110 Program Evaluation A (SLO4)	R	R	R	R
15	CMWL 4102 Internship in Health and Com. Well. A (SLO3)	M	M	M	M
16	PHED 4603 Advanced Concepts of Personal Training	R	R	R	R
17	CMWL 4000 Exercise/Wellness Prg for Spec. Pop A (SLO2)	M	M	M	M
18	CMWL 4101 Worksite Wellness Programs	I	R	I	I
17	CMWL 4103 Applied Research Methods in HCW	R	R	R	R
	ELECTIVES				
18	PHED 4631 Prevention and Care of Athletic Injuries	N/A	I	R	I
19	CMWL 3401 Technology in Health and Community Wellness	I	I	N/A	I
20	CMWL 3304 Sexual Health and Wellness	I	I	N/A	I
21	CMWL 3302 Healthcare Leadership and Policy	I	I	N/A	I
22					
23					

MATH - 3873 - Statistical Programming

2025-2026 Undergraduate Revise Course Request

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Modifications (Check all that apply) *

- [ ] Course Title
- [x] Prerequisites/Co-requisites
- [ ] Cross-listing
- [ ] Catalog Description
- [ ] Credit Hours
- [ ] Student Learning Outcomes
- [ ] Restrictions
- [ ] Frequency of Course Offering
- [ ] Grading Structure
- [ ] Course Fee
- [ ] Repeat for Credit
- [ ] Other

If other, please identify.

Desired Effective Semester * Fall

Desired Effective Year * 2025

Routing Information

Routes cannot be changed after a proposal is launched.

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Department/School * School of Computing, Analytics, and Modeling

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

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

Is this a Department of Mass Communications course?* ○ Yes ◉ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ 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

Course Information

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.

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* MATH

Course Number* 3873

Course Title* Statistical Programming

Long Course Title

Course Type - DO NOT EDIT* Mathematics

Catalog Course Description* This course helps develop programming skills necessary for statistical analysis and data science. Students will learn the basic syntax and functions of the programming language, data organization and visualization, programming, as well as how to use existing packages of the language. Case studies in applied statistics, data science, or machine learning will be discussed.

Prerequisites Prerequisite: MATH 1401 OR MATH 3203 OR MATH 3063 OR MATH 4213 OR DATA 1501 OR ECON 3402 OR CRIM 4003 OR PSYCN 2003 OR SABH 4003 OR SOCI 4003

Corequisites

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

Grading* Undergraduate Standard Letter

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

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.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

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.* N/A

Justification and Assessment

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

Rationale* To take this course, a student needs to have some knowledge of statistics. The current prerequisite of (only) MATH 1401 Elementary Statistics is too narrow, and excludes students who are prepared for the class by taking stats courses through other units on campus.

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 attach both the old and new syllabus clearly marking each as such and upload as one document.

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 syllabus.

☑ N/A

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* 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.

Administrative Use Only - DO NOT EDIT

Course ID* 53932

Math 3873 Statistical Programming

Course description: This course helps develop programming skills necessary for statistical analysis and data science. Students will learn the basic syntax and functions of the programming language, data organization and visualization, programming, as well as how to use existing packages of the language. Case studies in applied statistics, data science, or machine learning will be discussed.

Topics covered in this class include:

Module I: Basics

1. Installation and setup; directory, workspace, scripts; packages; get help.
2. Sequences and vectors; basic plot; data types.
3. Data structure (arrays, data frame, list); data import/export.
4. The apply function; descriptive statistics and visualization
5. A case study: simple data analysis.

Module II: Programming

6. Programming: conditional statements and for loops.
7. Programming: while loops and functions.
8. A case study using programming.

Module III: Packages

9. Regression and visualization with existing software packages.
10. A case study using existing software packages.

Prerequisites: MATH 1401 OR MATH 3203 OR MATH 3063 OR MATH 4213 OR DATA 1501 OR ECON 3402 OR CRIM 4003 OR PSYCN 2003 OR SABH 4003 OR SOCI 4003

Learning Outcomes:

1. Students can write their own algorithms to solve some mathematical or statistical problems.
2. Students have the ability to implement basic data analysis.
3. Students understand how to apply existing software packages to data analytics problems and interpret the results.

Textbook: There is no textbook required. Students are referred to the following books:

- *Introduction to Scientific Programming and Simulation Using R*, by Owen Jones, Robert Maillardet and Andrew Robinson, 2014, CRC Press, Taylor & Francis Group.
- *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data by Wickham & Grolemund.* https://r4ds.had.co.nz/

Software: R and R studio.
Hardware: This course requires the use of a computer.

Grading scale: 90-100 A 80-89.9 B 70-79.9 C 60-69.9 D <60 F

Mathematics, 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
- [x] Track/Concentration
- [x] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] 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 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 Computing, Analytics, and Modeling

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* Mathematics, B.S.

Program ID - DO NOT EDIT* 4634

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* The Bachelor of Science in Mathematics program is designed to provide students with a strong foundation in mathematical theory, problem-solving skills, and mathematical applications. This undergraduate degree program offers a comprehensive curriculum that covers a wide range of mathematical topics, equipping students with the knowledge and skills necessary for careers in many government and private-sector fields, including statistics, data analysis, actuarial science, data science, and risk analysis. It also prepares students for graduate studies in mathematics and math education, including an optional accelerated pathway to earning a Bachelor of Science Degree in Mathematics followed by a Master of Arts in Teaching from the UWG College of Education.

Learning Outcomes:
Students will demonstrate ability to perform a sustained investigation into a specific mathematical problem or topic, and effectively communicate their findings orally and in writing.

Students will demonstrate a thorough understanding of the calculus, including its computational aspects, applications, and theoretical foundations.

Students will demonstrate the ability to read, write, and understand mathematical proofs involving foundational aspects of mathematics.

Students will demonstrate the ability to utilize statistical methods to analyze real-world problems and draw inferences about a studied population using collected sample data.

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

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Requirements For Both Tracks

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

(including MATH 1113 in Core IMPACTS Area M and MATH 1634 Core IMPACTS Area T)

Field of Study: 18 Hours

MATH 1113 Precalculus
MATH 1634 Calculus I
MATH 2009 Sophomore Seminar
MATH 2644 Calculus II
MATH 2654 Calculus III
MATH 2853 Elementary Linear Algebra
CS 1300 Introduction to Computing

High-Impact Practice & Professional Preparation: 3 hours

Senior Project and/or Internship. If a student takes both courses, the Math Internship will count as a Math Elective or as an Additional Stats Course.

MATH 4983 Senior Project
MATH 4986 Internship

Pure and Applied Mathematics Track

The Pure and Applied Mathematics track offers students a background in pure and applied mathematics, with emphasis on analytical skills and problem-solving. It will prepare students for further study in mathematics or mathematics education or for a career in industry or government.

Track Requirements: 36 Hours

MATH 3003 Transition to Advanced Mathematics
MATH 3203 Mathematical Probability
MATH 3243 Advanced Calculus
MATH 3303 Ordinary Differential Equations
MATH 4043 Number Theory
MATH 4233 College Geometry

Numerical Analysis or Real Analysis

Choose one of MATH 4013 or MATH 4253

MATH 4013 Numerical Analysis
MATH 4253 Real Analysis

Abstract Algebra or Linear Algebra

Choose one of MATH 4413 or MATH 4513

MATH 4413 Abstract Algebra I
MATH 4513 Linear Algebra I

Combinatorics or Graph Theory

Choose one of MATH 4473 or MATH 4483

MATH 4473 Combinatorics
MATH 4483 Graph Theory

Pathway: 9 hours

Choose 9 additional hours of credit from one of the following pathways:

Pure: 9 hours of additional math courses
Applied: 9 hours of courses in a related area, or
Accelerated BS to MAT: one graduate-level math course and two graduate-level

Accelerated BS to MAT: one graduate-level math course and two graduate-level

education courses which will count toward both the BS degree and a Master of Arts in Teaching degree.

Pure: 9 hours

9 hours of 3XXX or 4XXX MATH, excluding MATH 3703, 3803, 4713, 4753, 4773, 4863

MATH 3873 Statistical Programming
MATH 4013 Numerical Analysis
MATH 4043 Number Theory
MATH 4213 Mathematical Statistics
MATH 4233 College Geometry
MATH 4253 Real Analysis
MATH 4353 Complex Analysis
MATH 4363 Partial Differential Equations
MATH 4413 Abstract Algebra I
MATH 4423 Abstract Algebra II
MATH 4473 Combinatorics
MATH 4483 Graph Theory
MATH 4513 Linear Algebra I
MATH 4523 Linear Algebra II
MATH 4613 Introduction to Topology
MATH 4803 Analysis of Variance
MATH 4813 Regression Analysis
MATH 4823 Applied Experimental Design
MATH 4833 Applied Nonparametric Statistics
MATH 4843 Introduction to Sampling
MATH 4873 Advanced Data Analytics
MATH 4885 Special Topics in Applied Statistics
MATH 4986 Internship

Applied: 9 hours

9 hours directed electives consisting of 2XXX or higher courses selected from one of the lists below.

Note: For students taking directed electives, at least 9 credit hours from the combined general electives and directed electives must be at the 3000 level or above.

ACCT, ECON, FINC, MGMT, MKTG

SPMG

BIOL, CHEM, PHYS, GEOL

CS, COMP

PHIL, PSYC, SOCI

Accelerated BS to MAT: 9 hours

Three graduate level courses that will count toward both the BS and MAT degrees.

CEPD 6101 Psychology of Classroom Learning
MEDT 6401 Instructional Technology

Graduate Math Course

Choose one course from:

MATH 5013 Numerical Analysis
MATH 5253 Real Analysis
MATH 5413 Abstract Algebra I
MATH 5473 Combinatorics
MATH 5483 Graph Theory
MATH 5513 Linear Algebra I
MATH 5823 Applied Experimental Design
MATH 5833 Applied Nonparametric Statistics

General Electives: 21 Hours

Note: For students taking directed electives, at least 9 credit hours from the combined general electives and directed electives must be at the 3000 level or above.

Applied Statistics and Data Analytics Track

This track is designed to offer students a solid background in applied statistics and data analytics. It will prepare students for employment in a wide array of fields that employ data analysis, statistical modeling, data-driven decision-making, and other types of quantitative analysis. It will also prepare students for further study in mathematics or mathematics education.

Track Requirements: 36 Hours

MATH 1401 Elementary Statistics
MATH 3203 Mathematical Probability
MATH 3873 Statistical Programming
MATH 4213 Mathematical Statistics
MATH 4803 Analysis of Variance
MATH 4813 Regression Analysis
MATH 4843 Introduction to Sampling
MATH 4873 Advanced Data Analytics

Additional Stats Course

Choose one of MATH 4823, 4883, 4885, OR 4986

MATH 4823 Applied Experimental Design
MATH 4833 Applied Nonparametric Statistics
MATH 4885 Special Topics in Applied Statistics
MATH 4986 Internship

Pathway: 9 hours

Choose 9 additional hours of credit from one of the following pathways:

Applied Statistics: 9 hours of courses in a related area, or
Accelerated BS to MAT: one graduate-level math course and two graduate-level education courses which will count toward both the BS degree and a Master of Arts in Teaching degree.

Directed Electives: 9 Hours*

Three courses numbered at or above the 2000-level from one of the lists below.

At least 12 credit hours from the combined general electives and directed electives must be at the 3000 level or above.

ACCT, ECON, FINC, MGMT, MKTG

SPMG

BIOL, CHEM, PHYS, GEOL

CS, COMP

CS, COMP

PHIL, PSYC, SOCI

Accelerated BS to MAT

Three graduate level courses that will count toward both the BS and MAT degrees.

CEPD 6101 Psychology of Classroom Learning
MEDT 6401 Instructional Technology

Graduate Math Course

Choose one course from:

MATH 5013 Numerical Analysis
MATH 5253 Real Analysis
MATH 5413 Abstract Algebra I
MATH 5473 Combinatorics
MATH 5483 Graph Theory
MATH 5513 Linear Algebra I
MATH 5823 Applied Experimental Design
MATH 5833 Applied Nonparametric Statistics

General electives: 21 Hours*

At least 12 credit hours from the combined general electives and directed electives/graduate courses must be at the 3000 level or above.

Total: 120 Hours

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* 1. This modification adds an accelerated pathway for a student to complete a BS in Mathematics and a Master of Arts in Teaching. This is added as an option in both existing tracks in the major.

2. This modification also removes a shared core that should have been removed last year when the two existing tracks replaced the previous tracks. This shared core consists of Advanced Calculus and Transition to Advanced Mathematics, which are required in the Pure

and Applied math track, but not in the Applied Stats and Data Analytics track.

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

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.
- [x] 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
- [x] 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.

2024-2025
Program Map
Bachelor of Science in Mathematics
Applied Statistics and Data Analytics Track

YEAR 1

TERM 1

Course	Credits
A1: ENGL 1101	3
F, A2: MATH 1113	4
E1: HIST 1111 or 1112	3
B2: XIDS 2001 or 2002	1 or 2
D1: Science + Lab	4
SEMESTER TOTAL	15 or 16

Milestones

- Complete ENGL 1101; Required to earn C or higher.
- Complete MATH 1113; Required to earn C or higher.
- Complete Core A2

TERM 2

Course	Credits
A1: ENGL 1102	3
F, D2: MATH 1634	4
F: MATH 2009	1
E2: HIST 2111 OR 2112	3
F: CS 1300	4
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1102; Required to earn C or higher.
- Complete MATH 1634 with C or better
- Complete Core D2
- Complete Core A1

YEAR 2

TERM 1

Course	Credits
F: MATH 2644	4
F: MATH 2853	3
B1: Written and Oral Communication	3
Elective	3
Elective	3
SEMESTER TOTAL	16

Milestones

- Complete MATH 2644 with C or better
- Complete Core B

TERM 2

Course	Credits
F: MATH 2654	4
M: MATH 1401	3
M: MATH 3203	3
D1: Science + Lab	4
SEMESTER TOTAL	14

Milestones

- Complete Calculus Sequence
- Complete Core D1
- Complete Core F

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**
M: MATH 4213	3	M: MATH 4813	3
M: MATH 3873	3	M: MATH 4873	3
M: MATH 4803	3	M: Directed Elective or Elective	3
C2: Humanities	3	Elective	3
E4: Social Science	3	Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
E3: POLS 1101	3	C1: Fine Arts	3
M: MATH 4843	3	M: MATH 4983 or 4986	3
M: MATH 4823 or 4833 or 4885	3	M: Directed Elective	3
M: Directed Elective or Math Graduate-level Course	3	Elective or CEPD 6101	3
Elective	3	Elective or MEDT 6401	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
● Complete Core E ● Students on Accelerated BSMAT Pathway complete their graduate-level math course.		● Complete Core C ● Complete Core Curriculum ● Complete Math Requirements ● Complete 120 Credit hours ● Students on Accelerated BSMAT complete two education courses	

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.

2024-2025
Program Map
Bachelor of Science in Mathematics
Pure and Applied Mathematics Track

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
A1: ENGL 1101	3	A1: ENGL 1102	3
F, A2: MATH 1113	4	F, D2: MATH 1634	4
E1: HIST 1111 or 1112	3	F: MATH 2009	1
B2: XIDS 2001 or 2002	1 or 2	E2: HIST 2111 OR 2112	3
D1: Science + Lab	4	F: CS 1300	4
SEMESTER TOTAL	15 or 16	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete ENGL 1101; Required to earn C or higher. • Complete MATH 1113; Required to earn C or higher. • Complete Core A2		• Complete ENGL 1102; Required to earn C or higher. • Complete MATH 1634 with C or better • Complete Core D2 • Complete Core A1	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
F: MATH 2644	4	F: MATH 2654	4
F: MATH 2853	3	M: MATH 3003	3
B1: Written and Oral Communication	3	M: MATH 3203	3
Elective	3	D1: Science + Lab	4
Elective	3		
SEMESTER TOTAL	16	SEMESTER TOTAL	14
Milestones		**Milestones**	
• Complete MATH 2644 with C or better • Complete Core B		• Complete Calculus Sequence • Complete Core D1 • Complete Core F	

Deleted: 13

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**
M: MATH 3243	3	M: MATH 4233	3
M: MATH 4043	3	M: MATH 4473 or 4483	3
M: MATH 3303	3	M: MATH Elective	3
C2: Humanities	3	Elective	3
E4: Social Science	3	Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
E3: POLS 1101	3	C1: Fine Arts	3
M: MATH 4413 or 4513	3	M: MATH 4983 or 4986	3
M: MATH 4013 or 4253	3	M: MATH Elective	3
M: MATH Elective or Graduate-level Math Course	3	Elective or CEPD 6101	3
Elective	3	Elective or CEPD 6101	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete Core E • Students on Accelerated BSMAT Pathway complete their graduate-level math course.		• Complete Core C • Complete Core Curriculum • Complete Math Requirements • Complete 120 Credit hours • Students on Accelerated BSMAT complete two education courses	

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.

Bachelor of Science
Mathematics (CIP 270101)

Student Learning Outcome	Strategic Plan Connection
L1: Students will demonstrate ability to perform a sustained investigation into a specific mathematical problem or topic, and effectively communicate their findings orally and in writing.	**Relevance, Placemaking, Competitiveness**
L2: Students will demonstrate a thorough understanding of the calculus, including its computational aspects, applications, and theoretical foundations.	**Relevance, Competitiveness**

L3: Students will demonstrate the ability to read, write, and understand mathematical proofs involving foundational aspects of mathematics.	**Relevance, Competitiveness**
L4: Students will demonstrate the ability to utilize statistical methods to analyze real-world problems and draw inferences about a studied population using collected sample data.	**Relevance, Competitiveness**

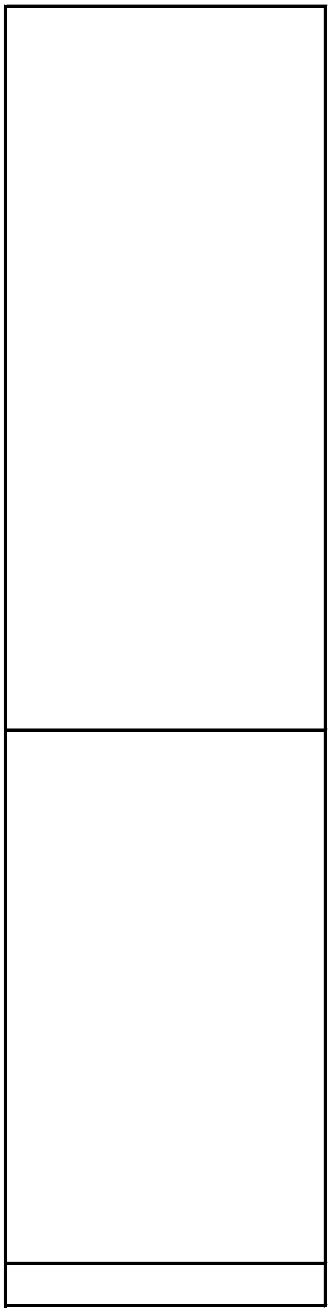
Measure/Method
During their last semester students take the Math 4983 Senior Project course. The project is to complete a research project or rewrite and explain a classical result with a proof and then give an oral presentation. Both are graded by the supervising professor as follows: 30% for the writing process, 30% for the mathematical content and clarity of the proofs and finally 40% for the oral presentation, slides and handling of the questions. The writing of the proofs reflect the level of understanding, and the clarity of the oral presentation. Data is reported as the total number of students achieving the success criterion over 3 semesters (Summer, Fall, & Spring).
All students enrolled in MATH 2644 (calculus II) are used for this assessment. The students' knowledge of the calculus will be assessed by having them complete problems involving the following subtopics: (i) integration techniques, (ii) volumes and areas, (iii) arclength/parametric/polar calculus, and (iv) sequences/series. The problems will be included as part of an exam or assignment. Each student will be given a score from 0-5 in each subtopic. Each student's overall score will be the mean of their four subtopic scores. A student is considered successful if their overall score is 3.5 (70%) or greater. The averages for each subtopic and the average of overall scores will be included in the report.

All students who complete MATH 3003 are used for this assessment. The students' knowledge of the foundational aspects of mathematics will be assessed by having them complete problems involving the following subtopics: (i) set theory, (ii) logic, and (iii) elementary number theory or functions. These problems will be administered as part of their final exam or as parts of other summative exams given during the semester. Each student will be given a score from 0-5 in each subtopic. Subtopic (iv), proof writing, will be assessed by examining at least two proofs written by each student either as a part of their final exam or as assigned homework during the second half of the semester. The proofs will be scored based on correctness, rigor, and clarity of writing. Each student will be given a score of 0-5 on their proof writing. Each student's overall score will be the mean of their four subtopic scores. A student is considered successful if their overall score is 3.5 (70%) or greater. The averages for each subtopic and the
All students who complete MATH 4213 are used for this assessment. The students' ability to use statistical methods to analyze real-world problems will be assessed by having them complete problems involving the following subtopics: (i) sampling distributions, (ii) estimation methods, (iii) properties of estimators, and (iv) regression. The problems will be completed as a part of the student's final exam or as graded assignments given during the second half of the semester. Each student will be given a score of 0-5 on each subtopic. Each student's overall score will be the mean of their subtopic scores. A student is considered successful if their overall score is 3.5 (70%) or greater. The averages for each subtopic and the average of overall scores will be included in the report.

Success Criterion	AY18	AY19	AY20	Interpretation & Use of Results
A score of 70% or higher on the three criteria combined as outlined in "measure/method"				
A score of 70% or more on an assessment.				

A score of 70% or more on the assessment.				

Improvement Plan



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

DEPARTMENT:	**Computing and Mathematics**			**PL-SLO 1**	**PL-SLO 2**	**PL-SLO 3**	**PL-SLO 4**
PROGRAM:	**Mathematics**	OURSES		**L1: Demonstrate ability to perform a sustained investigation into a specific mathematical problem or topic, and effectively communicate their findings orally and in writing.**	**L2: Students will demonstrate a thorough understanding of the calculus, including its computational aspects, applications, and theoretical foundations.**	**L3: Students will demonstrate the ability to read, write, and understand mathematical proofs involving foundational aspects of mathematics.**	**L4: Students will demonstrate the ability to utilize statistical methods to analyze real-world problems and draw inferences about a studied population using collected sample data.**
		1	MATH 1113	I			
		2	CS 1300				
		3	MATH 1401				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	MATH 1634	I	I		
		5	MATH 2009	I	I	I	
		6	MATH 2063	I	I	I	I
		7	MATH 2644	R	M (A)		
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	MATH 2654	M	R	I	
		9	MATH 2853	I	R	I	
		10	MATH 3003		I	M (A)	
		11	MATH 3203	R	R	R	R
		12	MATH 3243		M	M	
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	MATH 3303	R	R	R	
		14	MATH 3353		M	M	
		15	MATH 3805	I	R	M	
		16	MATH 3825	I	R	M	
		17	MATH 3873				M

the course. **6.** Go through and mark with an "A", which courses you will be collecting Assessment Data in.	****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.**	18	MATH 4003	R	R	R	
		19	MATH 4013	M	R	M	
		20	MATH 4043	R	R	M	
		21	MATH 4103	R	R	M	
		22	MATH 4153	R	M	R	
		23	MATH 4213	M	M	M	R,M(A)
		24	MATH 4233	R	M	M	
		25	MATH 4253	R	M	M	
		26	MATH 4313	R	M	M	
		27	MATH 4353	R	R	M	
		28	MATH 4363	R	R	M	
		29	MATH 4413	I	R	M	
		30	MATH 4423	R	M	M	
		31	MATH 4473	R	I	M	
		32	MATH 4483	R	I	M	
		33	MATH 4513	R	R	M	
		34	MATH 4523	M	M	M	
		35	MATH 4613	R	M	M	
		36	MATH 4803	M	M	M	R
		37	MATH 4813	M	M	M	R
		38	MATH 4823	M	M	M	R
		39	MATH 4833	M	M	M	R
		40	MATH 4843	M	M	M	R
		41	MATH 4853	I	R	R	R
		42	MATH 4873				M
		43	MATH 4885				M
		44	MATH 4983	M (A)	M	M	R
		45	MATH 4985	M			
		46	MATH 4986	M	M	M	M
		47	MATH 5013	M	R	M	
		48	MATH 5253	R	M	M	
		49	MATH 5413	I	R	M	
		50	MATH 5473	R	I	M	
		51	MATH 5483	R	I	M	
		52	MATH 5513	R	R	M	
		53	MATH 5823	M	M	M	R
		54	MATH 5833	M	M	M	R
		55	CEPD 6101				
		56	MEDT 6401				

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

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	**Computing and Mathematics**			**PL-SLO 1**	**PL-SLO 2**	**PL-SLO 3**	**PL-SLO 4**
PROGRAM:	**Mathematics**	OURSES		**L1: Demonstrate ability to perform a sustained investigation into a specific mathematical problem or topic, and effectively communicate their findings orally and in writing.**	**L2: Students will demonstrate a thorough understanding of the calculus, including its computational aspects, applications, and theoretical foundations.**	**L3: Students will demonstrate the ability to read, write, and understand mathematical proofs involving foundational aspects of mathematics.**	**L4: Students will demonstrate the ability to utilize statistical methods to analyze real-world problems and draw inferences about a studied population using collected sample data.**
		1	MATH 1113	I			
		2	CS 1300				
		3	MATH 1401				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	MATH 1634	I	I		
		5	MATH 2009	I	I	I	
		6	MATH 2063	I	I	I	I
		7	MATH 2644	R	M (A)		
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	MATH 2654	M	R	I	
		9	MATH 2853	I	R	I	
		10	MATH 3003		I	M (A)	
		11	MATH 3203	R	R	R	R
		12	MATH 3243		M	M	
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	MATH 3303	R	R	R	
		14	MATH 3353		M	M	
		15	MATH 3805	I	R	M	
		16	MATH 3825	I	R	M	
		17	MATH 3873				M

the course. **6.** Go through and mark with an "A", which courses you will be collecting Assessment Data in.	****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.**	18	MATH 4003	R	R	R	
		19	MATH 4013	M	R	M	
		20	MATH 4043	R	R	M	
		21	MATH 4103	R	R	M	
		22	MATH 4153	R	M	R	
		23	MATH 4213	M	M	M	R,M(A)
		24	MATH 4233	R	M	M	
		25	MATH 4253	R	M	M	
		26	MATH 4313	R	M	M	
		27	MATH 4353	R	R	M	
		28	MATH 4363	R	R	M	
		29	MATH 4413	I	R	M	
		30	MATH 4423	R	M	M	
		31	MATH 4473	R	I	M	
		32	MATH 4483	R	I	M	
		33	MATH 4513	R	R	M	
		34	MATH 4523	M	M	M	
		35	MATH 4613	R	M	M	
		36	MATH 4803	M	M	M	R
		37	MATH 4813	M	M	M	R
		38	MATH 4823	M	M	M	R
		39	MATH 4833	M	M	M	R
		40	MATH 4843	M	M	M	R
		41	MATH 4853	I	R	R	R
		42	MATH 4873				M
		43	MATH 4885				M
		44	MATH 4983	M (A)	M	M	R
		45	MATH 4985	M			
		46	MATH 4986	M	M	M	M
		47	MATH 5013	M	R	M	
		48	MATH 5253	R	M	M	
		49	MATH 5413	I	R	M	
		50	MATH 5473	R	I	M	
		51	MATH 5483	R	I	M	
		52	MATH 5513	R	R	M	
		53	MATH 5823	M	M	M	R
		54	MATH 5833	M	M	M	R
		55	CEPD 6101				
		56	MEDT 6401				

Mathematics Minor

2025-2026 Undergraduate Revise Program Request

Introduction

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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
- [x] 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 Computing, Analytics, and Modeling

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* Mathematics Minor

Program ID - DO NOT EDIT* 4639

Program Code - DO NOT EDIT

Program Type* Minor

Degree Type* Minor

Program Description* The mathematics minor has two options: Mathematics and Statistics. Both require two courses selected from Calculus I, Calculus II, and Elementary Linear Algebra. In addition, the Mathematics option requires three upper-level mathematics courses; the Statistics option requires Mathematical Probability and two additional upper-level courses.

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

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Requirements

Lower level requirements

Choose 2 classes

[Before] Choose two courses from 7-8
MATH 1634 Calculus I
MATH 2644 Calculus II
MATH 2853 Elementary Linear Algebra

Mathematics Option:

[After] and three courses selected from mathematics courses numbered 3000 or above

[After]
[After] Excluding:

MATH 3703 Geometry for P-8 Teachers
MATH 3803 Algebra for P-8 Teachers I
MATH 4713 Probability and Statistics for P-8 Teachers
MATH 4753 Trigonometry and Calculus for the P-8 Teacher
MATH 4773 Number Theory for P-8 Teachers
MATH 4863 Algebra for P-8 Teachers II

Statistics Option:

MATH 3203 Mathematical Probability
[After] And two additional courses selected from the following:

MATH 3873 Statistical Programming
MATH 4803 Analysis of Variance
MATH 4813 Regression Analysis
MATH 4823 Applied Experimental Design
MATH 4833 Applied Nonparametric Statistics
MATH 4843 Introduction to Sampling
MATH 4885 Special Topics in Applied Statistics

MATH 4873 Advanced Data Analytics

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* 1. We introduced two new statistics/data analysis courses (MATH 3873 and 4873) last year. We are adding them to the list of of courses that can be used in the minor.

2. Previously the lower-level courses required for the minor were Calculus I and Calculus II. This was problematic because for many students, Calculus I was used in their core curriculum and thus could not count in the minor. The usual fix was to substitute MATH 2853 Elementary Linear Algebra in place of calculus I. This modification changes the requirement to two classes chosen from Calculus I, Calculus II, and Elementary Linear Algebra.

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*

- [x] 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
- [x] 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.

Academic Year
Program Map
Minor in Mathematics

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
		MATH 1634 Calculus I*	4
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	
		*Note: only two courses selected from MATH 1634, 2644, and 2853 are required for the minor.	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
MATH 2644 Calculus II*	4		
		MATH 2853 Elementary Linear Algebra*	
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	
		Complete lower-level requirements.	

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
Upper-Level Course (MATH 3203 for Stats Option)	3		Upper-level Course	3
SEMESTER TOTAL			SEMESTER TOTAL	
Milestones			**Milestones**	

YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
Upper-Level Course	3			
SEMESTER TOTAL			SEMESTER TOTAL	
Milestones			**Milestones**	
Complete the minor.				

*

ECON - 1101 - Economics of Financial Literacy

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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College - School/ Department* Richards College of Business | Department of Economics

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* ECON

Course Number* 1101

Course Title* Economics of Financial Literacy

Long Course Title Economics of Financial Literacy

Course Type* Economics

Catalog Course Description* This course explores the microeconomic and macroeconomic principles that underpin financial literacy, emphasizing the importance of informed decision-making in personal finance. In this class, students will learn how to apply economic thinking to real-world financial situations and develop the skills necessary to make sound financial decisions. Specifically, students will learn how to use economic theories and concepts to make informed decisions about budgeting, cash flow management, maximizing their earnings potential, tax planning, obtaining and using credit, saving and investments, insurance and risk management, and retirement. The course will emphasize the importance of understanding the broader economic context when developing and implementing financial plans.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ○ Yes ◉ No

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

Status* ◉ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply)*
- ☑ 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 bridges the gap between understanding of basic economic principles, concepts, and terms, such as supply and demand, inflation, unemployment, and trade, and essential components of financial literacy, such as borrowing, budgeting, choosing among scarce outcomes, and evaluating the costs and benefits of basic life choices (such as what to buy or which career to select). There is high demand for this course among both freshmen and dual-enrolled students, as these students are transitioning to being both members of the workforce and adult members of society and have particular interest in gaining the reasoning and tools needed to evaluate and contextualize the economic choices that they might make.

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

1)Analyze how scarcity affects the choices of individuals, businesses, and governments.

2) Analyze major life decisions using economics-based decision-making skills.

3) Analyze income as a scarce resource that can be allocated effectively through budgeting.

4) Describe how households and businesses are interdependent and interact through flows of goods, services, resources, and money.

5) Explain how the law of demand, the law of supply, and prices work to determine production and distribution in a market economy.

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 * 75

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

If yes, what will the fee be? * 0

Fee Justification

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ECON 1101: Economics of Financial Literacy

Course Description
This course explores the microeconomic and macroeconomic principles that underpin financial literacy, emphasizing the importance of informed decision-making in personal finance. In this class, students will learn how to apply economic thinking to real-world financial situations and develop the skills necessary to make sound financial decisions. Specifically, students will learn how to use economic theories and concepts to make informed decisions about budgeting, cash flow management, maximizing their earnings potential, tax planning, obtaining and using credit, saving and investments, insurance and risk management, and retirement. The course will emphasize the importance of understanding the broader economic context when developing and implementing financial plans.

Course Credit
3-0-3

Course Learning Outcomes
Major outcomes:

1) Analyze how scarcity affects the choices of individuals, businesses, and governments.

2) Analyze major life decisions using economics-based decision-making skills.

3) Analyze income as a scarce resource that can be allocated effectively through budgeting.

4) Describe how households and businesses are interdependent and interact through flows of goods, services, resources, and money.

5) Explain how the law of demand, the law of supply, and prices work to determine production and distribution in a market economy.

Course Content

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

Introduction to Financial Literacy and Economic Principles

- Understanding financial literacy and its importance
- Basic economic concepts: scarcity, economic systems, supply/demand/equilibrium, marginal cost/benefit analysis, opportunity cost, and trade-offs
- The role of incentives in financial decision-making
- Applying economic thinking to personal finance

The Tools of Personal Financial Planning

- Understanding the time value of money

- Present value and future value calculations
- Budgeting
- Cash flow management
- The economics of decision making and effective budgeting

Personal Earnings, Unemployment, Inflation, and Economic Growth

- Different types of earnings (employment income, self-employment income, investment income, other)
- How earnings are determined in the labor market
- The impact of general economic conditions on financial planning
- Measuring economic activity
- Unemployment and inflation
- The economics of international trade; barriers to trade

Personal Taxes, Fiscal Policy and the National Debt

- The inescapable reality of taxation
- The different types of personal taxes and their effect on budgeting
- How the federal government uses taxes and spending to influence economic activity
- The national debt

Credit and Debt Management

- Understanding credit and its economic implications
- Types of credit: credit cards, loans, and mortgages
- Interest rates – the cost of borrowing
- Credit scores – the economic consequences of poor credit and debt management
- Consumer protection rules and regulations
- Avoiding identity theft
- Strategies for managing debt

Saving and Investing

- The importance of saving and investing
- Types of savings accounts and their economic characteristics
- Introduction to investment vehicles: stocks, bonds, and mutual funds
- Risk and return: the economic trade-off
- Diversification and asset allocation
- Saving for retirement

Insurance and Risk Management

- The economic principles of risk management
- Types of insurance: health, life, auto, and homeowners
- Understanding insurance deductibles, premiums, and coverage
- The economic benefits and costs of insurance

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

Organization and role of businesses in the economy
Role of finance in business
Understanding financial statements
Financial Ratio Analysis, and Asset/Corporation Valuation Analysis
Financing a business
Business Risk Management
Domestic and foreign impact of exchange rates
Organization and role of the government in the economy
Market structure of the US economy
Role and function of the Federal Reserve System
Cash and Liquid Asset Management
The Role of Open Credit
Evaluating BNPL plans
The Home and Automobile decision
Property and Liability Insurance

Textbooks

Introduction to Personal Finance 3rd Edition (Grable & Palmer, 2024, WileyPlus)

- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5
- Chapter 6
- Chapter 7
- Chapter 9

Economics: Theory and Practice, 11th Edition (Gerry F. Welch and Patrick J. Welch, Wiley)

- Chapter 1 (all)
- Chapter 2 (all)
- Chapter 3 (53-72)
- Chapter 4 (85-105)
- Chapter 6 (151-166)
- Chapter 11 (277-286)
- Chapter 16 (413-427)

Evaluation:

Students will be evaluated with four exams (60%), discussion exercises (15%), homework (10%) and a presentation (15%).

This course adheres to the policies delineated in the Common Language for Course Syllabi, seen here:

http://www.westga.edu/UWGSyllabusPolicies/

Economics, B.B.A.

2024-2025 Undergraduate Revise Program Request

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Modifications (Check all that apply)*

- [ ] Program Name
- [ ] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [ ] Other

Desired Effective Semester * Fall

Desired Effective Year * 2025

Routing Information

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School/ Department* Richards College of Business | Department of Economics

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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* Economics, B.B.A.

Program ID - DO NOT EDIT* 4288

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Business Administration

Program Description* Accreditation: AACSBI

Learning Outcomes (LO)
For Bachelor of Business Administration (B.B.A.) Economics Majors, we expect graduating students will meet the learning outcomes found at https://www.westga.edu/academics/business/economics/academic_programs.php

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

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area A

(Grade of C or higher)

must include:

MATH 1111 College Algebra
[Right] (or)

MATH 1113 Precalculus

Core Area D

should include:

MATH 1413 Survey of Calculus

Core Area F: 18 Hours

A: 6 Hours

ACCT 2101 Principles of Accounting I
ACCT 2102 Principles of Accounting II

B: 6 Hours

ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics

C: 3 Hours

BUSA 2106 Legal and Ethical Environment of Business

D: 3 Hours

CISM 2201 Foundations of Spreadsheet Analysis

Required Supporting Courses:

The following courses must be taken as electives if not taken to satisfy the Core requirements:

ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics
ACCT 2101 Principles of Accounting I
ACCT 2102 Principles of Accounting II
[Before] and

MATH 1111 College Algebra
[Right] (or)

MATH 1113 Precalculus
[After] and

MATH 1413 Survey of Calculus
BUSA 2106 Legal and Ethical Environment of Business
CISM 2201 Foundations of Spreadsheet Analysis

Major Courses:

ECON 4420 Labor Economics

Business Core: 27 Hours

ABED 3100 Business Communication
CISM 3330 Management of Information Systems
ECON 3402 Statistics for Business I
ECON 3406 Statistics for Business II
FINC 3511 Corporate Finance
MGNT 3600 Principles of Management
MGNT 3615 Operations Management
MKTG 3803 Principles of Marketing

International Select

ECON 4450 International Economics
[Right] (or)

FINC 4521 International Finance
[Right] (or)

MKTG 4866 International Marketing
[Right] (or)

MGNT 4625 International Management

Major Courses: 24 Hours

ECON 3410 Macroeconomic Policy
ECON 3411 Intermediate Microeconomics
ECON 4420 Labor Economics
ECON 4484 Seminar in Economics
[After] 2 ECON electives above 3000

MGNT 4660 Strategic Management

Electives: 9 Hours

At least three hours of electives must be in the RCOB

Total: 120 Hours

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:

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Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the X 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 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* Labor Economics has been one of the more popular elective courses within the economics programs; however, the economics of the labor market is an area that every student in field of business economics will have to navigate when entering the workforce. As an area of academic study, the sub-discipline provides business leaders, managers, and economic policymakers with insights into the labor market and how changes in wages, job growth, and other factors can affect individual motivation and the overall performance of the economy. It also provides insight into institutions such as labor unions, and phenomena such as the potential obsolescence of jobs/occupations due to technology (automation, AI, etc.). Member of the department decided to remove ECON3460 Business Forecasting, a highly mathematical and theory-heavy course, as a requirement several years back to look for a better alternative. The decision is to replace it with ECON 4420 Labor Economics, as it would likely be a more attractive and more beneficial required class within the major. Like Business Forecasting, this course is planned to be offered annually once approved.

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 kgwaltney@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.
- [x] 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
- [x] 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.

2025
Program Map
Bachelor of Business Administration, Economics

YEAR 1

TERM 1

Course	Credits
ENGL 1101	3
MATH 1111 OR 1113	3
XIDS 2002	2
ECON 2106	3
HIST 1111 OR 1112	3
SEMESTER TOTAL	

Milestones

- Complete ENGL 1101; Required to earn C or higher.

TERM 2

Course	Credits
ENGL 1102	3
MATH 1413	3
CISM 2201	3
ECON 2105	3
SCIENCE + LAB	4
SEMESTER TOTAL	

Milestones

- Complete ENGL 1102; Required to earn C or higher.

YEAR 2

TERM 1

Course	Credits
POLS 1101	3
ACCT 2101	3
HUMANITIES	3
ORAL COMMUNICATION	3
NON-LAB SCIENCE	3
SEMESTER TOTAL	

Milestones

TERM 2

Course	Credits
HIST 2111 OR 2112	3
ACCT 2102	3
FREE ELECTIVE	3
HUMANITIES	3
SOCIAL SCIENCE	3
SEMESTER TOTAL	

Milestones

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ECON 3402	3	ECON 3411	
ECON 3410	3	ECON 3406	
BUSA 2106	3	MGNT 3600	
MKTG 3803	3	CISM 3330	
ECON 4420	3	FINC 3511	
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MGNT 3615		ECON 4484	
INTERNATIONAL SELECTIVE		ABED 3100	
ECON ELECTIVE		MGNT 4660	
ECON ELECTIVE		ECON ELECTIVE	
RCOB ELECTIVE		FREE ELECTIVE	
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

Criminology and Criminal Justice, 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
- [x] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] 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 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 Civic Engagement and Public Service

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* Criminology and Criminal Justice, B.S.

Program ID - DO NOT EDIT* 4330

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science

Program Description* To be admitted into the B.S. program in Criminology & Criminal Justice, students must be in good academic standing. To graduate with a degree from this program, students MUST receive a grade of "C" or better in CRIM 3240, CRIM 4284, CRIM 4000 and CRIM 4003 or CRIM 4004. The B.S. in Criminology & Criminal Justice is also offered online.

Learning Objectives for Criminology Students
Upon graduation from the undergraduate program in criminology, a student will be able to

describe, explain, and critically evaluate/apply the role of...

Corrections and social services in criminal justice and criminology

Policing in criminal justice and criminology

Law and legal systems in criminal justice and criminology

Diversity and global perspectives in criminal justice and criminology

Theory and philosophy in criminal justice and criminology

Social scientific research and analytic methods in criminal justice and criminology

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Criminology & Criminal Justice with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the Master's program in Public Administration (MPA) and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

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

Program Location* Carrollton Online

Curriculum Information

Prospective Curriculum*

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study - 18 Hours

CRIM 1100 Introduction to Criminal Justice	**3**
CRIM 2000 Survey of Criminology	**3**

CRIM Classes 12 Hours

CRIM 2272 Introduction to Law Enforcement	**3**
CRIM 2273 Criminal Procedure	**3**
[After] (or)	
CRIM 2274 American Criminal Courts	**3**
CRIM 2275 Introduction to Corrections	**3**
[After] (or)	
CRIM 2245 Juvenile Delinquency	**3**
CRIM 2276 Global Crime and Justice	**3**

Major Courses: 12 Hours

CRIM 3240 Criminological Theory	**3**
CRIM 4000 Research Methodology	**3**
CRIM 4003 Statistics for Social Sciences	**3**
[After] Or	
CRIM 4004 Managing Data	**3**
CRIM 4284 Senior Capstone	**3**

Upper Level Criminology and Criminal Justice Courses: 24 Hours

Any 3000 or 4000 level CRIM class not counted as a major course

Supporting Courses (share with minor): 12 Hours

Any 3000 or 4000 level Course, including CRIM courses (may be shared with a minor)

ABM students can substitute the following graduate courses for the undergraduate course:

POLS 6200 Public Budgeting and Financial Management FOR POLS 4204 Public Finance

POLS 6206 Public Human Resource Management FOR POLS 4219 Public Human Resource Management

General Electives: 12 Hours

ABM students should take the following graduate courses, which would count for the undergraduate course:

POLS 6205 Administrative Law and Procedures FOR POLS 4220 Administrative Law and Government

POLS 6201 Theory of Public Administration and Ethics FOR POLS 4221 Government Organization and Administrative Theory

Total: 120 Hours

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major.

Criminology, B.S. Policing Concentration

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements: (42 Hours)

Field of Study: 18 Hours

CRIM 1100 Introduction to Criminal Justice	**3**
CRIM 2000 Survey of Criminology	**3**

CRIM Classes 12 Hours

CRIM 2272 Introduction to Law Enforcement	**3**
CRIM 2273 Criminal Procedure	**3**
CRIM 2275 Introduction to Corrections	**3**
CRIM 2276 Global Crime and Justice	**3**

Major Courses: 12 Hours

CRIM 3240 Criminological Theory	**3**
CRIM 4000 Research Methodology	**3**
CRIM 4003 Statistics for Social Sciences	**3**
CRIM 4284 Senior Capstone	**3**

Policing Concentration: 21 Hours

CRIM 3323 Criminal Law	**3**
CRIM 3411 Criminal Investigations	**3**
CRIM 3501 Advanced Criminal Investigation	**3**
CRIM 4007 Crime Mapping	**3**

CRIM 4068 Conflict Management and Policing	**3**
CRIM 4334 Human Trafficking	**3**
CRIM 4251 Contemporary Issues in Policing	**3**

Area Courses: 9 Hours

Global & Diversity (Pick 1): 3 Hours

CRIM 4911 Terrorism	**3**
CRIM 4248 International Comparative Justice	**3**
CRIM 4279 Race and Crime	**3**
CRIM 4231 Women in the Criminal Justice System	**3**

Legal Studies (Pick 1): 3 Hours

CRIM 3900 Social Science and the Legal System	**3**
CRIM 4402 Prison Policy and Practice	**3**
CRIM 4712 Law and Society	**3**

Corrections & Social Services (Pick 1): 3 Hours

CRIM 3241 Corrections	**3**
CRIM 4255 Youth, Crime and Community	**3**
CRIM 4232 Family Violence	**3**
CRIM 4260 Prisoner Reentry and Community Corrections	**3**
CRIM 4293 Correctional programs	**3**

Supporting Courses (share with minor): 12 Hours

Any 3000 or 4000 level Course, includeing CRIM courses (may be shared with a minor)

General Electives: 6 Hours

Total: 120 Hours

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major.

PROGRAM CURRICULUM

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Justification and Assessment

Rationale* There are two changes to the program to improve flexibility for students and to allow them to progress towards graduation more easily. First, instead of requiring statistics, students are offered the opportunity to take statistics or data management. This allows a practical opportunity for those who want to go right into their careers to learn how to work with data, while those who wish to continue their education can still advance their knowledge of statistical techniques.
Second, this change removes the requirement that students take two courses in four different areas, instead requiring that they take 24 credit hours of upper level Criminology classes. This will make it easier for students to progress towards graduation, especially for those who prefer to only take either face to face or online classes, as it is not possible to offer all area courses in both modalities each semester. It will also allow for flexibility for those with specific career interests to focus their classes on those topics.

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.
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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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Check all that apply to this program*
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- [ ] New instructional site at which more than 50% of program is offered
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SACSCOC Comments

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Assessment Plan* ☑ I have attached the Assessment Plan.
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Academic Year 2025-2026
Program Map
BS in Criminology & Criminal Justice

YEAR 1

TERM 1

Course	Credits
Core Impacts C: ENGL 1101	3
Core Impacts I: XIDS 2002	2
FOS: CRIM 1100	3
Core Impacts SP: US History	3
Core Impacts T: Science + Lab	4
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1101; Required to earn C or higher.
- Complete lab science
- Declare major

TERM 2

Course	Credits
Core Impacts C: ENGL 1102	3
Core Impacts M: Math 1001	3
FOS: CRIM 2000	3
Core Impacts S: Social Science	3
Core Impacts I: Oral Communication	3
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1102; Required to earn C or higher.
- Complete Area A2 math
- Earn 15 or more credit hours

YEAR 2

TERM 1

Course	Credits
Core Impacts P: POLS 1101	3
CRIM 2272	3
Core Impacts A: Fine Arts	3
Core Impacts T: Non-Lab Science	3
CRIM 2273 or CRIM 2274	3
SEMESTER TOTAL	15

Milestones

Earn 15 or more credit hours

TERM 2

Course	Credits
Core Impacts A: Humanities	3
Core Impacts S: World History	3
Core Impacts T: Math 1401	3
CRIM 2275 or CRIM 2245	3
CRIM 2276	3
SEMESTER TOTAL	15

Milestones

Complete Core
Earn 15 or more credit hours

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
CRIM 3240	3	CRIM 4000	3
Upper level CRIM course	3	Upper level CRIM course	3
Upper level CRIM course	3	Upper level CRIM course	3
Supporting Course	3	Upper level CRIM coursr	3
General Elective	3	Supporting Course	3
SEMESTER TOTAL	15	SEMESTER TOTAL	
Milestones		**Milestones**	
Complete CRIM 3240 with a C or better Contact the Internship Coordinator if you want to complete an Internship as an Upper level CRIM course or Supporting Course		Complete CRIM 4000 with a C or better	
YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
CRIM 4003 or 4004	3	CRIM 4284	3
Upper level CRIM course	3	Upper level CRIM course	3
Upper level CRIM course	3	General Elective	3
Supporting Course	3	General Elective	3
Supporting Course	3	General Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	
Milestones		**Milestones**	
Complete CRIM 4003 or 4004 with a C or better Apply for graduation		Complete CRIM 4284 with a C or better	

B.S.

Criminology and Criminal Justice

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY25
Describe, explain, and critically evaluate/apply the role of corrections and social services in criminal justice and criminology	Relevance and Competitiveness	Essay on Corrections in CRIM 4284	Mean ≥ 80%	
Describe, explain, and critically evaluate/apply the role of policing in criminal justice and criminology	Relevance and Competitiveness	Essay on Policing in CRIM 4284	Mean ≥ 80%	
Describe, explain, and critically evaluate/apply the role of law and legal systems in criminal jsutice and criminology	Relevance and Competitiveness	Essay on law and legal system in CRIM 4284	Mean ≥ 80%	
Describe, explain, and critically evaluate/apply the role of diversity and global perspectives in criminal justice and criminology	Relevance and Competitiveness	Critical thinking assignment in CRIM 4284	Mean ≥ 80%	
Describe, explain, and critically evaluate/apply the role of theory and philosophy in criminal justice and criminology	Relevance and Competitiveness	Critical thinking assignment in CRIM 4284	Mean ≥ 80%	
Describe, explain, and critically evaluate/apply the role ofsocial scientific research and analytical methods in crimina justice and criminology	Relevance and Competitiveness	Critical thinking assignment in CRIM 4284	Mean ≥ 80%	

AY26	AY27	Interpretation & Use of Results	Improvement Plan

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.

B.S. IN CRIMINOLOGY AND CRIMINAL JUSTICE

DEPARTMENT: Civic Engagement and Public Service

PROGRAM: B.S. in Criminology and Criminal Justice

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	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO
		Describe, explain, and critically evaluate/apply the role of corrections and social services in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of policing in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of law and legal systems in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of diversity and global perspectives in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of theory and philosophy in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of social scientific research and analytical methods in criminal justice and criminology
1	CRIM 1100	I	I	I	I	I	I
2	CRIM 2000	I	I	I	I	I	I
3	CRIM 2245				R		
4	CRIM 2272		R				
5	CRIM 2273			R			
6	CRIM 2274			R			
7	CRIM 2275	R					
8	CRIM 2276				R		
9	CRIM 3000						
10	CRIM 3240					R	
11	CRIM 3241	R					
12	CRIM 3242				R		
13	CRIM 3323			R			
14	CRIM 3333				R		
15	CRIM 3411		R				
16	CRIM 3501		R				
17	CRIM 3705		R				
18	CRIM 3900			R			
19	CRIM 3983						
20	CRIM 4000						R
21	CRIM 4001						R
22	CRIM 4002	R					
23	CRIM 4003						R
24	CRIM 4004						R
25	CRIM 4005				R		
26	CRIM 4006	R					
27	CRIM 4007						R
28	CRIM 4068		R				
29	CRIM 4200		R				

30	CRIM 4211		R				
31	CRIM 4230				R	R	
32	CRIM 4231				R		
33	CRIM 4232	R					
34	CRIM 4233			R			
35	CRIM 4248				R		
36	CRIM 4250		R				
37	CRIM 4251		R				
38	CRIM 4255	R					
39	CRIM 4260	R					
40	CRIM 4265				R		
41	CRIM 4270			R			
42	CRIM 4275		R				
43	CRIM 4277		R				
44	CRIM 4279				R		
45	CRIM 4280						
46	CRIM 4284	M (A)	M (A)	M (A)	M (A)	M (A)	M (A)
47	CRIM 4286						
48	CRIM 4290						
49	CRIM 4293	R					
50	CRIM 4295	R					
51	CRIM 4296				R		
52	CRIM 4300				R		
53	CRIM 4334	R					
54	CRIM 4402	R					
55	CRIM 4650		R				
56	CRIM 4693				R		
57	CRIM 4712			R			
58	CRIM 4911				R		
59	CRIM 4981						
60	CRIM 4983						

Addendum II

DATE: December 13, 2024

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. Lisa Connell and Dr. Nathan Lawres, Co-Directors of the Office of Undergraduate Research, on behalf of the Undergraduate Research Committee

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on December 9, 2024 to review courses that were submitted by faculty members to receive the Undergraduate Research High Impact Practice attribute in Banner. Courses were submitted and reviewed by the committee in accordance with the guidelines set out in this document, as approved by the Faculty Senate in Fall 2021 and amended in Spring 2023.

The following table indicates the Undergraduate Research Committee's recommended designations for each course. Per the previously linked document (especially Appendix B and Appendix C), each course receives three designations:

- The first, UR1-4, indicates the course's level as determined by UWG guidelines in Appendix B of the document.
- The second (ZURP) is common to all courses and is the USG-mandated code that means "Undergraduate Research course meets institution's criteria as a High Impact Practice for Undergraduate Research" (Appendix C).
- The third (ZUR1-4) is the USG-mandated code that corresponds to the number of contact hours the student is engaged in undergraduate research. This is based on information self-reported by faculty. Per Appendix C, ZUR1 involves research or a creative project requiring 30 or fewer contact hours, ZUR2 requires 31-50 contact hours, ZUR3 requires 51-100 contact hours, and ZUR4 requires 101 or more contact hours.

Per page 2 of the guidelines, the Undergraduate Research Committee is now submitting its recommendations to the Faculty Senate Undergraduate Programs Committee for review and approval, after which approved designations will be forwarded to the Registrar.

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Recommended UWG UR designation	USG ZUR designation (contact hours)
ANTH 2002	Introduction to Cultural Anthropology	Elizabeth Falconi	All	2	1
ANTH 4130	Medical Anthropology	Elizabeth Falconi	All	2	1

ANTH 4885-01	Legacy of the American West	Marjorie Snipes	Fall: 13412	3	3
BIOL 4450	Terrestrial Ecology	Joe Hendricks	All	4	2
COMM 1110	Public Speaking	Melanie Conrad	All	1	1
CS 4983	Directed Research	Anja Remshagen	All	3	3
ECON 4440	Public Finance	Mary Kassis	All	2	1
ENGL 1101	Composition I	Pam Murphy	Fall: 11907, 12311	2	1
ENGL 1102	English Composition II	Bonnie Jett	All	2	2
MUSC 3900	Music in Elementary Schools	Karen Graffius	All	2	1
PHYS 4523	Computational Physics	Julie Talbot	All	2	1
POLS 2601	Introduction to Political Science Inquiry	Salvador Peralta	Fall: 12072	3	2
SOCI 4999	Families, Foster Care, and Adoption	Emily McKendry-Smith	Fall: 11946	2	1
SPED 4713	Collaboration in School Settings	Trina Wood	All	3	3
SPMG 4685	Creative Sport Content Media	E. Su Jara-Pazmino	All	2	4
XIDS 2300	Re-visioning Trauma	Tom Peterson	Fall 2025: 12597	1	2

In the event that the Undergraduate Research High Impact Practice attribute in Banner is no longer applicable to a course, faculty can request the attribute be removed. The following table indicates the courses for which a request to remove a UR attribute in Banner has been made. These requests will be forwarded to the Registrar upon review by the Undergraduate Programs Committee.

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Current UWG UR designation	Request
SOCI 1160	Introduction to Social Problems	Emily McKendry-Smith	All	1	Remove designation

Addendum III

Elementary Education, Ed.S.

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
- [x] Program Curriculum
- [x] Other

If other, please identify. We are also adding other previously approved courses to the program of study to decrease amount of petitions.

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 Early Childhood through Secondary Education and Reading

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* Elementary Education, Ed.S.

Program ID - DO NOT EDIT* 16

Program Code - DO NOT EDIT

Program Type* Specialist

Degree Type* Specialist in Education

Program Description* This program focuses on developing teacher leaders at the elementary level.

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

Program Location* Online

Curriculum Information

Prospective Curriculum*

Plan of Study

Professional Education Sequence

Students as Learners: 6 Hours

CEPD 8102 Lifespan Human Development
[Right] *

ECSE 8562 Using Data to Meet the Needs of Diverse Learners
[Right] *

Societal Issues: 6 Hours

ECED 8272 Teacher as Leader
[Right] *

[Before] Select one of the following:

ECSE 7560 Contemporary Issues in Education
[Right] or

READ 7267 Diversity and Equity in Children's and Young Adult Literature
[Right] or

EDFD 7303 Culture and Society in Education
[Right] or

EDFD 7305 History of American Education
[Right] or

EDFD 7307 Critical Issues in Education
[Right] or

EDFD 7309 Philosophical Foundations of Education
[Right] or

PTED 7246 Comparative Education
[Right] or

[After] Other program/advisor approved course

Classroom Issues: 6 Hours

ECED 8271 Advanced Curriculum Seminar
[Right] *

[Before] Select one of the following:
ECSE 7274 Introduction to Community-Based STEM Education
[Right] or

ECSE 7275 STEM Mathematics for Social Justice
[Right] or

ECSE 7276 STEM Investigations through Ecojustice
[Right] or

ECSE 7277 Designing Community-Based STEM Education
[Right] or

MEDT 6401 Instructional Technology
[Right] or

MEDT 7461 Instructional Technology, Media, & Design
[Right] or

MEDT 7464 Designing Technology Enhanced Instruction
[Right] or

[After] Certification/Endorsement course approved by advisor
[Right] or

MEDT 7472 Introduction to Distance Learning
[Right] or

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning
[Right] or

MEDT 7492 Leadership and Administration of Online Learning and e-Learning
[Right] or

ECED 7261 Literature for the Young Child
[Right] or

READ 7201 Teacher as Language and Literacy Leader
[Right] or

READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction
[Right] or

ECED 7259 Investigating Methods and Materials in Mathematics
[Right] or

ECED 7260 Investigating Methods and Materials in Science
[Right] or

ECED 7262 Investigating Language Arts
[Right] or

ECED 7264 Investigating Social Studies Methods
[Right] or

CURR 6575 Curriculum Trends and Issues
[Right] or

[After] Other program/advisor approved course

Research and Inquiry: 9 Hours (must be taken in sequence)

ECED 7282 Directed Readings in Education
[Right] *

ECED 8284 Research Seminar
[Right] *

ECED 8297 Professional Seminar
[Right] *

ECED 8200 Oran Comprehensive Exam for the Elementary Ed.S.
[Right] *

Total Program: 27 Hours

Program Notes

*** Denotes required courses.**

1. Students are allowed to take a maximum of 6 credits in the fall and spring semesters and 9 credits in the summer semester. Taking more credits must be approved by program coordinator.
2. Transfer Credits: Students can transfer a total of 6 credits into the program if they have not been used for another degree. See rules for transfer credits on the graduate transfer credit form.
3. Students registered for ECED 8200 Oral Exam should also be registered for graduation.
4. The courses in research and inquiry should be taken in order beginning with ECED 7282 during their first semester (second semester if needed).
5. Methods courses taken as part of the Elementary Education M.Ed. at UWG cannot be repeated.

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

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 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

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* Due to a shift in resources and a need to better support students through the research components of the program our department needed to take back these classes. However, the content of the courses is not substantially changing. We are also updating the list of courses that students can take under classroom issues and societal issues to decrease the amount of work required on multiple people to process petitions.

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.

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.
- [x] 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
- [x] 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.

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.

ED.S. IN ELEMENTARY EDUCATION PLAN OF STUDY

PLAN OF STUDY	HRS.
Professional Education Sequence	**6**
Students as Learners	
1. CEPD 8102 Lifespan Human Development	3
2. ECSE 8562 Using Data to Meet the Needs of Diverse Learners	3
Societal Issues	**6**
1. ECED 8272 Teacher as Leader	3
2. Societal Issues Course: Select **one** of the following: 1. ECSE 7560 Contemporary Issues in Education **or** 2. READ 7267 Diversity and Equity in Children's and Young Adult Literature **or** 3. EDFD 7303 Culture & Society in Education **or** 4. EDFD 7305 History of American Education **or** 5. EDFD 7307 Critical Issues in Education **or** 6. EDFD 7309 Philosophical Foundations of Education **or** 7. PTED 7246 Comparative Education **or** 8. Other program/advisor approved course	3
Classroom Issues	**6**
1. ECED 8271 Advanced Curriculum Seminar	3
2. Classroom Issues Course: Select **one** of the following: 1. ECSE 7274 Intro to Community-based STEM Educ **or** 2. ECSE 7275 STEM Math for Social Justice **or** 3. ECSE 7276 STEM Invest thru Ecojustice **or** 4. ECSE 7277 Designing Community-Based STEM Educ **or** 5. MEDT 6401 Instructional Technology **or** 6. MEDT 7461 Instructional Tech, Media, and Design **or** 7. MEDT 7464 Design Technology Enhanced Instruction **or** 8. Certification/Endorsement course approved by advisor **or** 9. ECED 7259 Math Methods **or** 10. ECED 7260 Science Methods **or** 11. ECED 7262 Investigating Language Arts **or** 12. ECED 7264 Social Studies Methods **or** 13. CURR 6575 Curriculum Trends and Issues **or** 14. ECED 7261 Literature for the Young Child **or** 15. MEDT 7472 Intro to Distance Education **or** 16. MEDT 7491 Impl, Assessment, and Eval of Online Learning **or** 17. MEDT 7492 Leadership & Admin of Online Learning **or** 18. READ 7201 Teacher as Language & Literacy Leader **or** 19. READ 7271 Theoretical and Pedagogical Appr. to Lang & Lit **or** 20. Other program/advisor approved course	3

Research and Inquiry (must be taken in sequence)	**9**
1. ECED 7282 Directed Readings in Education	3
2. ECED 8284 Research Seminar	3
3. ECED 8297 Professional Seminar	3
4. ECED 8200 Oral Exam	0
Total Program	**27**

Program Notes

1. Students are allowed to take a maximum of 6 credits in the fall and spring semesters and 9 credits in the summer semester. Taking more credits must be approved by program coordinator.
2. Transfer Credits: Students can transfer a total of 6 credits into the program if they have not been used for another degree. See rules for transfer credits on the graduate transfer credit form.
3. Students registered for ECED 8200 Oral Exam should also be registered for graduation.
4. The courses in research and inquiry should be taken in order beginning with ECED 7282 during their first semester (second semester if needed).
5. Methods courses taken as part of the Elementary Education M.Ed. at UWG cannot be repeated.

Post-Baccalaureate Certificate in Speech-Language Pathology

2025-2026 Graduate Revise Program Request

Introduction

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

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

Modifications (Check all that apply)*

- [ ] Program Name
- [ ] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [ ] Program Curriculum
- [x] Other

If other, please identify. Change in credit hours of the program and standalone coursework requirement.

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 Counseling, Higher Education, and Speech Language Pathology

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* Post-Baccalaureate Certificate in Speech-Language Pathology

Program ID - DO NOT EDIT* 4141

Program Code - DO NOT EDIT

Program Type* Certificate

Degree Type* Graduate Certificate

Program Description* The Post-Baccalaureate Certificate program in Speech-Language Pathology is designed to prepare individuals to receive the appropriate background information and coursework necessary for them to apply to graduate programs in speech-language pathology. An option is available, through completion of an internship, to satisfy requirements for certification as a Speech Language Associate through the Georgia Professional Standards Commission (GaPSC). This will allow candidates to pursue a position as a certified speech language associate working under the supervision of a licensed speech-language pathologist in the school system.

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

Program Location* Online

Curriculum Information

Prospective Curriculum*

Admission Requirements

Applicants must hold a Bachelor's degree with a GPA of 2.5 or higher and must submit transcripts from all degree granting institutions attended. Applicants must submit their application to the Graduate School and admission capacity will be determined by the Speech-Language Pathology Program.

Standalone coursework in a) biological sciences, b) chemistry or physics, c) social/behavioral sciences, and d) statistics is required for candidates pursuing the Speech Language Associate certificate, and recommended for candidates applying to a master's program in Speech-Language Pathology.

Students must earn a C or better to pass each course. Students can retake a failed course one time and will be dismissed if they fail a course more than once.

SLPA 5701 Introduction to Communication Sciences and Disorders
SLPA 5702 Speech and Language Acquisition and Disorders
SLPA 5703 Phonetics
SLPA 5704 Anatomy & Physiology of Speech & Hearing
SLPA 5705 Speech and Hearing Science
SLPA 5706 Introduction to Audiology
SLPA 5707 Introduction to Neurological Disorders
[Before]

> **The below internship is optional and can be completed to satisfy requirements for the Speech Language Associate certificate allowing candidates to pursue a position as a certified speech-language associate working under the supervision of a licensed speech-language pathologist in the school system.**

SLPA 5792 Internship in Speech Language Pathology

PROGRAM CURRICULUM

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

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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:

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Step 2 - Adding New Courses

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

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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* The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. These updates will result in a change of the overall program hours from 18 to 21 credit hours.

We are removing the requirement of completing standalone coursework in science and math prior to taking SLPA 5705, SLPA 5706, and SLPA 5707. Instead, this coursework can be taken at any point in the program and will be required for candidates pursuing the Speech Language Associate certificate, and recommended for candidates applying to a master's program in Speech-Language Pathology.

To track this requirement for those pursuing the Speech Language Associate certificate, we would like to establish a code in Banner SOATEST that will populate into Wolf Watch indicating the standalone coursework requirement has been met. This area is not required to award the internal certificate. However, it will allow us to confirm those that have fully completed requirements for the Speech Language Associate certificate issued through the Georgia Professional Standards Commission.

Recommendation for the code is as follows:
Test Code – SLAC
Description – SLA Standalone Coursework
Test Score – SLAC

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.

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 Under this proposal, the total program increases from 18 credit hours to 21 credit hours.

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.

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.

Academic Year 2024-2025
Program Map
Post-Baccalaureate Certificate in Speech-Language Pathology

YEAR 1

Summer 1	
Course	**Credits**
SLPA 5701 Introduction to Communication Disorders	3
SEMESTER TOTAL	3

Milestones

- If not already completed, students have the option to take standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication-sciences-and-disorders-specific university requirements.

Fall 1	
Course	**Credits**
SLPA 5702 Speech & Language Acquisition and Disorders	3
SLPA 5703 Phonetics	3
SLPA 5704 Anatomy & Physiology of Speech & Hearing	3
SEMESTER TOTAL	9

Milestones

- If not already completed, students have the option to take standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication-sciences-and-disorders-specific university requirements.

Spring 1	
Course	**Credits**
SLPA 5705 Speech and Hearing Science	3
SLPA 5706 Introduction to Audiology	3
SLPA 5707 Introduction to Neurological Disorders	3
SEMESTER TOTAL	9

Milestones

• If not already completed, students have the option to take standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication-sciences-and-disorders-specific university requirements.

Fall 2	
Course	**Credits**
SLPA 5792 Internship in Speech-Language Pathology (optional)	8
SEMESTER TOTAL	8

Milestones

This optional internship fulfills the requirement for students to apply for certification as a speech language associate in Georgia schools.
In order to receive the SLA certification, students must complete all coursework including biology, chemistry or physics, social/behavioral sciences, and statistics.

The Post-Baccalaureate Certificate Program in Speech-Language Pathology is designed to prepare individuals to receive the necessary background information and prerequisite coursework to apply to graduate programs in speech-language pathology. Applicants must hold a Bachelor's degree with a GPA of 2.5 or higher and must submit transcripts from all degree granting institutions attended. Applicants must submit their application to the Graduate School and admission capacity will be determined by the Speech-Language Pathology Program. Students must earn a C or better to pass each course. Students can retake a failed course one time and will be dismissed if they fail a course more than once.

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.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT: Counseling, Higher Education, and Speech-Language Pathology

PROGRAM: Speech-Language Pathology

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	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
		~~Demonstrate~~ knowledge of and distinguish between communication/swallowing disorders including their etiology and diagnosis.	Demonstrate knowledge of professional practices and issues within speech-language pathology.	Demonstrate knowledge of anatomical structures and physiological processes that support communication and swallowing processes.	~~Demonstrate~~ competency in understanding speech and language development, distinguishing between typical and atypical	
1	SLPA 5701	I, A	I	I	I	
2	SLPA 5702	R			R, A	
3	SLPA 5703	R		R	R	
4	SLPA 5704	R		R, A	R	
5	SLPA 5705	R		R		
6	SLPA 5706	R		R	R	
7	SLPA 5707	M	M, A	M	M	
8	SLPA 5792	M	M	M	M	
9						
10						
11						
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15						
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17						
18						
19						
20						
21						
22						

Post-baccalaureate Certificate
Speech-Language Pathology

Student Learning Outcome	Strategic Plan Connection	Measure/Method
1. Demonstrate knowledge of and distinguish between communication/swallowing disorders including their etiology and diagnosis.	Relevance	Student will complete a key assessment in which they will be required to completed a simulated case study in SLPA 5701
2. Demonstrate knowledge of professional practices and issues within speech-language pathology.	Relevance	Students will complete the SLP Post-Baccalaureate Near Completer Survey. This anonymous survey will assess a variety of knowledges and skills gained during the program including professional practices and issues.
3. Demonstrate knowledge of anatomical structures and physiological processes that support communication and swallowing processes.	Competitiveness	Students will complete a key assessment assignment in SLPA 5704 in which they demonstrate their understanding of the different anatomical and physiological sytems and their functions as they relate to speech-language production, swallowing and hearing skills.
4. Demonstrate competency in understanding speech and language development, distinguishing between typical and atypical development across the life span.	Competitiveness	Students will complete the SLP Post-Baccalaureate Near Completer Survey. This anonymous survey will assess a variety of knowledges and skills gained during the program including speech and language development across the lifespan.

Success Criterion	AY18	AY19	AY20	Interpretation & Use of Results	Improvement Plan
Students will score a minimum of 2.5 on a 4 point rubric. A score of 2.5 indicates that the students are in between "developing" and "proficient," which is appropriate at this point in time in their CSD education.					
Students will select an average rating of 3.5 on a five point scale for this specific standard. This will indicate that the students and the program met expectations for this learning outcome.					
Students will score a minimum of 2.5 on a 4 point rubric. A score of 2.5 indicates that the students are in between "developing" and "proficient," which is appropriate at this point in time in their CSD education.					
Students will select an average rating of 3.5 on a five point scale for this specific standard. This will indicate that the students and the program met expectations for this learning outcome.					

SLPA - 5705 - Speech and Hearing Science

2025-2026 Graduate Revise Course Request

General Information

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.

Proposed Modifications (Check all that apply)*

- [ ] Course Title
- [x] Prerequisites/Co-requisites
- [ ] Cross-listing
- [ ] Catalog Description
- [x] Credit Hours
- [ ] Student Learning Outcomes
- [ ] Restrictions
- [ ] Frequency of Course Offering
- [ ] Grading Structure
- [ ] Course Fee
- [ ] Repeat for Credit
- [ ] Other

If other, please identify.

Desired Effective Semester* Summer

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 Counseling, Higher Education, and Speech Language Pathology

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

List of Faculty Senate Action and Information Items

Course Information

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.**

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* SLPA 197 **Course Number*** 5705

Course Title* Speech and Hearing Science

Long Course Title

Course Type - DO NOT EDIT* Speech Language Pathology

Catalog Course Description* This course is a study of the science involved in the anatomical, physiological, and psychological processes of speech, language, and hearing in children and adults. The science involved in respiration, phonation, resonation, articulation, and hearing is emphasized through conceptual theory and objective measurement.

Prerequisites * None

Corequisites* None

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

Grading Graduate Standard Letter

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.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs

Credit Hrs 3

Lab Hrs

Status* ◉ Active-Visible ○ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple ☐ Yes ☑ No

198

If yes, indicate maximum number of N/A

times, each attempt counting separately toward graduation?*

credit hours counted toward graduation.*

Justification and Assessment

What is the rationale for the requested course changes?*

The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an additional semester to complete the courses and does not affect their ability to perform well in this course.

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

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 attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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*

- [x] I have attached the syllabus.
- [ ] N/A

Resources and Funding

Planning Info*

- (•) Library Resources are Adequate
- ( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment* 25

Are you making changes to the special fees or tuition that is required for this course?*

- [ ] Yes
- [x] No

If yes, what will the fee be?* N/A

Fee Justification* N/A

Fee Justification N/A

Administrative Use Only - DO NOT EDIT

Course ID* 51328

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.

NEW

Main Campus · College of Education · Counseling, Higher Education, and Speech Language Pathology

Speech and Hearing Science

SLPA-5705

3 credits

Description

This course is a study of the science involved in the anatomical, physiological, and psychological processes of speech, language, and hearing in children and adults. The science involved in respiration, phonation, resonation, articulation, and hearing is emphasized through conceptual theory and objective measurement.

Requisites

Prerequires: NONE

Contact Information

Instructor: Dr. Levi C Ofoe

Email: lofoe@westga.edu
Office: 238 Ed. Annex
Phone: 678-839-2318

Website: https://www.westga.edu/profile.php?emp_id=93608 (https://www.westga.edu/profile.php?emp_id=93608)

Meeting Times

Online Asynchronous

Materials

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on how to purchase your account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf).

You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu.

The following students **do not** need to purchase a TK20 account:

If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.
If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account:

From the UWG Bookstore, then contact the UWG Bookstore (https://bookstore.westga.edu/) for more information regarding their refund policy.
From Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu for more information.

For additional guides, access the UWG Tk20 webpage here (https://www.westga.edu/academics/education/tk20-system.php).

Speech science: An integrated approach to theory and clinical practice.

Author: Ferrand, C.T.
Publisher: Pearson
Edition: 4th Ed.

Suggested Text(s):

American Psychological Association. (2018). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

Course Objectives

1. Explain the major models and theories underlying human communication and swallowing across the lifespan (ASHA 2020 Standards IV-A, IV-B, IV-C).

2. Discuss the typical and atypical mechanisms involved in speech, hearing, language development, and swallowing and their related disorders concerning observed signs and symptoms (ASHA 2020 Standards IV-A, IV-B, IV-C, IV-D).

3. Identify appropriate instruments for measuring the integrity of the human speech, language, swallowing, and hearing systems across the lifespan (ASHA 2020 Standards IV-A, IV-B, IV-C).

4. Assess and interpret test results from an instrumental assessment of human speech, language, swallowing, and hearing processes, including the developmental, linguistic, and cultural bases (ASHA 2020 Standards IV-A, IV-B, IV-C).

Evaluation

Students will be evaluated using a variety of methods including group projects and presentations, individual projects and presentations, team-based assignments, quizzes, and exams.

See syllabus for detailed information.

Criteria

Based on the assessments for the course, students' total points will be graded using the following scale: A =

90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Breakdown

Assignment	Course Objective(s)/Key Assessment	Points
Group Instrumentation Project (Part 1 – Presentation)	Course Objective 5	50
Group Instrumentation Project (Part 2 – Written Report)	Course Objective 5	50
Group Clinical Application Presentation Project	Course Objective 4	50
Theory-to-Practice Presentation Project	Course Objective 1-6	100
Team-based Learning Assignments	Course Objective 1-6	100
Quizzes (5 x 10)	Course Objective 1-6	50
Exams (2 x 50)	Course Objective 1-6	100

Total Points		500

Assignments

The main assignments in this course are as follows:

Group Instrumentation Project

Group Instrumentation Written Report

Group Clinical Application Presentation Project

Theory-to-Practice Presentation Project

Team-Based Learning Assignments

Six Quizzes (Lowest quiz points will be dropped)

Two Exams and the second exam is cumulative.

See the syllabus in CourseDen for details on the above assignments

Schedule

W W	Begin Date	Topic/Activity/Reading Assignment	TextbookChapter	Assignment Name & Due Date**
1	1/11	Course Overview/Syllabus		Syllabus Annotation
	1/13	Models and Theories of Speech Production and Perception	Ch.12	
2	1/18	1/17 MLK Day – No Classes		
	1/20	Models and Theories of Speech Production and Perception	Ch.12	
3	1/25	The Nature of Sound	Ch. 1	**Quiz 1**
	1/27	Online class today – See zoom link above		
4	2/1	Respiratory System	Ch. 2	
	2/3			
5	2/8	Evaluation and Treatment of Respiratory Disorders	Ch. 3	**Quiz 2**

	2/10			Instrumentation Presentations (Groups A, & B)
6	2/15	Laryngeal/Phonatory System	Ch. 4	
	2/17			Instrumentation Presentations (Groups C & D)

7	2/22	Evaluation and Treatment of Phonatory Disorders	Ch. 5	**Quiz 3**
	2/24			Instrumentation Presentations (Groups E & F)
8	3/1	Articulatory/Resonatory System	Ch. 6	
	3/3			Instrumentation Presentations (Groups G & H)
9	3/8	Evaluation and Treatment of Articulatory and Resonance Disorders	Ch. 7	**Quiz 4**
	3/10			Instrumentation Presentations (Groups I & J)
10	3/15	Evaluation and Treatment of Articulatory and Resonance Disorders		Exam 1
	3/17			Clinical Presentations (Groups 1 & 2)
11	3/21 – 3/25	Break Spring – No Classes		
12	3/29	Auditory System	Ch. 8	
	3/31			Clinical Presentations (Groups 3 & 4)
13	4/5	Evaluation and Treatment of Hearing Disorders	Ch. 9	**Quiz 5**
	4/7			Clinical Presentations (Groups 5 & 6)

14	4/12	Nervous System	Ch. 10	

	4/14			Clinical Presentations (Groups 7 & 8)
15	4/19	Evaluation and Treatment of Nervous System Disorders	Ch. 11	**Quiz 6**
	4/21			Clinical Presentations (Groups 9 & 10)
16	4/26	Wrap Up/ Review/Catch Up		Theory-to-Practice Project due on 4/25 at 11:59 pm
	4/27			Exam 2 - chapter 7-11 (Opens)
17	5/3			Exam 2 (Closes)

Course Policies and Resources

Attendance Policy:

First-day requirement: In order to distribute federal student aid, student attendance verification is required. Attendance at the first class of the term is required for verification of attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in any applicable assignments. Students who do not verify their attendance may be dropped from the course for non-attendance.

Absences: Attendance and class participation is required to experience the full benefit of class activities. In-person attendance is expected at each class meeting and may be recorded. Students are responsible for obtaining any missed course content or assignments due to absence as well as completing the make-up assignment. Any in-person absence from a group project/presentation will result in the person (not the whole group) obtaining a zero for being absent as group presentations are scheduled in advance.

Your attendance at each class is necessary to maximize your learning opportunities. If you miss class for any reason, it is your responsibility to obtain all information pertaining to the course. For each absence (excused or not), you will not be reminded to complete any missed class/online assignment.

Make-up assignment: There are no make-up assignments in this course. Make sure that you do not miss any assignments/quizzes/presentations/exams.

Extra Credit: Extra credit is not offered for this course. Bonus points, very rarely, may be offered to the entire class, groups, or an individual at the instructor's discretion. These bonus points may be based solely on an exceptional work or project completed.

Late Work:

It is expected that students will adhere to assignment due dates. Work submitted late without prior arrangement with the instructor will be graded as follows: Work submitted 1-24 hours late will receive a 20% deduction in possible points. Work submitted beyond 24 hours late will receive an additional 10% deduction per subsequent 24 hours or part thereof.

Missed Exam or Activities

You are expected to attend and participate in-class activities. If you must miss an exam/project presentation due to illness or

emergency, you must contact the instructor beforehand (before the exam or presentation is due or over) in order to obtain an excused absence for that exam/project presentation. Unexcused absences for an examination will be graded as a "0." No make-ups will be given for exams or quizzes without prior permission by the instructor. No extra time for exams will be given, except subsequent to the instructor receiving a prior accommodation notice on a UWG letterhead.

Professional Conduct in class:

Each student will exhibit behavior consistent with ASHA, PSC, UWG, COE, and Clinical Handbook guidelines.

- All cell phones and pagers must be turned off during class time unless the device is required for a class activity. Any students observed texting will be asked to leave class.
- Students should refrain from chatting, whispering, or other distracting behavior during class. Any students participating in any of these observed activities will be asked to leave class.
- Laptop computers are permissible for note-taking only. Any students observed on the internet or completing work not related to course content will be asked to leave class.
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- Your assigned readings include the chapter/pages/articles are indicated on the syllabus. During the lectures, I will highlight certain points in the readings and clarify others. I will also supplement the text material with information that is not presented in the text. You are responsible for all lecture material and all of the information in the assigned readings, even if it is not reviewed in the lecture.
- If you do not understand the material in the text or lecture, please ask questions. I will be happy to answer questions in class, by CourseDen, through e-mail, or by appointment. If you have a class-related question, please email me or contact me through CourseDen or by e-mail.

UWG Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi.** Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules

There are numerous ways to communicate with your instructor during the semester. In each encounter, please be respectful and professional. This is especially critical for written forms of communication (e.g., email) where there is an absence of extra-linguistic information. Below are a few helpful tips for emails correspondence:

- Include a subject line that clues the reader into the subject of an e-mail.
- Begin with an appropriate salutation including the person's name ("Dear Mrs. Smith" or "Hello Dr. Johnson"). Starting with "Hey" is

inappropriate.

Include an adequate amount of background information (include the course you are enrolled in). Even if the topic of a message has been addressed before, do not assume that the instructor remembers the details. Give the instructor a quick refresher at the beginning of the message.

Use proper grammar, spelling, punctuation, and capitalization.

Do not compose messages in all uppercase or all lowercase text.

Minimize (or preferably, eliminate) your use of emoticons and abbreviations.

Do not use text-message slang (“can u meet w me @12?”).

Proofread the message before you send to catch mistakes.

Double-check the tone of your e-mail. Tone works wonders!

Respond in a timely manner: less than 24 hours is best.

Network Etiquette:

Online communication takes special consideration. Please read the shortlist of tips below:

Be sensitive and reflective to what others are saying.

Don't use all caps. It is the equivalent of screaming.

Don't flame (post or send offensive messages over the internet) - These are outbursts of extreme emotion or opinion. Think before you hit the post (enter/reply) button. You can't take it back! Will you be proud of your post in 5-10 years from now?! Don't use offensive language. It distracts from the substance of your message.

Use clear subject lines.

Don't use abbreviations or acronyms unless the entire class or instructor/recipient knows them.

Be forgiving. Anyone can make a mistake that can be fixed.

Keep the dialog collegial and professional.

Expected Response Times

Estimated response time for e-mails received during business hours M-F is 24 hours. If you do not receive a response within 48 hours, feel free to email me again as a gentle reminder. However, allow for more additional response time if you send a message over weekends or school holidays. Please plan accordingly if your question is in regard to an assignment due within the same 24-hour period. I will make every attempt to return major assignments with 7-10 days, but the amount of feedback required may extend that time window.

Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the “Materials” section of the syllabus. Email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Innovation in Teaching, Leadership, and Wellness with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and

veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Honor Code

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

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

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

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

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities 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/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

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

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).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

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

Credit Hour Policy

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

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UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (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. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

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 for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities

For the most recent information on coronavirus disease (COVID-19) visit:

UWG's Guidance on Face Coverings (https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance on-the-use-of-face-coverings.php)
Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
Georgia Department of Public Health (https://dph.georgia.gov/)

Additional Items

OLD

Main Campus · College of Education · Counseling, Higher Education, and Speech Language Pathology

Speech and Hearing Science

SLPA-5705

2 credits

Description

This course is a study of the science involved in the anatomical, physiological, and psychological processes of speech, language, and hearing in children and adults. The science involved in respiration, phonation, resonation, articulation, and hearing is emphasized through conceptual theory and objective measurement.

Requisites

CHEM 1100 or equivalent, BIO 1010 or equivalent, MATH 1401 or equivalent, PSYC 1101 or equivalent

Contact Information

Instructor: Dr. Levi C Ofoe

Email: lofoe@westga.edu
Office: 238 Ed. Annex
Phone: 678-839-2318

Website: https://www.westga.edu/profile.php?emp_id=93608 (https://www.westga.edu/profile.php?emp_id=93608)

Meeting Times

Online Asynchronous

Materials

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

Please select the link to access a pdf guide on how to purchase your account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf).

You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu.

The following students **do not** need to purchase a TK20 account:

If you are enrolled in an EDUC course (undergraduate), but have not been admitted into the Teacher Education program within the College of Education, then you do NOT need to purchase a Tk20 account at this time.
If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account:

From the UWG Bookstore, then contact the UWG Bookstore (https://bookstore.westga.edu/) for more information regarding their refund policy.
From Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu for more information.

For additional guides, access the UWG Tk20 webpage here (https://www.westga.edu/academics/education/tk20-system.php).

Speech science: An integrated approach to theory and clinical practice.

Author: Ferrand, C.T.
Publisher: Pearson
Edition: 4th Ed.

Suggested Text(s):

American Psychological Association. (2018). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

Course Objectives

1. Explain the major models and theories underlying human communication and swallowing across the lifespan (ASHA 2020 Standards IV-A, IV-B, IV-C).

2. Discuss the typical and atypical mechanisms involved in speech, hearing, language development, and swallowing and their related disorders concerning observed signs and symptoms (ASHA 2020 Standards IV-A, IV-B, IV-C, IV-D).

3. Identify appropriate instruments for measuring the integrity of the human speech, language, swallowing, and hearing systems across the lifespan (ASHA 2020 Standards IV-A, IV-B, IV-C).

4. Assess and interpret test results from an instrumental assessment of human speech, language, swallowing, and hearing processes, including the developmental, linguistic, and cultural bases (ASHA 2020 Standards IV-A, IV-B, IV-C).

Evaluation

Students will be evaluated using a variety of methods including group projects and presentations, individual projects and presentations, team-based assignments, quizzes, and exams.

See syllabus for detailed information.

Criteria

Based on the assessments for the course, students' total points will be graded using the following scale: A =

90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Breakdown

Assignment	Course Objective(s)/Key Assessment	Points
Group Instrumentation Project (Part 1 – Presentation)	Course Objective 5	50
Group Instrumentation Project (Part 2 – Written Report)	Course Objective 5	50
Group Clinical Application Presentation Project	Course Objective 4	50
Theory-to-Practice Presentation Project	Course Objective 1-6	100
Team-based Learning Assignments	Course Objective 1-6	100
Quizzes (5 x 10)	Course Objective 1-6	50
Exams (2 x 50)	Course Objective 1-6	100

Total Points		500

Assignments

The main assignments in this course are as follows:

Group Instrumentation Project

Group Instrumentation Written Report

Group Clinical Application Presentation Project

Theory-to-Practice Presentation Project

Team-Based Learning Assignments

Six Quizzes (Lowest quiz points will be dropped)

Two Exams and the second exam is cumulative.

See the syllabus in CourseDen for details on the above assignments

Schedule

W W	Begin Date	Topic/Activity/Reading Assignment	TextbookChapter	Assignment Name & Due Date**
1	1/11	Course Overview/Syllabus		Syllabus Annotation
	1/13	Models and Theories of Speech Production and Perception	Ch.12	
2	1/18	1/17 MLK Day – No Classes		
	1/20	Models and Theories of Speech Production and Perception	Ch.12	
3	1/25	The Nature of Sound	Ch. 1	**Quiz 1**
	1/27	Online class today – See zoom link above		
4	2/1	Respiratory System	Ch. 2	
	2/3			
5	2/8	Evaluation and Treatment of Respiratory Disorders	Ch. 3	**Quiz 2**

	2/10			Instrumentation Presentations (Groups A, & B)
6	2/15	Laryngeal/Phonatory System	Ch. 4	
	2/17			Instrumentation Presentations (Groups C & D)

7	2/22	Evaluation and Treatment of Phonatory Disorders	Ch. 5	**Quiz 3**
	2/24			Instrumentation Presentations (Groups E & F)
8	3/1	Articulatory/Resonatory System	Ch. 6	
	3/3			Instrumentation Presentations (Groups G & H)
9	3/8	Evaluation and Treatment of Articulatory and Resonance Disorders	Ch. 7	**Quiz 4**
	3/10			Instrumentation Presentations (Groups I & J)
10	3/15	Evaluation and Treatment of Articulatory and Resonance Disorders		Exam 1
	3/17			Clinical Presentations (Groups 1 & 2)
11	3/21 – 3/25	Break Spring – No Classes		
12	3/29	Auditory System	Ch. 8	
	3/31			Clinical Presentations (Groups 3 & 4)
13	4/5	Evaluation and Treatment of Hearing Disorders	Ch. 9	**Quiz 5**
	4/7			Clinical Presentations (Groups 5 & 6)

14	4/12	Nervous System	Ch. 10	

	4/14			Clinical Presentations (Groups 7 & 8)
15	4/19	Evaluation and Treatment of Nervous System Disorders	Ch. 11	**Quiz 6**
	4/21			Clinical Presentations (Groups 9 & 10)
16	4/26	Wrap Up/ Review/Catch Up		Theory-to-Practice Project due on 4/25 at 11:59 pm
	4/27			Exam 2 - chapter 7-11 (Opens)
17	5/3			Exam 2 (Closes)

Course Policies and Resources

Attendance Policy:

First-day requirement: In order to distribute federal student aid, student attendance verification is required. Attendance at the first class of the term is required for verification of attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in any applicable assignments. Students who do not verify their attendance may be dropped from the course for non-attendance.

Absences: Attendance and class participation is required to experience the full benefit of class activities. In-person attendance is expected at each class meeting and may be recorded. Students are responsible for obtaining any missed course content or assignments due to absence as well as completing the make-up assignment. Any in-person absence from a group project/presentation will result in the person (not the whole group) obtaining a zero for being absent as group presentations are scheduled in advance.

Your attendance at each class is necessary to maximize your learning opportunities. If you miss class for any reason, it is your responsibility to obtain all information pertaining to the course. For each absence (excused or not), you will not be reminded to complete any missed class/online assignment.

Make-up assignment: There are no make-up assignments in this course. Make sure that you do not miss any assignments/quizzes/presentations/exams.

Extra Credit: Extra credit is not offered for this course. Bonus points, very rarely, may be offered to the entire class, groups, or an individual at the instructor's discretion. These bonus points may be based solely on an exceptional work or project completed.

Late Work:

It is expected that students will adhere to assignment due dates. Work submitted late without prior arrangement with the instructor will be graded as follows: Work submitted 1-24 hours late will receive a 20% deduction in possible points. Work submitted beyond 24 hours late will receive an additional 10% deduction per subsequent 24 hours or part thereof.

Missed Exam or Activities

You are expected to attend and participate in-class activities. If you must miss an exam/project presentation due to illness or

emergency, you must contact the instructor beforehand (before the exam or presentation is due or over) in order to obtain an excused absence for that exam/project presentation. Unexcused absences for an examination will be graded as a "0." No make-ups will be given for exams or quizzes without prior permission by the instructor. No extra time for exams will be given, except subsequent to the instructor receiving a prior accommodation notice on a UWG letterhead.

Professional Conduct in class:

Each student will exhibit behavior consistent with ASHA, PSC, UWG, COE, and Clinical Handbook guidelines.

- All cell phones and pagers must be turned off during class time unless the device is required for a class activity. Any students observed texting will be asked to leave class.
- Students should refrain from chatting, whispering, or other distracting behavior during class. Any students participating in any of these observed activities will be asked to leave class.
- Laptop computers are permissible for note-taking only. Any students observed on the internet or completing work not related to course content will be asked to leave class.
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- Your assigned readings include the chapter/pages/articles are indicated on the syllabus. During the lectures, I will highlight certain points in the readings and clarify others. I will also supplement the text material with information that is not presented in the text. You are responsible for all lecture material and all of the information in the assigned readings, even if it is not reviewed in the lecture.
- If you do not understand the material in the text or lecture, please ask questions. I will be happy to answer questions in class, by CourseDen, through e-mail, or by appointment. If you have a class-related question, please email me or contact me through CourseDen or by e-mail.

UWG Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi.** Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules

There are numerous ways to communicate with your instructor during the semester. In each encounter, please be respectful and professional. This is especially critical for written forms of communication (e.g., email) where there is an absence of extra-linguistic information. Below are a few helpful tips for emails correspondence:

- Include a subject line that clues the reader into the subject of an e-mail.
- Begin with an appropriate salutation including the person's name ("Dear Mrs. Smith" or "Hello Dr. Johnson"). Starting with "Hey" is

inappropriate.

Include an adequate amount of background information (include the course you are enrolled in). Even if the topic of a message has been addressed before, do not assume that the instructor remembers the details. Give the instructor a quick refresher at the beginning of the message.

Use proper grammar, spelling, punctuation, and capitalization.

Do not compose messages in all uppercase or all lowercase text.

Minimize (or preferably, eliminate) your use of emoticons and abbreviations.

Do not use text-message slang (“can u meet w me @12?”).

Proofread the message before you send to catch mistakes.

Double-check the tone of your e-mail. Tone works wonders!

Respond in a timely manner: less than 24 hours is best.

Network Etiquette:

Online communication takes special consideration. Please read the shortlist of tips below:

Be sensitive and reflective to what others are saying.

Don't use all caps. It is the equivalent of screaming.

Don't flame (post or send offensive messages over the internet) - These are outbursts of extreme emotion or opinion. Think before you hit the post (enter/reply) button. You can't take it back! Will you be proud of your post in 5-10 years from now?! Don't use offensive language. It distracts from the substance of your message.

Use clear subject lines.

Don't use abbreviations or acronyms unless the entire class or instructor/recipient knows them.

Be forgiving. Anyone can make a mistake that can be fixed.

Keep the dialog collegial and professional.

Expected Response Times

Estimated response time for e-mails received during business hours M-F is 24 hours. If you do not receive a response within 48 hours, feel free to email me again as a gentle reminder. However, allow for more additional response time if you send a message over weekends or school holidays. Please plan accordingly if your question is in regard to an assignment due within the same 24-hour period. I will make every attempt to return major assignments with 7-10 days, but the amount of feedback required may extend that time window.

Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the “Materials” section of the syllabus. Email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Innovation in Teaching, Leadership, and Wellness with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and

veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Honor Code

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

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

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

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

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities 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/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

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

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).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

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Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
Georgia Department of Public Health (https://dph.georgia.gov/)

Additional Items

SLPA - 5706 - Introduction to Audiology

2025-2026 Graduate Revise Course Request

General Information

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.

Proposed Modifications (Check all that apply)*

- [ ] Course Title
- [x] Prerequisites/Co-requisites
- [ ] Cross-listing
- [ ] Catalog Description
- [x] Credit Hours
- [ ] Student Learning Outcomes
- [ ] Restrictions
- [ ] Frequency of Course Offering
- [ ] Grading Structure
- [ ] Course Fee
- [ ] Repeat for Credit
- [ ] Other

If other, please identify.

Desired Effective Semester* Summer

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 Counseling, Higher Education, and Speech Language Pathology

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

List of Faculty Senate Action and Information Items

Course Information

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.**

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* SLPA 222 **Course Number*** 5706

Course Title* Introduction to Audiology

Long Course Title

Course Type - DO NOT EDIT* Speech Language Pathology

Catalog Course Description* This course provides an introduction to the field of audiology. Basic auditory disorders, types of hearing loss, audiological assessment and interpretation, hearing loss definition and significance, and management of hearing loss are covered in children and adults.

Prerequisites * None

Corequisites* None

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

Grading Graduate Standard Letter

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.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs

Credit Hrs 3

Lab Hrs

Status* ◉ Active-Visible ○ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt ☐ Yes ☑ No

223

If yes, indicate maximum number of credit hours counted N/A

counting separately toward graduation?*

toward graduation.*

Justification and Assessment

What is the rationale for the requested course changes?*

The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an additional semester to complete the courses and does not affect their ability to perform well in this course.

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

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 attach both the old and new syllabus clearly marking each as such and upload as one document.

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 syllabus.
☐ N/A

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 25

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

If yes, what will the fee be?* N/A

Fee Justification* N/A

Administrative Use Only - DO NOT EDIT

Course ID* 51327

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.

NEW

Main Campus · College of Education · Counseling, Higher Education, and Speech Language Pathology

Introduction to Audiology

SLPA-5706

3 credits

Description

This course provides an introduction to the field of audiology. Basic auditory disorders, types of hearing loss, audiological assessment and interpretation, hearing loss definition and significance, and management of hearing loss are covered in children and adults.

Requisites

Prerequisites:
NONE
Corequisites:

Contact Information

Aleah S. Brock PhD., CCC-SLP

Email: abrock@westga.edu
Office: Education Annex 200
Phone: 678-839-6170

Office Hours

Education Annex 200

Tuesdays 11:30am-12:30pm; 2:00-3:00pm

Online

Wednesday 8:00am-12:00pm

Education Annex 200

Thursday 8:30-9:30am; 2:00-5:00pm

Others by Appointment
Zoom or Ed Annex 200

Meeting Times

FACE TO FACE

Tuesdays 12:30-1:45
Education Center 3

ONLINE

Thursdays

Asynchronous via CourseDen

Materials

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

The following students **do not** need to purchase a TK20 account:

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If you are enrolled in an EDLE course (graduate), but have not been admitted into the College of Education graduate program, then you do NOT need to purchase a Tk20 account.

If you mistakenly purchased a Tk20 account directly from Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

Please select the link to access a pdf guide on how to purchase your account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu (mailto:tk20@westga.edu) . You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

Introduction to Audiology

Author: Martin and Clark
Publisher: Pearson
Edition: 13th

Red and blue pens

Students should bring a red and blue pen to class. These will be used for in-class lab activities to complete audiograms.

Hand sanitizer and alcohol wipes

The instructor will provide hand sanitizer and alcohol wipes for use before and after close contact clinical activities.

Outcomes

The student will:

1. Describe and analyze information related to sound properties, hearing, hearing loss, and hearing disorders (ASHA standard IV B; IV-C)
3. Describe the anatomy and physiology of the auditory system at an intermediate level (ASHA standards IV-B; IV-C)
4. Describe basic audiometric procedures (ASHA standard IV-D)
5. Perform basic audiometric tests (ASHA standard IV-D)
6. Interpret basic audiometric test findings and describe clinical implications of those findings (ASHA standard IV-D)
7. Recognize common auditory (and related) disorders (ASHA standard IV-C)
8. Discuss basic audiological and aural rehabilitation approaches to managing auditory (and related) disorders (ASHA standard IV-D)

Evaluation

Criteria

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Assignments

Quizzes

Students will view lesson materials posted to CourseDen weekly (narrated slideshows, videos, etc) and complete corresponding quizzes. Students are responsible for viewing all materials and completing associated quizzes prior to coming to class each week (no later than Thursdays at 9:00am).

(5 pts each X 12 quizzes = 60 pts total)

Lab activities

During face to face class meetings each week, students will complete lab activities that relate to the content. Activities may include hands-on labs, group activities, problem-based learning, worksheets, etc. These activities will be submitted for points. Make-up activities will NOT be offered without the instructor's prior approval of the absence and proper documentation.

(5 pts each X 12 weeks = 60 pts total)

Exams

There will be two exams during the semester. Exams will be completed on CourseDen **in class.** There will be no makeup exams offered unless the instructor has approved the absence prior to class and proper documentation of the absence is provided.

(50 pts each x 2 = 100 pts total)

Group Presentation

In small groups, students will give a brief (10 minute) presentation in class about a type or cause of hearing loss. Students will be given the opportunity to choose from a list of topics pre-selected by the instructor. See rubric for detailed instructions and grading expectations.

(= 50 pts)

Research paper

Students will write a 5-7 page research paper detailing different aural rehabilitation approaches for children with a hearing loss. See rubric for detailed instructions and grading expectations.

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Schedule

Dates	**Topics**	**Assigned readings/ Activities**
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Course Policies and Resources

General Expectations

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I attempt to grade and return major assignments within one (1) week; however, the amount of feedback required could extend that time. I always welcome inquiries about feedback and am willing to discuss assignments and grades with you.

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Innovation in Teaching, Leadership, and Wellness with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Honor Code

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

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

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

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

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities 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/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

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

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).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (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. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

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 for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities

For the most recent information on coronavirus disease (COVID-19) visit:

UWG's Guidance on Face Coverings (https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance on-the-use-of-face-coverings.php)

Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)

Georgia Department of Public Health (https://dph.georgia.gov/)

Additional Items

Diversity and Inclusion Statement

The Department of Counseling, Higher Education, and Speech-Language Pathology embraces diversity across dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, ability, and religion. We are committed to helping and supporting students in and out of the classroom, who have been and are feeling marginalized. Additionally, the Department of Counseling, Higher Education, and Speech-Language Pathology denounces institutional and systemic racism. In accordance with our program's specific professional organizations, we are committed to making actionable steps toward dismantling these systems and working toward equity and inclusion for students and student groups who experience discrimination and marginalization.

OLD

Main Campus · College of Education · Counseling, Higher Education, and Speech Language Pathology

Introduction to Audiology

SLPA-5706

2 credits

Description

This course provides an introduction to the field of audiology. Basic auditory disorders, types of hearing loss, audiological assessment and interpretation, hearing loss definition and significance, and management of hearing loss are covered in children and adults.

Requisites

Prerequisites:
CHEM 1100 or equivalent, BIO 1010 or equivalent, MATH 1401 or equivalent, PSYC 1101 or equivalent

Corequisites:

Contact Information

Aleah S. Brock PhD., CCC-SLP

Email: abrock@westga.edu
Office: Education Annex 200
Phone: 678-839-6170

Office Hours

Education Annex 200

Tuesdays 11:30am-12:30pm; 2:00-3:00pm

Online

Wednesday 8:00am-12:00pm

Education Annex 200

Thursday 8:30-9:30am; 2:00-5:00pm

Others by Appointment
Zoom or Ed Annex 200

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If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu (mailto:tk20@westga.edu) . You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

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Online Courses

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

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COVID-19

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Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)

Georgia Department of Public Health (https://dph.georgia.gov/)

Additional Items

Diversity and Inclusion Statement

The Department of Counseling, Higher Education, and Speech-Language Pathology embraces diversity across dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, ability, and religion. We are committed to helping and supporting students in and out of the classroom, who have been and are feeling marginalized. Additionally, the Department of Counseling, Higher Education, and Speech-Language Pathology denounces institutional and systemic racism. In accordance with our program's specific professional organizations, we are committed to making actionable steps toward dismantling these systems and working toward equity and inclusion for students and student groups who experience discrimination and marginalization.

SLPA - 5707 - Introduction to Neurological Disorders

2025-2026 Graduate Revise Course Request

General Information

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.

Proposed Modifications (Check all that apply)*

- [ ] Course Title
- [x] Prerequisites/Co-requisites
- [ ] Cross-listing
- [ ] Catalog Description
- [x] Credit Hours
- [ ] Student Learning Outcomes
- [ ] Restrictions
- [ ] Frequency of Course Offering
- [ ] Grading Structure
- [ ] Course Fee
- [ ] Repeat for Credit
- [ ] Other

If other, please identify.

Desired Effective Semester* Summer

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 Counseling, Higher Education, and Speech Language Pathology

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

List of Faculty Senate Action and Information Items

Course Information

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.**

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* SLPA 243 **Course Number*** 5707

Course Title* Introduction to Neurological Disorders

Long Course Title

Course Type - DO NOT EDIT* Speech Language Pathology

Catalog Course Description* This course is a study of the primary neurological communication disorders in children and adults. Areas covered include characteristics, assessment, etiology, and treatment of communication disorders of the central and peripheral nervous systems.

Prerequisites * None

Corequisites* None

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

Grading Graduate Standard Letter

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.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs

Credit Hrs 3

Lab Hrs

Status* ◉ Active-Visible ○ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt ☐ Yes ☑ No

244

If yes, indicate maximum number of credit hours counted N/A

counting separately toward graduation?*

toward graduation.*

Justification and Assessment

What is the rationale for the requested course changes?*

The three spring courses in the post-baccalaureate certificate program (SLPA 5705, SLPA 5706, and SLPA 5707) are currently 2 credit hours each. Program faculty have found that this does not work well with the structure of our courses and does not allow sufficient coverage of vital information. Therefore, we are changing each of those courses to 3 credit hours each. Additionally, the four basic sciences courses (biological science, chemistry or physics, statistics, and social or behavioral science) are listed as prerequisites to this course. This prevents students from taking the courses during this final semester and causes unnecessary difficulties with the registration process. Removing those prerequisites will allow students an additional semester to complete the courses and does not affect their ability to perform well in this course.

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

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 attach both the old and new syllabus clearly marking each as such and upload as one document.

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 syllabus.
☐ N/A

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 25

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

If yes, what will the fee be?* N/A

Fee Justification* N/A

Administrative Use Only - DO NOT EDIT

Course ID* 51326

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.

NEW

Main Campus · College of Education · Counseling, Higher Education, and Speech Language Pathology

Intro Neurological Disorders

SLPA-5707

3 credits

Description

This course is a study of the primary neurological communication disorders in children and adults. Areas covered include characteristics, assessment, etiology, and treatment of communication disorders of the central and peripheral nervous systems.

Requisites

Prerequisites: NONE

Corequisites:

Contact Information

Jairus-Joaquin Matthews PhD, CCC-SLP

jmatthew@westga.edu

Education Annex 210

678-839-5272

Student Hours

Face-to-face: Wednesday and Thursday 1:00-4:00

Virtual Tuesday and Friday 1:00-4:00 or schedule via email.

Meeting Times

This course meets face-to-face at 11:00 on Thursdays from 11:00-12:15 in Room 3 Education Center. The remainder of the instructional material will be provided online.

Materials

Required Instructional Resource: TK20 Subscription

All students admitted to an undergraduate or graduate program in the College of Education are required to purchase a Tk20 account as a required instructional resource.

The following students **do not** need to purchase a TK20 account:

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If you mistakenly purchased a Tk20 account directly from Watermark, then a refund can be processed within 30 days of purchase. Please email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

Please select the link to access a pdf guide on how to purchase your account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_purchase_a_tk20_account.pdf).

If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu (mailto:tk20@westga.edu) . You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

Introduction To Neurogenic Communication Disorders

Author: M. Hunter Manasco
Publisher: Jones & Bartlett
Edition: 2nd
ISBN: 978-1284099041

Outcomes

1. Describe the various parts of the central and peripheral nervous systems and their role in communication and swallowing (ASHA Standards IV-A, IV-B, IV-C, 2020)
2. Examine and analyze the functions of the central and peripheral nervous systems and their relationships to acute etiologies of neurogenic communication disorders (ASHA Standards IV-A, IV-B, IV-C, 2020)
3. Analyze, synthesize, and evaluate information related to neurogenic communication disorders (ASHA Standards IV-A, IV-B, IV-C, 2020)

Evaluation

Criteria

Students will be graded using the following scale:

A = 90-100%, B = 80-89.9%, C = 70-79.9%, F = 69% and below

Breakdown

Assignments

1. **Online Quizzes**: You will complete 10 online quizzes based on course readings, lecture material, videos, or other course content. These will be completed in Courseden and potentially in another electronic platform such as EdPuzzle. **There are no makeups for these online quizzes**. Each quiz is worth 5 points each. The online quizzes are due at 9:00 am Monday morning after the module ends.
2. **Exams:** You will have two in-class exams during this semester. Exams will be based on class lectures and assigned readings. You will be allowed to use one page of type-written notes for the exams that will be reviewed by the instructor prior to the exams. Each exam is worth 25 points. The make-up of the exam will require documentation and will be evaluated by the instructor on a case by-case basis and **is subject** to a 10% reduction per day of points.

3. **Neurogenic Project**. In groups of 3 (or potentially 2), you will be asked to research and present an area of the nervous system and any related neurological disorder affecting speech, language, and/or cognition that may result from damage to that area. You may also select a different topic related to neurological disorders in CSD. Both the topic and the format for the project is open and will be chosen by the presenting students. However, you are encouraged to make the format public so that other students in the course can access it. The format and topic will need to be approved by your instructor as certain topics that are covered extensively in class will not be eligible for this assignment (the standalone topics of aphasia, dysarthrias, RHD, TBI, and dementia). You will receive points for the development of your project, peer review, and the project itself.

As a part of this project, you will also be required to write a 5 to 7-page APA style paper in which you will describe, analyze, synthesize,

and evaluate the literature related to the topic of your neurogenic project. You must use no less than 7 sources for this paper and 75% of these sources must be peer-reviewed.

Assessment	Points
Online Quizzes	50 Points
Exams	50 Points
Neurogenic Project Project Proposal Project Outline Peer Review Virtual Presentation/Project Research Paper	64 Points (Total) 10 Points 15 Points 10 Points 28 Points 36 Points
*Total *Minor adjustments in the total points for the course are at the instructor's discretion.	200 Points

Schedule

Week	Begin Date		End Date Topic/Activity/Readi A	
1	1/10	1/16	Introduction Chapter 1	
2	1/17	1/23	Basic Brain Anatomy Chapter 2	Online Quiz 1

3	1/24	1/30	Basic Brain Anatomy Chapter 2	Online Quiz 2
4	1/31	2/6	Acute Etiologies of Neurogenic Communication Disorders Chapter 3	Project Proposal Due Online Quiz 3
5	2/7	2/13	The Aphasias Chapter 4	
6	2/14	2/20	The Aphasias Chapter 4	Online Quiz 4
7	2/21	2/27	Right Hemisphere Disorders Chapter 5	Online Quiz 5
8	2/28	3/6	Review and Assessment	Exam 1 (3/3) Project Outline Due
9	3/7	3/13	Motor Speech Disorders- Apraxia Chapter 6	Online Quiz 6
10	3/14	3/20	Motor Speech Disorders- Dysathrias Chapter 7	Online Quiz 7
11	3/21	3/27	Spring Break	
12	3/28	4/3	Traumatic Brain Injury Chapter 8	Peer Review Due Neurogenic Project Due
13	4/4	4/10	Traumatic Brain Injury Chapter 8	Online Quiz 8

13	4/11	4/17	Dementia Chapter 9	Online Quiz 9

14	4/18	4/24	Cultural Responsiveness and Counseling Chapter 10 and other course materials	Online Quiz 10
15	4/25	5/1	Review and Assessment	Exam 2 (4/28)

****Note**: Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen or announced in class.

Course Policies and Resources

Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Innovation in Teaching, Leadership, and Wellness with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Honor Code

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

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of

academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

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Additional Items

OLD

Main Campus · College of Education · Counseling, Higher Education, and Speech Language Pathology

Intro Neurological Disorders

SLPA-5707

2 credits

Description

This course is a study of the primary neurological communication disorders in children and adults. Areas covered include characteristics, assessment, etiology, and treatment of communication disorders of the central and peripheral nervous systems.

Requisites

Prerequisites: CHEM 1100 or equivalent, BIO 1010 or equivalent, MATH 1401 or equivalent, PSYC 1101 or equivalent
Corequisites:

Contact Information

Jairus-Joaquin Matthews PhD, CCC-SLP

jmatthew@westga.edu

Education Annex 210

678-839-5272

Student Hours

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Virtual Tuesday and Friday 1:00-4:00 or schedule via email.

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If you have purchased a subscription previously, DO NOT re-subscribe. A Tk20 subscription is valid for 10 years. For assistance, email tk20@westga.edu (mailto:tk20@westga.edu) . You will receive account activation confirmation from Watermark Support. As soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account (https://www.westga.edu/academics/education/assets/docs/tk20_how_to_pdf/How_to_log_into_your_tk20_account.pdf).

Introduction To Neurogenic Communication Disorders

Author: M. Hunter Manasco
Publisher: Jones & Bartlett
Edition: 2nd
ISBN: 978-1284099041

Outcomes

1. Describe the various parts of the central and peripheral nervous systems and their role in communication and swallowing (ASHA Standards IV-A, IV-B, IV-C, 2020)
2. Examine and analyze the functions of the central and peripheral nervous systems and their relationships to acute etiologies of neurogenic communication disorders (ASHA Standards IV-A, IV-B, IV-C, 2020)
3. Analyze, synthesize, and evaluate information related to neurogenic communication disorders (ASHA Standards IV-A, IV-B, IV-C, 2020)

Evaluation

Criteria

Students will be graded using the following scale:

A = 90-100%, B = 80-89.9%, C = 70-79.9%, F = 69% and below

Breakdown

Assignments

1. **Online Quizzes**: You will complete 10 online quizzes based on course readings, lecture material, videos, or other course content. These will be completed in Courseden and potentially in another electronic platform such as EdPuzzle. **There are no makeups for these online quizzes**. Each quiz is worth 5 points each. The online quizzes are due at 9:00 am Monday morning after the module ends.
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As a part of this project, you will also be required to write a 5 to 7-page APA style paper in which you will describe, analyze, synthesize,

and evaluate the literature related to the topic of your neurogenic project. You must use no less than 7 sources for this paper and 75% of these sources must be peer-reviewed.

Assessment	Points
Online Quizzes	50 Points
Exams	50 Points
Neurogenic Project Project Proposal Project Outline Peer Review Virtual Presentation/Project Research Paper	64 Points (Total) 10 Points 15 Points 10 Points 28 Points 36 Points
*Total *Minor adjustments in the total points for the course are at the instructor's discretion.	200 Points

Schedule

Week	Begin Date		End Date Topic/Activity/Readi A	
1	1/10	1/16	Introduction Chapter 1	
2	1/17	1/23	Basic Brain Anatomy Chapter 2	Online Quiz 1

3	1/24	1/30	Basic Brain Anatomy Chapter 2	Online Quiz 2
4	1/31	2/6	Acute Etiologies of Neurogenic Communication Disorders Chapter 3	Project Proposal Due Online Quiz 3
5	2/7	2/13	The Aphasias Chapter 4	
6	2/14	2/20	The Aphasias Chapter 4	Online Quiz 4
7	2/21	2/27	Right Hemisphere Disorders Chapter 5	Online Quiz 5
8	2/28	3/6	Review and Assessment	Exam 1 (3/3) Project Outline Due
9	3/7	3/13	Motor Speech Disorders- Apraxia Chapter 6	Online Quiz 6
10	3/14	3/20	Motor Speech Disorders- Dysathrias Chapter 7	Online Quiz 7
11	3/21	3/27	Spring Break	
12	3/28	4/3	Traumatic Brain Injury Chapter 8	Peer Review Due Neurogenic Project Due
13	4/4	4/10	Traumatic Brain Injury Chapter 8	Online Quiz 8

13	4/11	4/17	Dementia Chapter 9	Online Quiz 9

14	4/18	4/24	Cultural Responsiveness and Counseling Chapter 10 and other course materials	Online Quiz 10
15	4/25	5/1	Review and Assessment	Exam 2 (4/28)

****Note**: Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen or announced in class.

Course Policies and Resources

Required Instructional Resource: TK20 Subscription

Tk20 is a required instructional resource for all students admitted in a COE program. See the Tk20 statement under the "Materials" section of the syllabus. Email tk20@westga.edu (mailto:tk20@westga.edu) for more information.

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Innovation in Teaching, Leadership, and Wellness with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Honor Code

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

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of

academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

Academic Support

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

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities 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/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

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

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).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university

grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (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. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

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 for more information.

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities. The system continues to work closely with the Georgia Department of Public Health to prioritize the health and safety of our campus communities

For the most recent information on coronavirus disease (COVID-19) visit:

UWG's Guidance on Face Coverings (https://www.westga.edu/coronavirus-info/return-to-campus/faq/what-is-the-guidance on-the-use-of-face-coverings.php)
Centers for Disease Control and Prevention FAQ (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
Georgia Department of Public Health (https://dph.georgia.gov/)

Additional Items

Post-Baccalaureate Certificate in Student Development in Higher Education

2025-2026 Graduate New Program Request

General Information

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

Program Type*
- ○ Degree Program
- ○ Embedded Certificate
- ◉ Stand-Alone Certificate
- ○ Minor
- ○ Endorsement
- ○ Educator Certification

If embedded, please list the parent program.

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 Counseling, Higher Education, and Speech Language Pathology

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

Program Information

Program Name* Post-Baccalaureate Certificate in Student Development in Higher Education

Degree Type* Certificate

Program Description* The Student Development in Higher Education Post-Baccalaureate Certificate is designed for higher education professionals (or aspiring professionals) who are looking to expand their knowledge about the various developmental needs of the diverse students studying at higher education institutions. This certificate is designed to offer pointed expertise in the area of student development within higher education.

The certificate foci are: (1) The history and philosophical underpinnings of student development in the United States. (2) What is the compositional diversity of students participating in higher education? (3) How do students change as a result of participating in higher education? and (4) How might student development differ across varied student identities?

To be admitted to the certificate program, individuals must have completed a bachelor's degree in any subject with greater than a 2.7 cumulative GPA, and either (1) work at a higher education institution or (2) have expressed interest in transitioning into higher education as a career. Students can be admitted in any semester.

The four courses in the program can be completed in as few as three semesters (fall, spring, summer). Individuals who wish to continue their post-certification study are eligible to transfer their coursework into the 30 credit-hour Higher Education Administration M.Ed.

Certificate Outcomes:

1. Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice.

2. Candidates will demonstrate sufficient knowledge of the impact of student characteristics on student learning.

3. Candidates will demonstrate sufficient knowledge of the impact of the collegiate environment on student learning.

4. Candidates will demonstrate an ability to apply social theories essential to the higher education setting.

Program Location* Online

Status* ◉ Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?*

- [ ] On Campus - A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).
- [ ] Hybrid - A program of study leading to a degree with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.
- [x] Online - A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).
- [ ] On Campus or Hybrid
- [ ] On Campus or Online
- [ ] Hybrid or Online
- [ ] On Campus or Hybrid or Online

Curriculum Information

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

Type of Program*

- (•) Program
- ( ) Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

Required Courses

HEDA 6170 Student Affairs in Higher Education
HEDA 6172 Social Theory in Higher Education
HEDA 6178 Students in American Higher Education
HEDA 7145 Diversity in Higher Education

Justification and Assessment

Rationale* Higher education professionals have diverse academic qualifications, yet, few have practical experience with higher education administration course content. This certificate is designed to offer pointed expertise in the area of student development within higher education. The foci are: (1) The history and philosophical underpinnings of student development in the United States. (2) What is the compositional diversity of students participating in higher education? (3) How do students change as a result of participating in higher education? and (4) How might student development differ across varied student identities?

The four courses in the certificate (HEDA 6170, 6172, 7145, and 6178) all count toward a 30-credit hour master's in Higher Education Administration if a student were to choose to apply and be admitted into the M.Ed.

Through the present proposal, the Post-Baccalaureate Certificate in Student Development in Higher Education will be devised as a certificate, a designation that will afford several benefits to students and program faculty:

(1) For students, this designation will provide them the ability to plan and monitor their progress using DegreeWorks (Wolf Watch). A stand-alone certificate in Student Development in Higher Education will also provide students with recognition of completion of the program on the official transcript and provide them with a UWG-earned certificate.

(2) For faculty advisors, this designation will support their efforts to provide advising support and monitoring to students (through DegreeWorks).

(3) For program faculty-administrators, the designation as a certificate will allow them to assess student learning outcomes using university resources like Xitracs.

(4) Finally, by devising this program as a graduate certificate, this program will be recognized on the Georgia Board of Regents Degrees and Majors Authorized list, and program administrators will have a clear accounting of the number of completers.

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

1. Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice.

2. Candidates will demonstrate sufficient knowledge of the impact of student characteristics on student learning.

3. Candidates will demonstrate sufficient knowledge of the impact of the collegiate environment on student learning.

4. Candidates will demonstrate an ability to apply social theories essential to the higher education setting.

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* ☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☑ None of these apply

SACSCOC Comments

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

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

3.) 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.

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

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

Curriculum Map Assessment* ☑ I have attached the Curriculum Map.

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 [illegible] icon in the Proposal Toolbox to make your decision.

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:	**Weaving**			**PL-SLO 1**	**PL-SLO 2**	**PL-SLO 3**	**PL-SLO 4**	**PL-SLO 5**
PROGRAM:	**Underwater basket weaving**	**COURSES**		**Candidates will demonstrate knowledge of major historical and philsophical foundations of higher education that inform practice.**	**Candidates will demonstrate knowledge of the impact of student characteristics on student learning.**	**Candidates will demonstrate knowledge of the impact of collegiate environments on student learning.**	**Candidates will demonstrate the ability to apply social theories essential to the higher education setting**	
		1	HEDA 6170	I, A	I	R	R	
		2	HEDA 6172	R	I	I, A	I, A	
		3	HEDA 7145	R	R, A	R	R	
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	HEDA 6178	R	R	R	R	
		5						
		6						
		7						
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						
		9						
		10						
		11						
		12						
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						
		14						
		15						
		16						
		17						
		18						
		19						
****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						
		21						

Data in.	**data may come from other sources such as surveys.**	**22**						

Assessment Summary for Years X, Y, Z

College: College of Education

Degree: Post Baacceloriate Certificate - Student Development in H

Program: Higher Education Administration (130406)

Student Learning Outcome	Strategic Plan Connection
1. Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice.	Placemaking, Relevance, Competitiveness

2. Candidates will demonstrate sufficient knowledge of the impact of student characteristics on student learning.	Placemaking, Relevance

3. Candidates will demonstrate sufficient knowledge of the impact of the collegiate environment on student learning.	Placemaking, Relevance

4. Candidates will demonstrate an ability to apply social theories essential to the higher education setting.	Placemaking, Relevance

ligher Education

Measure/Method

1. DATA COLLECTION INSTRUMENTS: Direct Measures: A) Course-based content Assessments: HEDA 6170-Contested Issue Paper, HEDA 6172-Theoretical Implementation Project, and HEDA 7145-Assessment Project. Content assessments have between three and eight criteria on a 4-point scale (1=Unacceptable; 2=Developing; 3=Proficient; 4=Exemplary). For each scoring cycle, and for each content assessment, the average score of all criteria ratings is calculated. B) Indirect Measures: Final Portfolio. The final portfolio is a reflective compilation of candidate artifacts created during the program in alignment with professional standards. Candidates submit to their faculty advisors during the midpoint of their final semester in the program, and mastery is achieved through a process of candidate-faculty dialogue and revision. C) Exit Survey. The exit survey asks for candidates' perceptions of the relevance of the program to their professional work. It includes questions that ask them to relate the program's effectiveness in preparing them to achieve each Student Learning Outcome.

2. HOW & BY WHOM DATA ARE COLLECTED AND HOW SCORES CALCULATED. A) Candidates submit CourseDen assessment system, and course instructors rate with a rubric specific for the assignment. B) Candidates submit final portfolio to faculty advisor through learning management system, and faculty advisor provides a pass/fail assessment and additional written feedback. C) Candidates (optionally) submit survey to department chair through Qualtrics at time of graduation.

3. WHEN DATA ARE COLLECTED. A) Course-based assessments are administered to each candidate at the time of their taking the course (Candidates take the four courses in any order they are able. The four courses are not perquisites for each other.); B) the final portfolio is submitted at the midpoint of the candidate's final semester in the program; and C) the Exit Survey is administered in the week prior to graduation during candidates' final semester in the program.

4. HOW DATA ARE MANAGED & REPORTED: A) The HEDA Program Coordinator and the

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4. HOW DATA ARE MANAGED & REPORTED: A) The HEDA Program Coordinator and the

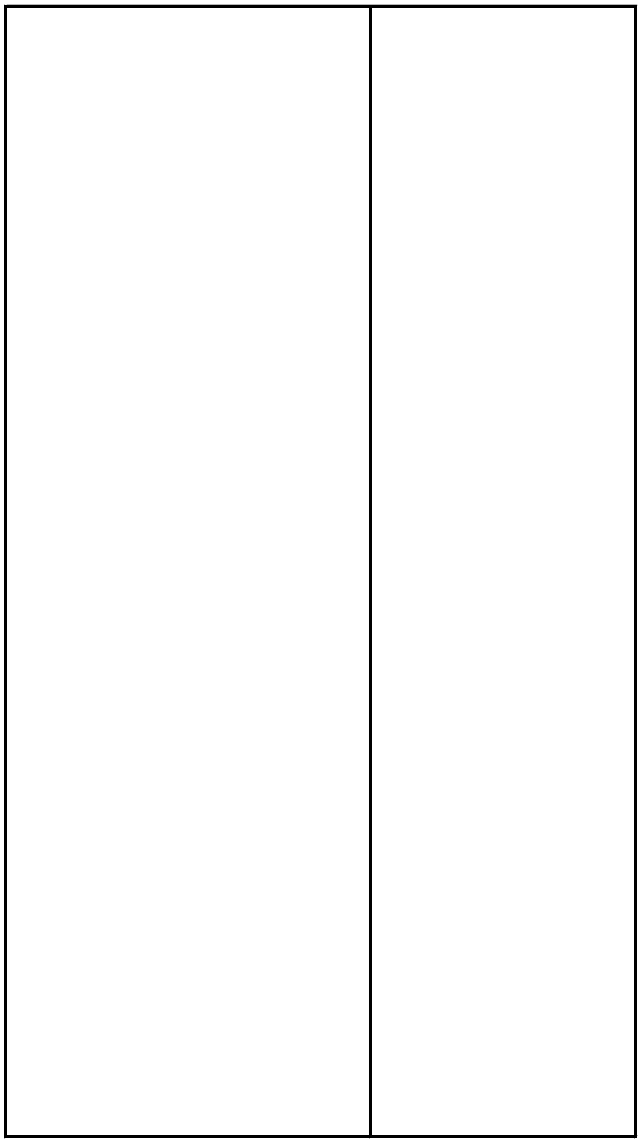
Success Criterion	AY-X	AY-Y	AY-Z
A) Course-based content assessments: 80%+ rated at 3.0, as represented by the Average of Candidate Responses on All Criteria. A1: HEDA 6170 Contested Issue Paper . B) Cumulative Final Portfolio - 100% Pass Rate. C) Exit Survey - 30% or better Response Rate			

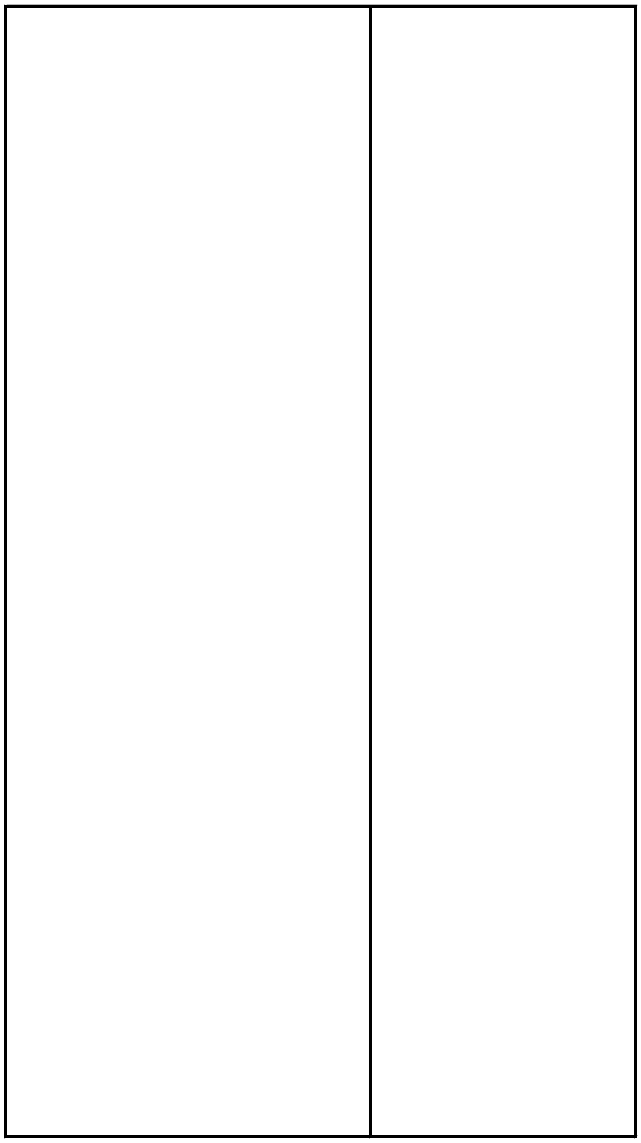
A) Course-based content assessments: 80%+ rated at 3.0, as represented by the Average of Candidate Responses on All Criteria. A1: HEDA 7145 Assessment Project. B) Cumulative Final Portfolio - 100% Pass Rate. C) Exit Survey - 30% or better Response Rate			

A) Course-based content assessments: 80%+ rated at 3.0, as represented by the Average of Candidate Responses on All Criteria. A1: HEDA 6172 Theoretical Impimentation Project. B) Cumulative Final Portfolio - 100% Pass Rate. C) Exit Survey - 30% or better Response Rate			

A) Course-based content assessments: 80%+ rated at 3.0, as represented by the Average of Candidate Responses on All Criteria. A1: HEDA 6172 Contested Issue Paper. B) Cumulative Final Portfolio - 100% Pass Rate. C) Exit Survey - 30% or better Response Rate			

Interpretation & Use of Results	Improvement Plan





PROPOSED PROGRAM SHEET

University of West Georgia

Degree: Post-Baccalaureate Certificate in Student Development in College (12 hours)

Student Name:	**Student 917#:**
Student Email:	**Student Phone**:
Student Professional Role (put "n/a" if not applicable):	**Advisor Name**:

Post-Baccalaureate Certificate in Student Development in Higher Education (12 hours)

Course Prefix and Number	Course Title	Credit Hours	Semester	Grade
HEDA 6170	Student Affairs in Higher Education	3	Fall Only	
HEDA 6172	Social Theory in Higher Education	3	Fall Only	
HEDA 6178	Students in American Higher Education	3	Spring Only	
HEDA 7145	Diversity in Higher Education	3	Summer Only	

Students must complete all courses with a C or better.
Students must complete Portfolio during their final course in the certificate program.

EFFECTIVE -- TBD

Biology, M.S.

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
- [x] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] 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* 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 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* Biology, M.S.

Program ID - DO NOT EDIT* 4087

Program Code - DO NOT EDIT

Program Type* Master's

Degree Type* Master of Science

Program Description* The M.S. in Biology program (30 credit hours) offers two distinct tracks, allowing students to pursue their career aspirations. The thesis track prepares students for research-oriented careers and Ph.D. programs. The non-thesis track is designed for students seeking to expand their biological knowledge, primarily through coursework in preparation for careers in education, healthcare, laboratories, environmental consulting, biotechnology, and preparation for professional degree programs such as medical and veterinary schools. In either track, students take an active role in crafting their course of study, receiving personalized guidance from their advisor to ensure alignment with their specific career goals.

An academic option for students pursuing the non-thesis track includes a concentration in biomedical sciences. This concentration is ideal for students bridging the gap between undergraduate and professional school and provides additional preparation for careers in medicine, dentistry, pharmacy, veterinary science, physical therapy, allied health, biotechnology, and biomedicine.

The University of West Georgia offers a path for students to concurrently earn their M.S. in Biology (Non-Thesis Track) and Master of Business Administration (M.B.A.) degrees in 45 credit hours. This option develops the proficiencies students need to succeed in today's competitive job market. A combined M.S. in Biology and M.B.A. provides interdisciplinary training for students interested in careers spanning science and business, such as biotechnology, biomedical sciences, and environmental consulting. Applicants to the combined MS Biology-MBA must be admitted into both programs.

A student entering the M.S. in Biology program is expected to have an undergraduate degree in biology. Students without a degree in biology or lacking specific background courses in biology and related sciences may need to complete undergraduate courses to compensate for deficiencies. Along with the graduate school requirements, applicants must have a minimum undergraduate cumulative G.P.A. of 2.8 on a 4.0 scale and submit the following:

1. Two letters of recommendation, preferably from reviewers familiar with the applicant's academic performance.

2. Resume detailing academic, work, and volunteer experience.

3. A one-page narrative statement including three components: 1) reason(s) for pursuing an M.S. in Biology; 2) the specific biological sub-disciplines of interest; and 3) the desired degree track (thesis or non-thesis). If the non-thesis track is desired, indicate if you are pursuing the biomedical sciences concentration or combined M.S./M.B.A.

Thesis-track applicants should ideally secure a thesis advisor from the biology faculty before applying. Prospective students can identify potential advisors by reviewing faculty web pages and contacting faculty with aligned research interests.

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

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Thesis Track for the M.S. Degree in Biology

BIOL 6984 Graduate Biology Seminar
[Right] (1 credit hour per course - 2 credit hours required)

BIOL 6983 Graduate Research
[Right] (1-12 credit hours per course - 12 credit hours required)

BIOL 6999 Thesis
[Right] (1 credit hour required)

Electives

Graduate courses in Biology (9 credit hours required).

Graduate courses in any of the following subjects (6 credit hours required). Note that some courses may require prerequisites. Other courses may be accepted with approval of the graduate program coordinator.

- **Any 5000/6000 Biology course**
- **Any 5000/6000 Geography course**

Notes:

At least 15 credit hours within the degree program must be completed at the 6000 level. Thesis-track students typically fulfill this requirement through a combination of seminar, research, and thesis courses. A thesis proposal should be submitted to the advisory committee by the end of the first semester or no later than the second semester. In the final semester of the program, the advisory committee will supervise a thesis defense, which includes both a written thesis and an oral presentation.

Non-Thesis Track for the M.S. Degree in Biology

BIOL 6984 Graduate Biology Seminar
[Right] (1 credit hour per course - 2 credit hours required)

BIOL 6995 Comprehensive Exam
[Right] (1 credit hour required)

Electives

Graduate courses in Biology (18 credit hours required).

Graduate courses in any of the following subjects and courses (9 credit hours required). Note that some courses may require prerequisites. Other courses may be accepted with approval of the graduate program coordinator.

- **Any 5000/6000 Biology course**
- **Any 5000/6000 Community Wellness course**
- **Any 5000/6000 Geography course**
- **POLS 5209 Environmental Policy**

Notes:

At least 15 credit hours within the degree program must be completed at the 6000 level. The advisory committee will administer the comprehensive exam during the last semester of the degree program.

Non-Thesis Track for the M.S. Degree in Biology, Concentration in Biomedical Sciences

BIOL 6984 Graduate Biology Seminar
[Right] (1 credit hour per course - 2 credit hours required)

BIOL 6995 Comprehensive Exam
[Right] (1 credit hour required)

Biomedical Sciences Concentration (12 credit hours)

A minimum of 12 credit hours across 4 courses are required for the Biomedical Sciences Concentration. Two courses each (minimum 6 credit hours) must be taken in Core Area 1 and Core Area 2.

Core Area 1: Physiology & Biochemistry

Take two courses (minimum 6 credit hours) from the courses below.

BIOL 5520 Developmental Biology and Embryology
BIOL 5539 Comparative Physiology
BIOL 5731 Introduction to Toxicology
BIOL 5732 Biology of Aging
BIOL 5733 Animal Nutrition
BIOL 5735 Parasitology
BIOL 6503 Biological Perspectives: Biochemistry
BIOL 6513 Human Physiology
BIOL 6526 Vertebrate Histology
BIOL 6530 Medical Physiology
BIOL 6750 Clinical Neuroscience
BIOL 6981 Graduate Independent Study
[Right] *

BIOL 6982 Directed Readings
[Right] *

BIOL 6985 Graduate Special Topics in Biology
[Right] *

[After] Note: *Subject to approval by the graduate program coordinator.

Core Area 2: Genetics & Microbiology

Take two courses (minimum 6 credit hours) from the courses below.

BIOL 5315 Bacterial Genetics
BIOL 5325 Advanced Medical Microbiology
BIOL 5631 Genetics and Medical Genetics
BIOL 5727 Essentials of Immunology
BIOL 5728 Bacterial Pathogenesis
BIOL 5729 Medical Virology
BIOL 5730 Emerging Pathogens
BIOL 6325 Procaryotic Biology
BIOL 6981 Graduate Independent Study
[Right] *

BIOL 6982 Directed Readings
[Right] *

BIOL 6985 Graduate Special Topics in Biology
[Right] *

[After] Note: *Subject to approval by the graduate program coordinator.

Electives

Graduate courses in Biology (6 credit hours required).

Graduate courses in any of the following subjects and courses (9 credit hours required). Note that some courses may require prerequisites. Other courses may be accepted with approval of the graduate program coordinator.

- **Any 5000/6000 Biology course**

- **Any 5000/6000 Community Wellness course**

Notes:

At least 15 credit hours within the degree program must be completed at the 6000 level. The advisory committee will administer the comprehensive exam during the last semester of the degree program.

Combined Master of Science in Biology, M.S. (Non-thesis Track) and Master of Business Administration, M.B.A.

Admission Requirements

Applicants to the combined MS Biology-MBA must be admitted into both the non-thesis MS Biology and MBA programs. Applicants should review the admission requirements for both programs prior to applying.

Course Requirements

The combined MS in Biology (Non-thesis Track)/MBA requires successful completion of 45 graduate credit hours. Each degree requires 30 credit hours separately (60 credit hours total). However, students in the combined program can reduce the total number of credit hours for both degrees to 45 (6 semesters, including summer). The MS in Biology (Non-thesis Track) accepts up to 9 credit hours from the MBA toward electives, and the MBA accepts up to 6 credit hours from the MS in Biology toward electives.

Business Foundation Knowledge

All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MBA program.

Required MS in Biology Courses (Non-thesis Track)

BIOL 6984 Graduate Biology Seminar
[Right] (1 credit hour per course - 2 credit hours required)
BIOL 6995 Comprehensive Exam
[Right] (1 credit hour required)

Electives

Graduate courses in Biology (18 credit hours required).

Graduate courses in MBA (9 credit hours required). Note that some courses may require prerequisites.

- **Any 5000/6000 Accounting course**
- **Any 5000/6000 Economics course**
- **Any 5000/6000 Finance course**
- **Any 5000/6000 Management course**
- **Any 5000/6000 Marketing course**

Notes:

At least 15 credit hours within the degree program must be completed at the 6000 level. The advisory committee will administer the comprehensive exam during the last semester of the degree program. The biomedical sciences concentration can be pursued as part of the combined MS Biology/MBA. See the concentration description for course requirements.

Required MBA Courses

MKTG 6815 Marketing Strategy
ACCT 6232 Managerial Accounting
ECON 6450 Managerial Economics
FINC 6532 Finance
MGNT 6670 Organizational Theory and Behavior
MGNT 6681 Strategic, Ethical, and Global Management

Electives

Select two courses from the following options (6 credit hours required). Note that some courses may require prerequisites or be program-specific.

• Any 5000/6000 Accounting course

• Any 5000/6000 Economics course

• Any 5000/6000 Finance course

• Any 5000/6000 Management course

• Any 5000/6000 Marketing course

Graduate courses in Biology (6 credit hours required).

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all combined MS Biology-MBA students. All program-specific policies apply to courses counting toward a program. 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 MS in Biology-MBA student earning a grade of "F" or "WF" during the course of his or her program of study will be subject to dismissal from the program.

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

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 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

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* There are 4 updates to the program as described below. These updates do not change the program requirements. We have included an updated curriculum assessment map, as requested, to incorporate these and other recent changes to the course offerings.
1. Remove program description of combined MS/MAT option because it was not approved by COE last year and is not active. Some other minor copy edits were completed to the overall program description to improve flow.
2. Add two new elective biology courses to the program & schema (BIOL 6750 Clinical Neuroscience (already approved) and BIOL 6530 Medical Physiology (proposal pending)). These courses are particularly relevant to the popular MS Biology, Biomedical Sciences Concentration and count toward Core Area 1.
3. Delete 2 elective courses (BIOL 5666 & 6150) that are being removed from the program because the faculty have retired and they have not been taught recently.
4. Add popular electives taken by students from outside the major (CMWL and GEOG) to reduce Wolfwatch petitions. The program already accepted these outside courses through the cumbersome and confusing petition process for students. As previously described in our program, the thesis track allows for 6 outside credits, and the nonthesis track 9 outside credits. I have consulted with the register on the wording for the electives in the schema.
4. Adds the full degree requirements to the combined MS/MBA description for clarification. While the program was already approved last year, we didn't have this schema listed in the catalog, which can cause confusion for prospective students viewing the catalog.

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.

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.

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.

Combined Master of Science in Biology, M.S. (Non-thesis Track) and Master of Business Administration, M.B.A.
45 Credit Hours

Program Description

The University of West Georgia offers a path for students to concurrently earn their M.S. in Biology (Non-thesis Track) and M.B.A. degrees. This option develops the proficiencies students need to succeed in today's competitive job market. A combined M.S. in Biology and M.B.A. provides interdisciplinary training for students interested in careers spanning science and business, such as biotechnology, biomedical sciences, and environmental consulting. The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB).

Both UWG programs allow students to take elective courses outside their major, facilitating a streamlined pathway to receiving two degrees. The MS Biology non-thesis track accepts up to 3 courses outside the major (9 credit hours), and the MBA accepts 2 content courses from biology (6 credit hours). Through promotion and strategic advising, students can reduce the number of credit hours for both degrees from 60 to 45. If you choose to pursue these combined programs, meet with each program's graduate coordinator to develop your course plan. You will also need to apply to each program separately and be admitted. An example three-year program plan (fall start) is shown on the next two pages.

Curriculum Requirements

MS Biology

1. BIOL 6984 Graduate Biology Seminar (1 hr.): 2 credit hours required
2. BIOL 6995 Comprehensive Exam (1 hr.): 1 credit hour required (Taken in final semester)
3. Elective Graduate Courses (27 credit hours required)
    - Graduate Courses in Biology (18 credit hours required)
    - Graduate Courses from MBA (9 credit hours required)

MBA

1. MKTG 6815 Marketing Strategy (3 credit hours)
2. ACCT 6232 Managerial Accounting (3 credit hours)
3. ECON 6450 Managerial Economics (3 credit hours)
4. FINC 6532 Finance (3 credit hours)
5. MGNT 6670 Organizational Theory and Behavior (3 credit hours)
6. MGNT 6681 Strategic, Ethical, and Global Management (3 credit hours)
7. Elective Graduate Courses (12 credit hours)
    - Two courses (6 credit hours required) in MBA electives
        - Any 5000/6000 Accounting course
        - Any 5000/6000 Economics course
        - Any 5000/6000 Finance course
        - Any 5000/6000 Management course
        - Any 5000/6000 Marketing course
    - Graduate Courses from Biology (6 credit hours required)

Additional Advising Information

- At least 15 credit hours within the degree program must be completed at the 6000 level.
- Not all graduate-level courses in the academic catalog are offered every year. Review previous semesters' schedules and speak with your advisor and biology faculty to determine which classes will likely be offered in future semesters.
- You cannot receive credit towards your degree for cross-listed courses (have same name) that you took as an undergraduate at UWG (ex. BIOL 4427 and BIOL 5427).
- Must maintain a 3.0 GPA to avoid academic probation and graduate. Receiving an F grade in a course will result in an academic suspension of one semester.
- Full-time is 6 or more credits in fall/spring/summer. Up to 12 credits may be taken during a semester without special overload permission.
- The graduate program coordinator may approve up to three course substitutions (9 credits) from programs other than biology in a minor field.

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 Graduate Catalog, which is the official guide for completing degree requirements.

The program map below provides an example of a three-year plan.

Program Map
Combined MS Biology (Non-thesis track) & MBA
45 Credit Hours

FALL START

Fall #1	
Course	**Credits**
BIOL 6984 Graduate Biology Seminar	1
BIOL 5000/6000 Elective	3
ACCT 6232 Managerial Accounting	3
BIOL SEMESTER TOTAL	4
MBA SEMESTER TOTAL	3

Milestones

- Select a biology advisor
- Complete plan of study
- Maintain a minimum GPA of 3.0

Spring #1	
Course	**Credits**
BIOL 5000/6000 Elective	3
BIOL 5000/6000 Elective	3
FINC 6532 Finance	3
BIOL SEMESTER TOTAL	6
MBA SEMESTER TOTAL	3

Milestones

- Maintain a minimum GPA of 3.0

Summer #1	
Course	**Credits**
BIOL 5000/6000 Elective	3
MGNT 6670 Org. Theory & Behavior	3
BIOL SEMESTER TOTAL	3
MBA SEMESTER TOTAL	3

Milestones

- Maintain a minimum GPA of 3.0

Fall #2	
Course	**Credits**
BIOL 5000/6000 Elective	3
MKTG 6815 Marketing Strategy	3
MBA Elective (in RCOB)	3
BIOL SEMESTER TOTAL	3
MBA SEMESTER TOTAL	6

Milestones

- Maintain a minimum GPA of 3.0

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Program Map
Combined MS Biology (Non-thesis track) & MBA
45 Credit Hours

FALL START

Spring #2	
Course	**Credits**
BIOL 6984 Graduate Biology Seminar	1
BIOL 5000/6000 Elective	3
ECON 6450 Managerial Economics	3
BIOL SEMESTER TOTAL	4
MBA SEMESTER TOTAL	3

Milestones

- Maintain a minimum GPA of 3.0
- Apply for summer graduation

Summer #2	
Course	**Credits**
BIOL 6995 Comprehensive Exam	1
MGNT 6681 SEG Management	3
MBA Elective (in RCOB)	3
BIOL SEMESTER TOTAL	1
MBA SEMESTER TOTAL	6

Milestones

- Maintain a minimum GPA of 3.0
- Pass Comp. Exams (BIOL 6995 & MGNT 6681)

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 Graduate Catalog, which is the official guide for completing degree requirements.

Master of Science in Biology

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.

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.

DEPARTMENT:	FIES			PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:	MS Biology	COURSES		Students must demonstrate strong and diversified knowledge of modern biology across the following areas: 1. Fundamental biological mechanisms, 2. Interrelatedness of biological subjects, & 3. Application of knowledge outside the field of biology.	Students must demonstrate critical thinking and problem-based learning skills across the following areas: 1. Background knowledge, 2. Data interpretation, & 3. Experimental design.	Students must demonstrate the ability to communicate scientific ideas in written or oral forms across the following areas: 1. Scientific content, 2. Comprehension and development of ideas, 3. Structure and organization of work.
		1	BIOL 5130	R		R
		2	BIOL 5241	R	R	
		3	BIOL 5242	R	R	
		4	BIOL 5245	R	R	
		5	BIOL 5266	R		R
		6	BIOL 5315	R	R	R
		7	BIOL 5321	R	R	R
		8	BIOL 5325	R		R
		9	BIOL 5424	R	R	R
		10	BIOL 5425	R	R	R
		11	BIOL 5427	R	R	R
		12	BIOL 5430	R	R	R
		13	BIOL 5440	R	R	R
		14	BIOL 5441	R		
		15	BIOL 5445	R		
		16	BIOL 5450	R	R	R
		17	BIOL 5520	R	R	
		18	BIOL 5539	R		
		19	BIOL 5541	R	R	

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	****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.**	**20**	BIOL 5631	R		
		21	BIOL 5727	R	R	R
		22	BIOL 5728	R	R	R
		23	BIOL 5729	R	R	R
		24	BIOL 5730	R		R
		25	BIOL 5731	R		
		26	BIOL 5732	R		R
		27	BIOL 5733	R		
		28	BIOL 5735	R	R	
		29	BIOL 6325	R		
		30	BIOL 6503	R		
		31	BIOL 6513	R	R	
		32	BIOL 6526	R	R	
		33	BIOL 6530	R		
		34	BIOL 6750	R		
		35	BIOL 6983	R	M, A	
		36	BIOL 6984	R		M, A
		37	BIOL 6995	M, A		M
		38	BIOL 6999	M	M, A	M

BIOL - 6530 - Medical Physiology

2025-2026 Graduate New Course Request

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Desired Effective Semester* Fall

Desired Effective Year* 2025

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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* School of Field Investigations and Experimental Sciences

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School rather than an ○ Yes ◉ No

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

academic department? *

Does this course belong solely to the Graduate School?* ○ Yes ◉ No

Course Information

Course Prefix* BIOL

Course Number* 6530

Course Title* Medical Physiology

Course Type* Biology

Catalog Course Description* This course explores the fundamental mechanisms of human physiology, focusing on the structure and function of organ systems, their interactions, and homeostatic regulation. Through clinical case studies, students apply physiological principles to assess human health and disease.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

- [x] Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site 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 session 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 the section, but no class sessions are replaced by technology.

Justification and Assessment

What is the rationale for adding this course?* This course addresses the growing enrollment in the MS Biology program, particularly among non-thesis students in the biomedical sciences concentration. It provides essential advanced physiology content to better prepare students for professional programs in medicine, dentistry, veterinary science, and other biomedical careers. By adding a much-needed 6000-level course option, the course fills a significant curriculum gap, as students must complete 15 credit hours at this level. This need is especially pressing for UWG undergraduates who have already taken cross-listed 6000-level courses, such as Biochemistry, Histology, and Human Physiology, and cannot retake them as a graduate student. The asynchronous online delivery format ensures sufficient enrollment, supporting consistent course offerings every year or two while enhancing the program's appeal and competitiveness for recruiting high-caliber students.

Student Learning Outcomes* 1. Describe Normal Structure and Function: Students will articulate the normal structure and function of the human body and its major organ systems, examining these aspects at the subcellular, cellular, tissue, organ, and whole-body levels.
2. Interaction of Organ Systems: Students will explain how the major organ systems interact to maintain homeostasis, detailing the major feedback control systems that coordinate and integrate their functions, including cellular, subcellular, hormonal, and neural control systems.
3. Assessment of Patient Health: Using appropriate laboratory data and patient histories embedded in case studies, students will assess patient health and disease through the application of physiological principles.

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/

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

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.

Course Number: BIOL 6530

Course Name: Medical Physiology

Course Description:

This course explores the fundamental mechanisms of human physiology, focusing on the structure and function of organ systems, their interactions, and homeostatic regulation. Through clinical case studies, students apply physiological principles to assess human health and disease.

Student Learning Outcomes:

1. **Describe Normal Structure and Function**: Students will articulate the normal structure and function of the human body and its major organ systems, examining these aspects at the subcellular, cellular, tissue, organ, and whole-body levels.
2. **Interaction of Organ Systems**: Students will explain how the major organ systems interact to maintain homeostasis, detailing the major feedback control systems that coordinate and integrate their functions, including cellular, subcellular, hormonal, and neural control systems.
3. **Assessment of Patient Health**: Using appropriate laboratory data and patient histories embedded in case studies, students will assess patient health and disease through the application of physiological principles.

Required Material:

- **Required Textbook:** The main reading for the course will be taken from the *Textbook of Medical Physiology*, Guyton & Hall, 14th edition. The classes are intended to emphasize the most important physiological concepts and to assess your understanding of the assigned reading. Because the textbook provides extensive coverage of most areas of physiology, some of the textbook material cannot be discussed in the classes. Nevertheless, it is advantageous to be familiar with all aspects of the textbook, except for those sections specifically excluded by the various instructors. In addition to the textbook material, there will be discussion of pathophysiology and clinical medicine, especially in problem-based learning exercises and clinical correlation classes to illustrate physiological principles and the importance of physiology to clinical practice.

Course Delivery

The course is taught 100% through CourseDen, asynchronously. Exams are also online. Students will be independently reviewing the assigned reading and taking quizzes on Courseden. When required, live video conferences will be arranged to address student questions related to reading and assignments, as well as to discuss case studies.

Evaluation

Criteria: Final Course grade is a weighted average as follows:

- 50% exams
- 30% Clinical case study assignments
- 20% Assigned reading quizzes

Breakdown: A - Above 90%
B - 80% - 89.9%
C - 70% - 79.9%
F - Below 70%

Assigned Reading Topics & Tentative Schedule:

Week 1: Introduction to Physiology: The Cell and General Physiology

- Review assigned reading related to
  - General Physiology and Homeostasis
  - Cell and its function
  - DNA, Transcription, Translation
  - Genetic control Cell function
- Clinical case # 1 – Discussion board assignment
- Unit Quiz – Due on Friday at 5:00 pm

Week 2 and 3: Membrane Physiology, Nervous system and Musculoskeletal systems

- Review assigned reading related to
  - Membrane structure and Transport
  - Nervous system and neuronal communication
  - Musculoskeletal system and body movements
- Clinical case # 2, 3 – Discussion board assignment
- Unit Quiz – Due on Friday at 5:00 pm

Test 1: Online test Week 1, 2, and 3 activities

Week 4: Heart

- Review assigned reading related to
  - Heart muscle and cardiac cycle
  - ECG
  - Coronary blood flow
  - Cardiac abnormalities
- Clinical case # 4 – Discussion board assignment
- Unit Quiz – Due on Friday at 5:00 pm

Week 5: Circulatory system

- Review assigned reading related to

    - Overview of circulation, Medical physics of Pressure, Flow and Resistance
    - Arterial and Venous systems
    - Lymphatic system
    - Regulation of Circulation
    - Cardio-vascular disorders
- Clinical case # 5 – Discussion board assignment
- Unit Quiz – Due on Friday at 5:00 pm

Week 6: Body Fluids and Kidney

- Review assigned reading related to
    - Body fluid compartments
    - Kidney filtration, reabsorption and elimination
    - Regulating fluids and osmolarity
    - Regulation of Acid-Base balance
    - Kidney disorders
- Clinical case # 6 – Discussion board assignment
- Unit Quiz – Due on Friday at 5:00 pm

Week 7: Blood cells and Immunity

- Review assigned reading related to
    - Red blood cells, hemoglobin and anemia
    - Resistance of the Body to infection
    - Immunity and Allergy
- Clinical case # 7 – Discussion board assignment
- Unit Quiz – Due on Friday at 5:00 pm

Test 2: Online test Week 4, 5, 6 and 7 activities

Week 8: Respiration

- Review assigned reading related to
    - Physical Principles of Gas Exchange
    - Transport of O2 and CO2
    - Regulation of Respiration'
    - Pathologies of Respiratory system
- Clinical case # 8 – Discussion board assignment
- Unit Quiz – Due on Friday at 5:00 pm

Week 9 and 10: Nervous System and Sensory system

- Review assigned reading related to
    - General Principles and Sensory Physiology
    - Nerve transmission
    - Somatic nervous system
    - Brain and its function
    - Specialized senses

        - Skin
        - Taste
        - Smell
        - Hearing
        - Sight
- Clinical case # 9 and 10 – Discussion board assignment
- Unit Quiz – Due on Friday at 5:00 pm

Test 3: Online test on Week 8, 9 and 10 activities

Week 11: Gastrointestinal system

- Review assigned reading related to
    - General Principles of Gastrointestinal system
    - Digestion and Absorption of nutrients
    - Regulation of Gastrointestinal function
- Clinical case # 11 – Discussion board assignment
- Unit Quiz – Due on Friday at 5:00 pm

Week 12: Endocrine and Reproduction

- Review assigned reading related to
    - Hormones and coordination of body functions
    - Pituitary hormones – hypothalamo-hypothesial axis of hormonal control
    - Thyroid and Metabolism
    - Adrenal hormones
    - Pancreatic hormones and glucose homeostasis
    - Parathyroid and calcium metabolism
    - Gonadal hormones and reproduction
- Clinical case # 12 – Discussion board assignment
- Unit Quiz – Due on Friday at 5:00 pm

Test 4: Online test Week 11 and 12 activities

Final: Comprehensive Final.

Common Language for Course Syllabi:

Students should review the following information each semester.

College/School Policies

The College of Computing, Mathematics, and Sciences (CMCS) offers transformative educational experiences that engage students in the latest research and technology.

Our students participate in relevant, real world research, projects, and internships in the lab, the field, and industry. They make interdisciplinary connections with mentors in community,

corporations, government, and alumni partners to explore innovations in science, computing, and mathematics.

Students are encouraged to practice the following Big Six college experiences to be successful in CMCS coursework and degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

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.
4.

(B) Participate in experiential learning opportunities:

1. Complete a long-term project such as a capstone project.
2. Participate in a high-impact practice such as undergraduate research or an internship.
3. Get involved in extracurricular activities and groups.

Institutional Policies

Academic Support

Center for Academic Success: The Center for Academic Success 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 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.

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 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.

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

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 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).

House Bill 280 (Campus Carry)
UWG follows University System of Georgia (USG) guidance:
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

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. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Online counseling is also available for online students.

English Language Learning (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 for more information.

Post-Baccalaureate Certificate in Biomedical Sciences

2025-2026 Graduate New Program Request

General Information

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

Program Type*
- ○ Degree Program
- ○ Embedded Certificate
- ◉ Stand-Alone Certificate
- ○ Minor
- ○ Endorsement
- ○ Educator Certification

If embedded, please list the parent program.

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

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

Program Information

Program Name* Post-Baccalaureate Certificate in Biomedical Sciences

Degree Type* Graduate Certificate

Program Description* The Post-Baccalaureate Certificate in Biomedical Sciences offers enhanced preparation beyond the undergraduate level for aspiring professionals in fields such as medicine, dentistry, pharmacy, veterinary science, physical therapy, laboratories, and biomedical technology. The certificate is designed to supplement, rather than replace, the necessary prerequisites for professional programs, ensuring that students are well-equipped with advanced knowledge and skills critical for success in their chosen careers. Students can complete the certificate in 1-3 semesters with flexible learning options, including in-person, fully online, or hybrid formats, allowing them to tailor their education to fit their individual needs and schedules. Successful certificate students may apply their earned credits towards a non-thesis Master of Science in Biology, Biomedical Sciences Concentration.

Admission requirements include:
1. Official transcripts from all institutions attended
2. 2.8 undergraduate GPA; applicants with a lower GPA will be considered if they demonstrate strong academic performance in relevant science courses or improvement in GPA over the last 40 credit hours earned.
3. Required undergraduate prerequisites:
a. General Biology I & II with labs (8 credit hours)
b. General Chemistry I & II with labs (8 credit hours)
c. Organic Chemistry I with lab (4 credit hours)
d. Other Chemistry: either Organic Chemistry II or Biochemistry (3-4 credit hours)
e. Physics with lab (4 hours)

Students must attain a minimum grade point average of 3.0 in courses used to satisfy the certificate. All earned certificate credits can be applied toward an M.S. Biology degree at UWG. Students completing the certificate with ≥3.3 GPA and a B or above in all certificate courses are eligible for direct admittance to the M.S. Biology nonthesis track with the option to pursue the Biomedical Sciences concentration (no additional application materials required).

Program Location* Carrollton Online

Status* ◉ Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?*

- [ ] On Campus - A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).
- [ ] Hybrid - A program of study leading to a degree with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.
- [ ] Online - A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).
- [ ] On Campus or Hybrid
- [ ] On Campus or Online
- [ ] Hybrid or Online
- [x] On Campus or Hybrid or Online

Curriculum Information

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

Type of Program*

- (•) Program
- ( ) Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

Biomedical Sciences Certificate (9 credit hours)

A minimum of 9 credit hours across 3 courses are required for the Biomedical Sciences Certificate.

BIOL 5315 Bacterial Genetics
BIOL 5325 Advanced Medical Microbiology
BIOL 5520 Developmental Biology and Embryology
BIOL 5539 Comparative Physiology
BIOL 5631 Genetics and Medical Genetics
BIOL 5727 Essentials of Immunology
BIOL 5728 Bacterial Pathogenesis
BIOL 5729 Medical Virology
BIOL 5730 Emerging Pathogens
BIOL 5731 Introduction to Toxicology
BIOL 5732 Biology of Aging
BIOL 5733 Animal Nutrition
BIOL 5735 Parasitology
BIOL 6325 Procaryotic Biology
BIOL 6503 Biological Perspectives: Biochemistry
BIOL 6513 Human Physiology
BIOL 6526 Vertebrate Histology
BIOL 6530 Medical Physiology
BIOL 6750 Clinical Neuroscience

Justification and Assessment

Rationale* Provides an academic pathway for various students, including those: 1. Looking for an opportunity to test the waters before committing to a more time-intensive and costlier M.S. graduate program. 2. Seeking to strengthen academic credentials for admission to medical, dental, veterinary, or other health professional schools. 3. Changing careers and may not have a traditional biology undergraduate degree. 4. Pursuing additional technical and analytical knowledge for career advancement.

Program Learning Outcomes - Please provide PLOs in a numbered list format.* 1. Summarize core biological and biomedical sciences principles from biochemistry, genetics, microbiology, physiology, molecular biology, and neuroscience.

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*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

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

3.) 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.

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

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

Curriculum Map Assessment* I have attached the Curriculum Map.

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.

Post-Baccalaureate Certificate in Biomedical Sciences

The program map below provides an example of two-semester plan and does not need to be followed exactly as depicted. Students can take more or fewer courses in a semester to accelerate their completion.

Program Map
Post-Baccalaureate Certificate in Biomedical Sciences
Fall start, 2-semester plan

YEAR 1

Fall		Spring	
Course	**Credits**	**Course**	**Credits**
5000/6000 Biomedical Course	3	5000/6000 Biomedical Course	4
5000/6000 Biomedical Course	4		
SEMESTER TOTAL	7	SEMESTER TOTAL	4
Milestones		**Milestones**	
• Maintain a minimum GPA of 3.0 • Apply for spring graduation		• Maintain a minimum GPA of 3.0	

- Biomedical Sciences Course Rotation
  - BIOL 5315 Bacterial Genetics - 4 cr. (Spring, even years)
  - BIOL 5325 Advanced Medical Microbiology - 3 cr. (Summer)*
  - BIOL 5539 Comparative Physiology - 3 cr. (Spring, even years)
  - BIOL 5727 Essentials of Immunology - 4 cr. (Fall, odd years)
  - BIOL 5728 Bacterial Pathogenesis - 4 cr. (Spring, odd years)
  - BIOL 5729 Medical Virology - 4 cr. (Fall, even years)
  - BIOL 5730 Emerging Pathogens - 4 cr. (Summer)*
  - BIOL 5732 Biology of Aging - 3 cr. (Fall, even years)*
  - BIOL 5733 Animal Nutrition - 3 cr. (Fall, odd years)
  - BIOL 6503 Biochemistry - 3 cr. (Fall, spring, & summer)*
  - BIOL 6513 Human Physiology - 3 cr. (Fall, spring, & summer)*
  - BIOL 6526 Vertebrate Histology - 4 cr. (Spring, even years)
  - BIOL 6530 Medical Physiology - 3 cr. (Fall)*
  - BIOL 6750 Clinical Neuroscience - 3 cr. (Spring, odd years)*

    *Offered fully online at least once during the rotation schedule.

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 Graduate Catalog, which is the official guide for completing degree requirements.

Course	Fall 2025	Spring 2026	Summer 2026	Fall 2026	Spring 2027	Summer 2027
BIOL5315		X				
BIOL5325			X*			X*
BIOL5539		X				
BIOL5727	X					
BIOL5728					X	
BIOL5729				X		
BIOL5730			X*			X*
BIOL5732				X*		
BIOL5733	X					
BIOL6503	X	X*	X*	X	X	X*
BIOL6513	X*					
BIOL6526		X				
BIOL6530	X*					
BIOL6750					X*	

*Offered online

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 Graduate Catalog, which is the official guide for completing degree requirements.

Post-Baccalaureate Certificate

Biomedical Sciences

Student Learning Outcome	Strategic Plan Connection
Summarize core biological and biomedical sciences principles from biochemistry, genetics, microbiology, physiology, molecular biology, and neuroscience.	Priority 1 (Relevance)-Goal 1

Measure/Method
Evaluated by the instructor based on performance for a relevant assignment (presentation, paper, exam, etc.) during the certificate. The evaluation will be based on the following rubric: 1. Fundamental Biomedical Sciences Mechanisms: Knows and understands scientific terms, facts/concepts, and principles/theories. 2. Interrelatedness of Biomedical Sciences subjects: Can relate between fundamental mechanisms and specialized fields with the use of general comparisons and specific examples. 3. Application of knowledge outside the field of biomedicine: Relate to a wider community with the use of current media reports and ongoing local/worldwide clinical concerns. Score will be out of 12 points (4 pts. per category) with the following grades: Exceeds (11-12 pts.), Meets (9-10 pts.), Approaches (5-8 pts.), and Fails (less than 5 pts.).

Success Criterion	AY18	AY19	AY20	Interpretation & Use of Results	Improvement Plan
80% of students will achieve a 9-10 on the rubric					

Post-Baccalaureate Certificate in Biomedical Sciences

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:	**FIES**			**PL-SLO 1**				
PROGRAM:	**Biology**		**COURSES**	**Summarize core biological and biomedical sciences principles from biochemistry, genetics, microbiology, physiology, molecular**				
		1	BIOL5315	R, A				
		2	BIOL5325	R, A				
		3	BIOL5539	R, A				
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	BIOL5727	R, A				
		5	BIOL5728	R, A				
		6	BIOL5729	R, A				
		7	BIOL5730	R, A				
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	BIOL5732	R, A				
		9	BIOL5733	R, A				
		10	BIOL6503	R, A				
		11	BIOL6513	R, A				
		12	BIOL6526	R, A				
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	BIOL6530	R, A				
		14	BIOL6750	R, A				
		15						
		16						
		17						
		18						
		19						
****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.**		20						
		21						
		22						

Addendum IV

Proposed Revised Version

207.04 Grade Appeal

A. Summary.
   1. The Committee for Grade Appeals. The Grade Appeals committee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The grade appeal procedure is explained in Section 207.04(F). Fairness and procedural safeguards are listed in Section 207.04(G).This section applies to all UWG locations, such as Newnan.
   2. Student's Right to Appeal. Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal with the chair of the department, the director of the school, or the associate dean if a chair of the department does not exist, that offers the course.
   3. Timetable for Grade Appeals. Grade appeals shall be initiated by the student no later than one month from the date on which final grades were due in the course. Grade appeals shall be concluded no later than two months after the assignment of the grade.
   4. ECore and eMajor. Grade appeals from ECore and eMajor courses are governed by rules set by eCore and eMajor.
      a. In grade appeals from eCore courses, if the student wishes to continue the appeal beyond the decision of the USG eCampus Dean, the student must appeal directly to the UWG provost by submitting a grade appeal form to the provost's office within seven (7) calendar days of being notified of the USG eCampus Dean's decision. The procedure described in this section will apply to such appeals to the UWG provost.
      b. In grade appeals from eMajor courses that are not resolved at the USG eCampus associate dean's level, the Dean of USG eCampus will appoint an ad hoc committee, consisting of a cohort of faculty who teach eMajor courses, to review the written appeal via conference call or virtual meeting. After careful deliberation and consideration, the committee will recommend what should be done to the student's home institution program dean. For UWG students, the UWG program dean will render the final decision, taking all relevant factors into consideration and notify the student.

B. Definitions. There are two kinds of grade appeals.
   1. Academic Dishonesty Grade Appeal. If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, their case should be considered an Academic Dishonesty Grade Appeal.
   2. Grade Determination Appeal. If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

C. Responsibilities of the Grade Appeals Committee. The Grade Appeals Committee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The chairperson of the committee will be responsible for ensuring the distribution of appropriate materials to committee members, for announcing in advance the time and place of each scheduled appeal(s) hearing, and for conveying recommendations of the committee in writing to the Provost (or Provost's designee). The protocol for the Grade Appeals Committee hearing can be found on the Academic Policies and Procedures Committee webpage. (https://www.westga.edu/administration/provost/faculty-senate/academic-policies-committee.php).

1. Academic Dishonesty Grade Appeals. In cases where there are allegations of academic improprieties, it is assumed that these cases will be related to the course. It would be expected that a faculty member who has noted improprieties would have taken some form of corrective action (see Section 206).

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

    b. Fairness and procedural safeguards for Academic Dishonesty Grade Appeals, Section 207.04(G)(1)(c), state that the burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.

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

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

    b. Fairness and procedural safeguards for Grade Determination Appeals, Section 207.04(G)(2)(c), state that the burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.

D. Membership of the Grade Appeals committee. The committee shall consist of one student, one University official, and one faculty member from the Library and each college or school (if no college is home to that school).
    1. Chairperson. The University official shall serve as the chairperson of the Grade Appeals committee.
    2. Faculty Members. Each Dean, in consultation with the chairperson of the Grade Appeals committee, will appoint a faculty member to the committee for a two-year term.
        a. Length of Service. The length of service on this committee shall be for two-year (staggered) terms starting with the fall semester.
        b. Timing of Appointment. Deans shall make appointments in May to fill expired terms. An appointment to fill a vacancy shall be made when the vacancy occurs.
    3. Quorum. Any three faculty members of the committee, not including the chair, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost appoint substitutes to serve on a temporary basis.
    4. Role of the Assistant Dean of Students/Coordinator of Community Standards. For Academic Dishonesty Grade Appeals, the Assistant Dean of Students/Coordinator of

Community Standards of the University will be invited to sit on the committee to ensure that all due process requirements are met.

E. Faculty Availability for Grade Appeal Decisions. If a faculty member is unavailable when a grade appeal is underway, a faculty-ranked administrator may assume the faculty member's place in the decision-making process in the following circumstances.
   1. Permanently Unavailable. If a faculty member is permanently unavailable for a grade appeals hearing because they are no longer employed by the University, the Department Chair, School Director, or the associate dean if a chair of the department does not exist, is responsible for the grade and will attend the hearing. In such a case, the administrator is acting instead of the faculty member who assigned the grade.
   2. Temporarily Unavailable.
      a. Decision Outcome is Not Time Sensitive. If a faculty member is temporarily unavailable, for example, on temporary leave, out of the country, or ill, and the outcome of the hearing does not affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will be delayed until the faculty member returns.
      b. Decision Outcome is Time Sensitive. If a faculty member is temporarily unavailable and the outcome of the hearing does affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will not be delayed. Under such circumstances, the faculty member will be represented by their college/school/library Dean (or Dean's Designee), rather than the Department Chair, or the associate dean if a chair of the department does not exist. The Chairperson of the Grade Appeals Committee shall schedule an appropriately timed hearing with the Dean/Designee. Given these circumstances, and in the event of finding for the involved student, the Dean/Designee is authorized to make the appropriate grade change or other remedies congruent with the appeal finding.

F. Procedures. The student is encouraged to present their concerns to the faculty member regarding their grade before filing a grade appeal. A student can initiate a grade appeal in writing, using the Student Grade Appeal Form.
   1. Procedural Summary. Grade appeals begin at the level of the Department Chair, the School Director, or the associate dean if a chair of the department does not exist.
      a. Department Chair, School Director, or the associate dean if a chair of the department does not exist. Upon receipt of the written grade appeal, the administrator (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member. If the faculty member has not already discussed the grade with the student before the grade appeal was filed, the faculty member should do so if possible. The faculty member is encouraged to submit a narrative and any supporting documentation if the faculty member stands by the assigned grade. The Chair, Director, or associate dean then decides on the basis of the record whether to grant or deny the appeal. The Chair, Director, or associate dean has the power to decide the remedy for the grade appeal. Remedies may include changing the grade, having the assignment at issue regraded by another faculty member, etc. The Chair, Director, or associate dean notifies the student of the decision in writing within 20 days of receiving the Student Grade Appeal Form and supporting documentation. If the appeal is denied, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's

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

b. Dean (or Dean's Designee). The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing within 20 days of receiving the Student Grade Appeal Form and all related documentation. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).

c. Provost (or Provost's Designee). The Provost/designee submits the appeal to the chairperson of the Grade Appeals committee within 5 days of receiving the Student Grade Appeal Form and all related documentation for a hearing to be scheduled.

d. Grade Appeals committee. At the conclusion of the hearing of the Grade Appeals committee, the university official chairperson of the committee will submit in writing conclusions and recommendations to the faculty member and the Chair, Director, or associate dean. The Chair, Director, or associate dean has the power to decide the remedy for the grade appeal. Remedies may include, for example, changing the grade, having the assignment at issue regraded by another faculty member, etc. The Chair shall only vote to break a tie. If a majority of the members of the Grade Appeals committee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1, *Board of Regents Policy Manual, University System of Georgia*).

2. Timetable of Appeals

a. Academic Dishonesty Grade Appeal. This appeal is defined in 207.04(B)(1). An Academic Dishonesty Grade Appeal may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student. The appeal must be concluded no later than two months after the grade is assigned.

b. Grade Determination Appeal. This appeal is defined in 207.04(B)(2). A Grade Determination Appeal shall be initiated after the final course grade is assigned, but no later than the end of the semester following the assignment of the grade, and concluded no later than two months after the final course grade is assigned.

3. Documentation Required for the Appeal. A student must submit the Student Grade Appeal Form and any supporting paperwork to the Department Chair, School Director, or associate dean if there is no Chair or Director.

G. Fairness and Procedural Safeguards

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

a. The committee will hear a case only if the student has exhausted all administrative remedies through the appropriate Department Chair, School Director, or associate dean, and their college/school/library dean.

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

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

d. The student appearing before the committee shall have the right to be assisted by an advisor of their choice.

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

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

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

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

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

a. The committee will hear the case only if the student has exhausted all administrative remedies through the appropriate Department Chair, School Director, or associate dean, and their college/school/library dean.

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

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

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

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

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

g. The chairperson of the committee will submit in writing conclusions and recommendations to the to the faculty member and the Chair, Director, or associate dean.

207.05 Appeals of Academic Suspension or Academic Dismissal from the University

Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (207.04) or hardship withdrawal (204.01). The suspension or dismissal will not be overturned until the grade appeal or hardship withdrawal has been processed.

207.04 Grade Appeal

A. Summary.

1. The Committee for Grade Appeals. The Grade Appeals committee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The grade appeal procedure is explained in Section 207.04(F). Fairness and procedural safeguards are listed in Section 207.04(G).-This section applies to all UWG locations, such as Newnan.
2. Student's Right to Appeal. Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal with the chair of the department, the director of the school, or the associate dean if a chair of the department does not exist, that offers the course.
3. Timetable for Grade Appeals. Grade appeals shall be initiated by the student no later than one month from the date on which final grades were due in the course. Grade appeals shall be ~~the end of the semester following the assignment of the grade and~~ concluded no later than ~~one year (12 calendar~~ two months~~)~~ after the assignment of the grade.
4. ECore and eMajor. Grade appeals from ECore and eMajor courses are governed by rules set by eCore and eMajor.
    a. In grade appeals from eCore courses, if the student wishes to continue the appeal beyond the decision of the USG eCampus Dean, the student must appeal directly to the UWG provost by submitting a grade appeal form to the provost's office within seven (7) calendar days of being notified of the USG eCampus Dean's decision. The procedure described in this section will apply to such appeals to the UWG provost.
    ~~-~~b. In grade appeals from eMajor courses that are not resolved at the USG eCampus associate dean's level, the Dean of USG eCampus will appoint an ad hoc committee, consisting of a cohort of faculty who teach eMajor courses, to review the written appeal via conference call or virtual meeting. After careful deliberation and consideration, the committee will recommend what should be done to the student's home institution program dean. For UWG students, the UWG program dean will render the final decision, taking all relevant factors into consideration and notify the student.

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

1. Academic Dishonesty Grade Appeal. If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, their case should be considered an Academic Dishonesty Grade Appeal.
2. Grade Determination Appeal. If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

C. Responsibilities of the Grade Appeals ~~Sub~~Committee ~~of the Academic policies and Procedures Committee~~. The Grade Appeals ~~Subc~~Committee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The chairperson of the committee will be responsible~~, in conjunction with the Office of the Provost and Vice President for Academic Affairs,~~ for ensuring the distributionng of appropriate materials to committee members, for announcing in advance the time and place of each scheduled

appeal(s) hearing, and for conveying recommendations of the committee in writing to the Provost (or Provost's designee). The protocol for the Grade Appeals ~~Subc~~Committee hearing can be found on the Academic Policies and Procedures Committee webpage. (https://www.westga.edu/administration/provost/faculty-senate/academic-policies-committee.php).

1. Academic Dishonesty Grade Appeals. In cases where there are allegations of academic improprieties, it is assumed that these cases will be related to the course. It would be expected that a faculty member who has noted improprieties would have taken some form of corrective action (see Section 206).

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

    b. Fairness and procedural safeguards for Academic Dishonesty Grade Appeals, Section 207.04(G)(1)(c), state that the burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.

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

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

    b. Fairness and procedural safeguards for Grade Determination Appeals, Section 207.04(G)(2)(c), state that the burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.

D. Membership of the Grade Appeals committee. The committee shall consist of one student, one University official, and one faculty member from the Library and each college or school (if no college is home to that school). ~~The committee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library), one University official, and one student.~~

1. Chairperson. The University official shall serve as the chairperson of the Grade Appeals committee.
2. Faculty Members. Each Dean, in consultation with the chairperson of the Grade Appeals committee, will appoint a faculty member to the committee ~~each year~~ for a two-year term.
    a. Length of Service. The length of service on this committee shall be for two-year (staggered) terms starting with the fall semester.

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

3. Quorum. Any ~~four~~ three faculty members of the committee, not including the chair, ~~and at least three of whom are faculty,~~ shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost appoint substitutes to serve on a temporary basis.
4. Role of the Assistant Dean of Students/Coordinator of Community Standards. For Academic Dishonesty Grade Appeals, the Assistant Dean of Students/Coordinator of Community Standards of the University will be invited to sit on the committee to ensure that all due process requirements are met.

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

1. Permanently Unavailable. If a faculty member is permanently unavailable for a grade appeals hearing because they are no longer employed by the University, the Department Chair, School Director, or the associate dean if a chair of the department does not exist, is responsible for the grade and will attend the hearing. In such a case, the ~~Department Chair~~ administrator is acting instead of the faculty member who assigned the grade.
2. Temporarily Unavailable.
   a. Decision Outcome is Not Time Sensitive. If a faculty member is temporarily unavailable, for example, on temporary leave, out of the country, or ill, and the outcome of the hearing does not affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will be delayed until the faculty member returns.
   b. Decision Outcome is Time Sensitive. If a faculty member is temporarily unavailable and the outcome of the hearing does affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will not be delayed. Under such circumstances, the faculty member will be represented by their college/school/library Dean (or Dean's Designee), rather than the Department Chair, or the associate dean if a chair of the department does not exist. The Chairperson of the Grade Appeals Committee shall schedule an appropriately timed hearing with the Dean/Designee. Given these circumstances, and in the event of finding for the involved student, the Dean/Designee is authorized to make the appropriate grade change or other remedies congruent with the appeal finding.

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

1. Procedural Summary. Grade appeals begin at the level of the Department Chair, the School Director, or the associate dean if a chair of the department does not exist.
   a. Department Chair, School Director, or the associate dean if a chair of the department does not exist. Upon receipt of the written grade appeal, the ~~Chair~~ administrator (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member. If the faculty member has not already discussed the grade with the student before the grade appeal was filed, the faculty member should do so if

possible. and after review tThe faculty member may (but is not required to) is encouraged to submit a narrative and any supporting documentation if the faculty member stands by the assigned grade. The Chair, Director, or associate dean then decides on the basis of the record whether to grant or deny the appeal. The Chair, Director, or associate dean has the power to decide the remedy for the grade appeal. Remedies may include changing the grade, having the assignment at issue regraded by another faculty member, etc. , (4) examines the available documentation and (5) grants the appeal and changes the grade, or denies the appeal. The Chair, Director, or associate dean notifies the student of the decision in writing within 20 days of receiving the Student Grade Appeal Form and supporting documentation. If the Chair denies the appeal is denied, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

b. Dean (or Dean's Designee). The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing within 20 days of receiving the Student Grade Appeal Form and Aall related documentation. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).

c. Provost (or Provost's Designee). The Provost/designee submits the appeal to the chairperson of the Grade Appeals committee within 5 days of receiving the Student Grade Appeal Form and all related documentation for a hearing to be scheduled.

d. Grade Appeals committee. At the conclusion of the hearing of the Grade Appeals committee, the university official chairperson of the committee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action to the faculty member and the Chair, Director, or associate dean. The Chair, Director, or associate dean has the power to decide the remedy for the grade appeal. Remedies may include, for example, changing the grade, having the assignment at issue regraded by another faculty member, etc. (For example, change of grade or further judicial sanctions). The Chair shall only vote to break a tie. If a majority of the members of the Grade Appeals committee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1, *Board of Regents Policy Manual, University System of Georgia*).

2. Timetable of Appeals

a. Academic Dishonesty Grade Appeal. This appeal is defined in 207.04(B)(1). An Academic Dishonesty Grade Appeal may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student. The appeal must be concluded no later than one year (12two months) after the grade is assigned.

b. Grade Determination Appeal. This appeal is defined in 207.04(B)(2). A Grade Determination Appeal shall be initiated after the final course grade is assigned, but

no later than the end of the semester following the assignment of the grade, and concluded no later than ~~one year (12~~ two months~~)~~ after the final course grade is assigned.

3. Documentation Required for the Appeal. A student must submit the Student Grade Appeal Form and any supporting paperwork to the Department Chair, School Director, or associate dean if there is no Chair or Director.

G. Fairness and Procedural Safeguards

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

   a. The committee will hear a case only if the student has exhausted all administrative remedies through the appropriate ~~d~~Department ~~c~~Chair, School Director, or associate dean, and their college/school/library dean.

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

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

   d. The student appearing before the committee shall have the right to be assisted by an advisor of their choice.

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

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

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

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

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

   a. The committee will hear the case only if the student has exhausted all administrative remedies through the appropriate ~~d~~Department ~~c~~Chair, School Director, or associate dean, and their college/school/library dean.

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

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

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

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

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

g. The chairperson of the committee will submit in writing conclusions and recommendations to the to the faculty member and the Chair, Director, or associate dean. ~~Provost and Vice President for Academic Affairs (or Provost's designee).~~

207.05 Appeals of Academic Suspension or Academic Dismissal from the University

Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (207.04) or hardship withdrawal (204.01). The suspension or dismissal will not be overturned until the grade appeal or hardship withdrawal has been processed.