

Memorandum

To: General Faculty

Date: March 12, 2025

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

1. Call to Order

2. Roll Call

3. Minutes

A) The February 14, 2025 Faculty Senate Meeting Minutes were approved electronically on March 7, 2025.

4. Administrator Reports

A) President

B) Provost

5. Committee Reports

Executive Committee (Laura Wolfe, Executive Secretary)

Action Item (Addendum I):

A) Revisions to Senate Committee Structures

Request: Revise

Rationale: These changes are meant to improve how the faculty senate's committee system functions. While some existing committee functions are consolidated, this proposal does not eliminate any existing functions or otherwise narrow the scope of the senate's purview at all. The revised charges of the committees update and contemporize functions, responsibilities, and membership while addressing some areas of overlap in the current system. The proposed revisions address equity in workload and increase available expertise within the committees. These changes also significantly reduce the number of committee assignments academic units need to designate representatives to fill.

These changes are being driven by your current Faculty Senate leadership, not the administration, an external entity, or current events. The Senate Executive Committee, composed primarily of current committee chairs, has been working on this since last fall. Discussing the need for these changes dates to at least the previous academic year.

This is a complete revision to the faculty senate's committee system. Every committee's charge and membership has been revised. It is therefore essential to review this proposal beyond the structural overview provided below. No committee responsibilities, duties or functions are eliminated or lost in this proposal.

Information Items (Dylan McLean, Chair):

- 1) General Information Updates
- 2) Committee Chair General Updates
 - a) Academic Policies Committee (Ericka Wentz and Clifford Davis, co-Chairs)
 - i) Information Item: 2027-2029 university calendars ([Addendum II](#)).
 - b) Rules Committee (Marian Buzon, Chair-Elect)
 - i) Information Item, seeking feedback on office hours policy: Should every academic unit on campus define a policy regarding office hours?

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

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

A) College of Education

1) Department of Special Education

a) [Special Education, B.S.Ed.](#)

Request: Revise

This program has previously been approved for the ABM option within general and adapted tracks under the Special Education B.S.Ed. program. The changes will add the ABM option to the dual track, allowing all students in the Special Education undergraduate program to take advantage of this opportunity.

Additionally, the track has been altered by replacing the graduate assessment course with a graduate behavior management course to align more effectively with the new Special Education Masters of Education program. Specific changes are listed below:

- SPED 3704 (Adapted)- Assessment of Students with Severe Disabilities and SPED 3702 (general and dual)- Education Evaluation of Children with Disabilities was moved from Block 3 to Block 2 to allow a new course option for the ABM program.

- SPED 6716 and SPED 7721 were removed from the ABM program due to no longer being compatible with the new M.Ed. program plan.
- SPED 3703 (Adapted) - Behavior Modification and SPED 3714 (general and dual)- Behavior and Classroom Management were moved from Block 2 to Block 3 to be integrated in the new ABM program.
- SPED 7750 (Adapted, general, and dual)- Introduction to Applied Behavior Analysis was added as an ABM option across all three tracks in place of SPED 3703 (adapted) and SPED 3714 (general and dual).

B) College of Humanities, Arts, and Social Sciences

1) Revision of Bachelor of Arts degree

Request: Revise

This proposal is submitted outside of the Curriculog curriculum management system because it applies to all B.A. degrees in general. This change allows current BA programs to set language requirements individually rather than having a language requirement that applies to all BA programs. There is no University System of Georgia requirement for a BA degree. UWG recognizes the authority of faculty in individual programs to set their degree requirements (see the definition of the BS), and this change would bring the BA into alignment with the BS, which does not have any requirements on specific course content aside from university-wide requirements. The full explanation is included in the appendix.

2) School of Humanities

a) [English, B.A.](#)

Request: Revise

The BOR has removed the requirement that USG English B.A. degrees include study of a foreign language. The UWG English program believes that students of literature gain valuable insight on the structure of language itself from the study of a language other than English. However, for both practical and pedagogical reasons, we have decided that students do not need to complete that study through the 2000-level. The program has therefore decided to continue to require English majors to take foreign language at the 1000-level, but not at the 2000-level. This will decrease major requirements by two courses (since in order to complete the

required 2000-level language courses, many students need to complete the prerequisite 1001/1002 sequence). This change will thus reduce bottlenecks and make it easier for students to graduate in a reasonable amount of time. Currently, English majors must take a sequence of four foreign language courses (1001, 1002, 2001, and 2002). For students who declare or switch majors late, who fail or withdraw from these courses, or who do not begin the sequence until their junior year, this requirement can cause graduation delays. Reducing the requirement to two courses (1001 and 1002) ensures that English majors will continue to gain the skills and knowledge of language study without the time commitment of having to take a full four-course sequence. This proposed change will also give English majors the option to count the popular ENGL 2060, Intro to Creative Writing, as part of their Area F requirements, allowing us to accommodate diverse student interests in Area F and creating more pathways to graduation. Students may elect to count one (1) 2001 Foreign Language course or XIDS 2300--Intro to Linguistics in Area F if they desire to pursue more advanced competency in a language other than English.

b) [English, B.A. \(Accelerated Bachelors to Masters \(ABM\) Track\)](#)

Request: Revise

See rationale above for English, B.A.

c) [English, B.A. \(Accelerated Bachelors to Masters \(ABM\) in English Education Track\)](#)

Request: Revise

See rationale above for English, B.A.

d) [English, B.A. \(Secondary Education Track\)](#)

Request: Revise

See rationale above for English, B.A.

e) [ENGL - 4425 - Dynamic Writing](#)

Request: Add

This course replaces and updates ENGL 3415 (Multimodal Composition). The undergraduate offering will be crosslisted with ENGL 5415, which is part of our proposed Graduate Certificate in Professional Writing. Enrollment will be split between the graduate and undergraduate sections.

f) [ENGL - 4430 - Ethics and Writing with AI](#)

Request: Add

This course addresses crucial issues related to writing for the workplace as AI technology develops. It is part of our expanded offerings in professional writing. Will be crosslisted with ENGL 5430.

g) [History, B.A.](#)

Request: Revise

These proposed modifications follow the revised USG RAC guidelines for History Field of Study (FOS), the former Core Area F. We are also responding to changes in our class offerings following multiple tenure-track faculty departures. The modifications emphasize flexibility and options as well as removing potential barriers to timely degree completion. We are making several modifications: 1) making the Foreign Language classes in FOS options rather than requirements; 2) listing English as one of the disciplines from which students may select FOS electives; 3) changing the History major requirement that students take at least one upper-level History class in each of three particular geographic areas (U.S., Europe, "Other") to taking at least one upper-level History class in U.S. History and at least one upper-level History class in non-U.S. History; 4) changing the timeframe of the requirement to take at least one upper-level History class focused on the pre-1800 period to pre-1850.

h) [History, Secondary Education Certification, B.A.](#)

Request: Revise

These proposed modifications respond to changes in course requirements for Secondary Education Certification students, changes in History course offerings following faculty departures, and follow the revised USG RAC guidelines for History Field of Study (FOS), the former Core Area F. The modifications emphasize flexibility, remove potential barriers to degree completion, and bring the History Program's Secondary Education Certification program into conformity with others on campus in terms of total credits hours in the degree program. Our current program comprises 124 credit hours. We are making several modifications: 1) transforming the three EDUC classes (2110, 2120, 2130) from

requirements to Field of Study options. That will remove 9 credit hours from the program; 2) to bring the program to 120 credit hours, we are adding 5 credit hours of General Elective courses to the degree track; 3) making the Foreign Language classes in FOS options rather than requirements; 4) listing English and EDUC as disciplines from which students may select FOS electives; 5) changing the History major requirement that students take at least one upper-level History class in each of three particular geographic areas (U.S., Europe, "Other") to taking at least one upper-level History class in U.S. History and at least one upper-level History class in non-U.S. History; 6) changing the timeframe of the requirement to take at least one upper-level History class focused on the pre-1800 period to pre-1850. As for the transformation of the three EDUC classes from requirements to options, although History doesn't currently offer a single teacher-specific pedagogy class in History, professors in the Program do add pedagogy into our classes. This is particularly true in the intro 2302 course as well as the capstone 4484 class. Professors in the History Program appreciate the large number of majors pursuing a teaching career and incorporate pedagogical issues and approaches into upper-levels as well, on a class-by-class basis.

i) [Philosophy Minor](#)

Request: Revise

(1) While keeping the minor at 18 hours, we have streamlined and simplified the curriculum to allow for flexibility of the courses taken.

- Details: Instead of requiring each of PHIL 2010, 2020, and 2030 (totaling 9 hours) plus any three upper level courses (totaling 9 hours), we will allow students to take any 6 PHIL courses (summing to 18 hours), at least 3 of which must be at the 3/4xxx level.

- Benefits: This model allows for students to be flexible in which courses they count for the minor versus which they count for IMPACTS (since courses cannot count both for the Minor and IMPACTS) and it also allows them to apply up to 6 upper-level classes to the Minor, instead of only allowing 3. Lastly, this change parallels changes PHIL has made to FOS, which now allows upper-level

substitute options for PHIL 2xxx-level courses (per the new USG rules). This change ensures consistency between the Major and the Minor.

(2) A program description for the Philosophy Minor was missing from the catalog, so we added one, which accords with the curriculum changes we are introducing.

j) [Certificate of Less than One Year in Ethics](#)

Request: Revise

We have added two new ethics courses to the Ethics Certificate options. These courses were new to our curriculum in AY25: PHIL 3315 Contemporary Moral Problems and PHIL 3320 Technology and Human Values. These new additions accord with Philosophy's recent push in the Applied Ethics direction, emphasizing today's career and everyday life-relevant questions.

3) School of Social Sciences

a) [Embedded Certificate in Social Services](#)

Request: Revise

This modification is adding Sociology's new course (SOCI 4293: Families, Foster Care, and Adoption) to this certificate. Foster care and adoption are subfields of the Social Services/helping professions that this certificate focuses on preparing students for. As such, it is appropriate for a course on those topics to count toward this certificate.

b) [SOCI - 4002 - Case Management](#)

Request: Add

Case management is a key part of social service professions, which many Sociology majors plan to pursue after graduation. The field of Sociology is also essential to case management in terms of preparing case managers to work with diverse populations and to understand the structural factors that bring people in to contact with social/human services. Adding this course will also allow Sociology to collaborate with Political Science and Criminology on the Victim Advocacy Certificate.

c) [SOCI - 4005 - Identity, Victimization, Law, and Society](#)

Request: Add

The field of Sociology is an essential part of understanding how other social factors, such as race, gender, socio-economic status, religion, sexuality, etc, are related to victim identities. This course will help prepare Sociology majors for careers in victim advocacy, as well as social work and other social service careers. Adding this course will also allow Sociology to collaborate with Criminology and Political Science on the Victim Advocacy certificate.

d) [SOCI - 4006 - Victim Advocacy](#)

Request: Add

Victim advocacy is a common career path for Sociology majors and much of the research that informs the field of victim advocacy comes out of Sociology. A background in Sociology is also critical for working with people from diverse populations and for understanding the social and institutional contexts in which victimization occurs. Adding this course will also allow Sociology to collaborate with Political Science and Criminology on the certificate in Victim Advocacy.

C) Perry College of Mathematics, Computing, and Sciences

1) School of Field Investigations and Experimental Sciences

a) [BIOL - 1016 - Biology of Human Reproduction](#)

Request: Add

This course currently exists; the request is to add it to count in the core. Biology of Human Reproduction was a Core Area D course for non-science majors when listed as 1011. When the 1011 number was assigned to eCore, the Human Reproduction course was assigned a new number (BIOL 1016). A New Undergraduate Course Proposal for BIOL 1016 was never submitted through Curriculog and doesn't show up in the course catalog as being an option in Core Area D (IMPACTS "T"). We would like to correct this oversight and establish BIOL 1016-Biology of Human Reproduction as a Core IMPACTS (Area T) course for non-science majors.

b) [PHYS - 2130 - Sophomore Physics Seminar](#)

Request: Add

This course is designed to help students transition from introductory courses into upper-level courses, which tend to be mathematically more challenging and more

technical. This course is also designed to help the students envision future opportunities and how to build the academic experience needed to be competitive in the job market.

D) Richards College of Business

1) Department of Accounting and Finance

a) [Accounting, B.B.A.](#)

Request: Revise

This revision removes MATH 1413 as a required course to provide greater flexibility to students. Currently, most students apply MATH 1413 to the core Area T (STEM area) requirement. Removing this specific course requirement will allow students to consider more of the options available in Area T including data analysis, computer science, and physical sciences. These expanded options will permit students to choose courses that align with their career interests, facilitate student progression in the program, and simplify the path for students transferring into the program. MATH 1413 will still be available as an option for the Area T requirements for students who choose to take it.

b) [Finance, B.B.A.](#)

Request: Revise

See rationale for Accounting B.B.A. Rationale is the same for all RCOB program revisions in this agenda. This change will be made in the Finance Major and each of the finance concentrations: (1) the Traditional finance track; (2) the Financial Analytics Concentration; (3) the Investment Analytics Concentration; and (4) the Corporate Analytics Concentration.

2) Department of Economics

a) [Economics, B.B.A.](#)

Request: Revise

See rationale for Accounting B.B.A. Rationale is the same for all RCOB program revisions in this agenda.

b) [ECON - 3406 - Statistics for Business II](#)

Request: Revise

This proposal removes MATH 1413 as a prerequisite for this course. This change aligns with the program revisions to remove MATH 1413 as a program requirement. Because ECON 3406 is a required course in all BBA programs, any prerequisites for this course need to align with the program requirements.

3) Department of Management and Management Information Systems

a) [Management, B.B.A.](#)

Request: Revise

See rationale for Accounting B.B.A. Rationale is the same for all RCOB program revisions in this agenda. This change applies to the Management Major and each of the management concentrations: (1) the Traditional Management track; (2) the Human Resource Management concentration; (3) the Project Management concentration; (4) the Small Business Management and Entrepreneurship concentration; and (5) the Supply Chain Management Concentration.

b) [Management Information Systems, B.B.A.](#)

Request: Revise

See rationale for Accounting B.B.A. Rationale is the same for all RCOB program revisions in this agenda. This change applies to the Management Information Systems (MIS) major and the MIS concentrations: (1) the traditional MIS track; (2) the Business Systems and Analytics concentration; and (3) the Cybersecurity and Networking concentration.

4) Department of Marketing

a) [Marketing, B.B.A.](#)

Request: Revise

See rationale for Accounting B.B.A. Rationale is the same for all RCOB program revisions in this agenda.

E) University College

1) Center for Interdisciplinary Studies

a) [Social Entrepreneurship](#)

Request: Add

This new interdisciplinary pathway creates a program in which students apply principles from the social sciences and business to analyze and address social

problems. The academic departments that offer courses in the pathway are Anthropology, Criminology, Economics, English, Geography, Management, Marketing, Political Science, Sociology.

Information Items:

UPC approved two requests to delete programs.

A) Richards College of Business

1) Department of Marketing

a) [Major in Real Estate](#)

Delete program

This program was deactivated in 2020, and the program is being formally terminated. SACSCOC approved the program closure on 6/19/2020. There are no students currently enrolled in the program.

B) University College

1) Department of Civic Engagement and Public Service

a) [Bachelor of Arts in Political Science](#)

Delete program

This program was deactivated in 2020, and SACSCOC approved the Program Closure and Teach-Out plan on 3/12/2021. The program has no students.

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

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

A) College of Education

1) [Special Education, Ed.S.](#)

Graduate Revise Program Request

Rationale: It is to the student's advantage to fully complete the Tier I program within the Ed.S. program under current certification policies. Tracking is straightforward as the student counts as both degree and certification completer.

2) [SPED - 6700 - Special Education MAT Program - First Semester Seminar](#)

Graduate New Course Request

Rationale: Department feedback from student surveys, advisors, and faculty strongly supports the need for the SPED 6700 Special Education MAT Program - First

Semester Seminar to orient students to key program resources, policies, procedures, and in-field protocol. SPED 6700 is a critical foundational course designed to enhance the success of candidates entering the Special Education MAT program. This zero-credit, pass/fail seminar introduces students to program standards, ethical frameworks, and essential practices while equipping them with tools to navigate graduate-level study and professional expectations. By integrating orientation activities with practical knowledge acquisition, the course establishes a solid foundation in key areas, including program expectations, CAPS and PBDA evaluation tools, required observation hours, in-field experience protocols, and high-leverage practices. The seminar's targeted focus on professional ethics, self-assessment through the PBDA framework, and initial understanding of evidence-based practices such as the science of reading prepares students for the rigorous demands of the program and their future roles as special education teachers. As a prerequisite for second-semester registration, SPED 6700 ensures students begin their graduate program with clarity, competence, and a strong understanding of program expectations, aligning their preparation with state standards and certification requirements.

3) [SPED - 7793 - Experiential Learning in Applied Behavior Analysis](#)

Graduate New Course Request

Rationale: Students who do not have access to a BCBA within their school district are adversely impacted by a lack of opportunity to accrue the 1500 required supervised fieldwork hours in order to be eligible to sit for the BCBA exam upon program completion. These students will have the opportunity to accrue these hours under the virtual supervision of a credentialed BCBA employed by UWG as a part of their program coursework. This will allow all students with equitable access to supervision as they complete their coursework. Maximum enrollment for this course will be set at 10 students in accordance with requirements issued by the Behavior Analysis Certification Board for providing supervision.

4) [Teacher Education, M.A.T., Concentrations in Special Education: Adapted Curriculum, General Curriculum](#)

Graduate Revise Program Request

Rationale: Raising the admission GPA requirement for the Special Education MAT program from 2.7 to 3.0 ensures the selection of candidates who demonstrate a stronger academic foundation and are better prepared for the rigorous demands of graduate-level coursework. A 3.0 GPA reflects a commitment to maintaining program quality and producing highly competent educators. A zero credit seminar course has also been added to the program of study to help orient students to the program and the profession.

B) College of Humanities, Arts, and Social Sciences

1) [College English Teaching Certificate](#)

Graduate New Program Request

Rationale: The English program's long history of training teachers in the West Georgia area speaks to the sort of community connections called for in both the University's strategic plan and its mission statement. The College English Teaching Certificate (CETC) will supplement our current M.A. program: students would be eligible to take the same classes as M.A. students but would not be required to complete the research component (either thesis or capstone paper) that is the culminating project of the M.A. This certificate will create a more consistent program for those seeking advanced discipline-specific teaching certification and thus will be attractive to those who are already teaching but looking to enhance their skill-set to meet the SACS 18-hour graduate-level requirement for core-level college teaching or specialized secondary teaching. Our offerings in pedagogical, literary, and creative classes will give students greater range and marketability as teachers. Further, the College English Teaching Certificate allows for salary growth for those already in the teaching profession. It is possible for students to complete the program in three semesters through a blend of online and in-person classes; students also have the flexibility to spread out their coursework to fit their schedules.

2) [ENGL - 6301 - Seminar in English Pedagogy](#)

Graduate New Course Request

Rationale: Currently, pedagogical topics are included in our special topics seminar (ENGL 6385). To streamline advising in our proposed Graduate Certificate in

College English Teaching, which required that students take two seminars in English pedagogy, we are moving this subject into its own course number.

3) [Graduate Certificate in Creative Writing](#)

Graduate New Program Request

Rationale: We believe that the Graduate Certificate in Creative Writing will create a space for baccalaureate students who would like to continue their work here after graduation and creative writers looking for a space to polish their craft as well as business professionals looking to explore the way that creative writing strategies may be applied to the workplace. The program leverages strong faculty credentials in creative writing to meet interest from current and prospective graduate students in a wider array of creative writing options at the graduate level. The program's foundation course, ENGL 6405: Telling and Selling Your Story, will provide students with an understanding of approaches to narrative, both in the development of creative work and in the promotion of that work to potential audiences. Students have flexibility within the program to develop their writing in one or more genres and to pursue advanced questions of creative writing practice. Students also have the option to count one professional writing course as part of their program, which allows students the flexibility to determine what options will best fit their professional goals and needs. A blend of online and in-person courses creates flexibility while also fostering a sense of students as part of a writing community, and students may complete the program in as little as two semesters or spread out coursework to fit their schedules.

4) [ENGL - 6200 - Creative Writing Practice](#)

Graduate New Course Request

Rationale: This course allows us to offer advanced, specialized options for creative writers beyond our current genre offerings in ENGL 5210. This course is part of our new Graduate Certificate in Creative Writing.

5) [Graduate Certificate in Professional Writing](#)

Graduate New Program Request

Rationale: The program leverages student interest in training for careers in publishing and business as well as continued employer demand for strong writing skills across

professions to deliver a flexible certificate that participants can use to showcase their abilities for the job market. Designed for recent graduates and working professionals who wish to increase their potential for career advancement, this certificate responds to larger business trends by providing a flexible credential, which can be completed in one calendar year, that strengthens participants' skills in written communication for business audiences, with an eye to ethics, applications of new technology and an awareness of how narrative strategies contribute to successful communication.

Writing is an in-demand business skill. According to a January 2024 NACE study(1), written communication skills remain one of the top three skills employers are seeking, with nearly 73% of respondents citing good writing as an essential workplace skill. Indeed.com(2) lists communication (including written communication) as the top skill that applicants need to highlight for the current job market. Workers also increasingly perceive the value of highlighting in-demand skills as part of the job application process: LinkedIn's Skills-First report for 2023(3) notes a 40% increase in members who listed specific skills on their profiles, as well as an increase in members adding certifications to their profiles that illustrated that skill development. The Georgia Department of Labor's Hot Careers to 2032 chart (4) includes written expression as a key skill required for higher-level medical, environmental, media and business careers. This credential can also broaden the reach of graduate offerings in English. A survey of UWG business students indicated strong interest in such a credential with 49% of respondents indicating that they would be interested in such a program and 31% indicating potential interest, depending on delivery and time to completion; ensuring that courses in business writing are offered online responds to the strong preference in this group for a fully online program, and building a 12-hour program ensures that students have the opportunity (but not the obligation) to complete within a calendar year. (1) <https://www.nacweb.org/talent-acquisition/candidate-selection/what-are-employers-looking-for-when-reviewing-college-students-resumes> (2) <https://www.indeed.com/career-advice/resumes-cover-letters/skills-employers-look-for> (3) [15](https://economicgraph.linkedin.com/content/dam/me/economicgraph/en-</p></div><div data-bbox=)

us/PDF/skills-first-report-2023.pdf (4)

https://explorer.gdol.ga.gov/vosnet/mis/current/hot_careers_current.pdf

6) [ENGL - 5425 - Dynamic Writing](#)

Graduate New Course Request

Rationale: This course focuses on multimodal composition and writing for the evolving spheres of social media, web platforms and digital presentation. The undergraduate version replaces ENGL 3415 (Multimodal composition), and the development of a new, cross-listed class allows us to expand options for students in our proposed Graduate Certificate in Professional Writing.

7) [ENGL - 5430 - Ethics and Writing with AI](#)

Graduate New Course Request

Rationale: This course addresses crucial issues related to writing for the workplace as AI technology develops. It is part of our expanded offerings in professional writing at the graduate level and is included in our proposed Graduate Certificate in Professional Writing. Will be crosslisted with ENGL 4430.

8) [ENGL - 6400 - Professional Writing Practice](#)

Graduate New Course Request

Rationale: This course is part of our proposed Graduate Certificate in Professional Writing. It allows for the development of specialized courses in the field beyond what is covered in our 5000-level options or in ENGL 6405.

9) [ENGL - 6405 - Telling and Selling Your Story](#)

Graduate New Course Request

Rationale: This course is the foundation for our two proposed Graduate Writing Certificates: it will be taken by students in both the Professional Writing Certificate and the Creative Writing Certificate and is designed to introduce students from both focus areas to key concepts in writing and presentation that apply to across these fields.

C) School of Nursing

1) [NURS - 6212 - Nurse Educator Practicum II](#)

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.

D) Graduate School

1) [Post-Baccalaureate Professional Development Certificate](#)

Graduate New Program Request

Rationale: The rationale for offering the post-baccalaureate professional development certificate is the following: Skills enhancement – Improving and increasing an individual's skillset helps bridge gaps employers are experiencing with their workforce. Common gap areas include communication, management (of people and projects), critical thinking, and digital literacy. Elevates knowledge - Building upon existing knowledge allows individuals to develop a broader range of expertise to address complex, multifaceted problems in their fields and meet evolving industry needs. Increases career opportunities - By enhancing skills and elevating knowledge, individuals are equipped to be more adaptable and open to a wider variety of career opportunities, including advancement. Promotes lifelong learning – From newly earned bachelor's degree recipients to individuals who earned their bachelor's degree twenty-five years ago or more, this certificate fosters a growth mindset by motivating individuals to enhance their skills, improve their knowledge, and expand career opportunities. Encourages graduate degree attainability – Allowing eligible students to use all the credit hours required for this certificate to count towards a UWG graduate degree supports increased enrollment and graduation rates.

2) [Accelerated Bachelor's to Master's Policy](#)

3) [Multiple Graduate Degrees Policy](#)

6. Old Business

a. None

7. New Business

A) Focused discussion on finding a solution to improve faculty peer to peer, horizontal, information sharing.

8. Announcements

9. Adjourn

Addendum I

PROPOSED REVISION TO THE FACULTY SENATE STANDING COMMITTEE SYSTEM

This proposal would revise subsection “J. Standing Committee, Membership and Purpose” of “Section 2. *Faculty Senate Organization*” of “ARTICLE IV. FACULTIES OF THE UNIVERSITY” of the “POLICIES AND PROCEDURES UNIVERSITY OF WEST GEORGIA.”

Rationale:

These changes are meant to improve how the faculty senate’s committee system functions. While some existing committee functions are consolidated, this proposal does not eliminate any existing functions or otherwise narrow the scope of the senate’s purview at all. The revised charges of the committees update and contemporize functions, responsibilities, and membership while addressing some areas of overlap in the current system. The proposed revisions address equity in workload and increase available expertise within the committees. These changes also significantly reduce the number of committee assignments academic units need to designate representatives to fill.

These changes are being driven by your current Faculty Senate leadership, not the administration, an external entity, or current events. The Senate Executive Committee, composed primarily of current committee chairs, has been working on this since last fall. Discussing the need for these changes dates to at least the previous academic year.

This is a complete revision to the faculty senate’s committee system. Every committee’s charge and membership has been revised. It is therefore essential to review this proposal beyond the structural overview provided below. **No committee responsibilities, duties or functions are eliminated or lost in this proposal.**

Overview:

Current:

1. Undergraduate Programs Committee
2. Graduate Programs Committee
3. Academic Programs Committee
4. Faculty Development Committee
5. Institutional Planning Committee
6. Facilities and Information Technology Committee
7. Student Affairs and Intercollegiate Activities
8. Budget Committee
9. Rules Committee
10. Diversity and Internationalization Committee
11. Teaching, Learning, and Assessment Committee

Proposed:

1. Undergraduate Programs Committee
2. Graduate Programs Committee
3. Academic Policies Committee
4. Faculty Affairs Committee
5. Student Affairs Committee
6. Teaching and Learning Committee
7. Strategic and Fiscal Advisory Committee
8. Rules Committee

Proposed Policy Language:

POLICIES AND PROCEDURES UNIVERSITY OF WEST GEORGIA

ARTICLE IV. FACULTIES OF THE UNIVERSITY

Section 2. Faculty Senate Organization

J. Standing Committee, Membership and Purpose

Each Faculty Senate Committee shall be assigned senators to its membership. Such assignments will be made by the Senate Executive Committee and Faculty Executive Secretary in consultation with the expressed preferences of each Senator.

1. Undergraduate Programs Committee

Purpose: to receive, review, consider, and make recommendations about requests for modifications to undergraduate curricula as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; as well as to conduct comprehensive program reviews.

Membership: seven senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); four administrators or their designated appointee: the Provost, the Registrar, the Dean of the Honors College, and the Executive Director of Interdisciplinary Programs; one student, appointed by SGA. (Total: 20)

2. Graduate Programs Committee

Purpose: to receive, review, consider, and make recommendations about requests for modifications to graduate curricula as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; as well as to conduct comprehensive program reviews.

Membership: seven senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); three administrators or their designated appointee: the Provost, the Registrar, and the Dean of the Graduate School; one graduate student, appointed by SGA. (Total: 19)

3. Academic Policies Committee

Purpose: to provide advice, review and recommend policy and procedures concerning undergraduate and graduate academic policies, including, but not limited to: advising, admissions, transfers, retention, progression, candidacy, graduation, appeals, registration, University calendar, class scheduling, final examination scheduling, testing, advanced placement and other programs regarding dual enrolled students, commencement, and catalog; to consider student petitions for exceptions to academic policy, including graduation requirements, as authorized by the Provost and Vice President for Academic Affairs; to review the impact of current academic policies and procedures. It is recommended that members of this committee also serve as Senate representatives on non-Senate university committees designated for decision making regarding the above

items. The chair of the Academic Policies Committee, or their designee, will represent the Senate on the university calendar committee.

Membership: seven senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); three administrators or their designated appointee: the Provost, the Registrar, the Dean of the Graduate School; one undergraduate and one graduate student appointed by the SGA. (Total: 20)

4. Faculty Affairs Committee

Purpose: to provide advice, review and recommend policy and procedures for all aspects of faculty affairs, including, but not limited to: appointments, promotions, tenure, grievances, discipline and dismissals; to serve as the Faculty Hearing Committee in accordance with the Board of Regents established faculty grievance process; to determine the allocation of UWG funded grant support; to review the impact of current policies and procedures related to faculty affairs; to serve in an advisory capacity on faculty and institutional research, inclusion, diversity, equity, sponsored projects, and other faculty development issues as may be requested by administration. The committee serves in a facilitative and advisory capacity to the Provost and other administrative leaders as appropriate to fulfill its purpose. It is also recommended that a member of this committee serve on the university's advisory committee on honorary degrees.

Membership: seven senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); two administrators or their designated appointee: the Provost appointee and the University Counsel. (Total: 17)

5. Student Affairs Committee

Purpose: to provide advice, review and recommend policy and procedures for all aspects of student affairs and co-curricular experience, including, but not limited to: campus student life experience and services, student-community engagement, athletics, inclusion, diversity, equity, e-Sports, and campus safety. The committee serves in a facilitative and advisory capacity to the Vice President for Student Affairs, Vice President for Enrollment Management, Chief of Police, Director of Athletics and other administrative leaders as appropriate to fulfill its purpose. It is recommended that members of this committee be invited to serve on related committees across campus, e. g., SAFBA.

Membership: six senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); five administrators or their designated appointee: the Provost, the Vice President for Student Affairs, the Vice President for Strategic Enrollment Management, Chief of Police, and the Director of Athletics; and two students: one appointed by SGA and one student-athlete. (Total: 21)

6. Teaching and Learning Committee

Purpose: to provide advice, review and recommend policy and procedures for all matters related to pedagogy, including, but not limited to: teaching, learning, assessment, inclusion, diversity, equity, accessibility, and any technology impacting the academic mission. The committee serves in a facilitative and advisory capacity to the Provost, the Chief Information Officer, Director of the Institute for Faculty Excellence, Director of UWG Online, Executive

Director of Institutional Effectiveness and Assessment, and other administrative leaders as appropriate to fulfill its purpose. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology fees committee, assessment committees, and any committees dealing with the QEP or SACSCOC.

Membership: six senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); five administrators or their designated appointee: the Provost, the Chief Information Officer, the Director of UWG Online, the Director of the Institute for Faculty Excellence, and the Executive Director of Institutional Effectiveness and Assessment; one student, appointed by SGA. (Total: 20)

7. Strategic and Fiscal Advisory Committee

Purpose: to provide advice, review, make recommendations, advance faculty perspectives, and promote accountability and transparency for all matters related to university purposes, goals, and strategic direction, including, but not limited to: the university budget and resource allocation; the institution's direction, long-term strategy, and related matters, such as recruitment efforts; campus planning, development, and facilities; the university's strategic plan. The committee serves in a facilitative and advisory capacity to the President, the Provost, the Vice President for Business and Financial Services, the Vice President for Administrative Services, the Vice President for Strategic Enrollment Management, and other administrative leaders as appropriate to fulfill its purpose. SFAC senators should represent the Senate and the Faculty on related university committees, such as the Strategic Plan.

Membership: six senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); five administrators or their designated appointee: the President, the Provost, the Vice President for Business and Financial Services, the Vice President for Administrative Services, and the Vice President for Strategic Enrollment Management; one student, appointed by SGA. (Total: 19)

8. Rules Committee

Purpose: to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate; to resolve disputes between Senate committees, to recommend clear, transparent, efficient, and effective rules for faculty participation in shared university governance; to consider appeals for cases of alleged violations to the rules; to coordinate revisions and updates to the UWG Faculty Handbook, Statutes, Bylaws, Policies, and Procedures, and any operating protocols the Senate establishes.

Membership: five senators; two administrators or their designated appointee: the Provost and the University General Counsel. (Total: 7)

Current Policy Language:

POLICIES AND PROCEDURES UNIVERSITY OF WEST GEORGIA

ARTICLE IV. FACULTIES OF THE UNIVERSITY

Section 2. Faculty Senate Organization

J. Standing Committee, Membership and Purpose

Each Faculty Senate Committee shall be assigned senators to its membership. Such assignments will be made by the Senate Executive Committee in consultation with the expressed preferences of each Senator.

1. Undergraduate Programs Committee

Purpose: to receive and consider requests for modifications to the undergraduate curriculum as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; as well as to review comprehensive program reviews.

Membership: ten senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); four administrators: the Registrar, a Provost appointee, the Dean of the Honors College, and the Executive Director of Interdisciplinary Programs; one student, appointed by SGA. (Total: 22)

2. Graduate Programs Committee

Purpose: to receive and consider requests for modifications to the graduate curriculum as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; to recommend policies and procedures concerning graduate programs, curriculum, admissions, transfers, admission to candidacy, eligibility for graduation, and appeals; to advise on incorporating diversity and inclusion into curricula as appropriate; as well as to review comprehensive program reviews, and to develop policies regarding graduate faculty.

Membership: five Senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); two administrators: the Dean of the Graduate School and one appointed by the Provost; the Registrar; one student, appointed by the Dean of the Graduate School. (Total: 16)

3. Academic Programs Committee

Purpose: to recommend policy and procedures concerning advising, undergraduate admissions, retention, progression and graduation, registration, University calendar, class scheduling, final examination scheduling, testing, advanced placement and other programs regarding dual enrolled students, commencement, and catalog-- including catalog content; to consider undergraduate student petitions for exceptions to academic policy, including graduation requirements, as authorized by the Provost and Vice President for Academic Affairs; and to advise with respect to Admissions, Enrollment Management, Learning Support, Testing, Registrar, Registration and Records. It is recommended that members of this committee also serve as Senate representatives on non-Senate university committees designated for decision making regarding the above items. The chair of the Academic Policies Committee will represent the Senate on the university calendar committee.

Membership: four senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); three administrators: the Registrar, one appointed by the Provost, and one appointed by the liaison for diversity, equity, and inclusion appointed by the Provost's Office; one student appointed by the SGA. (Total: 15)

4. Faculty Development Committee

Purpose: to recommend policy concerning appointments, promotions, tenure, grievances, discipline and dismissals; to serve as the Faculty Hearing Committee in accordance with the Board of Regents established faculty grievance process; to determine the allocation of UWG funded grant support; to serve in an advisory capacity on faculty and institutional research, institutional diversity, sponsored projects, and other faculty development issues as may be requested by administration. It is also recommended that a member of this committee serve on the university's advisory committee on honorary degrees.

Membership: five senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); three administrators: one appointed by the Provost and Vice President for Academic Affairs; one appointed by the liaison for diversity, equity, and inclusion appointed by the Provost's Office; and the University Counsel. (Total: 15)

5. Institutional Planning Committee

Purpose: to recommend policy concerning University purposes and goals (and to evaluate their degree of suitability and attainment), academic planning and growth, including the integration of technology into the strategic mission of the University, and SACSCOC and specialized accreditations; to advise regarding the development of Quality Enhancement Plans (QEP) and campus development; and to monitor the implementation of the University's strategic plan. IPC senators also represent the Senate and the Faculty on university committees that deal with SACSCOC, QEP, and the Strategic Plan.

Membership: four senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); two administrators: the Associate Vice President for Institutional Effectiveness and Assessment and one appointed by the Provost and Vice President for Academic Affairs; one student, appointed by SGA. (Total: 14)

6. Facilities and Information Technology Committee

Purpose: to serve in an advisory capacity to the Vice President for Business and Financial Services and the Vice President and Chief Operating Officer for Administrative Services; to recommend policy and procedures concerning campus planning and development, auxiliary services, campus security and safety, campus facilities and services such as network, telephone, server, other IT systems, mail services, parking and traffic control, physical plant, and environmental and sustainability issues. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology committees, Vehicle Incident Review Panel.

Membership: three senators; one faculty member elected from each of the major academic units (colleges, schools, and the library); five administrators, one appointed by the Provost and Vice President for Academic Affairs; one by the Vice President for Business and Financial Services; one by the Vice President and Chief Operating Officer for Administrative Services; one by the Senior Associate Vice President for Auxiliary Enterprises and Business Services; one by the Assistant Vice President for Information Technology; one by the Police Department; and the Chair of the Staff Advisory Council; one student, appointed by SGA. (Total: 22)

7. Student Affairs and Intercollegiate Activities

Purpose: To foster a collaborative environment between faculty and students in co-curricular affairs and activities that ensures student success and a positive student experience across campus and within the community. As a result, the committee has two relationships with the administration. The committee serves in a facilitative and advisory capacity to the Vice President for Student Affairs, Vice President for Enrollment Management, Director of Athletics, and e-Sports Coach regarding policy and procedures and other student matters referred to the committee to ensure positive student experience, relevance, placemaking, and academic success. It is recommended that members of this committee be invited to serve on related committees across campus, e. g., SAFBA, athletic budget, recruitment, and graduation ceremony planning committee. The Student Athletics sub-committee serves in a facilitative and advisory capacity to advise on policy and procedures concerning student athletic admission standards, athletic budgets, program expansion or reduction, membership in associations; and to support the enforcement of conference, association, and accreditation rules and regulations. The sub-committee will foster a collaborative effort with Athletics and University Advancement to ensure student-athlete success across campus. The members of this sub-committee will be chosen by the committee as a whole and will consist of 3 Senators and 3 Representatives.

Membership: Six Senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); the University's NCAA Faculty Athletics Representative; six administrators: one appointed by the Provost and Vice President for Academic Affairs, one by the Vice President for Student Affairs, one by the Vice President for Enrollment Management, one by the Dean of the Graduate School, one by the e-Sports Coach, and one by the Director of Athletics; and four students: one appointed by SGA, one student-athlete, one student e-athlete, and one appointed by the Dean of the Graduate School. The University's NCAA Faculty Athletics Representative; the member appointed by the Director of Athletics; and the student-athlete will sit on the Athletics subcommittee. (Total: 28)

8. Budget Committee

Purpose: to serve in an advisory capacity to the Vice President for University Advancement and Vice President of Business and Financial Services; to review the budget of the University and make recommendations regarding prioritization, distribution, and implementation to the President and the Vice Presidents of the University; and to consult on discussions concerning salaries and benefits.

Membership: four senators; one faculty member elected from each of the major academic units (colleges, schools and the Library); five administrators: the Director of Budget Services and one each appointed by the Provost, the Vice President for Student Affairs and Enrollment Management, the Vice President for Business and Financial Services, the Vice President for University Advancement; one student, appointed by SGA. (Total: 17)

9. Rules Committee

Purpose: to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate; to resolve disputes between Senate committees, to recommend clear, transparent, efficient, and effective rules for faculty participation in shared university governance; to consider appeals for cases of alleged violations to the rules; to recommend and to coordinate revisions and updates to the UWG Faculty Handbook, Statutes, Bylaws, Policies, and Procedures, and any operating protocols the Senate establishes.

Membership: four senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); two administrators: the University General Counsel; and one appointed by the Provost. (Total: 13)

10. Diversity and Internationalization Committee

Purpose: to advise the liaison for diversity, equity, and inclusion appointed by the Provost's Office; to advise the Center for Diversity and Inclusion; to advise on issues of internationalization; to advise and consult regarding adherence to Title IX requirements; to advise on incorporating diversity and inclusion into curricula as appropriate. One member of the committee will represent Faculty Senate on the Education Abroad Advisory

Council. It is also recommended that a member of this committee serve on other related committees across campus, e.g. Presidential Committee on Campus Inclusion.

Membership: three senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); four administrators: the University General Counsel, one appointed by the Director of International Student Admissions and Programs, one appointed by the Provost, a liaison for diversity, equity, and inclusion appointed by the Provost's Office; and one student, appointed by SGA (Total: 15)

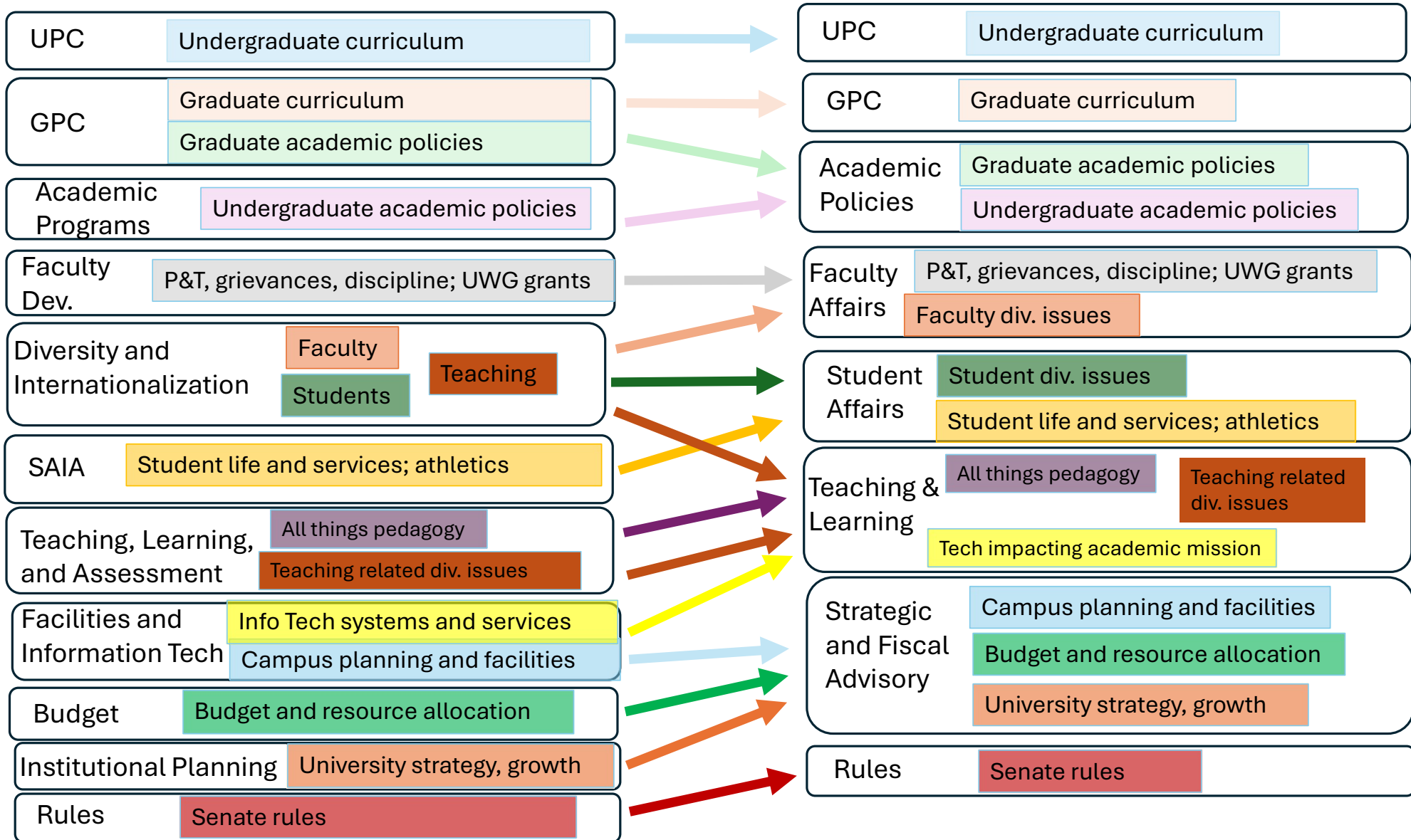
11. Teaching, Learning, and Assessment Committee

Purpose: to advise the following campus entities on teaching, learning, and assessment especially as they relate to diversity, equity, and inclusion:

- the Provost and Vice President for Academic Affairs;
- the Vice President for Information Technology and Chief Information Officer;
- the Center for Teaching and Learning;
- the Executive Director of Extended Learning (eCore, Continuing Education, Distance and Distributed Education, UWG Newnan, and UWG's eCampus affiliations);
- the Office of Institutional Effectiveness and Assessment;
- the QEP Committee.

It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology fees committee, assessment committee.

Membership: three senators; one faculty member elected from each of the major academic units (colleges, schools, and the Library); four administrators: one appointed by the Provost and Vice President for Academic Affairs, one appointed by the Associate Vice President for Information Technology and Chief Information Officer, one appointed by the Executive Director of Extended Learning, and the Director of Assessment; one student, appointed by SGA. (Total: 15)



UWG Faculty Senate Restructuring Proposal 2025 Committee Size and Composition Comparison

Current Committee Structure:					Proposed New Committee Structure:				
	Senators	Reps*	Admin/ Student	Total		Senators	Reps	Admin/ Student	Total
1 UPC	10	8	5	23	1 UPC	7	8	5	20
2 GPC	5	8	3	16	2 GPC	7	8	4	19
3 APC	4	8	4	16	3 APC	7	8	5	20
4 FDC	5	8	3	16	4 FAC	7	8	2	17
5 IPC	4	8	3	15	5 SAC	6	8	7	21
6 FITC	3	8	7	18	6 TLC	6	8	6	20
7 SAIA	6	8	10	24	7 SFAC	6	8	5	19
8 Budget	4	8	6	18	8 Rules	5	0	2	7
9 Rules	4	8	2	14					
10 D&I	3	8	5	16					
11 TLA	3	8	5	16					
TOTALS	51	88	53	192	TOTALS	51	56	36	143
					Difference	0	(32)	(17)	(49)

* Number of representatives based on 2025 college/school structure including CHASS and Perry College.

Addendum II

UNIVERSITY OF WEST GEORGIA

Academic Calendar

2027-2028

FALL SEMESTER, 2027 (75 Days)

August 11	Classes begin
September 4	No Saturday classes
September 6	Labor Day Holiday (no classes, offices closed)
October 7-8	Fall Break (no classes, offices open)
October 9	No Saturday classes
November 22-26	Thanksgiving Break (offices open 22nd, 23th, and 24th)
November 27	No Saturday classes
December 3	Classes end
December 4-10	Final Exams
December 10	Graduate Graduation - Friday
December 11	Undergraduate Graduation - Saturday
December 13	Grades due by noon

SPRING SEMESTER, 2028 (75 Days)

January 8	Classes begin
January 15	No Saturday classes
January 17	MLK Day Holiday (no classes, offices closed)
March 11	No Saturday classes
March 13-17	Spring Break (no classes, offices open)
March 18	No Saturday classes
May 1	Classes end
May 3-9	Final Exams
May 12	Graduate Graduation - Friday
May 13	Undergraduate Graduation – Saturday
May 15	Grades due by noon

SUMMER SEMESTER, 2028

SESSION I (11 days)

May 12	Session I classes begin
May 12	Drop/Add
May 26	Session I classes end
May 29	Memorial Day Holiday (no classes, offices closed)
May 30	Final Exams
July 24	Grades due by noon

SESSION II (31 days)

May 30	Session II classes begin
May 30-31	Drop/Add
June 19	Juneteenth Holiday (no classes, offices closed)
July 4	Independence Day Holiday (no classes, offices closed)
July 13	Session II classes end
July 14-17	Final Exams
July 24	Grades due by noon

SESSION III (17 days)

May 30	Session III classes begin
May 30	Drop/Add
June 19	Juneteenth Holiday (no classes, offices closed)
June 22	Session III classes end
June 23	Final Exams
July 24	Grades due by noon

SESSION IV (17 Days)

June 26	Session IV classes begin
June 26	Drop/Add
July 4	Independence Day Holiday (no classes, offices closed)
July 19	Session IV classes end
July 20	Final Exams
July 22	Degree Conferral
July 24	Grades due by noon

UNIVERSITY OF WEST GEORGIA

Academic Calendar

2028-2029

FALL SEMESTER, 2028 (75 Days)

August 9	Classes begin
September 2	No Saturday classes
September 4	Labor Day Holiday (no classes, offices closed)
October 5-6	Fall Break (no classes, offices open)
October 7	No Saturday classes
November 20-24	Thanksgiving Break (offices open 20th, 21st, and 22nd)
November 25	No Saturday classes
December 1	Classes end
December 2-8	Final Exams
December 8	Graduate Graduation - Friday
December 9	Undergraduate Graduation - Saturday
December 11	Grades due by noon

SPRING SEMESTER, 2029 (75 Days)

January 6	Classes begin
January 13	No Saturday classes
January 15	MLK Day Holiday (no classes, offices closed)
March 10	No Saturday classes
March 12-16	Spring Break (no classes, offices open)
March 17	No Saturday classes
April 30	Classes end
May 2-8	Final Exams
May 11	Graduate Graduation - Friday
May 12	Undergraduate Graduation – Saturday
May 14	Grades due by noon

SUMMER SEMESTER, 2029

SESSION I (11 days)

May 11	Session I classes begin
May 11	Drop/Add
May 25	Session I classes end
May 28	Memorial Day Holiday (no classes, offices closed)
May 29	Final Exams
July 23	Grades due by noon

SESSION II (31 days)

May 30	Session II classes begin
May 30-31	Drop/Add
June 19	Juneteenth Holiday (no classes, offices closed)
July 4	Independence Day Holiday (no classes, offices closed)
July 13	Session II classes end
July 16-17	Final Exams
July 23	Grades due by noon

SESSION III (17 days)

May 30	Session III classes begin
May 30	Drop/Add
June 19	Juneteenth Holiday (no classes, offices closed)
June 22	Session III classes end
June 25	Final Exams
July 23	Grades due by noon

SESSION IV (17 Days)

June 26	Session IV classes begin
June 26	Drop/Add
July 4	Independence Day Holiday (no classes, offices closed)
July 19	Session IV classes end
July 20	Final Exams
July 21	Degree Conferral
July 23	Grades due by noon

Addendum III

Special Education, B.S.Ed.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

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](#).

School/ Department*

Department of Special 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* Special Education, B.S.Ed.

Program ID - DO NOT EDIT* 4586

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science in Education

Program Description* The Bachelor of Science Degree in Special Education (B.S.Ed.) is a fully online program that provides teacher candidates with the skills and knowledge to educate and advocate for students with disabilities from P-12 school settings. Built upon a rigorous and relevant curriculum, this practice-oriented program ensures the preparation of high-quality educators who are well-versed in both theoretical knowledge and practical applications. Candidates undergo four full semesters of diverse grade-level practicum experiences, which allows students to apply theoretical knowledge in real-world settings. With the fully online modality, our undergraduate students can work full-time as paraprofessionals while earning their degree, with district-partnership agreements. The program offers students the choice between three distinct concentrations: Adapted, General, and Dual Concentrations. Students also have the opportunity to pursue an Accelerated Bachelors to Masters program within our Adapted and General concentrations.

The Adapted Curriculum Concentration is designed to prepare teacher candidates to serve students who are working on modified curriculum standards, require substantial adaptations that support access to the general curriculum, and participate in the state-adopted alternate assessments. This concentration requires 123 credit hours.

The General Curriculum Concentration is designed to prepare teacher candidates to serve students with mild to moderate disabilities who are working on general curriculum standards and participate in the state-adopted general content standards assessments. This concentration requires 123 credit hours.

The Dual Certification in Special Education General Curriculum/Elementary Education leads to a dual Georgia Level 4 certification in Special Education General Curriculum/Elementary Education (P-5). This program prepares teacher candidates to provide instruction or instructional support to all students in grades P-5 as a special education teacher or general education teacher. The dual certification program requires 127 credit hours. While many graduates of the B.S.Ed. program in Special Education choose to teach children with exceptionalities in schools, some students may choose other jobs in related social service areas or pursue teacher certification in additional specialty areas at the graduate/post-baccalaureate level.

The Accelerated Bachelors to Masters Concentration (ABM) in Special Education offers the opportunity for qualifying students to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. The ABM pathway in Special Education allows exceptional students to count up to six (6) hours in the M.Ed. program towards both degrees. Upon successfully completing the undergraduate B.S.Ed. in Special Education, students with a satisfactory grade point average and a grade of "B" or higher in all graduate courses completed at UWG may move to full graduate status in the M.Ed. in Special Education program. The two Masters level courses taken as an undergraduate will be applied toward the M.Ed. graduate degree. This concentration requires 123 credit hours for the General and Adapted Curriculum tracks and 127 credit hours for the Dual concentration track.

Our courses adhere to the Council for Exceptional Children and GaPSC Standards. Students are admitted in the Fall semester each year.

Program Location*

Online

Curriculum Information

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Courses

See catalog and advisor in major area

Physical Education Requirement

PWLA 1600 Personal Wellness
[After] PWLA (activity course) 1

Courses Required for the Degree

all Concentrations

SPED 3750 Diverse Experiences Practicum
SPED 4709 Ethics, Policies and Procedures in Special Education
SPED 4713 Collaboration in School Settings
[Right] OR
[After] **SPED 7724: Collaboration & Inclusion (ABM*)**
SPED 4789 Internship Seminar
CEPD 4101 Educational Psychology

Reading Courses

All Concentrations

READ 3251 Literacy Instruction through Children's and Adolescent Literature
READ 3262 Reading Methods and Assessment I (PK-2)
READ 4251 Reading Methods and Assessment II (3-5)
READ 3263 Writing Development and Instruction

Adapted Curriculum Concentration

SPED 3700 Introduction to Special Education and Severe Disabilities
SPED 3703 Behavior Modification
[Right] OR
[After] SPED 7750: Introduction to Applied Behavior Analysis (ABM*)
SPED 3704 Assessment of Students with Severe Disabilities
SPED 3760 Curriculum and Methods I: Students with Severe Disabilities
SPED 4760 Curriculum and Methods II: Students with Severe Disabilities
SPED 3751 Practicum I
SPED 3752 Practicum II
SPED 4786 Internship in Special Education
MEDT 3401 Integrating Technology into the Curriculum

General Curriculum Concentration

SPED 3702 Educational Evaluation of Children with Disabilities
SPED 3713 Introduction to Special Education and Mild Disabilities
SPED 3761 Mild Disabilities: Methods for Instruction
SPED 4761 Mild Disabilities: Advanced Methods of Instruction
SPED 3751 Practicum I
SPED 3752 Practicum II
SPED 4786 Internship in Special Education
MEDT 3401 Integrating Technology into the Curriculum
SPED 3714 Behavior and Classroom Management

[Right] OR

[After]

SPED 7750: Introduction to Applied Behavior Analysis (ABM*)

Dual Special Education General Curriculum/Elementary Education Concentration

ECED 3250 Teaching Elementary Mathematics 1

ECED 3260 Teaching Elementary Mathematics 2

**ECED 4261 Teaching Content and Process:
Social Studies Education**

**ECSE 4762 Teaching Content and Process:
Science Dual Certificate**

**MEDT 3402 Integrating Technology into the
Curriculum**

SPED 3753 Practicum I Dual Certification

SPED 3754 Practicum II Dual Certification

SPED 4790 Internship Dual Certification

**SPED 3702 Educational Evaluation of Children
with Disabilities**

**SPED 3713 Introduction to Special Education
and Mild Disabilities**

**SPED 3714 Behavior and Classroom
Management**

[After] OR

[After] **SPED 7750: Introduction to Applied Behavior
Analysis (ABM*)**

**SPED 3761 Mild Disabilities: Methods for
Instruction**

**SPED 4761 Mild Disabilities: Advanced Methods
of Instruction**

***ABM - Accelerated Bachelor's to Masters Concentration**

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* This program has previously been approved for the ABM option within general and adapted tracks under the Special Education B.S.Ed. program. The changes will add the ABM option to the dual track, therefore allowing all students in the Special Education undergraduate program to take advantage of this opportunity. Additionally, the track has been altered by replacing the graduate assessment course with a graduate behavior management course to align more effectively with the new Special Education Masters of Education program.

Specific changes:

- SPED 3704 (Adapted)- Assessment of Students with Severe Disabilities and SPED 3702 (general and dual)- Education Evaluation of Children with Disabilities was moved from Block 3 to Block 2 to allow a new course option for the ABM program.
- SPED 6716 and SPED 7721 were removed from the ABM program due to no longer being compatible with the new M.Ed. program plan.
- SPED 3703 (Adapted) - Behavior Modification and SPED 3714 (general and dual)- Behavior and Classroom Management were moved from Block 2 to Block 3 to be integrated in the new ABM program.
- SPED 7750 (Adapted, general, and dual)- Introduction to Applied Behavior Analysis was added as an ABM option across all three tracks in place of SPED 3703 (adapted) and SPED 3714 (general and dual)

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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

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



DEPARTMENT OF SPECIAL EDUCATION
COLLEGE OF EDUCATION

*B.S. Ed. Special Education Adapted Curriculum		*B.S. Ed. Special Education General Curriculum		*B.S. Ed. Special Education Dual Certification	
BLOCK 1	15	BLOCK 1	15	BLOCK 1	15
<i>SPED 3700: Intro to Special Education: Severe Disabilities</i>	3	<i>SPED 3713: Intro to Special Education- Mild Disabilities</i>	3	<i>SPED 3713: Intro to Special Education- Mild Disabilities</i>	3
<i>SPED 3750: Practicum: Diverse Experiences</i>	3	<i>SPED 3750: Practicum: Diverse Experiences</i>	3	<i>SPED 3750: Practicum: Diverse Experiences</i>	3
<i>CEPD 4101: Educational Psychology</i>	3	<i>CEPD 4101: Educational Psychology</i>	3	<i>CEPD 4101: Educational Psychology</i>	3
<i>READ 3251: Literacy Instruction through Children's and Adolescent Literature</i>	3	<i>READ 3251: Literacy Instruction through Children's and Adolescent Literature</i>	3	<i>READ 3251: Literacy Instruction through Children's and Adolescent Literature</i>	3
<i>MEDT 3401: Integrating Technology in Class</i>	3	<i>MEDT 3401: Integrating Technology in Class</i>	3	<i>ECED 3250: Teaching Elem Math I</i>	3
BLOCK 2	15	BLOCK 2	15	BLOCK 2	16
<i>READ 3262: Reading Methods and Assessment I (PK-2)</i>	3	<i>READ 3262: Reading Methods and Assessment I (PK-2)</i>	3	<i>READ 3262: Reading Methods and Assessment I (PK-2)</i>	3
<i>SPED 3704: Assessment of Students Severe Disabilities</i>	3	<i>SPED 3702: Ed. Eval of Children with Disabilities</i>	3	<i>SPED 3702: Ed. Eval of Children with Disabilities</i>	3
<i>SPED 3760: Curriculum & Methods: Adapted Curriculum I</i>	3	<i>SPED 3761: Mild Disabilities: Methods for Instruction</i>	3	<i>SPED 3761: Mild Disabilities: Methods for Instruction</i>	3
<i>READ 3263: Writing Development and Instruction</i>	3	<i>READ 3263: Writing Development and Instruction</i>	3	<i>READ 3263: Writing Development and Instruction</i>	3
<i>SPED 3751: Practicum I</i>	3	<i>SPED 3751: Practicum I</i>	3	<i>SPED 3753: Practicum I</i>	1
				<i>ECED 3260: Teaching Elem Math II</i>	3

*B.S. Ed. Special Education Adapted Curriculum		*B.S. Ed. Special Education General Curriculum		*B.S. Ed. Special Education Dual Certification	
				SUMMER	5
				<i>MEDT 3402: Integrating Technology in Class</i>	2
				<i>ECSE 4762: Teaching C&P: Science</i>	3
BLOCK 3	15	BLOCK 3	15	BLOCK 3	16
<i>SPED 4709: Special Ed. Policies and Procedures</i>	3	<i>SPED 4709: Special Ed. Policies and Procedures</i>	3	<i>SPED 4709: Special Ed. Policies and Procedures</i>	3
<i>SPED 3703: Behavior Modification</i>	3	<i>SPED 3714: Behavior and Classroom Management</i>	3	<i>SPED 3714: Behavior and Classroom Management</i>	3
**ABM option: SPED 7750: Introduction to Applied Behavior Analysis		**ABM option: SPED 7750: Introduction to Applied Behavior Analysis		**ABM option: SPED 7750: Introduction to Applied Behavior Analysis	
<i>SPED 4760: Curriculum & Methods: Adapted Curr. II</i>	3	<i>SPED 4761: Mild Disabilities Advanced Methods</i>	3	<i>SPED 4761: Mild Disabilities Advanced Methods</i>	3
<i>SPED 4713: Collaboration in School Settings</i>	3	<i>SPED 4713: Collaboration in School Settings</i>	3	<i>SPED 4713: Collaboration in School Settings</i>	3
** ABM Option: SPED 7724: Collaboration & Inclusion		**ABM Option: SPED 7724: Collaboration & Inclusion		**ABM Option: SPED 7724: Collaboration & Inclusion	
<i>SPED 3752: Practicum II</i>	3	<i>SPED 3752: Practicum II</i>	3	<i>SPED 3754: Practicum II</i>	1
				<i>ECED 4261: Teaching C&P: Soc. Stud. Ed.</i>	3
BLOCK 4	15	BLOCK 4	15	BLOCK 4	12
<i>READ 4251: Reading Methods and Assessment II (3-5)</i>	3	<i>READ 4251: Reading Methods and Assessment II (3-5)</i>	3	<i>READ 4251: Reading Methods and Assessment II (3-5)</i>	3
<i>SPED 4786: Internship in Special Education</i>	9	<i>SPED 4786: Internship in Special Education</i>	9	<i>SPED 4790: Internship in Special Education or Elementary Education</i>	6
<i>SPED 4789: Internship Seminar</i>	3	<i>SPED 4789: Internship Seminar</i>	3	<i>SPED 4789: Internship Seminar</i>	3
TOTAL Professional Education	60	TOTAL Professional Education	60	TOTAL Professional Education	64
TOTAL IMPACTS Core Coursework	63	TOTAL IMPACTS Core Coursework	63	TOTAL IMPACTS Core Coursework	63
TOTAL PROGRAM	123	TOTAL PROGRAM	123	TOTAL PROGRAM	127

* 100% Online courses with two semesters of in-field practicum and one semester of in-field internship

**ABM - Accelerated Bachelor's to Master's Degree Program

Changes and Rationale:

- SPED 3704 (Adapted)- Assessment of Students with Severe Disabilities and SPED 3702 (general and dual)- Education Evaluation of Children with Disabilities was moved from Block 3 to Block 2 to allow a new course option for the ABM program.
- SPED 6716 and SPED 7721 were removed from the ABM program due to no longer being compatible with the new M.Ed. program plan.
- SPED 3703 (Adapted) - Behavior Modification and SPED 3714 (general and dual)- Behavior and Classroom Management were moved from Block 2 to Block 3 to be integrated in the new ABM program.
- SPED 7750 (Adapted, general, and dual)- Introduction to Applied Behavior Analysis was added as an ABM option across all three tracks in place of SPED 3703 (adapted) and SPED 3714 (general and dual)
- These changes were necessary in order to align with the revised M.Ed. program plan.
- The Accelerated Bachelors to Masters (ABM) option was added to the Dual Certification track to provide the same opportunities offered to students on the General Curriculum and Adapted Curriculum tracks.

INSTRUCTIONS	CURRICULUM MAPPING				
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where</p>	DEPARTMENT:	Special Education		PL-SLO 1	
				Learner Development and Individual Learning Differences	
	PROGRAM:	BSEd Special Education	COURSES	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	
			1	SPED 3700	Introduced
			2	SPED 3713	Introduced
			3	SPED 3750	Introduced
		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	SPED 3703	Introduced
			5	SPED 3714	Introduced
			6	SPED 3760	Introduced
			7	SPED 3761	Introduced
		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	SPED 3751	Introduced
	9		SPED 3753	Introduced	
	10		SPED 4709	Reinforced	
	11		SPED 3704	Reinforced	

<p>your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>		12	SPED 3702	Reinforced	
	<p><u>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.</u></p>	13	SPED 4760	Mastered- Assessed	
		14	SPED 4761	Mastered- Assessed	
		15	SPED 4713	Reinforced	
		16	SPED 3752	Reinforced	
		17	SPED 3754	Reinforced	
		18	SPED 4786	Mastered, Assessed	
		19	SPED 4790	Mastered, Assessed	
		20	SPED 4789	Mastered, Assessed	
		<p>**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.</p>	21	CEPD 4101	
			22	READ 3251	
	22		MEDT 3401	Reinforced	
	23		ECED 3250		
	24		Read 3262		
	25		READ 3263		
	26		ECED 3260		
	27		MEDT 3402		
	28		ECSE 4762		
	29		ECED 4261		
	30	READ 4251			
31	SPED 7750 *ABM option	Reinforced			
32	SPED 7724 *ABM option	Reinforced			

TEMPLATE

PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7
Learning Environments	Curricular Content Knowledge	Assessment	Instructional Planning and Strategies	Professional Learning and Ethical practice	Collaboration
Beginning special educational professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being,	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities	Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and advance the	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally
Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
Introduced			Introduced	Introduced	Introduced
Introduced		Introduced	Introduced	Introduced	Introduced
Introduced		Introduced	Introduced	Introduced	Introduced
Introduced	Introduced	Introduced	Introduced		Introduced
Introduced	Introduced	Introduced	Introduced		Introduced
Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
		Reinforced	Reinforced	Reinforced	Reinforced
	Reinforced	Reinforced	Reinforced		Reinforced

	Reinforced	Reinforced	Reinforced		Reinforced
Mastered- Assessed	Mastered- Assessed	Mastered- Assessed	Mastered- Assessed		Mastered- Assessed
Mastered- Assessed	Mastered- Assessed	Mastered- Assessed	Mastered- Assessed		Mastered- Assessed
Reinforced	Reinforced	Reinforced	Reinforced		Mastered
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
Mastered, Assessed	Mastered, Assessed	Mastered, Assessed	Mastered, Assessed	Mastered, Assessed	Mastered, Assessed
Mastered, Assessed	Mastered, Assessed	Mastered, Assessed	Mastered, Assessed	Mastered, Assessed	Mastered, Assessed
Mastered, Assessed	Mastered, Assessed	Mastered, Assessed	Mastered, Assessed	Mastered, Assessed	Mastered, Assessed
	Reinforced		Reinforced	Reinforced	
	Reinforced		Reinforced	Reinforced	
	Reinforced		Reinforced	Reinforced	
	Reinforced		Reinforced	Reinforced	
	Reinforced		Reinforced	Reinforced	
	Reinforced		Reinforced	Reinforced	
	Reinforced		Reinforced	Reinforced	
	Reinforced		Reinforced	Reinforced	
	Reinforced		Reinforced	Reinforced	
	Reinforced		Reinforced	Reinforced	
Reinforced		Reinforced	Reinforced	Reinforced	Reinforced
	Reinforced	Reinforced	Reinforced		Reinforced

B.A. Revision

To: CHASS Executive Committee, Undergraduate Programs Committee, & Faculty Senate

FR: Art BA, English, History, International Economic Affairs, International Languages and Cultures, Philosophy, Theatre BA

RE: Revision to Bachelor of Arts Degree Requirements

DT: January 29, 2025

Proposal: Remove item #7 from the list of Specific Requirements for a Bachelor of Arts degree (*UWG Undergraduate Catalog*, p. 91)

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

Rationale: The rationale for this change is that current BA programs (with the exception of International Languages and Cultures, which voted against the change) wish to set language requirements individually rather than having a language requirement that applies to all BA programs. There is no University System of Georgia requirement for a BA degree. UWG recognizes the authority of faculty in individual programs to set their degree requirements (see the definition of the BS), and this change would bring the BA into alignment with the BS, which does not have any requirements on specific course content aside from university-wide requirements (see Appendix A). SACSCOC 10.4c places primary authority of the content, quality, and effectiveness of the curriculum with the faculty.

Process: BA programs in the School of Humanities (English, History, ILC, and Philosophy) met in fall 2024 via a working group to discuss these changes. The majority of programs voted to remove item #7. We subsequently informed colleagues overseeing BA programs in Art, Theatre, and International Economic Affairs. They were not part of the decision process because they had earlier sent notification of their intention to consolidate their BA programs with other degree programs in their areas. None expressed any objection to the proposed change.

Appendix A – requirements for BA and BS degrees at UWG

Specific Requirements for Bachelor of Arts Degree

1. A minimum of 120 hours of academic college work in an approved program and completion of the physical education requirement of the college from which one takes a degree. The approved program must include 42 semester hours in the Core IMPACTS and 18 semester hours in the Field of Study.
2. A minimum of 39 semester hours of work in courses numbered 3000 or above. Twenty-one of these hours must be in the major field and 12 of these hours must be taken at West Georgia.

3. Thirty-three semester hours must be completed in residence. Twenty of these hours must be in the senior year.
4. Attain a minimum institutional grade point average of 2.0 and a minimum grade point average of 2.0 in the courses used to satisfy the major.
5. Major courses and professional education sequence courses are not to be taken by correspondence or extension. Not more than 30 hours of the program and none of the professional education sequence may be done by extension or correspondence, nor may more than 30 hours be completed at off-campus sites.
6. If in a program involving teacher certification at the secondary level, the student must meet the requirements outlined under College of Education in the following sections: Admission to Teacher Education, Eligibility, Education Blocks, and Education Program Completion Requirements.
7. Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete (FREN/GRMN/SPAN 2002 or the equivalent in another language) OR an approved 2000-level FORL course.
8. Satisfactorily complete POLS 1101 and HIST 2111 or HIST 2112.

Specific Requirements for Bachelor of Science Degree

1. A minimum of 120 semester hours of academic college work in an approved program and the physical education requirement of the college from which one graduates. The approved program must include 42 semester hours in the Core IMPACTS and 18 semester hours in the Field of Study.
2. A minimum of 39 semester hours of work in courses numbered 3000 or above. Twenty-one of these hours must be in the major field, and 20 of these hours in the major must be taken at West Georgia.
3. Thirty-three semester hours must be completed in residence. Eighteen of these hours must be in the senior year.
4. Attain a minimum institutional grade point average of 2.0, and a minimum grade point average of 2.0 in the courses used for the major.
5. Complete other requirements for the major listed by individual departments.
6. Complete the science major option of Core IMPACTS Areas M & T, if required.
7. Satisfactorily complete POLS 1101 and HIST 2111 or HIST 2112.
8. Not more than 30 hours of the program and none of the professional education sequence may be done by extension or correspondence, nor may more than 30 hours be completed at off-campus sites.

English, B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

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](#).

School/ Department*

School of Humanities

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

Is this a College of Education Program?* Yes No

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* English, B.A.

Program ID - DO NOT EDIT* 4537

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Description* For all tracks, English majors must earn a C or better in all English courses required for the major. This includes ENGL 1101, ENGL 1102, ENGL 2001, ENGL 2110, ENGL 2120, ENGL 2130, ENGL 2180 and ENGL 2190 as well as all upper-level ENGL courses that count toward the major.

For all tracks, English majors can take no more than 2 upper-level ENGL courses toward the major (6 credit hours) before completing the required 2000 and 3000-level courses for the major (ENGL 2001, ENGL 2110, ENGL 3000, and three of the following: ENGL 2060, ENGL 2120, ENGL 2130, ENGL 2180, ENGL 2190, and 3h max FREN/GRMN/SPAN 2001 or XIDS 2300-Intro to Linguistics).

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

* ENGL 1101 and ENGL 1102 are prerequisites for all courses from ENGL 2110 through ENGL 4386.

Field of Study: 18 Hours

Required Courses: 9 Hours

ENGL 2001, ENGL 2110, and FREN 1002 or GRMN 1002 or SPAN 1002.

ENGL 2001 Introduction to Literature
ENGL 2110 World Literature
FREN 1002 Elementary French II
GRMN 1002 Elementary German II
SPAN 1002 Elementary Spanish II

Choose three courses from the following: 9 Hours

Students must pick at least two ENGL courses from this category. Only one course from this list may be in FREN or GRMN or SPAN or XIDS.

*Note: The prerequisite for SPAN/FREN/GRMN 1002 is SPAN/FREN/GRMN 1001. English majors who do not take SPAN/FREN/GRMN 1001 in core IMPACTS areas I (Institutional Priorities) or A (Arts and Humanities) should take it in the English Field of Study area as one of their three optional courses. Students who have had at least three years of high school Spanish, French, or German may be able to test directly into SPAN/FREN/GRMN 1002 (or higher) via the Language Placement Exam administered by the International Languages and Cultures program. Consult the ILC website or speak with an advisor for details.

ENGL 2060 Introduction to Creative Writing
ENGL 2120 British Literature
ENGL 2130 American Literature
ENGL 2180 Studies in African-American Literature
ENGL 2190 Studies in Literature by Women
FREN 1001 Elementary French I
FREN 2001 Intermediate French I
GRMN 1001 Elementary German I
GRMN 2001 Intermediate German I
SPAN 1001 Elementary Spanish I
SPAN 2001 Intermediate Spanish I
XIDS 2300 Intro to Linguistics

Requirements for the Major (Upper-Division Courses): 30 Hours

A. English: 3 Hours

ENGL 3000 Research and Methodology

B. Literary History: 12 Hours *

Four (4) courses, one from each of the following areas:

ENGL 4000 Studies in British Lit. I
ENGL 4002 Studies in British Lit. II
ENGL 4003 Studies in American Lit. I
ENGL 4005 Studies in American Lit. II

[After] ***Students may take additional offerings of Literary History courses as major electives.**

***Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4002 - British Romanticism and ENGL 4002 - Twentieth-Century British**

C. English Major Electives: 12 Hours*

Four courses selected from ENGL 3000- or 4000-level courses.

* No more than one (1) variable-credit, independent study or internship may be counted toward the major. Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4106 - Studies in Genre: Poetry and ENGL 4106 - Studies in Genre: Film.

D. ENGL 4384: Senior Seminar 3 Hours *

ENGL 4384 Senior Seminar

[After] No course may be substituted for the Senior Seminar.

*** Prerequisites: 2000-level ENGL courses in Field of Study, ENGL 3000, and 18 additional hours of upper-level ENGL courses with a C or higher;**

Minor and/or General Electives: 30 Hours *

*** A minor is not required for the B.A. English degree.**

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  and proceed.

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The BOR has removed the requirement that USG English B.A. degrees include study of a foreign language. The UWG English program believes that students of literature gain valuable insight on the structure of language itself from the study of a language other than English. However, for both practical and pedagogical reasons, we have decided that students do not need to complete that study through the 2000-level. The program has therefore decided to continue to require English majors to take foreign language at the 1000-level, but not at the 2000-level. This will decrease major requirements by two courses (since in order to complete the required 2000-level language courses, many students need to complete the prerequisite 1001/1002 sequence). This change will thus reduce bottlenecks and make it easier for students to graduate in a reasonable amount of time.

Currently, English majors must take a sequence of four foreign language courses (1001, 1002, 2001, and 2002). For students who declare or switch majors late, who fail or withdraw from these courses, or who do not begin the sequence until their junior year, this requirement can cause graduation delays. Reducing the requirement to two courses (1001 and 1002) ensures that English majors will continue to gain the skills and knowledge of language study without the time commitment of having to take a full four-course sequence. This proposed change will also give English majors the option to count the popular ENGL 2060, Intro to Creative Writing, as part of their Area F requirements, allowing us to accommodate diverse student interests in Area F and creating more pathways to graduation. Students may elect to count one (1) 2001 Foreign Language course or XIDS 2300--Intro to Linguistics in Area F if they desire to pursue more advanced competency in a language other than English.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI 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.

Program Map—BA in English, UWG (DRAFT)

Plan Your Degree

Disclaimer: 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 1

Term 1: Fall

Course Name	Credit Hours
C1: ENGL 1101 English Composition I	3
M: MATH 1001 OR 1111 Quantitative Skills & Reasoning or College Algebra	3
A1: Fine Arts	3
S1: HIST 1111 OR 1112 World History	3
S2: Social Science	3

Milestones:

- Complete ENGL 1101 with a C or better.
- Earn 15 or more credit hours.

Term 2: Spring

Course Name	Credit Hours
C2: ENGL 1102 English Composition II	3
A2: HUMANITIES (Recommended: FL 1001) Elementary Foreign Language I (French, German or Spanish)	3
P2: POLS 1101 American Government	3
P1: HIST 2111 OR 2112 US History	3
I1: Written and Oral Communication	3

Milestones:

- Complete ENGL 1102 with a C or better.
- Earn 15 or more credit hours.

15 Fall Credit Hours + 15 Spring Credit Hours = 30 Credit Hours

YEAR 2

Term 1: Fall

Course Name	Credit Hours
F: ENGL 2001 Introduction to Literature	3
F: FL 1002 Elementary Foreign Language II (French, German or Spanish)	3
F: ENGL 2060, 2120, 2130, 2180, OR 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300-Intro to Linguistics) British Literature, American Literature, African American Literature, or Women's Literature	3
T1: Science + Lab	4
I2: Institutional Options	2

Milestones:

- Complete ENGL 2001.
- Complete Foreign Language Requirement.
- Earn 15 or more credit hours.

Term 2: Spring

Course Name	Credit Hours
F: ENGL 2060, 2120, 2130, 2180, OR 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300- Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
F: ENGL 2110	3
World Literature	
F: ENGL 2060, 2120, 2130, 2180, 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300- Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
ENGL 3000	3
Research & Methodology	
T3: STEM Course	3

Milestones:

- Complete ENGL 2110, complete Area F.
- Earn 15 or more credit hours.

15 Fall Credit Hours + 15 Spring Credit Hours = 30 Credit Hours

YEAR 3

Term 1: Fall

Course Name	Credit Hours
ENGL 4000 Studies in British Lit I	3
ENGL 4002 Studies in British Lit II	3
T2: Non-lab Science	3
Minor/Elective	3
Minor/Elective	3

Milestone:

- Complete Core IMPACTS.

Term 2: Spring

Course Name	Credit Hours
ENGL 4003 Studies in American Literature I	3
ENGL 4005	3

Term 2: Spring

Course Name	Credit Hours
Studies in American Literature II	
ENGL Course	3
Minor/Elective	3
Minor/Elective	3

Milestone:

- **Complete Literary History Requirement.**

15 Fall Credit Hours + 15 Spring Credit Hours = 30 Credit Hours

Additional Information:

- **Students need to take all four literary history courses (ENGL 4000, 4002, 4003, 4005), but they may take these courses in any order.**

YEAR 4

Term 1: Fall

Course Name	Credit Hours
ENGL Course	3
ENGL Course	3

Term 1: Fall

Course Name	Credit Hours
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Minor/Elective	3
-----------------------	----------

Minor/Elective	3
-----------------------	----------

Minor/Elective	3
-----------------------	----------

Term 2: Spring

Course Name	Credit Hours
--------------------	---------------------

ENGL 4384	3
------------------	----------

Senior Seminar	
----------------	--

ENGL Course	3
--------------------	----------

Minor/Elective	3
-----------------------	----------

Minor/Elective	3
-----------------------	----------

Minor/Elective	3
-----------------------	----------

BA

English

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY25
<p>SLO 1 Identify and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.</p>	Relevance-Goal 1	Graduating seniors are required to take ENGL 4384: Senior Seminar , a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.	The English Program's goal is to have 90% of each cohort demonstrate the skills of LO1, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete.	

<p>SLO 2 Apply critical thinking skills to analyze, synthesize, and evaluate information and ideas from diverse oral, written, and/or visual sources.</p>	<p>Relevance-Goal 5</p>	<p>Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.</p>	<p>The English Program's goal is to have 90% of each cohort demonstrate the skills of LO2, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete.</p>	
<p>SLO 3 Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English studies as a discipline.</p>	<p>Competitiveness-Goal 2</p>	<p>Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.</p>	<p>The English Program's goal is to have 90% of each cohort perform at Proficient or higher in all three areas of student learning. For LO3, the student writing will be professional, grammatical, and properly cited, although some minor errors may remain in grammar or spelling and the organization might not always be perfect.</p>	

AY26	AY27	Interpretation & Use of Results	Improvement Plan

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE							
	DEPARTMENT:			PL-SLO 1	PL-SLO 2	PL-SLO 3		
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	School of Humanities							
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	BA English	COURSES		Identify and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.	Apply critical thinking skills to analyze, synthesize, and evaluate information and ideas from diverse oral, written, and/or visual sources	Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English studies as a		
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.)		1	ENGL 1101					
		2	ENGL 1102					
		3	ENGL 2001					
		4	ENGL 2050					
	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.		5	ENGL 2060				
			6	ENGL 2080/FILM 2080				
			7	ENGL 2110				
	4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)		8	ENGL 2120				
		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.		9	ENGL 2130			
				10	ENGL 2180			
				11	ENGL 2190			
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.		12	ENGL 3000	I/R	I/R	I/R	
			12	ENGL 3160/PHIL 3160		R	R	
		MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13	ENGL 3200	I/R	I/R	
				14	ENGL 3350		R	R
			15	ENGL 3400	R	R	R	
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced		16	ENGL 3405		R	R		

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.

****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.**

17	ENGL 3410		R	R
18	ENGL 3415		R	R
19	ENGL 4000	R	R	R
20	ENGL 4002	R	R	R
21	ENGL 4003	R	R	R
22	ENGL 4005	R	R	R
23	ENGL 4106	R	R	R
24	ENGL 4108	R	R	R
25	ENGL 4109		R	R
26	ENGL 4170	R	R	R
27	ENGL 4180	R	R	R
28	ENGL 4185	R	R	R
29	ENGL 4188	R	R	R
30	ENGL 4210	R/M	R/M	R/M
31	ENGL 4295	R	R	R
32	ENGL 4300	R	R	R
33	ENGL 4304		R	R
34	ENGL 4310	R	R	R
35	ENGL 4381	R	R	R
36	ENGL 4384	R/M (A)	R/M (A)	R/M (A)
37	ENGL 4385	R	R	R
38	ENGL 4386		R	R
39	ENGL 4405		R/M	R/M

40	ENGL 4415		R	R
41	FREN 1001			
42	FREN 1002			
43	FREN 2001			
44	GRMN 1001			
45	GRMN 1002			
46	GRMN 2001			
47	SPAN 1001			
48	SPAN 1002			
49	SPAN 2001			
50	XIDS Z300-Intro to Linguistics			

English, B.A. (Accelerated Bachelors to Masters (ABM) Track)

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

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](#).

School/ Department*

School of Humanities

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes No

Is this a College of Education Program?*

Yes No

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

Yes
 No

Is this an Accelerated Bachelors to Masters program related proposal?*

Yes
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*

Yes
 No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

Program
 Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* English, B.A. (Accelerated Bachelors to Masters (ABM) Track)

Program ID - DO NOT EDIT* 4708

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Description* The Accelerated Bachelor's to Master's Degree Track in English at the University of West Georgia allows outstanding students who major in English or English Education to begin earning credit toward a graduate degree while completing their Bachelor's degree. Exceptional students admitted to the program may count up to six (6) hours in the M.A. capstone and thesis track toward both degrees. Upon completion of the undergraduate B.A. in English or B.A. in English Education, 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.A. in English graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree.

Eligibility Requirements

Students applying for the ABM Track in English must:

Have completed at least 90 hours toward a B.A. in English or B.A. in English Education.

Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.

Have a UWG GPA of 3.5 or higher or an English major GPA of 3.75 or higher and must maintain that GPA while they are undergraduates.

Have taken English 3000.

Meet all admission requirements for the M.A. in English with the exception of the complete B.A. in English or B.A. in English Education.

Students applying for the accelerated program will not be required to take standardized admissions tests.

Application Process

Meet with your advisor to discuss the program. This should take place when the student has reached a minimum of 60 hours and completed all Field of Study coursework.

Complete an application form for the Accelerated Bachelor's to Master's Degree (ABM) Track. This should take place in the semester before the student earns 90 hours.

Complete a graduate application for the graduate degree program and submit all required documents for admission. This should occur at the same time that a student applies for the ABM Track.

Once a student has been accepted to the ABM track, the student should follow the prescribed plan of study and take only the courses approved for the ABM track. (Visit the department to obtain a full program sheet.) Students in the ABM will be classified as undergraduates. Once a student has earned the bachelor's degree, the student's classification will be changed to graduate student.

Approved Graduate Courses for the Accelerated Bachelor's to Master's track

The table below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for two such courses (in the M.A. capstone track or thesis track, which both require 30 hours of coursework). Undergraduate students admitted to the ABM track should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below.

Graduate Course

Replaced Undergraduate Course

ENGL 6105-Seminar in British Literature I

ENGL 4000-Studies in British Literature I

ENGL 6110-Seminar in American Literature I

ENGL 4003-Studies in American Literature I

ENGL 6115-Seminar in British Literature II

ENGL 4002-Studies in British Literature II

ENGL 6120-Seminar in American Literature II

ENGL 4005-Studies in American Literature II

Status* Active-Visible Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

*ENGL 1101 and ENGL 1102 are prerequisites for all courses from ENGL 2110 through ENGL 4386 .

Field of Study: 18 Hours

Required Courses: 9 Hours

ENGL 2001 Introduction to Literature

ENGL 2110 World Literature

[Before]and

FREN 1002 Elementary French II

[Before]or

GRMN 1002 Elementary German II

[Before]or

SPAN 1002 Elementary Spanish II

Choose three courses from the following: 9 Hours

Students must pick at least two ENGL courses from this category. Only one course from this list may be in FREN or GRMN or SPAN or XIDS.

*Note: The prerequisite for SPAN/FREN/GRMN 1002 is SPAN/FREN/GRMN 1001.

English majors who do not take SPAN/FREN/GRMN 1001 in core IMPACTS areas I (Institutional Priorities) or A (Arts and Humanities) should take it in the English Field of Study area as one of their three optional courses. Students who have had at least three years of high school Spanish, French, or German may be able to test directly into SPAN/FREN/GRMN 1002 (or higher) via the Language Placement Exam administered by the International Languages and Cultures program. Consult the ILC website or speak with an advisor for details.

ENGL 2120 British Literature
ENGL 2130 American Literature
ENGL 2180 Studies in African-American Literature
ENGL 2190 Studies in Literature by Women
FREN 1001 Elementary French I
FREN 2001 Intermediate French I
GRMN 1001 Elementary German I
GRMN 2001 Intermediate German I
SPAN 1001 Elementary Spanish I
SPAN 2001 Intermediate Spanish I
XIDS 2300 Intro to Linguistics

Requirements for the Major (Upper-Division Courses): 30 Hours

A. English: 3 Hours

ENGL 3000 Research and Methodology

B. Literary History: 12 Hours*

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ENGL 4000 Studies in British Lit. I
[Right] or ENGL 6105 British Literature I

ENGL 4002 Studies in British Lit. II
[Right] ENGL 6115 British Literature II

ENGL 4003 Studies in American Lit. I
[After] or ENGL 6110 American Literature I

Note:

Students may take additional offerings of Literary History courses as major electives.

*Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4002 - British Romanticism and ENGL 4002 - Twentieth-Century British

ENGL 4002 Studies in British Lit. II

C. English Major Electives: 12 Hours

Four courses selected from ENGL 3000- or 4000-level courses.

*No more than one (1) variable-credit, independent study or internship may be counted toward the major.

D. ENGL 4384: Senior Seminar 3 Hours*

*Prerequisites: 2000-level ENGL courses in Area F, ENGL 3000, and 18 additional hours of upper-level ENGL courses with a C or higher;

No course may be substituted for the Senior Seminar.

ENGL 4384 Senior Seminar

Minor and/or General Electives: 30 Hours*

*A minor is not required for the B.A. English degree.

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  and proceed.

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The BOR has removed the requirement that USG English B.A. degrees include study of a foreign language. The UWG English program believes that students of literature gain valuable insight on the structure of language itself from the study of a language other than English. However, for both practical and pedagogical reasons, we have decided that students do not need to complete that study through the 2000-level. The program has therefore decided to continue to require English majors to take foreign language at the 1000-level, but not at the 2000-level. This will decrease major requirements by two courses (since in order to complete the required 2000-level language courses, many students need to complete the prerequisite 1001/1002 sequence). This change will thus reduce bottlenecks and make it easier for students to graduate in a reasonable amount of time.

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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.

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 - None of these apply

- Check all that apply to this program***
- Significant departure from previously approved programs
 - New instructional site at which more than 50% of program is offered
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SACSCOC Comments

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4.) Curriculum Map Assessment

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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

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

Program Map—ABM (Accelerated Bachelors to Masters) in English, UWG

Plan Your Degree

Disclaimer: 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.

Students selecting the M.A. thesis or capstone track can count up to six (6) hours of graduate courses (6000-level) toward both degrees.

YEAR 1

Term 1: Fall

Course Name	Credit Hours
C1: ENGL 1101	3
English Composition I	
M: MATH 1001 OR 1111	3
Quantitative Skills & Reasoning or College Algebra	
A1: Fine Arts	3
S1: HIST 1111 OR 1112	3
World History	
S2: Social Science	3

Milestones:

- Complete ENGL 1101 with a C or better.
- Earn 15 or more credit hours.

Term 2: Spring

Course Name	Credit Hours
C2: ENGL 1102 English Composition II	3
A2: HUMANITIES (Recommended: FL 1001) Elementary Foreign Language I (French, German or Spanish)	3
P2: POLS 1101 American Government	3
P1: HIST 2111 OR 2112 US History	3
I1: Written and Oral Communication	3

Milestones:

- Complete ENGL 1102 with a C or better.
- Earn 15 or more credit hours.

15 Fall Credit Hours + 15 Spring Credit Hours = 30 Credit Hours

YEAR 2

Term 1: Fall

Course Name	Credit Hours
F: ENGL 2001 Introduction to Literature	3
F: FL 1002 Elementary Foreign Language II (French, German or Spanish)	3
F: ENGL 2060, 2120, 2130, 2180, OR 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300-Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
T1: Science + Lab	4
I2: Institutional Options	2

Milestones:

- Complete ENGL 2001.
- Complete Foreign Language Requirement.
- Earn 15 or more credit hours.

Term 2: Spring

Course Name	Credit Hours
F: ENGL 2060, 2120, 2130, 2180, OR 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300- Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
F: ENGL 2110	3
World Literature	
F: ENGL 2060, 2120, 2130, 2180, 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300- Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
ENGL 3000	3
Research & Methodology	
T3: STEM Course	3

Milestones:

- Complete ENGL 2110, complete Area F.
- Earn 15 or more credit hours.

15 Fall Credit Hours + 15 Spring Credit Hours = 30 Credit Hours

YEAR 3

Term 1: Fall

Course Name	Credit Hours
ENGL 4000 or ENGL 6105	
Studies in British Lit I or Seminar in British Literature I	3
ENGL 4002 or ENGL 6115	
Studies in British Lit II or Seminar in British Literature I	3
T2: Non-lab Science	3
Minor/Elective	3
Minor/Elective	3

Milestone:

- **Complete Core IMPACTS.**

Term 2: Spring

Course Name	Credit Hours
ENGL 4003 or ENGL 6110	3

Term 2: Spring

Course Name **Credit Hours**

Studies in American Literature I or

Seminar in American Literature I

ENGL 4005 or ENGL 6120

Studies in American Literature II or 3

Seminar in American Literature II

ENGL Course 3

Minor/Elective 3

Minor/Elective 3

Milestone:

- **Complete Literary History Requirement.**

15 Fall Credit Hours + 15 Spring Credit Hours = 30 Credit Hours

Additional Information:

- **Students need to take all four literary history courses (ENGL 4000, 4002, 4003, 4005), but they may take these courses in any order.**

YEAR 4

Term 1: Fall

Course Name	Credit Hours
ENGL Course	3
ENGL Course	3
Minor/Elective	3
Minor/Elective	3
Minor/Elective	3

Term 2: Spring

Course Name	Credit Hours
ENGL 4384	3
Senior Seminar	
ENGL Course	3
Minor/Elective	3
Minor/Elective	3
Minor/Elective	3

BA

English

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY25
<p>SLO 1 Identify and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.</p>	Relevance-Goal 1	Graduating seniors are required to take ENGL 4384: Senior Seminar , a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.	The English Program's goal is to have 90% of each cohort demonstrate the skills of LO1, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete.	

<p>SLO 2 Apply critical thinking skills to analyze, synthesize, and evaluate information and ideas from diverse oral, written, and/or visual sources.</p>	<p>Relevance-Goal 5</p>	<p>Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.</p>	<p>The English Program's goal is to have 90% of each cohort demonstrate the skills of LO2, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete.</p>	
<p>SLO 3 Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English studies as a discipline.</p>	<p>Competitiveness-Goal 2</p>	<p>Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.</p>	<p>The English Program's goal is to have 90% of each cohort perform at Proficient or higher in all three areas of student learning. For LO3, the student writing will be professional, grammatical, and properly cited, although some minor errors may remain in grammar or spelling and the organization might not always be perfect.</p>	

AY26	AY27	Interpretation & Use of Results	Improvement Plan

English, B.A. (Accelerated Bachelors to Masters (ABM) in English Education Track)

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department*

Is this a School of Nursing 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* English, B.A. (Accelerated Bachelors to Masters (ABM) in English Education Track)

Program ID - DO NOT EDIT* 4707

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Accelerated Bachelor's to Master's Degree Track in English at the University of West Georgia allows outstanding students who major in English or English Education to begin earning credit toward a graduate degree while completing their Bachelor's degree. Exceptional students admitted to the program may count up to six (6) hours in the M.A. capstone and thesis track toward both degrees. Upon completion of the undergraduate B.A. in English or B.A. in English Education, 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.A. in English graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree.

Eligibility Requirements

Students applying for the ABM track in English must:

Have completed at least 90 hours toward a B.A. in English or B.A. in English Education.

Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia.

Have a UWG GPA of 3.5 or higher or an English major GPA of 3.75 or higher and must maintain that GPA while they are undergraduates.

Have taken English 3000.

Meet all admission requirements for the M.A. in English with the exception of the complete B.A. in English or B.A. in English Education.

Students applying for the accelerated program will not be required to take standardized admissions tests.

Application Process

Meet with your advisor to discuss the program. This should take place when the student has reached a minimum of 60 hours and completed all Field of study coursework.

Complete an application form for the Accelerated Bachelor's to Master's Degree (ABM) Track. This should take place in the semester before the student earns 90 hours.

Complete a graduate application for the graduate degree program and submit all required documents for admission. This should occur at the same time that a student applies for the ABM Track.

Once a student has been accepted to the ABM track, the student should follow the prescribed plan of study and take only the courses approved for the ABM track. (Visit the department to obtain a full program sheet.) Students in the ABM track will be classified as undergraduates. Once a student has earned the bachelor's degree, the student's classification will be changed to graduate student.

Approved Graduate Courses for the Accelerated Bachelor's to Master's track

The table below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for two such courses (in the M.A. capstone track or thesis track, which both require 30 hours of coursework). Undergraduate students admitted to the ABM track should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below.

Graduate Course

Replaced Undergraduate Course

ENGL 6105-Seminar in British Literature I

ENGL 4000-Studies in British Literature I

ENGL 6110-Seminar in American Literature I

ENGL 4003-Studies in American Literature I

ENGL 6115-Seminar in British Literature II

ENGL 4002-Studies in British Literature II

ENGL 6120-Seminar in American Literature II

ENGL 4005-Studies in American Literature II

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements: (42 Hours)

* ENGL 1101 and ENGL 1102 are prerequisites for all courses from ENGL 2110 through ENGL 4386 except ENGL 2060 .

Field of Study: 18 Hours

Required Courses: 9 Hours

ENGL 2001, ENGL 2110, and FREN 1002 or GRMN 1002 or SPAN 1002.

ENGL 2001 Introduction to Literature

ENGL 2110 World Literature

FREN 1002 Elementary French II

GRMN 1002 Elementary German II

SPAN 1002 Elementary Spanish II

Choose three courses from the following: 9 Hours

Students must pick at least two ENGL courses from this category. Only one course from this list may be in FREN or GRMN or SPAN or XIDS.

*Note: The prerequisite for SPAN/FREN/GRMN 1002 is SPAN/FREN/GRMN 1001.

English majors who do not take SPAN/FREN/GRMN 1001 in core IMPACTS areas I (Institutional Priorities) or A (Arts and Humanities) should take it in the English Field of Study area as one of their three optional courses. Students who have had at least three years of high school Spanish, French, or German may be able to test directly into SPAN/FREN/GRMN 1002 (or higher) via the Language Placement Exam administered by the International Languages and Cultures program. Consult the ILC website or speak with an advisor for details.

ENGL 2120 British Literature
ENGL 2130 American Literature
ENGL 2180 Studies in African-American Literature
ENGL 2190 Studies in Literature by Women
FREN 1001 Elementary French I
FREN 2001 Intermediate French I
GRMN 1001 Elementary German I
GRMN 2001 Intermediate German I
SPAN 1001 Elementary Spanish I
SPAN 2001 Intermediate Spanish I
XIDS 2300 Intro to Linguistics

Requirements for the Major (Upper-Division Courses): 30 Hours

A. Methods: 3 Hours

ENGL 3000 Research and Methodology

B. Literary History: 12 Hours*

Approved Graduate Courses for the Accelerated Bachelor's to Master's Track

The courses below show the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for two such courses (in the M.A. capstone track or thesis track, which both require 30 hours of coursework) or four such courses (in the M.A. non-thesis track, which requires 36 hours of coursework). Undergraduate students admitted to the ABM track should take at least two (2) 4000-level courses before taking any of the 6000-level courses listed below.

ENGL 4000 Studies in British Lit. I
[Right] or ENGL 6105 British Literature I

ENGL 4002 Studies in British Lit. II
[Right] or ENGL 6115 British Literature II

ENGL 4003 Studies in American Lit. I
[Right] or ENGL 6110 American Literature I

ENGL 4005 Studies in American Lit. II

[Right]

or ENGL 6120 American Literature II

[After] Note: Students may take an additional offering of ENGL 4188 as a major elective

C. English Education Requirements: 9 Hours

ENGL 4295 Studies in Young Adult Literature

ENGL 3400 Pedagogy and Writing

ENGL 4300 Studies in the English Language

[After] (English Grammar OR History of the English Language)

D. Electives: 3 Hours*

One Course selected from ENGL 3000- or 4000- level courses.

*No more than one (1) variable-credit, independent study may be counted toward the major. Students cannot count ENGL 4386 (Internship) toward the major.

Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4106 - Studies in Genre: Poetry and ENGL 4106 - Studies in Genre: Film.

E. Senior Seminar: 3 Hours*

*Prerequisites: 2000-level ENGL courses in Area F, ENGL 3000 and 18 additional hours of upper-level ENGL courses with a C or higher; No course may be substituted for the Senior Seminar.

ENGL 4384 Senior Seminar

F. Professional Education Sequence: 25 Hours ****

CEPD 4101 Educational Psychology

[Right] **

MEDT 3401 Integrating Technology into the Curriculum

Curriculum

[Right] ****

**SPED 3715 The Inclusive Classroom:
Differentiating Instruction**

**SEED 4271 Instruction, Assessment, and
Management in the Secondary Classroom**

[Right] **

**SEED 4271L Instruction, Assessment, and
Management in the Secondary Classroom Lab**

[Right] **

**SEED 4238 Instructional Strategies for
Secondary English Education**

[Right] **

**SEED 4238L Instructional Strategies for
Secondary English Education Laboratory**

[Right] **

SEED 4286 Teaching Internship

[Right] **

SEED 4289 Teaching Internship Seminar

[Right] **

G. General Electives: 5 credit hours

Total: 120 Hours

**** Admission to Teacher Education Program required before enrolling in these courses.**

See admission requirements in the College of Education.

******A grade of C or better is required in Courses in these sections**

*******Prerequisite MEDT 2401 or exemption exam**

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The BOR has removed the requirement that USG English B.A. degrees include study of a foreign language. The UWG English program believes that students of literature gain valuable insight on the structure of language itself from the study of a language other than English. However, for both practical and pedagogical reasons, we have decided that students do not need to complete that study through the 2000-level. The program has therefore decided to continue to require English majors to take foreign language at the 1000-level, but not at the 2000-level. This will decrease major requirements by two courses (since in order to complete the required 2000-level language courses, many students need to complete the prerequisite 1001/1002 sequence). This change will thus reduce bottlenecks and make it easier for students to graduate in a reasonable amount of time.

Currently, English majors must take a sequence of four foreign language courses (1001, 1002, 2001, and 2002). For students who declare or switch majors late, who fail or withdraw from these courses, or who do not begin the sequence until their junior year, this requirement can cause graduation delays. Reducing the requirement to two courses (1001 and 1002) ensures that English majors will continue to gain the skills and knowledge of language study without the time commitment of having to take a full four-course sequence. This proposed change will also give English majors the option to count the popular ENGL 2060, Intro to Creative Writing, as part of their Area F requirements, allowing us to accommodate diverse student interests in Area F and creating more pathways to graduation.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI 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.

Program Map—ABM (Accelerated Bachelors to Masters) in English Education, UWG

Plan Your Degree

Disclaimer: 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.

Students selecting the M.A. thesis or capstone track can count up to six (6) hours of graduate courses (6000-level) toward both degrees.

YEAR 1

Term 1: Fall

Course Name	Credit Hours
C1: ENGL 1101 English Composition I	3
M: MATH 1001 OR 1111 Quantitative Skills & Reasoning or College Algebra	3
A1: Fine Arts	3
S1: HIST 1111 OR 1112 World History	3
S2: Social Science	3

Milestone:

- Complete ENGL 1101; Required to earn C or higher

Term 2: Spring

Course Name	Credit Hours
C2: ENGL 1102	3
English Composition II	
A2: HUMANITIES (Recommended: FL 1001)	3
Elementary Foreign Language II (French, German or Spanish)	
P2: POLS 1101	3
American Government	
P1: HIST 2111 OR 2112	3
US History	
I1: Written and Oral Communication	3

Milestone:

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

Term 3: Summer

General Elective **2/3**

5 Fall Credit Hours + 15 Spring Credit Hours + 2 Summer Credit Hours = 32 Credit Hours

YEAR 2

Term 1: Fall

Course Name	Credit Hours
F: ENGL 2001	3
Introduction to Literature	
F: FL 1002	3
Elementary Foreign Language II (French, German or Spanish)	
F: ENGL 2060, 2120, 2130, 2180, OR 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300-Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
T1: Science + Lab	4
I2: Institutional Options	2

Milestones:

- Complete ENGL 2001.
- Complete Foreign Language Requirement.
- Earn 15 or more credit hours.

Term 2: Spring

Course Name	Credit Hours
F: ENGL 2060, 2120, 2130, 2180, OR 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300- Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
F: ENGL 2060, 2120, 2130, 2180, 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300- Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
F: ENGL 2110	3
World Literature	
SPED 3715	3
(Pre-TEP) The Inclusive Classroom: Differentiating Instruction	
T3: STEM Course	3

Milestone:

- Complete Pre-TEP and apply to TEP.
- Complete ENGL 2110, complete Area F.
- Earn 15 or more credit hours.

Term 3: Summer

General Elective 3

15 Fall Credit Hours + 15 Spring Credit Hours + 3 Summer Credit Hours = 33 Credit Hours

Additional Information:

- **Students must apply and be admitted to the TEP by the end of the Sophomore year. This means that you must exempt or pass the GACE Program Admission test by the beginning of the second semester of the sophomore year to graduate on time.**

YEAR 3

Term 1: Fall

Course Name	Credit Hours
ENGL 3000 Research & Methodology	3
ENGL 3400 Pedagogy and Writing	3
ENGL 4300 Studies in the English Language	3
MEDT 3401 Integrating Technology into the Curriculum	3

Term 1: Fall

Course Name	Credit Hours
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T2: Non-lab Science	3
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Milestone:

- **Complete Core IMPACTS.**

Term 2: Spring

Course Name	Credit Hours
--------------------	---------------------

ENGL 4000 or ENGL 6105	
Studies in British Lit I or Seminar in British Literature I	3

ENGL 4002 or ENGL 6115	
Studies in British Lit II or Seminar in British Literature I	3

ENGL 4003 or ENGL 6110	
Studies in American Literature I or Seminar in American Literature I	3

ENGL 4295	
Studies in Young Adult Literature	3

Term 2: Spring

Course Name	Credit Hours
-------------	--------------

SEED 4271

Instruction, Assessment, and Management in the Secondary Classroom Lab	3
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15 Fall Credit Hours + 15 Spring Credit Hours = 30 Credit Hours

Additional Information:

- Students need to take all four literary history courses (ENGL 4000, 4002, 4003, 4005), but they may take these courses in any order.
-

YEAR 4

Term 1: Fall

Course Name	Credit Hours
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ENGL 4384 Senior Seminar	3
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ENGL 4005 or ENGL 6120

Studies in American Literature II or Seminar in American Literature II	3
--	---

SEED 4238 + Lab

Instructional Strategies for Secondary English Education/Laboratory	4
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ENGL Course	3
Any 4000 level English class	

CEPD 4101	3
Educational Psychology	

Term 2: Spring

Course Name	Credit Hours
--------------------	---------------------

SEED 4286

Teaching Internship	6
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SEED 4289

Teaching Internship	3
---------------------	----------

16 Fall Credit Hours + 9 Spring Credit Hours = 25 Credit Hours

BA

English

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY25
<p>SLO 1 Identify and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.</p>	Relevance-Goal 1	Graduating seniors are required to take ENGL 4384: Senior Seminar , a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.	The English Program's goal is to have 90% of each cohort demonstrate the skills of LO1, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete.	

<p>SLO 2 Apply critical thinking skills to analyze, synthesize, and evaluate information and ideas from diverse oral, written, and/or visual sources.</p>	<p>Relevance-Goal 5</p>	<p>Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.</p>	<p>The English Program's goal is to have 90% of each cohort demonstrate the skills of LO2, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete.</p>	
<p>SLO 3 Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English studies as a discipline.</p>	<p>Competitiveness-Goal 2</p>	<p>Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.</p>	<p>The English Program's goal is to have 90% of each cohort perform at Proficient or higher in all three areas of student learning. For LO3, the student writing will be professional, grammatical, and properly cited, although some minor errors may remain in grammar or spelling and the organization might not always be perfect.</p>	

AY26	AY27	Interpretation & Use of Results	Improvement Plan

English, B.A. (Secondary Education Track)

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2025

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being 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](#).

School/ Department*

School of Humanities

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

Is this a College of Education Program?* Yes No

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* English, B.A. (Secondary Education Track)

Program ID - DO NOT EDIT* 4543

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Description* For all tracks, English majors must earn a C or better in all English courses required for the major. This includes ENGL 1101, ENGL 1102, ENGL 2001, ENGL 2110, ENGL 2120, ENGL 2130, ENGL 2180 and ENGL 2190 as well as all upper-level ENGL courses that count toward the major.

For all tracks, English majors can take no more than 2 upper-level ENGL courses toward the major (6 credit hours) before completing the required 2000 and 3000-level courses for the major (ENGL 2001, ENGL 2110, ENGL 3000, and three of the following: ENGL 2060, ENGL 2120, ENGL 2130, ENGL 2180, ENGL 2190, and 3h max FREN/GRMN/SPAN 2001 or XIDS 2300-Intro to Linguistics).

The English Education track is one of two tracks that the Bachelor's student majoring in English may declare. The coursework in this program provides students with the opportunity to obtain a B.A. in English with a concentration in Secondary Education. At the end of this course of study, students are not only prepared to be knowledgeable practitioners of their content area-English and Language Arts-but may apply for and receive Secondary Education Certification as a result of knowledge gained in the classroom and from 900 hours of in-the-field training. Course objectives and activities relate to the descriptors of the Conceptual Framework in substantive ways.

Admission to the College of Education Teacher Education Program (TEP) is required before taking any upper-level Education courses. Pre-requisites for TEP include: 1) completion of the Core IMPACTS General Education Requirements; 2) overall minimum GPA of 2.7; 3) demonstrated writing proficiency or completion of ENGL 1101 with a grade of C or better; 4) demonstrated oral communication proficiency or completion of COMM 1110 with a grade of C or better; 5) satisfactory completion of the Georgia Educator Ethics Assessment (Test 360); and 6) completion of any other departmental requirements. See English advisor for admission to TEP once pre-requisites have been met and for selection of core and major area courses.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

* ENGL 1101 and ENGL 1102 are prerequisites for all courses from ENGL 2110 through ENGL 4386 except ENGL 2060.

Field of Study: 18 Hours

Required Courses: 9 Hours

ENGL 2001, ENGL 2110, and FREN 1002 or GRMN 1002 or SPAN 1002.

ENGL 2001 Introduction to Literature

ENGL 2110 World Literature

FREN 1002 Elementary French II

GRMN 1002 Elementary German II

SPAN 1002 Elementary Spanish II

Choose three courses from the following: 9 Hours

Students must pick at least two ENGL courses from this category. Only one course from this list may be in FREN or GRMN or SPAN or XIDS.

*Note: The prerequisite for SPAN/FREN/GRMN 1002 is SPAN/FREN/GRMN 1001.

English majors who do not take SPAN/FREN/GRMN 1001 in core IMPACTS areas I (Institutional Priorities) or A (Arts and Humanities) should take it in the English Field of Study area as one of their three optional courses. Students who have had at least three years of high school Spanish, French, or German may be able to test directly into SPAN/FREN/GRMN 1002 (or higher) via the Language Placement Exam administered by the International Languages and Cultures program. Consult the ILC website or speak with an advisor for details.

ENGL 2120 British Literature
ENGL 2130 American Literature
ENGL 2180 Studies in African-American Literature
ENGL 2190 Studies in Literature by Women
FREN 1001 Elementary French I
FREN 2001 Intermediate French I
GRMN 1001 Elementary German I
GRMN 2001 Intermediate German I
SPAN 1001 Elementary Spanish I
SPAN 2001 Intermediate Spanish I
XIDS 2300 Intro to Linguistics

Requirements for the Major (Upper-Division Courses): 30 Hours

A. Methods: 3 Hours

ENGL 3000 Research and Methodology

B. Literary History: 12 Hours *

Four (4) courses, one from each of the following areas:

ENGL 4000 Studies in British Lit. I
ENGL 4002 Studies in British Lit. II
ENGL 4003 Studies in American Lit. I
ENGL 4005 Studies in American Lit. II

[After] *Students may take additional offerings of Literary History courses as major electives. Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4002 - British Romanticism and ENGL 4002 - Twentieth-Century British

C. English Education Requirements: 9 Hours

ENGL 4295 Studies in Young Adult Literature
ENGL 3400 Pedagogy and Writing
ENGL 4300 Studies in the English Language

[After] (English Grammar OR History of the English Language)

D. Electives: 3 Hours *

One course selected from ENGL 3000- or 4000- level courses.

* No more than one (1) variable-credit, independent study may be counted toward the major. Students cannot count ENGL 4386 (Internship) toward the major. Students may take two sections of the same course as long as the topic of the sections is different. For example, ENGL 4106 - Studies in Genre: Poetry and ENGL 4106 - Studies in Genre: Film.

E. Senior Seminar:3 Hours *

ENGL 4384 Senior Seminar

[After] No course may be substituted for the Senior Seminar.

*** Prerequisites: 2000-level ENGL courses in Field of Study, ENGL 3000, and 18 additional hours of upper-level ENGL courses with a C or higher**

F. Professional Education Sequence: 25 Hours ****

CEPD 4101 Educational Psychology

[Right] **

MEDT 3401 Integrating Technology into the Curriculum

[Right] *****

SPED 3715 The Inclusive Classroom: Differentiating Instruction

SEED 4271 Instruction, Assessment, and Management in the Secondary Classroom

[Right] **

SEED 4271L Instruction, Assessment, and Management in the Secondary Classroom Lab

[Right] **

**SEED 4238 Instructional Strategies for
Secondary English Education**

[Right] **

**SEED 4238L Instructional Strategies for
Secondary English Education Laboratory**

[Right] **

SEED 4286 Teaching Internship

[Right] **

SEED 4289 Teaching Internship Seminar

[Right] **

G. General Electives: 5 credit hours

Total: 120 Hours

**** Admission to Teacher Education Program required before enrolling in these courses.**

See admission requirements in the College of Education.

****** A grade of C or better is required in courses in these sections.**

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The BOR has removed the requirement that USG English B.A. degrees include study of a foreign language. The UWG English program believes that students of literature gain valuable insight on the structure of language itself from the study of a language other than English. However, for both practical and pedagogical reasons, we have decided that students do not need to complete that study through the 2000-level. The program has therefore decided to continue to require English majors to take foreign language at the 1000-level, but not at the 2000-level. This will decrease major requirements by two courses (since in order to complete the required 2000-level language courses, many students need to complete the prerequisite 1001/1002 sequence). This change will thus reduce bottlenecks and make it easier for students to graduate in a reasonable amount of time.

Currently, English majors must take a sequence of four foreign language courses (1001, 1002, 2001, and 2002). For students who declare or switch majors late, who fail or withdraw from these courses, or who do not begin the sequence until their junior year, this requirement can cause graduation delays. Reducing the requirement to two courses (1001 and 1002) ensures that English majors will continue to gain the skills and knowledge of language study without the time commitment of having to take a full four-course sequence. This proposed change will also give English majors the option to count the popular ENGL 2060, Intro to Creative Writing, as part of their Area F requirements, allowing us to accommodate diverse student interests in Area F and creating more pathways to graduation.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

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.

Program Map—BA in English Education, UWG (DRAFT)

Plan Your Degree

Disclaimer: 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 1

Term 1: Fall

Course Name	Credit Hours
C1: ENGL 1101 English Composition I	3
M: MATH 1001 OR 1111 Quantitative Skills & Reasoning or College Algebra	3
A1: Fine Arts	3
S1: HIST 1111 OR 1112 World History	3
S2: Social Science	3

Milestone:

- Complete ENGL 1101; Required to earn C or higher

Term 2: Spring

Course Name	Credit Hours
C2: ENGL 1102	3
English Composition II	
A2: HUMANITIES (Recommended: FL 1001)	3
Elementary Foreign Language II (French, German or Spanish)	
P2: POLS 1101	3
American Government	
P1: HIST 2111 OR 2112	3
US History	
I1: Written and Oral Communication	3

Milestone:

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

Term 3: Summer

General Elective **2/3**

5 Fall Credit Hours + 15 Spring Credit Hours + 2 Summer Credit Hours = 32 Credit Hours

YEAR 2

Term 1: Fall

Course Name	Credit Hours
F: ENGL 2001	3
Introduction to Literature	
F: FL 1002	3
Elementary Foreign Language II (French, German or Spanish)	
F: ENGL 2060, 2120, 2130, 2180, OR 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300-Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
T1: Science + Lab	4
I2: Institutional Options	2

Milestones:

- Complete ENGL 2001.
- Complete Foreign Language Requirement.
- Earn 15 or more credit hours.

Term 2: Spring

Course Name	Credit Hours
F: ENGL 2060, 2120, 2130, 2180, OR 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300- Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
F: ENGL 2060, 2120, 2130, 2180, 2190 (option: max 3 h in F may be FREN/GRMN/SPAN 2001 or XIDS 2300- Intro to Linguistics)	3
British Literature, American Literature, African American Literature, or Women's Literature	
F: ENGL 2110	3
World Literature	
SPED 3715	3
(Pre-TEP) The Inclusive Classroom: Differentiating Instruction	
T3: STEM Course	3

Milestone:

- Complete Pre-TEP and apply to TEP.
- Complete ENGL 2110, complete Area F.
- Earn 15 or more credit hours.

Term 3: Summer

General Elective

3

15 Fall Credit Hours + 15 Spring Credit Hours + 3 Summer Credit Hours = 33 Credit Hours

Additional Information:

- **Students must apply and be admitted to the TEP by the end of the Sophomore year. This means that you must exempt or pass the GACE Program Admission test by the beginning of the second semester of the sophomore year to graduate on time.**

YEAR 3

Term 1: Fall

Course Name	Credit Hours
ENGL 3000	3
Research & Methodology	
ENGL 3400	3
Pedagogy and Writing	
ENGL 4300	3
Studies in the English Language	
MEDT 3401	3
Integrating Technology into the Curriculum	

Term 1: Fall

Course Name	Credit Hours
--------------------	---------------------

T2: Non-lab Science	3
----------------------------	----------

Milestone:

- **Complete Core IMPACTS.**

Term 2: Spring

Course Name	Credit Hours
--------------------	---------------------

ENGL 4000	3
Studies in British Lit I	

ENGL 4002	3
Studies in British Lit II	

ENGL 4003	3
Studies in American Literature I	

ENGL 4295	3
Studies in Young Adult Literature	

SEED 4271	
Instruction, Assessment, and Management in the Secondary Classroom Lab	3

15 Fall Credit Hours + 15 Spring Credit Hours = 30 Credit Hours

Additional Information:

- **Students need to take all four literary history courses (ENGL 4000, 4002, 4003, 4005), but they may take these courses in any order.**
-

YEAR 4

Term 1: Fall

Course Name	Credit Hours
ENGL 4384 Senior Seminar	3
ENGL 4005 American Literature II	3
SEED 4238 + Lab Instructional Strategies for Secondary English Education/Laboratory	4
ENGL Course Any 4000 level English class	3
CEPD 4101 Educational Psychology	3

Term 2: Spring

Course Name	Credit Hours
SEED 4286	

Teaching Internship 6

SEED 4289

Teaching Internship 3

16 Fall Credit Hours + 9 Spring Credit Hours = 25 Credit Hours

BA

English

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY25
SLO 1 Identify and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.	Relevance-Goal 1	Graduating seniors are required to take ENGL 4384: Senior Seminar , a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.	The English Program's goal is to have 90% of each cohort demonstrate the skills of LO1, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete.	

<p>SLO 2 Apply critical thinking skills to analyze, synthesize, and evaluate information and ideas from diverse oral, written, and/or visual sources.</p>	<p>Relevance-Goal 5</p>	<p>Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.</p>	<p>The English Program's goal is to have 90% of each cohort demonstrate the skills of LO2, each student will be able to demonstrate their understanding of historical context and literary conventions, although that understanding may not be totally complete.</p>	
<p>SLO 3 Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English studies as a discipline.</p>	<p>Competitiveness-Goal 2</p>	<p>Graduating seniors are required to take ENGL 4384: Senior Seminar, a course which serves as our capstone. Students in each graduating class (Fall and Spring semester) submit their final essay assignment for inclusion in their senior seminar anthology. Essays are evaluated by a panel of readers from the English program faculty, excluding the course instructors. This blind review, with two readers reviewing each essay, allows us to evaluate student performance for each learning outcome, compared across cohorts.</p>	<p>The English Program's goal is to have 90% of each cohort perform at Proficient or higher in all three areas of student learning. For LO3, the student writing will be professional, grammatical, and properly cited, although some minor errors may remain in grammar or spelling and the organization might not always be perfect.</p>	

AY26	AY27	Interpretation & Use of Results	Improvement Plan

ENGL - 4425 - Dynamic Writing

2025-2026 Undergraduate New Course Request

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

Desired Effective Semester*

Fall

Desired Effective Year*

2025

Routing Information

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

College - School/
Department*

School of Humanities

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*

ENGL

Course Number* 4425

Course Title* Dynamic Writing

Long Course Title Dynamic Writing for Contemporary Audiences

Course Type*

English

Catalog Course Description* Explores the variety of writing contexts in the contemporary workplace, considering composition as a process that involves multiple modes of communication and delivery. Topics include writing for page, web and video and applying practices from both written and visual rhetoric.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites ENGL 1102

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?

Grading*


Justification and Assessment

Rationale* This course replaces and updates ENGL 3415 (Multimodal Composition). The undergraduate offering will be crosslisted with ENGL 5415, which is part of our proposed Graduate Certificate in Professional Writing. Enrollment will be split between the graduate and undergraduate sections.

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

- Identify how audience expectations influence rhetorical framing in writing contexts.
- Craft effective documents using principles of visual and compositional rhetoric
- Conduct appropriate content research for the development of multimodal documents.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 10

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

If yes, what will the fee be?* 0

Fee Justification

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.

SAMPLE SYLLABUS

ENGL 4425: Dynamic Writing for Contemporary Audiences

Course Description

Explores the variety of writing contexts in the contemporary workplace, considering composition as a process that involves multiple modes of communication and delivery. Topics: writing for page, web and video and applying practices from both written and visual rhetoric. This course focuses on multimodal composition and writing for the evolving spheres of social media, web platforms and digital presentation.

Learning Outcomes

By the end of this course, students will be able to:

- Identify how audience expectations influence rhetorical framing in writing contexts
- Craft effective documents using principles of visual and compositional rhetoric
- Conduct appropriate content research for the development of multimodal documents.

Sample Required Texts

- Kristin Arola, Jennifer Sheppard, and Cheryl E. Ball, *Writer/Designer: A Guide to Making Multimodal Projects* (2023)

Additional materials posted to CourseDen

Sample Assignments:

Multimodal Analysis Project (25%)

Students will analyze three different pieces of digital content across different genres: examine their rhetorical strategies, visual design, and effectiveness for their intended audiences. This assignment is designed to help students apply principles from the first segment of the course to an *examination* of specific examples of multimodal writing.

Platform-Specific Writing Portfolio (50%)

Over the semester, students will complete several short composition projects, each optimized for a different platform (web, social media, video scripts). Each piece should demonstrate understanding of platform-specific conventions and audience expectations. Students will submit drafts and workshop these in class. This project will engage students in the *creation* of multimodal content.

Students' final portfolio will include four documents that demonstrate the student's ability to write and design with audience in mind and to conduct appropriate content research. The portfolio will also include a critical introduction reflecting on the larger principles and concepts that link the projects.

Discussion and Workshop Participation (25%)

Graduate students are expected to be active contributors to class discussions. Attendance is important, but earning full credit in this area requires more than being present. Students should engage in discussions by asking and answering questions thoughtfully and regularly. Students are expected to provide constructive feedback to their peers during workshops and editing sessions.

Sample Schedule

Week 1: Introduction to Contemporary Writing Contexts

Course overview and expectations

Reading: Craig Stroup, “Visualizing English: Recognizing the Hybrid Literacy of Visual and Verbal Authorship on the Web” (on CourseDen); *Writer/Designer*, Ch. 1

Discussion: Evolution of writing in digital spaces

Week 2: Rhetoric and Audience

- Reading: *Writer/Designer*, from Ch. 2 (“Rhetoric and Multimodality”); additional readings on CourseDen (Analyzing Audience folder)
- Workshop: Case studies of rhetorical frameworks
- Assignment introduction: Multimodal Analysis Project

Week 3-4: Visual Rhetoric and Design Principles

- Reading: Roland Barthes, “Rhetoric of the Image” and Barbara Stafford, “Visual Pragmatism for a Virtual World” (on CourseDen); *Writer/Designer*, from Ch. 2 (“Design Principles”)
- Discussion: Typography and layout considerations
- Workshop: Visual analysis techniques
- Reading, from Michael J. Metz and Andy Welfle, *Writing is Designing: Words and the User Experience* (on CourseDen)
- Workshop: Blending words and images

Week 5-6: Dynamic Genres

- Reading: *Writer/Designer*, from Section 3 (“Genre and Multimodality” and “Multimodal Genres: Defining the *What* and the *How*”); additional materials on CourseDen
- Discussion: Genre and Audience
- Workshop: Considerations for Static and Dynamic Genres
- Reading: Audience engagement strategies for social media writing (on CourseDen)

- Discussion: Platform-specific writing conventions
- Due: Multimodal Analysis Project
- Assignment introduction: Platform-Specific Writing Portfolio

Week 7: Video Script Writing

- Reading: Principles of script writing (selections on CourseDen)
- Discussion: Words for Images (Visual storytelling elements)
- Workshop: Storyboarding techniques

Week 8-9: Research and Ethics in Digital Writing

- Reading: *Writer/Designer*, Ch. 6 “Working with Multimodal Assets”; Understanding Creative Commons (CourseDen); selections from Ethan Mollick, *One Useful Thing* (<https://www.oneusefulthing.org/>) on AI and research
- Workshop: AI and Digital Research
- Research project assigned
- Workshop: Peer review, Portfolio element 1

Week 9: Data Visualization and Information Design

- Reading: from Kieran Healy, *Data Visualization: An Introduction* (on CourseDen)
- Discussion: Principles of information design
- Workshop: Creating effective infographics

Week 10: Accessibility and Inclusive Design

- Reading: Universal design principles
- Discussion: Writing for accessibility
- Workshop: Peer review of Portfolio element 2

Week 11: Mobile-First Writing

- Reading: Responsive design principles
- Discussion: Writing for small screens
- Research proposal and literature review due

Week 12-13: Portfolio Piece 3

- Workshop: Peer Review of Portfolio element #3

Week 14-15: Portfolio Piece 4

- Workshop: Peer Review of Portfolio element #4
- Individual consultations: editing and review for final portfolio

Portfolio due: finals week

Course Policies:

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

ENGL - 4430 - Ethics and Writing with AI

2025-2026 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

College - School/ Department*

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* ENGL

Course Number* 4430

Course Title* Ethics and Writing with AI

Long Course Title

Course Type* English

Catalog Course Description* Explores developing conversations regarding the use of AI in the workplace, with particular attention to research and writing applications. Explores ethical applications of AI for writing and editing, understanding of the ways that AI bots are trained and maintained, strategies for using AI effectively while maintaining individual voice and research integrity.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites ENGL 1102

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?

Grading*


Justification and Assessment

Rationale* This course addresses crucial issues related to writing for the workplace as AI technology develops. It is part of our expanded offerings in professional writing. Will be crosslisted with ENGL 5430.

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

- Identify and evaluate uses of AI as a tool for composition and editing.
- Articulate and discuss ethical issues related to the use of emerging technologies in the writing process.
- Evaluate ethical uses of AI as a research tool.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 10

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

If yes, what will the fee be?* 0

Fee Justification

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.

SAMPLE SYLLABUS

ENGL 4430: Ethics and Writing with Artificial Intelligence

Description: Explores developing conversations regarding the use of AI in the workplace, with particular attention to research and writing applications. Explores ethical applications of AI for writing and editing, understanding of the ways that AI bots are trained and maintained, strategies for using AI effectively while maintaining individual voice and research integrity.

Learning Outcomes:

- Identify and evaluate uses of AI as a tool for composition and editing.
- Articulate and discuss ethical issues related to the use of emerging technologies in the writing process.
- Evaluate ethical uses of AI as a research tool.

Assignments:

There will be three tests, two short analytical essays, and weekly exercises in this class. Tests 2 and 3 together will be combined as a final project portfolio.

Test 1: Foundational Concepts for Studying AI

Test 2: Application of AI Tools to Humanities Writing and Research Part I, Behind the Scenes

Test 3: Application of AI Tools to Humanities Writing and Research Part II, Going Public

Short Analytical Paper 1: Pre-21st Century Understandings of Artificial Intelligence

Short Analytical Paper 2: The Next Paradigm Shift

Discussion participation:

Active participation in discussions, lab work and weekly exercises.

Class Schedule and Readings

Sessions marked “LAB” will take place in a computer lab TBD.

Weeks 1-2

“I Am a Thinking Thing”: Foundational Concepts for Studying AI

Selections from the following: Descartes, *Discourse on Method* (1637) (selections), Locke, *Essay Concerning Human Understanding* (1689) (selections), La Mettrie, *Man a Machine* (1747) (selections), Freud, “The Uncanny.”

Weeks 3-4

“Can Machines Think?” Pre-21st Century Understandings of Artificial Intelligence

Mary Shelley, *Frankenstein*, Offenbach/Hoffman, “Olympia’s Song,” Capek, *RUR (Rossum’s Universal Robots)*, Lang, *Metropolis*, Turing, “Computing Machinery and Intelligence” (1950)

LAB Weeks 5-6:

How 21st Century AI Works: The Main Elements.

Topics include data, inputs, processing, outcomes, adjustments, and assessments.

Week 7

“No Light, But Rather Darkness Visible”: Ethics and Creativity

Plato, Allegory of the Cave, Milton, *Paradise Lost*, Selections. William Hogarth, William Blake, Keats on Negative Capability. Shelley, “Mont-Blanc”

LAB Weeks 8-10

Getting Started in Data Analytics: Application of AI Tools to Humanities Writing and Research (Part I, Behind-the-Scenes)

Asking Questions to Make Data-Driven Decisions, Preparing Data for Analysis, Cleaning up Data, Analyzing Data to Answer Research Questions

Weeks 11-12

Ethics in AI: The Next Paradigm Shift

Thomas Kuhn, *The Structure of Scientific Revolutions* (selections), Wu et al., “Sustainable AI: Environmental Implications, Challenges, and Opportunities” Newman and Oak, “Artificial Intelligence: Ethics in Practice,” Galiana et al., “Ethics and Artificial Intelligence [in Medicine],” Hallamaa, “AI Ethics as Applied Ethics.”

Week 13

Can AI Create Consciousness (and is that ethical)?

Selections from the Following: Jaynes, *The Origin of Consciousness in the Breakdown of the Bicameral Mind* (selections), Damasio, *The Feeling of What Happens* (selections)

LAB Weeks 14-15

Application of AI Tools to Humanities Writing and Research (Part II, Going Public)

Sharing Data through Visualization, Archives and Preservation, Collaborative Platforms and Digital Publishing

Course Policies:

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

History, B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester *

Desired Effective Year *

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](#).

School/ Department*

School of Humanities

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

Is this a College of Education Program? * Yes No

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* History, B.A.

Program ID - DO NOT EDIT* 4555

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Description* The History Program prepares students for career success in a variety of areas, including education, museum, and law, among others. The History B.A. provides majors with relevant skills, particularly those of analysis, interpretation, and communication. The major offers options and stresses flexibility so that students can take ownership of their learning process. Overall, studying the past in the History Program can build the foundations of future achievement, as the skills gained in the major give students the ability to adapt to and master changing situations no matter what the future holds.

Learning Outcomes

Students who earn the Bachelor of Arts degree in History will be able to:

1. Demonstrate content knowledge of history
2. Analyze primary and secondary sources for their historical content and interpretations
3. Demonstrate ability to research according to historical methods
4. Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation

History faculty believe that these learning outcomes will contribute to a student's ability to think historically, which includes: understanding the people of the past; understanding the perspectives of historical actors and to view those historical actors from a critical, scholarly perspective; recognizing that people, events, ideas, and cultures have influenced later people events, ideas, and cultures; recognizing that history involves both change and continuity over time; and explaining connections between particular people, events, ideas, or texts and their historical contexts.

Certification Programs

B.A. students do have the option to replace the traditional Minor field with either one of two certification programs.

Secondary Education

This program will prepare you for success as a secondary-school teacher. You will work both with the History Program and the College of Education, taking both History and Education classes. If you fulfill all program requirements, you will graduate with State of Georgia certification to teach at the secondary level, placing you in a competitive position within the job market.

Public History

This program prepares students for success as leaders in the broad interdisciplinary field of Public History. Public Historians work outside of colleges and university, in such places like museums, archives, and local, regional, and national historic preservation organizations. The UWG Public History Certificate Program will introduce you to the foundational skill sets for success in a growing and thriving field.

Interdisciplinary Minors

The History Program also supports the following Interdisciplinary Minors:

- **Africana Studies:** This interdisciplinary minor combines the study, research, interpretation, and the dissemination of knowledge concerning the African presence in Africa, the Americas, and other parts of the world from the birth of human civilization to the present.
- **Classical Studies:** In this interdisciplinary minor, students engage critically with such timeless topics as beauty and esthetics, the ideal relationship of the citizen and the state, the roles of men and women in society, freedom and slavery, the nature of war and peace, the purpose of literature, and the role of religion in public and private life through the study of the literature, languages, history, art, philosophy and political thought of the Greeks and Romans.
- **Gender and Sexuality Studies:** This interdisciplinary minor provides an academic forum for the examination of gender and sexuality in contemporary and historical global cultures.

the examination of gender and sexuality in contemporary and historical global cultures.

For more information, see the University College section of the catalog.

Stand-Alone Certificate:

The History Program also supports the following stand-alone certificate:

- Certificate in Latin American, Caribbean, and Latinx Studies: The Latin American, Caribbean, and Latinx Studies Certificate offers an interdisciplinary approach to learning about the diverse cultures, languages and histories of this geographic region. With increasing numbers of Georgians speaking a language other than English at home, the Latin American, Caribbean, and Latinx Studies Certificate develops the cultural and linguistic awareness students need to participate effectively in an increasingly multicultural and multilingual workplace.

For more information, see the University College section of the catalog.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area T must include a laboratory course

HIST 1111 Survey of World History/Civilization I

HIST 1112 Survey of World History/Civilization II

HIST 2111 U S History I (to 1865)

HIST 2112 U S History II (since 1865)

Field of Study: 18 Hours

Complete 2001 in a language other than English (FREN/GRMN/SPAN or the equivalent in another language); AND complete FREN/GRMN/SPAN 2002 (or the equivalent in another language) OR FORL 2100, 2200, 2300, or an approved 2000-level FORL course.

HIST 2302 The Historian's Craft: Methodology

[After] Courses selected from ANTH, CS, ECON, EDUC, ENGL, FORL, FREN, GRMN, SPAN, GEOG, XIDS, PHIL, POLS, PSYC, SOCI, and Statistics (no more than 6 hours from any one area) 3-12

Whatever has not been taken under Core IMPACTS Area S or P, or exempted: 3-6 Hours

HIST 1111 Survey of World History/Civilization I

[Right] (or)

HIST 1112 Survey of World History/Civilization II

[Right] (or)

HIST 2111 U S History I (to 1865)

[Right] (or)

HIST 2112 U S History II (since 1865)

Courses Required for the Degree: 30 Hours

HIST 4484 Senior Seminar

[After] **At least one upper-level course in U.S. History and at least one upper-level course outside of U.S. History; seven additional electives, at least one focused on the pre-1850 period. 27 Credit Hours**

Minor Field: 15 Hours

Electives, All Options: 9-12 Hours

Total: 120 Hours

Both HIST 2111 and HIST 2112 must be taken by History majors unless exempt. Either course satisfies the state requirement. HIST 1111 and HIST 1112 are also required of majors unless exempt. HIST 1111, HIST 1112, HIST 2111, and HIST 2112 must be taken in Core IMPACT Areas S and P and Field of Study.

Students must have a minimum 2.0 institutional GPA requirement to enter and remain in the major in good standing.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* These proposed modifications follow the revised USG RAC guidelines for History Field of Study (FOS), the former Core Area F (attached). We are also responding to changes in our class offerings following multiple tenure-track faculty departures. The modifications emphasize flexibility and options as well as removing potential barriers to timely degree completion. We are making several modifications: 1) making the Foreign Language classes in FOS options rather than requirements; 2) listing English as one of the disciplines from which students may select FOS electives; 3) changing the History major requirement that students take at least one upper-level History class in each of three particular geographic areas (U.S., Europe, "Other") to taking at least one upper-level History class in U.S. History and at least one upper-level History class in non-U.S. History; 4) changing the timeframe of the requirement to take at least one upper-level History class focused on the pre-1800 period to pre-1850.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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

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



HISTORY

Area F Learning Outcomes

Students will be able to differentiate between primary and secondary sources and critically analyze historical evidence.

Students will be able to employ additional means of historical literacy. This may include communicating in a language other than English, statistical analysis, teaching and learning, digital humanities, or cultural and information literacy.

Area F Course Guidelines

Area F credits must equal 18 credit hours.

A.	REQUIRED: One History course not counted in Areas A - E	3 hours
B.	<p>For the remaining 15 credit hours, students may select courses from the following disciplines including, but not limited to, the following:</p> <ul style="list-style-type: none"> • Anthropology • Computer Science • Economics • Education • Foreign Languages • Geography • Introduction to Asia, Africa, Europe, or Latin America • Introduction to Local/Georgia History • Introduction to Philosophy • Introduction to Religion • Introductory Thematic Courses in History • Minorities in American History • Political Science • Psychology • Sociology • Statistics • U.S. History Survey • World or Western Civilization • Other courses deemed appropriate by individual institutions 	15 hours

Updated September 6, 2023

<p>INSTRUCTIONS</p> <p>1. Insert your Department (Ex: English, Education, Biology, Criminology)</p> <p>2. Insert your specific Degree</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes</p> <p>5. In the remainder of the spreadsheet, align where your Student</p>	<p>SCHOOL:</p>		<p>Humanities</p>		<p>PL-SLO 1</p>	
	<p>PROGRAM:</p>		<p>History</p>	<p>COURSES</p>	<p>Demonstrate content knowledge of history</p>	
				1	HIST 1111	I
				2	HIST 1112	I
				3	HIST 2111	I
	<p>INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p>			4	HIST 2112	I
				5	HIST 2302	I
				6	HIST 3300	R
				7	HIST 3301	R
	<p>REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p>			8	HIST 3311	R
				9	HIST 3312	R
				10	HIST 3313	R
				11	HIST 3315	R
				12	HIST 3318	R
<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level.</p>			13	HIST 3319	R	
			14	HIST 3321	R	

In the corresponding aligned box, mark the level of instruction for a SLO:	Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	15	HIST 3323	R
		16	HIST 3326	R
6. Go through and mark with an "A", which courses	**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.	17	HIST 3327	R
		18	HIST 3341	R
		19	HIST 3342	R
		20	HIST 3350	R
		21	HIST 3351	R
		22	HIST 3361	R
		23	HIST 3362	R
		24	HIST 3363	R
		25	HIST 3500	R
		26	HIST 4010	R
		27	HIST 4101	R
		28	HIST 4209	R
29	HIST 4210	R		
30	HIST 4230	R		
31	HIST 4231	R		
32	HIST 4232	R		
33	HIST 4235	R		
34	HIST 4250	R		
35	HIST 4251	R		
36	HIST 4285	R		

37	HIST 4301	R
38	HIST 4302	R
39	HIST 4303	R
40	HIST 4310	R
41	HIST 4385	R
42	HIST 4400	R
43	HIST 4401	R
44	HIST 4402	R
45	HIST 4403	R
46	HIST 4404	R
47	HIST 4411	R
48	HIST 4413	R
49	HIST 4414	R
50	HIST 4417	R
51	HIST 4418	R
52	HIST 4419	R
53	HIST 4420	R
54	HIST 4421	R
55	HIST 4422	R
56	HIST 4423	R
57	HIST 4424	R
58	HIST 4430	R

59	HIST 4432	R
60	HIST 4433	R
61	HIST 4436	R
62	HIST 4437	R
63	HIST 4440	R
64	HIST 4441	R
65	HIST 4443	R
66	HIST 4446	R
67	HIST 4451	R
68	HIST 4452	R
69	HIST 4453	R
70	HIST 4454	R
71	HIST 4455	R
72	HIST 4461	R
73	HIST 4463	R
74	HIST 4464	R
75	HIST 4465	R
76	HIST 4466	R
77	HIST 4467	R
78	HIST 4468	R
79	HIST 4469	R
80	HIST 4471	R

81	HIST 4472	R
82	HIST 4473	R
83	HIST 4474	R
84	HIST 4475	R
85	HIST 4476	R
86	HIST 4477	R
87	HIST 4478	R
88	HIST 4479	R
89	HIST 4481	R
90	HIST 4484	M, A
91	HIST 4485	R
92	HIST 4486	R
93	HIST 4505	R
94	HIST 4580	R

RRICULUM MAPPING TEMPLATE

PL-SLO 2	PL-SLO 3
Analyze primary and secondary sources for their historical content and interpretations	Demonstrate ability to research according to historical methods
I	
I	
I	
I	
I, A	I
R	R
R	R
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PL-SLO 4	
Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation	
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<p>INSTRUCTIONS</p> <p>1. Insert your Department (Ex: English, Education, Biology, Criminology)</p> <p>2. Insert your specific Degree</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes</p> <p>5. In the remainder of the spreadsheet, align where your Student</p>	<p>SCHOOL:</p>		<p>Humanities</p>		<p>PL-SLO 1</p>	
	<p>PROGRAM:</p>		<p>History</p>	<p>COURSES</p>	<p>Demonstrate content knowledge of history</p>	
				1	HIST 1111	I
				2	HIST 1112	I
				3	HIST 2111	I
	<p>INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p>			4	HIST 2112	I
				5	HIST 2302	I
				6	HIST 3300	R
				7	HIST 3301	R
	<p>REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p>			8	HIST 3311	R
				9	HIST 3312	R
				10	HIST 3313	R
				11	HIST 3315	R
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<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level.</p>			13	HIST 3319	R	
			14	HIST 3321	R	

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85	HIST 4476	R
86	HIST 4477	R
87	HIST 4478	R
88	HIST 4479	R
89	HIST 4481	R
90	HIST 4484	M, A
91	HIST 4485	R
92	HIST 4486	R
93	HIST 4505	R
94	HIST 4580	R

RRICULUM MAPPING TEMPLATE

PL-SLO 2	PL-SLO 3
Analyze primary and secondary sources for their historical content and interpretations	Demonstrate ability to research according to historical methods
I	
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I, A	I
R	R
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PL-SLO 4	
Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation	
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History, Secondary Education Certification, B.A.

2025-2026 Undergraduate Revise Program Request

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

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

Desired Effective Semester *

Desired Effective Year *

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School/ Department*

School of Humanities

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes No

Is this a College of Education Program?*

Yes No

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

Yes
 No

Is this an Accelerated Bachelors to Masters program related proposal?*

Yes
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*

Yes
 No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

Program
 Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* History, Secondary Education Certification, B.A.

Program ID - DO NOT EDIT* 4556

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Description* This program will prepare you for success as a secondary-school teacher. You will work both with the History Program and the College of Education, taking both History and Education classes. If you fulfill all program requirements, you will graduate with State of Georgia certification to teach at the secondary level, placing you in a competitive position within the job market.

Certification to teach in the state of Georgia has requirements beyond academic curriculum. See the Office of Teacher Certification for more details.

Students must earn a grade of C or above for all professional sequence courses in education and for all courses listed under content field in history.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

- History, remainder of World or U.S. Surveys 3-6 Credit Hours
- HIST 2302 – The Historian’s Craft: Methodology 3 Credit Hours (must earn a C or better)
- Courses selected from ANTH, CS, ECON, EDUC, ENGL, FORL, FREN, GRMN, SPAN, GEOG, XIDS, PHIL, POLS, PSYC, SOCI, and Statistics (no more than 6 hours from any one area) 9-12 Credit Hours

[Before] History, remainder of World or US Surveys 3-6

HIST 2302 The Historian's Craft: Methodology

[After] Approved Electives from ANTH, CS, ECON, EDUC, ENGL, FORL, FREN, GRMN, SPAN, GEOG, XIDS, PHIL, POLS, PSYC, SOCI, and Statistics (no more than 6 hours from any one area) 9-12 Credit Hours

Requirements for the Major: 30 Hours

HIST 4484 Senior Seminar

HIST 4474 History of Georgia

[After] At least one upper-level course in U.S. History and at least one upper-level course outside of U.S. History; six additional electives with at least one focused on the pre-1850 period and at least one focused on cultural diversity. 24 Credit Hours

Secondary Education: 25 Hours

**SPED 3715 The Inclusive Classroom:
Differentiating Instruction**

[Right] 1

**MEDT 3401 Integrating Technology into the
Curriculum**

[Right] 1

CEPD 4101 Educational Psychology

[Right] *

**SEED 4243 Instructional Strategies for
Secondary Social Studies Education**

[Right] 2 *

**SEED 4243L Instructional Strategies for
Secondary Social Studies Education Laboratory**

[Right] **

**SEED 4271 Instruction, Assessment, and
Management in the Secondary Classroom**

[Right] 2 *

**SEED 4271L Instruction, Assessment, and
Management in the Secondary Classroom Lab**

[Right] **

SEED 4286 Teaching Internship

[Right] 2 *

SEED 4289 Teaching Internship Seminar

[Right] 2 *

Note:

All education and major courses should be completed prior to enrollment in SEED 4286 and SEED 4289.

General Electives: 5 Hours

5 credit hours.

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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


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

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

and proceed.

Step 2 - Adding New Courses to the Program

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


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

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

For new courses going through a Curriculum 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.

- 1 Minimum 2.7 GPA and advisor code, Prerequisite to Teacher Ed admission
- 2 Field experiences required
- * Requires admission to Teacher Education for enrollment. Grade of C or better.

Rationale* These proposed modifications respond to changes in course requirements for Secondary Education Certification students, changes in History course offerings following faculty departures, and follow the revised USG RAC guidelines for History Field of Study (FOS), the former Core Area F (attached). The modifications emphasize flexibility, remove potential barriers to degree completion, and bring the History Program's Secondary Education Certification program into conformity with others on campus in terms of total credits hours in the degree program. Our current program comprises 124 credit hours. We are making several modifications: 1) transforming the three EDUC classes (2110, 2120, 2130) from requirements to Field of Study options. That will remove 9 credit hours from the program; 2) to bring the program to 120 credit hours, we are adding 5 credit hours of General Elective courses to the degree track; :3) making the Foreign Language classes in FOS options rather than requirements; 4) listing English and EDUC as disciplines from which students may select FOS electives; 5) changing the History major requirement that students take at least one upper-level History class in each of three particular geographic areas (U.S., Europe, "Other") to taking at least one upper-level History class in U.S. History and at least one upper-level History class in non-U.S. History; 6) changing the timeframe of the requirement to take at least one upper-level History class focused on the pre-1800 period to pre-1850. As for the transformation of the three EDUC classes from requirements to options, although History doesn't currently offer a single teacher-specific pedagogy class in History, professors in the Program do add pedagogy into our classes. This is particularly true in the intro 2302 course as well as the capstone 4484 class. Professors in the History Program appreciate the large number of majors pursuing a teaching career and incorporate pedagogical issues and approaches into upper-levels as well, on a class-by-class basis.

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

SACSCOC Substantive Change


Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kylec@westga.edu.

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

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

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.



HISTORY

Area F Learning Outcomes

Students will be able to differentiate between primary and secondary sources and critically analyze historical evidence.

Students will be able to employ additional means of historical literacy. This may include communicating in a language other than English, statistical analysis, teaching and learning, digital humanities, or cultural and information literacy.

Area F Course Guidelines

Area F credits must equal 18 credit hours.

A.	REQUIRED: One History course not counted in Areas A - E	3 hours
B.	<p>For the remaining 15 credit hours, students may select courses from the following disciplines including, but not limited to, the following:</p> <ul style="list-style-type: none"> • Anthropology • Computer Science • Economics • Education • Foreign Languages • Geography • Introduction to Asia, Africa, Europe, or Latin America • Introduction to Local/Georgia History • Introduction to Philosophy • Introduction to Religion • Introductory Thematic Courses in History • Minorities in American History • Political Science • Psychology • Sociology • Statistics • U.S. History Survey • World or Western Civilization • Other courses deemed appropriate by individual institutions 	15 hours

Updated September 6, 2023

**Core IMPACTS
Program Map
B.A. in History with Secondary Ed Certification**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
HIST 2111 or HIST 2112 (IMPACTS P, Political Scient & U.S. Constitution)	3	HIST 2111 or HIST 2112 (IMPACTS, Field of Study)	3
HIST 1111 or HIST 1112 (IMPACTS S, Social Sciences)	3	HIST 2302 (IMPACTS, Field of Study)	3
ENGL 1101 (IMPACTS C, Communications in Writing)	3	POLS 1101 (IMPACTS P, Political Science & U.S. Constitution)	3
MATH 1401 (IMPACTS M, Mathematics and Quantitative Skills)	3	ENGL 1102 (IMPACTS C, Communications in Writing)	3
Class in Core IMPACTS I (area Institutional Priorities)	2	Science Class & Lab in Core IMPACTS Y (area Technology, Mathematics, and Science)	4
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101; Required to earn C or higher. • Complete Core IMPACTS area M 		<ul style="list-style-type: none"> • Complete ENGL 1102; Required to earn C or higher. Complete Core IMPACTS area C • Complete Core IMPACTS area P 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Class in Core IMPACTS A, Arts, Humanities, and Ethics	3	Class in Core IMPACTS A, Arts, Humanities, and Ethics	3
HIST 1111 or 1112 (IMPACTS, Field of Study)	3	SPED 3715 (Secondary Ed Certification)	3
Class in Core IMPACTS T (area Technology, Mathematics, and Science)	3	Class in Core IMPACTS T (area Technology, Mathematics, and Science)	3
Class in Core IMPACTS S, Social Sciences (not HIST 1111 or 1112)	3	HIST 3000/4000	3
Class in Core IMPACTS area Institutional Priorities	3	Elective in Core IMPACTS Field of Study	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Core IMPACTS area I • Complete Core IMPACTS area S 		<ul style="list-style-type: none"> • Complete Core IMPACTS area A • Complete Core IMPACTS area T 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MEDT 3401 (Secondary Ed Certification)	3	SEED 4271	3
HIST 3000/4000	3	HIST 3000/4000	3
HIST 3000/4000	3	HIST 3000/4000	3
HIST 4474: Georgia History	3	HIST 3000/4000	3
Elective in Core IMPACTS field of study	3	HIST 3000/4000	3
Elective in Core IMPACTS Field of study	3	General Elective	3
SEMESTER TOTAL	18	SEMESTER TOTAL	18
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Georgia History Course • Complete Core IMPACTS Field of Study 			
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEED 4243 + Lab (Secondary Ed Certification)	4	SEED 4286	6
CEPD 4101 (Secondary Ed Certification)	3	SEED 4298	3
HIST 4484: Senior Seminar	3		
HIST 3000/4000	3		
General Elective	2		
SEMESTER TOTAL	15	SEMESTER TOTAL	9
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete HIST 4484: Senior Seminar • Complete Major courses • Complete General Elective courses 		<ul style="list-style-type: none"> • Complete Secondary Ed Certification courses 	

<p>INSTRUCTIONS</p> <p>1. Insert your Department (Ex: English, Education, Biology, Criminology)</p> <p>2. Insert your specific Degree</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes</p> <p>5. In the remainder of the spreadsheet, align where your Student</p>	<p>SCHOOL:</p>	<p>Humanities</p>	<p>COURSES</p>	<p>PL-SLO 1</p>	
	<p>PROGRAM:</p>	<p>History</p>		<p>Demonstrate content knowledge of history</p>	
			<p>1</p>	<p>HIST 1111</p>	<p>I</p>
			<p>2</p>	<p>HIST 1112</p>	<p>I</p>
			<p>3</p>	<p>HIST 2111</p>	<p>I</p>
	<p>INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p>		<p>4</p>	<p>HIST 2112</p>	<p>I</p>
			<p>5</p>	<p>HIST 2302</p>	<p>I</p>
			<p>6</p>	<p>HIST 3300</p>	<p>R</p>
			<p>7</p>	<p>HIST 3301</p>	<p>R</p>
	<p>REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p>		<p>8</p>	<p>HIST 3311</p>	<p>R</p>
			<p>9</p>	<p>HIST 3312</p>	<p>R</p>
			<p>10</p>	<p>HIST 3313</p>	<p>R</p>
			<p>11</p>	<p>HIST 3315</p>	<p>R</p>
			<p>12</p>	<p>HIST 3318</p>	<p>R</p>
	<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level.</p>		<p>13</p>	<p>HIST 3319</p>	<p>R</p>
			<p>14</p>	<p>HIST 3321</p>	<p>R</p>

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44	HIST 4402	R
45	HIST 4403	R
46	HIST 4404	R
47	HIST 4411	R
48	HIST 4413	R
49	HIST 4414	R
50	HIST 4417	R
51	HIST 4418	R
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65	HIST 4443	R
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86	HIST 4477	R
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88	HIST 4479	R
89	HIST 4481	R
90	HIST 4484	M, A
91	HIST 4485	R
92	HIST 4486	R
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PL-SLO 2	PL-SLO 3
Analyze primary and secondary sources for their historical content and interpretations	Demonstrate ability to research according to historical methods
I	
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I	
I	
I, A	I
R	R
R	R
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PL-SLO 4	
Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation	
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Philosophy Minor

2025-2026 Undergraduate Revise Program Request

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Desired Effective Year *

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Philosophy Minor

Program ID - DO NOT EDIT* 4581

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Philosophy Minor requires six (6) PHIL courses summing to 18 hours. Students may apply any PHIL courses of their choice to the Minor, so long as at least three (3) of those courses are at the upper level (i.e. at the 3/4xxx level).

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Prospective Curriculum*

Requirements

The Minor requires six (6) PHIL courses summing to 18 hours. Students may apply any PHIL courses of their choice to the Minor, so long as at least three (3) of those courses are at the upper level (i.e., at the 3/4xxx level).

Total: 18 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  and proceed.

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* (1) While keeping the minor at 18 hours, we have streamlined and simplified the curriculum to allow for flexibility of the courses taken.

- Details: Instead of requiring each of PHIL 2010, 2020, and 2030 (totaling 9 hours) plus any three upper level courses (totaling 9 hours), we will now allow students to take any 6 PHIL courses (summing to 18 hours), at least 3 of which must be at the 3/4xxx level.

- Benefits: This model allows for students to be flexible in which courses they count for the minor versus which they count for IMPACTS (since courses cannot count both for the Minor and IMPACTS) and it also allows them to apply up to 6 upper-level classes to the Minor, instead of only allowing 3. (For example, with this new plan, a student may count PHIL 2010 in IMPACTS A and PHIL 2020 in IMPACTS I, and then they may count any six 2/3/4xxx-level courses to attain the Minor, so long as at least three are upper-levels. In the old curriculum, by contrast, if the student were to choose the PHIL Minor, then PHIL 2010 and 2020 in this example would be moved into the Minor domain and would not be allowed to continue to count in IMPACTS. Students would then have to fulfill IMPACTS A and I with alternate courses.) Lastly, this change parallels changes PHIL has made to FOS, which now allows upper-level substitute options for PHIL 2xxx-level courses (per the new USG rules). Accordingly, this change ensures consistency between the Major and the Minor.

(2) A program description for the Philosophy Minor was missing from the catalog, so we added one, which accords with the curriculum changes we are introducing.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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

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

**2025–2026
Program Map
Philosophy Minor**

YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
IMPACTS Area C: ENGL 1101	3	IMPACTS Area C	3
IMPACTS Area M	3	IMPACTS Area T	4
IMPACTS Area I	2	IMPACTS Area A	3
IMPACTS Area S	3	IMPACTS Area P	3
IMPACTS Area S	3	FOS	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 (a prerequisite for PHIL 3000-level courses) 			

YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
IMPACTS Area T	3	IMPACTS Area A: PHIL 2010 (recommended)	3
IMPACTS Area P	3	Minor: PHIL 2/3/4XXX Course	3
IMPACTS Area I	3	IMPACTS Area T	3
IMPACTS Area A	3	FOS	3
FOS	3	FOS	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
		<ul style="list-style-type: none"> • Complete PHIL 2030 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Major	3	Major	3
Major	3	Major	3
Major	3	Major	3
FOS	3	FOS	3
Minor: PHIL 2/3/4XXX Course	3	Minor: PHIL 2/3/4XXX Course	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
		•	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Major	3	Major	3
Major	3	Major	3
Major	3	Minor: PHIL 3/4XXX Course	3
Minor: PHIL 3/4XXX Course	3	Elective	3
Minor: PHIL 3/4XXX Course	3	Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
		<ul style="list-style-type: none"> • Complete PHIL Minor requirements 	

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

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	School of Humanities	COURSES		PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:	Philosophy	COURSES		LO 1: Can discuss the views of at least three major historical figures of philosophy.	LO 2: Can critically analyze and explain a philosophical issue in written communications.	LO 3: Can incorporate and defend a philosophical position in oral communications.
		1	PHIL 2010	I	I	
		2	PHIL 2020		I	I
		3	PHIL 2030	I	I	
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	PHIL 2130	I	I	
		5	PHIL 3100	R	R	
		6	PHIL 3105	R	R	
		7	PHIL 3110	R	R	
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8	PHIL 3115		R	
		9	PHIL 3120	R	R	
		10	PHIL 3140	R	R	
		11	PHIL 3160		R	
		12	PHIL 3180		R	
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13	PHIL 3205	R	R	
		14	PHIL 3220	R	R	
		15	PHIL 3250	R	R	
		16	PHIL 3300		R	
		17	PHIL 3301	R	R	
		18	PHIL 3310		R	
		19	PHIL 3315		R	R
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other	20	PHIL 3320		R	
		21	PHIL 4100	R	R	

Data in.

data may come from other sources such as surveys.

22	PHIL 4110		R	
23	PHIL 4120		R	
24	PHIL 4130	R	R	
25	PHIL 4150	R	R	
26	PHIL 4160		R	
27	PHIL 4220	R	R	
28	PHIL 4230		R	
29	PHIL 4240		R	
30	PHIL 4300	M, A	M, A	M, A
31	PHIL 4385	R	R	

Bachelor of Arts (BA)

Philosophy (380101)

Reporting Cycle:

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

Certificate of Less than One Year in Ethics

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2025

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being 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](#).

School/ Department*

School of Humanities

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

Is this a College of Education Program?* Yes No

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Certificate of Less than One Year in Ethics

Program ID - DO NOT EDIT* 4721

Program Code - DO NOT EDIT

Program Type* Certificate

Degree Type* Certificate

Program Description* The Ethics Certificate is a stand alone certificate in the philosophical study of ethics. This certificate is intended for students in any discipline, as it will provide students with skills and knowledge relevant to many aspects of their professional and personal lives. Courses in the certificate program engage students in the philosophical study of both theoretical and applied ethics. Students who earn this certificate will not only be able to demonstrate to prospective employers their knowledge of and commitment to ethics in the professional sphere, but will also be better equipped to analyze and evaluate the most difficult and controversial challenges facing our society today.

Learning Outcomes

Upon successful completion of the Ethics Certificate program, students will be able to:

Demonstrate knowledge of the foundational concepts of ethics.

Critically analyze moral problems from a philosophical perspective.

Make a cogent moral argument.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Required (3 credit hours):

PHIL 2030 Introduction to Ethics

Choose any three (9 credit hours total):

PHIL 3115 Political Philosophy

PHIL 3180 Moral Theories

PHIL 3300 Biomedical Ethics

PHIL 3310 Environmental Ethics

PHIL 3315 Contemporary Moral Problems

PHIL 3320 Technology and Human Values

PHIL 4110 Philosophy of Law

PHIL 4120 Professional Ethics

PHIL 4130 Feminist Philosophy

**PHIL 4240 Philosophy and Ethics of Love and
Sex**

PROGRAM CURRICULUM


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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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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* We have added two new ethics courses to the Ethics Certificate options. These courses were new to our curriculum in AY25: PHIL 3315 Contemporary Moral Problems and PHIL 3320 Technology and Human Values. These new additions accord with Philosophy's recent push in the Applied Ethics direction, emphasizing today's career and everyday life-relevant questions.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

- Check all that apply to this program***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
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 - 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

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1.) Program Map and/or Program Sheet

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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.

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


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


4.) Curriculum Map Assessment

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

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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

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

2025–2026

Program Map

Program Map – Stand-Alone Certificate in Ethics

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
IMPACTS Area C: ENGL 1101	3	IMPACTS Area C	3
IMPACTS Area M	3	IMPACTS Area T	4
IMPACTS Area I	2	IMPACTS Area A	3
IMPACTS Area S	3	IMPACTS Area P	3
IMPACTS Area S	3	FOS	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 (a prerequisite for PHIL 3000-level courses) 			
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
IMPACTS Area T	3	IMPACTS Area A: PHIL 2030	3
IMPACTS Area P	3	Elective / Minor	3
IMPACTS Area I	3	IMPACTS Area T	3
IMPACTS Area A	3	FOS	3
FOS	3	FOS	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
		<ul style="list-style-type: none"> • Complete PHIL 2030 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Major	3	Major	3
Major	3	Major	3
Major	3	Major	3
FOS	3	FOS	3
Ethics Certificate course: PHIL 3115 or 3180 or 3300 or 3310 or 3315 or 3320 4110 or 4120 or 4130 or 4240	3	Ethics Certificate course: PHIL 3115 or 3180 or 3300 or 3310 or 3315 or 3320 4110 or 4120 or 4130 or 4240	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
		•	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Major	3	Major	3
Major	3	Major	3
Major	3	Elective / Minor	3
Ethics Certificate course: PHIL 3115 or 3180 or 3300 or 3310 or 3315 or 3320 4110 or 4120 or 4130 or 4240	3	Elective / Minor	3
Elective / Minor	3	Elective / Minor	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
• Complete Ethics Certificate requirements			



Contemporary Moral Problems

PHIL-3315

Fall 2024 Section 01W 3 Credits 08/14/2024 to 12/13/2024 Modified 08/14/2024

Description

This course focuses on contemporary moral problems raised in the case pack for each year's national Intercollegiate Ethics Bowl. Students will: Perform academic research on problems central to the cases; use moral imagination to find solutions; develop moral arguments for particular positions; and present their findings orally. (Students may take the course up to four times for credit. Students can count the course twice toward the Philosophy BA; twice toward the Philosophy Minor; and three times toward the Ethics Certificate.)

Requisites

Prerequisites:

Corequisites:

Contact Information

Dr. [Riker](https://www.westga.edu/profile.php?emp_id=19372) (https://www.westga.edu/profile.php?emp_id=19372)

TLC 3245

(678) 839-5317 (office landline, no texts)

wriker@westga.edu

Office Hours:

Mon & Wed 2:00-3:30pm

Tues & Thurs 1:00-3:30pm

and by appointment

Virtual meetings and group meetings are available.

Meeting Times

Mon/Wed 11:00-12:15 in Pafford 308

Materials

All course materials will be made available through Course Den.

Outcomes

- Research contemporary moral problems using academic resources
- Use moral imagination
- Develop moral arguments
- Present and defend positions in oral communication

Evaluation

Criteria

Total points possible: 200

A = 180-200

B = 160-179

C = 140-159

D = 120-139

F = fewer than 120 points

Breakdown

Research write-ups. 30 points possible.

Case analysis write-up. 60 points possible.

Case presentation. 20 points possible.

Peer feedback. 20 points possible.

My Three Cents. 20 points possible.

Mock rounds. 20 points possible.

Effort. 30 points possible.

Total points possible: 200

Assignments

Research write-ups. 30 points possible.

- Student identifies case-relevant research (article, book, or similar) and shares with the class. (We'll split up the cases.)
- Identify three scholarly resources related to one of the cases.
- Write short summaries of each (150-200 words each) indicating type of scholarly resource and content.
- Share summaries and relevant bibliographic information on discussion board.
- Due near end of September, approx. three weeks after release of regional case pack.

Case analysis write-up. 60 points possible.

- Main course writing assignment.
- Student identifies three questions about chosen case.
- For at least one question, student introduces 2-3 arguments for each side.
- Student then produces developed argument reflecting their own considered position.
- Student anticipates possible objections to team position/argument.
- First draft due by 5:00pm on Fri Oct 10.
- Feedback on drafts will be provided by instructor.
- Final draft due Mon Dec 9 by noon. 8-12 pages.

Case presentation. 20 points possible.

- Pairs of students will launch discussion of each case, in person and by posting presentation notes/text on discussion board for classmates. Notes/text should be posted at least 24 hours before presentation.
- Pair should (a) identify three possible questions about the case; (b) for at least one question, identify 2-3 possible arguments for and against; (c) indicate which argument seems strongest and why; and (d) identify possible objections to this argument.
- After presentation, presenters will be asked to explain in writing what grade they think they deserve and what grade they think their partner deserves. Instructor has final say.

Peer feedback. 20 points possible.

- Unless presenting, review Case Presentation notes/text posted by classmates and offer constructive suggestions to the group.
- Contribute to online discussion of at least half of cases within one week of posting of case notes/text.

My Three Cents. 20 points possible.

- Unless presenting, bring three developed thoughts about topic of the day.
- For each developed thought, write about one paragraph.
- Turn in to instructor at beginning of class.
- Must be in writing. Can be printed or handwritten. No email.
- No make-ups for missed days.
- Students arriving late and trying to turn in questions may receive up to half credit for that day's assignment. Questions will not be accepted after 25 minutes.
- For full credit, complete fifteen sets. You'll have nineteen opportunities.

Mock rounds. 20 points possible.

- Form teams and engage in practice rounds.
- One team presents, one comments, other students judge.
- Presenting team presents argument for position on a case (clear and systematic response to question) highlighting central moral themes and showing awareness of alternative perspectives.
- Commenting team responds to presentation, pointing to gaps and weaknesses, and making suggestions for improvement.
- Student judges then engage presenting team in Q/A.

Effort. 30 points possible.

Including but not limited to:

- Attend class
- Be on time
- Arrive prepared (can answer cold-call questions about readings/cases)
- Pay attention during lecture/discussion
- Join discussion
- Engage in group activities

NOTES re Effort:

- Attendance. Students can miss 4 classes without losing Effort points. Each absence beyond that limit will cost 5 Effort points.
- Lateness. Students can arrive late 2 times without losing Effort points. Each late arrival after that will cost 3 Effort points.
- Leaving Early. Leaving class early will be treated as a missed class or a late arrival, depending on how early the student leaves.
- *These policies are in effect starting with our second class day.*

Schedule

W Aug 14: Introductions

M Aug 19: High Theory & Utilitarianism

W Aug 21: High Theory & Kant (especially his treatment of his case studies)

M Aug 26: Ross vs Mid-Level Principles (Beauchamp/Childress)

W Aug 28: Casuistry & Particularism

M Sep 2: Labor Day

W Sep 4: Moral Imagination & Research

M Sep 9: Case 1 (My Three Cents)

W Sep 11: Case 2 (My Three Cents)

M Sep 16: Case 3 (My Three Cents)

W Sep 18: Case 4 (My Three Cents)

M Sep 23: Case 5 (My Three Cents)

W Sep 25: Case 6 (My Three Cents)

M Sep 30: Case 7 (2 students) (My Three Cents)

W Oct 2: Review

M Oct 7: Case 8 (2 students) (My Three Cents)

W Oct 9: Case 9 (2 students) (My Three Cents)

F Oct 10: Case write-up drafts due by 5:00pm.

M Oct 14: Case 10 (2 students) (My Three Cents)

W Oct 16: Case 11 (2 students) (My Three Cents)

M Oct 21: Case 12 (2 students) (My Three Cents)

W Oct 23: Case 13 (2 students) (My Three Cents)

M Oct 28: Case 14 (2 students) (My Three Cents)

W Oct 30: Case 15 (2 students) (My Three Cents)

M Nov 4: Mock Rounds

W Nov 6: Mock Rounds

Sat Nov 9: Mid-Atlantic Regional Intercollegiate Ethics Bowl (UNG Gainesville)

M Nov 11: Mock Rounds

W Nov 13: Metacognition and post-mortem (My Three Cents)

M Nov 18: Case write-up peer feedback day

W Nov 20: Theory Redux: What works for you, and what doesn't? (My Three Cents)

M Nov 25: Thanksgiving

W Nov 27: Thanksgiving

M Dec 2: Modern Moral Methodology (My Three Cents)

W Dec 4: Modern Moral Methodology (My Three Cents)

M Dec 9: Case write-up due by noon. No class meeting.

* Course Policies and Resources

Students must author any work turned in for a grade. Use of AI or paper writing services or similar on graded work is not allowed. In such cases, student may receive a score of 0 on the assignment, and may face disciplinary action.

🎯 College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their 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;

(B) Participate in experiential learning opportunities:

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

🏛️ Institutional Policies

Academic Support

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

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

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

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

Mental Health Support

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

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

ELL Resources

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

Additional Items



Technology and Human Values

PHIL-3320

Fall 2024 Section 01W 3 Credits 08/14/2024 to 12/13/2024 Modified 08/14/2024

Description

This course explores the relationship between technology and human values from a philosophical perspective. Through readings, discussions, and written assignments, students will critically examine how technology shapes and is shaped by ethical, social, and cultural values. Drawing from different philosophical traditions, students will investigate the moral implications of new technologies and various philosophical views of the relationship between humans and technology.

Requisites

Prerequisites:

Corequisites:

Contact Information

Further Course Description

In this course, we will explore the relationship between human values and technology by critically examining the assumption that technology is a neutral tool. Through investigating a variety of philosophical questions surrounding technology, we will come to understand technology as deeply intertwined with our social norms, ethical values, economy, politics, and culture. Developing a nuanced perspective on the nature of the relationship between technology and human values will also allow us to consider what we *want* this relationship to be as users of technology. Lastly, we will apply philosophical frameworks from the course toward the exploration of a range of issues surrounding current and emerging technologies. Some of the specific questions that we will zoom in on in our class are:

- What is technology? Is technology a mere tool, or does it inherently embody specific values?
- Does technology drive societal progress? Do we have control over technology's impact on society?
- What does it mean for technology to be an instrument of politics and power? How does technology interact with gender and race?

- What role does technology have in governing? Should citizens in democracies participate in decision-making processes about technology?
- How are technology and morality intertwined? How can we meet ethical challenges posed by emerging technologies responsibly?

Contact Information

Instructor: Dr. Alzbeta Hajkova (pronounced ALZH-beh-ta HY-koh-vah), she/her

Email: ahajkova@westga.edu

In-person drop-in hours, TLC 3202: Tuesdays and Thursdays, 3:30 pm to 5:30 pm.

Virtual office hours, Microsoft Teams chat: Wednesdays, 12:00 to 3:00 pm.

Please email me to schedule an appointment outside of these hours.

Meeting Times

Time and Place: Tuesdays and Thursdays, 12:30 – 01:45 pm, Pafford 302

Materials

All course readings will be available on CourseDen.

Outcomes

The primary goal of this course is for you to attain conceptual tools to think through and engage in complex discussions about technology and its relationship to society, politics, culture, and ethics. In line with this overarching aim, by the end of the course, you will be able to:

- Define fundamental philosophical and ethical concepts that are relevant to contemporary philosophical issues arising from new technologies.
- Explain the ethical implications of various technological advancements, such as autonomous vehicles, artificial intelligence, drones, and fMRI.
- Explain a philosophical view of the relationship between humanity and technology.
- Use reasons and argumentation to defend a philosophical position related to values and technology.

These course-specific learning outcomes contribute to the learning outcomes of the Philosophy Program by enabling students better to critically analyze and explain a philosophical issue in written communications.

Additionally, you will have practiced a variety of transferrable skills that are valuable in any professional setting, such as:

- Extract main arguments from complex texts and critically analyze them.

- Carefully articulate clear and convincing reasons supporting your view on a particular issue and communicate them effectively through discussion and writing.
- Facilitate civil discourse designed to build mutual understanding through dialogue.
- Engage in effective collaboration in teams towards a shared objective.

✓ Evaluation

Criteria

The grading scale for the course is: A = 100–90%; B = 89–80%; C = 79–70%; D = 69–60%; F = 59–0%.
The final grades will be rounded to the nearest whole number.

Breakdown

- Reading Questions – 10% of the final grade
- Reading Reflections – 30%
- Concept Map – 30%
- Final Paper Proposal – 5%
- Final Paper – 25%

☰ Assignments

A combination of the following assignments will determine your final grade in the course. More detailed instructions for each assignment will be introduced in class in due time and posted on CourseDen.

- **Reading Questions (10% of the final grade):** Starting with week 2 of our course, you will submit a question or comment about the day's assigned reading before the class on CourseDen. Your reading questions or comments should demonstrate direct engagement with the argument and/or concepts from the reading. They should not be overly general or ask Google-able questions. Each submission is worth 1 point. You will receive 0.5 points for a question or comment that doesn't demonstrate direct engagement with the reading. Since reading questions are a platform for class discussion and engagement, you will only receive credit if you attend the class session. I will drop your two worst grades at the end of the course. This assignment aims to help you think critically about the reading and prepare to be engaged in the class discussion.
- **Reading Reflections (30%):** You will write four 500-600-word reflections on a reading of your choice from the previous three weeks of the course. You can build on your reading questions and comments to write the reflections. You will briefly analyze what you take to be one of the central arguments of the reading and then raise a positive or negative critique of it. This assignment aims to help you practice identifying and understanding the main argument in complex texts and articulating your own evaluation of the argument.
- **Concept Map (30%):** Concept maps are visual representations of the relationships among several concepts and ideas. They are an instrument for developing an understanding of the content of philosophical concepts and the kinds of relationships between different concepts (for example, hierarchical, oppositional, analogous, etc.). Collaborating with your classmates in small groups, you will

create a concept map of technology and values. Your individual role in the project will be to identify relevant concepts from readings assigned to you. The collaborative part of the project will be dedicated to bringing the concept map together by identifying the connections between the concepts, the types of relationships among them, and real-world illustrations of relevant concepts. This assignment aims to help you gain deeper insight into concepts from class by identifying various relationships between them, leading to a more comprehensive picture of how human values shape technology.

- **Final Paper (25%, 5% proposal):** You will write a 1500-word paper on a philosophical issue surrounding technology and values of your interest. You can choose a topic previously discussed in the course or apply the concepts from the course to an analysis of a new issue. This assignment aims to help you practice carefully analyzing a philosophical issue of your choice, articulating your view on the issue, and supporting your view with well-argued reasons.

Schedule

Week 1: Introduction

Thursday, August 15th – Syllabus Review and Introductions

Week 2: What is Technology?

Tuesday, August 20th – Defining Technology

- Read “What Is Technology? Defining or Characterizing Technology” by Val Dusek (2006)

Thursday, August 22nd – The Origin of the Concept of Technology

- Read “Technology: The Emergence of a Hazardous Concept” by Leo Marx (2010)

Week 3: What is Philosophy of Technology?

Tuesday, August 27th – Demarcating Philosophy of Technology

- Read the introduction and Section I in “Toward a Philosophy of Technology” by Hans Jonas (1979)

Thursday, August 29th – Demarcating Philosophy of Technology Continued

- Read Section II in “Toward a Philosophy of Technology” by Hans Jonas (1979)

Week 4: Technology and Society

Tuesday, September 3rd – Technological Determinism

- Read “Do Machines Make History?” by Robert L. Heilbroner (1967)

Thursday, September 5th – Social Construction of Technology

- Read “The Social Construction of Facts and Artifacts” by Trevor J. Pinch & Wiebe E. Bijker (1984)

Sunday, September 8th – Reading Reflection 1 due by 11:59 pm

Week 5: Technology and Society

Tuesday, September 10th – Technological Sleepwalking

- Read “Technologies as Forms of Life” by Langdon Winner (1983)

Thursday, September 12th – Anti-technology Attitudes

- Read “Neo-Luddism: Contemporary Work and Beyond” by Maciej D. Kryszczuk and Michał Wenzel (2017)

Week 6: Technology and Power

Tuesday, September 17th – Technology and Politics

- Read “Do Artifacts Have Politics?” by Langdon Winner (1986)

Thursday, September 19th – Technocracy

- Read “Legitimacy and Automated Decisions: The Moral Limits of Algocracy” by Bartek Chomanski (2022)

Week 7: Technology and Power

Tuesday, September 24th – Technology and Democracy

- Read “Agency and Citizenship in a Technological Society” by Andrew Feenberg (2017)

Thursday, September 26th – Technology and Gender

- Read “Women, Feminism, and Technology” by Val Dusek (2006)

Sunday, September 29th – Reading Reflection 2 due by 11:59 pm

Week 8: Technology and Power

Tuesday, October 1st – Technology and Race

- Read “From Black Inventors to One Laptop Per Child: Exporting a Racial Politics of Technology” by Rayvon Fouché (2013)

Thursday, October 3rd – Fall Break

Week 9: Ethics of Technology

Tuesday, October 8th – Technology and Morality

- Read excerpt from *Moralizing Technology: Understanding and Designing the Morality of Things* by Peter-Paul Verbeek (2011)

Thursday, October 10th – Technological Intentionality

- Read excerpt from *Moralizing Technology: Understanding and Designing the Morality of Things* by Peter-Paul Verbeek (2011)

Week 10: Ethics of Technology

Tuesday, October 15th – Technosocial Opacity

- Read excerpt from *Technology and the Virtues: A Philosophical Guide to a Future Worth Wanting* by Shannon Vallor (2016)

Thursday, October 17th – Technomoral Virtues

- Read excerpt from *Technology and the Virtues: A Philosophical Guide to a Future Worth Wanting* by Shannon Vallor (2016)

Sunday, October 20th – Reading Reflection 3 due by 11:59 pm

Week 12: Concept Map

Tuesday, October 22nd – Concept Map in-class session

Thursday, October 24th – Concept Map in-class session

Week 12: Emerging and Current Technologies

Tuesday, October 29th – Large Language Models

- Read “ChatGPT is Bullshit” by Michael Townsen Hicks, James Humphries, and Joe Slater (2024)

Thursday, October 31st – Deepfakes

- Read “The Distinct Wrong of Deepfakes” by Adrienne de Ruite (2021)

Week 13: Emerging and Current Technologies

Tuesday, November 5th – Autonomous Weapons

- Read “Autonomous Weapons Systems, Killer Robots and Human Dignity” by Amanda Sharkey (2018)

Thursday, November 7th – Superintelligence

- Read “The Problem of Superintelligence: Political, Not Technological” by Wolfhart Totschnig (2017)

Sunday, November 10th – Reading Reflection 4 due by 11:59 pm

Week 14: Emerging and Current Technologies

Tuesday, November 12th – TBD based on student interest

Thursday, November 14th – TBD based on student interest

Week 15: Emerging and Current Technologies

Tuesday, November 19th – TBD based on student interest

Thursday, November 21st – TBD based on student interest

Sunday, November 24th – Final Paper Proposal due by 11:59 pm

Week 16: Thanksgiving Break

Tuesday, November 26th – Thanksgiving Break

Thursday, November 28th – Thanksgiving Break

Week 17: Final Paper

Tuesday, December 3rd – Final Paper in-class work session

Thursday, December 5th – Final Paper in-class work session

Sunday, December 8th – Final Paper due by 11:59 pm

*** Course Policies and Resources**

Communication Policy

I will use CourseDen to communicate announcements and reminders to the class. Please use my email to reach me, and I will typically get back to you within a few hours unless you email me late in the evening or during the weekend. I also encourage you to come to my office hours or talk to me after the class if you have any questions or concerns or to check in with me about your progress through the course.

Technology Policy

You are welcome to use a laptop or tablet in this class only in ways that contribute to learning, such as taking notes or annotating the course slides. Our class will be largely discussion- and group-activity-based. This means that all students are expected to actively listen to one another in order to fully participate in class sessions. If you are unable to contribute to the discussion or are otherwise distracted by your computer, smartphone, or tablet, I will ask that you refrain from using it in class.

Attendance Policy

Since your two worst grades for the Reading Questions will be automatically dropped at the end of the course, you have two free absences you can use as needed during the semester. Additional unexcused absences will amount to minus 0.4% on your final grade, which is the value of one missed Reading Question. All other absences will be excused only with proper documentation, such as a doctor's note or proof of attendance at UWG-sponsored activities. University-sponsored activities include but are not limited to the following: intercollegiate athletic competitions, musical/theatrical/art performances or exhibitions associated with a degree program, debate competitions, and research conferences. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG, or

events associated with social organizations such as fraternities or sororities. I will also excuse absences due to religious observances; please inform me of your upcoming absence before the particular religious observance.

Regular in-person participation is necessary for your success in this course. Therefore, students who miss 10 or more class sessions will fail this course automatically, regardless of the reason for their absences. Hence, if you are unable to attend class for a prolonged period of time due to medical reasons, a family emergency, or any other reason, you should speak to me about seeking a withdrawal from the course. If the withdrawal deadline has passed, you can apply for a hardship withdrawal. This policy takes effect on the second day of class meetings. Please do not hesitate to reach out to me if you are experiencing any issues that prevent you from attending the class regularly.

Policy on Academic Integrity

UWG aims to cultivate a community based on honesty, trust, fairness, respect, and responsibility. Students are expected to act according to the standards articulated in 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. Any student suspected of cheating or plagiarizing on an assignment will be reported to the Academic Dishonesty Tracking System (ADTS). After a single ADTS report is entered for a student, the Office of Community Standards may contact the student to interview them about the event and to suggest potentially helpful ways to avoid plagiarism in the future. They will also warn the student about patterns leading to suspension or expulsion.

AI Policy

The use of generative AI tools, such as ChatGPT, Copilot, Bard, Gemini, Grammarly-AI Writing Assistant, and others, is not permitted at any stage for any assignment in this course. The assignments in this course are designed to help you achieve comprehension of philosophical concepts, practice their critical evaluation, and provide an occasion for applying them in new contexts. The use of AI tools is not in line with successfully achieving the objectives above, as the content generated by AI is not a reflection of your own comprehension and thinking. Therefore, assignments written in whole or part with AI violate course policies and will be considered an infraction of the UWG Honor Code.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact [The Office of Accessibility and Testing Services](#) at 678-839-2328 or accessibility-services@westga.edu as soon as possible to make an appointment to discuss your needs and to obtain a Student Accommodation Report. Please also contact me as soon as possible to discuss your learning needs.

Mental Health

As a student, you may experience stressors that can impact both your academic experience and your personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors

is academic, please contact me so that we can find solutions together. For personal concerns, do not hesitate to reach out to the [Counseling Center](#). The Center offers a variety of free services, including individual counseling, group counseling, online counseling, and referral resources. To make a counseling appointment, call the Center at 678-839-6428.

Basic Needs Support

It can be difficult to be present, maintain focus, and achieve academic success if you have challenges meeting basic needs such as a place to live, access to food, emergency expenses, and more. If you or someone you know is experiencing difficulty meeting basic needs, reach out to the [Basic Needs Center](#). The Center is available to assist all students who need temporary food, hygiene products, toiletry items, baby items, and academic supplies. To schedule an appointment, email wolfwellness@westga.edu or call 678-839-6194.

Title IX Mandatory Reporting

UWG is committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual misconduct, including but not limited to dating violence, domestic violence, nonconsensual sexual contact, nonconsensual sexual penetration, sexual exploitation, sexual harassment, and stalking, please know that help and support are available. I strongly encourage you to report incidents of sexual harassment to the [Title IX Office](#), which provides confidential reporting options to students. Please be aware that faculty members, including me, are required to disclose information about suspected or alleged sexual misconduct or other potential violations of Title IX to the Title IX Office, so I cannot guarantee full confidentiality of our discussion about sensitive matters.

College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their 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;

(B) Participate in experiential learning opportunities:

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

Institutional Policies

Academic Support

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

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

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

[sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_tsqueryId=1ef80ce3c3e982507db3b2459901318a](https://uwgonline.service-now.com/kb/)), and technology requirements, visit this [UWG Online](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF) (https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF).

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

Mental Health Support

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

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

ELL Resources

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

Additional Items

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:	Art, History, and Philosophy	COURSES		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
PROGRAM:	Ethics Certificate	COURSES		Demonstrate knowledge of the foundational concepts of ethics.	Critically analyze moral problems from a philosophical perspective.	Make a cogent moral argument.	
		1	PHIL 2030	I, A	I	I	
		2	PHIL 3115		R, A	R, A	
		3	PHIL 3180	R	R, A		
	<u>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.</u>	4	PHIL 3300	R	R, A	R, A	
		5	PHIL 3310	R	R, A	R, A	
		6	PHIL 3315	R	R, A	R, A	
		7	PHIL 3320	R	R, A	R, A	
	<u>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.</u>	8	PHIL 4110			R, A	
		9	PHIL 4120	M	M, A	M, A	
		10	PHIL 4130	M	M, A	M, A	
		11	PHIL 4240		M, A		
		12					
	<u>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.</u>	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 data may come from other sources such as surveys.	20					
		21					
		22					

Standalone Certificate

Ethics

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY24 cohort	AY25 cohort
LO 1: Demonstrate knowledge of the foundational concepts of ethics.	Strategic Priority 1	To assess this learning outcome, we use a rubric that measures students' knowledge and application of foundational concepts of ethics in a short written assignment submitted in the second half of PHIL 2030 Introduction to Ethics. (This same rubric is also used for General Education assessment of this course.)	80% of students will have achieved a score of proficient or greater on this rubric. This criterion has been identified because a score of proficient or greater represents competency in achieving this learning outcome.		
LO 2: Critically analyze moral problems from a philosophical perspective.	Strategic Priority 1	To assess this learning outcome, we use data from the 3000- and 4000-level courses that are electives in the certificate program. Specifically, we apply a rubric assessing the strength of the critical philosophical analysis of a moral problem to the final paper or exam written by the student in the last two Ethics Certificate courses they completed prior to finishing the program.	80% of students will have achieved a score of proficient or greater on this rubric. This criterion has been identified because a score of proficient or greater represents competency in achieving this learning outcome.		

LO 3: Make a cogent moral argument.	Strategic Priority 1	To assess this learning outcome, we use data from the 3000- and 4000-level courses that are electives in the certificate program. Specifically, we apply a rubric assessing the cogency of moral argumentation offered in the final paper or exam written by the student in the last two Ethics Certificate courses they completed prior to finishing the program.	80% of students will have achieved a score of proficient or greater on this rubric. This criterion has been identified because a score of proficient or greater represents competency in achieving this learning outcome.		

Interpretation & Use of Results	Improvement Plan

Embedded Certificate in Social Services

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester *

Spring

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](#).

School/ Department*

School of Social Sciences

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

Is this a College of Education Program?* Yes No

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Embedded Certificate in Social Services

Program ID - DO NOT EDIT* 4669

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The certificate in Social Services provides a focus on key foundational knowledge and skills needed in helping professions. Students will learn key principles of interacting and working with people from a range of backgrounds and with a variety of needs. This certificate is available to all students, regardless of major. Sociology courses taken to receive this certificate will also count toward the Sociology major or minor.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirements

Students must receive a grade of C or higher in all coursework applied to the certificate.

SOCI 1101 Introductory Sociology

Upper level sociology: 12 hours

List of Upper Level Sociology Courses Approved for Certificate in Social Services

SOCI 3134 Introduction to Social Work and Social Welfare

SOCI 3293 Sociology of Family

SOCI 3733 Social Psychology: The Sociological Tradition

SOCI 3804 Death, Grief and Caring

SOCI 3954 Sociology of Aging

SOCI 4300 Housing and Homelessness

SOCI 4386 Internship

SOCI 4440 Medical Sociology

SOCI 4441 Sociology of Mental Health

SOCI 4445 Sociology of Youth

SOCI 4734 Social Work Skills

SOCI 4915 Violence Against Women

[After] SOCI 4999 courses approved for this certificate

Total: 15 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  and proceed.

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* This modification is adding Sociology's new course (SOCI 4293: Families, Foster Care, and Adoption) to this certificate.

Foster care and adoption are subfields of the Social Services/helping professions that this certificate focuses on preparing students for. As such, it is appropriate for a course on those topics to count toward this certificate.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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


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


4.) Curriculum Map Assessment

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

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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

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

CURRICULUM MAP: UNDERGRAD CERTIFICATE IN SOCIAL SERVICES

SCHOOL:	School of Social Sciences	PL-SLO 1	PL-SLO 2	PL-SLO3	PL-SLO 4	PL-SLO 5	
PROGRAM:	Sociology	COURSES	Communicate in writing how sociology contributes to an understanding of	Demonstrate an understanding of sociological theories	Demonstrate an understanding of methodological approaches within sociology	Demonstrate an understanding of basic concepts, perspectives, and their interpretive	Demonstrate an understanding of the diversity in society
CERTIFICATE:	Certificate in Social Services		I	I	I	I	I
		SOCI 1101					
		SOCI 3134				R	
		SOCI 3293		R		R	
		SOCI 3733		R		R	
		SOCI 3804		R		R	R
		SOCI 3954		R		R	R
		SOCI 4293		R	R	R	R
		SOCI 4300	R	R		R	
		SOCI 4386				R	
		SOCI 4440	R	R	R	R	
		SOCI 4441	R	R		R	R
		SOCI 4445	R	R		R	R
		SOCI 4734	R			R	
		SOCI 4915		R		R	
		SOCI 4999: Sociology of Women's Health		R		R	R
		SOCI 4999: Global Families		R		R	R
		SOCI 4999: Chronic Illness & Disability		R		R	

SOCI - 4002 - Case Management

2025-2026 Undergraduate New Course Request

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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

College - School/ Department*

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*

SOCI

Course Number* 4002

Course Title* Case Management

Long Course Title

Course Type*

Sociology

Catalog Course Description* This course provides a foundation in effective case management skills for work in human services serving a variety of population groups. It covers communication techniques, interviewing strategies, intake and assessment processes, data collection methods, documentation, making appropriate referrals, service coordination, and termination. This course also examines ethical principles of diversity issues directly related to effective case management.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites SOCI 1101 or SOCI 1160

Concurrent Prerequisites

Prerequisites

Corequisites

Cross-listing CRIM 4002; POLS 4002

Restrictions NA

Is this a General Education course?* Yes No

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

- Area A
- Area B
- Area C
- Area D
- Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* Case management is a key part of social service professions, which many Sociology majors plan to pursue after graduation. The field of Sociology is also essential to case management in terms of preparing case managers to work with diverse populations and to understand the structural factors that bring people in to contact with social/human services.


Adding this course will also allow Sociology to collaborate with Political Science and Criminology on the Victim Advocacy Certificate.

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

Upon completion of this course, students will be able to:

1. Describe Case Management: What, Who, & Where.
2. Explain Case Management Practice in the context of their major and one additional discipline/field.
3. Contrast the roles of a Case Manager with other social/human service practitioners
4. Perform assessment in a range of scenarios.
5. Analyze. intervention and evaluation plans for a special population.
6. Develop a treatment plan through all stages for members of two different special populations.
7. Document the case management process according to the professional standards of human services.

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* 25

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

If yes, what will the fee be?* NA

Fee Justification NA

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

SOCI - 4005 - Identity, Victimization, Law, and Society

2025-2026 Undergraduate New Course Request

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Desired Effective Semester*

Desired Effective Year*

Routing Information

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College - School/ Department*

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*

Course Number* 4005

Course Title* Identity, Victimization, Law, and Society

Long Course Title

Course Type*

Catalog Course Description* This course explores victim identities, such as race, gender, sexuality, socio-economic status, religion, and others. The course content will include an examination of interactions among victimization, identity, law, and society. Special attention will be paid to the relationship between identity and victimization with law and society.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites SOCI 1101 or SOCI 1160

Concurrent Prerequisites

Corequisites

Cross-listing CRIM 4005; POLS 4005

Restrictions NA

Is this a General Education course?* Yes No

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

- Area A
- Area B
- Area C
- Area D
- Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

1

Grading*

Undergraduate Standard Letter

Justification and Assessment


Rationale* The field of Sociology is an essential part of understanding how other social factors, such as race, gender, socio-economic status, religion, sexuality, etc, are related to victim identities. This course will help prepare Sociology majors for careers in victim advocacy, as well as social work and other social service careers.

Adding this course will also allow Sociology to collaborate with Criminology and Political Science on the Victim Advocacy certificate.

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

- 1) Demonstrate an understanding of victimization.
- 2) Identify complexities of victimization associated with a minimum of two identities.
- 3) Recognize how law and society impacts victims with specific identities.
- 4) Identify best practices for interacting with victims of various crimes or circumstances.

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* 25

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


If yes, what will the fee be?* NA

Fee Justification NA

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

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

Syllabus
SOCI Identity, Victimization, Law, and Society

 The logo for the University of West Georgia, featuring the text "UNIVERSITY of West Georgia" in blue, with a red flame icon above the word "Georgia".	<p style="text-align: center;">Developed by:</p> <p style="text-align: center;">Lynn Pazzani, Criminology Kathleen Barrett, Political Science Tiffany A. Parsons, Sociology</p>
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1. COURSE OBJECTIVES

Upon completion of this course, students will:

- 1) Demonstrate an understanding of victimization.
- 2) Identify complexities of victimization associated with a minimum of two identities.
- 3) Recognize how law and society impacts victims with specific identities.
- 4) Identify best practices for interacting with victims of various crimes or circumstances.

2. COURSE DESCRIPTION

This course explores victim identities, such as race, gender, sexuality, socio-economic status, religion, and others. The course content will include an examination of interactions among victimization, identity, law, and society. Special attention will be paid to the relationship between identity and victimization with law and society.

UNIVERSITY POLICIES

Common Language for course syllabi:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

3. TEXTBOOK AND COURSE MATERIALS

Articles available through the UWG Library:

Technology:

- Computer or laptop: reliable, updated, properly working, compatible with CourseDen, and capable of streaming movies
- Internet: reliable, updated, properly working, compatible with CourseDen, and at a speed capable of streaming movies

4. COURSE INFORMATION

- 1.1. Credit Hours 3
- 1.2. Semester and Year Spring 2025
- 1.3. Course Prerequisites SOCI 1101 or SOC 101; CRIM 1100; POLS 1101
- 1.4. Location of Class **XXX**
- 1.5. Class Time **XXX**

5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

Delivery Method

The course will be delivered in technology enhanced, face-to-face, hybrid, and online formats. The course will be a combination of lecture, class-wide discussion, small group discussion, as well as active learning exercises.

Instructional Approach

The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

Course Structure

- 14 lessons/modules.
- 14 quizzes
- 3 Case Study Analyses
- 1 Final Project (Assessment Exhibit)

Required Topics:	Instructor Choice A (3)	Instructor Choice B (3)
Socio-Economic Status	Mental Health	Justice Involved/System Impacted
Religion	Disability	Veteran Status/POW
Ethnoraciality	Age	Survivor/Victim
Immigration/Refugee	Language	Family/Relationships
Gender	Size and Appearance	Sub/Counter Culture
Sexuality	Substance Use	

6. COURSE SCHEDULE

Lesson #s.	Topics	Quizzes	Major Assignments
Welcome: Week 1	Overview and Introduction		
Lesson 1: Week 2	Soci-Economic Status	Quiz 1	
Lesson 2: Week 3	Religion	Quiz 2	
Lesson 3: Week 4	Ethnoraciality	Quiz 3	
Lesson 4: Week 5	Immigration/Refugee	Quiz 4	
Lesson 5: Week 6	Gender	Quiz 5	
Lesson 6: Week 7	Sexuality	Quiz 6	Case Study Analysis 1
Lesson 7: Week 8	Instructor Choice A	Quiz 7	
Lesson 8: Week 9	Instructor Choice A	Quiz 8	
Lesson 9: Week 10	Instructor Choice A	Quiz 9	
Lesson 10: Week 11	Instructor Choice A	Quiz 10	Case Study Analysis 2
Lesson 11: Week 12	Instructor Choice B	Quiz 11	
Lesson 12: Week 13	Instructor Choice B	Quiz 12	
Lesson 13: Week 14	Instructor Choice B	Quiz 13	Case Study Analysis 3
Lesson 14: Week 15	Instructor Choice B	Quiz 14	
Final Project: Weeks 16			Final Project

7. ASSESSMENT METHODS AND GRADING SCALE

- 1) Participation, Discussions, and Learning Exercises:
 - Students are expected to attend class and actively participate. In each lesson, students will engage in scholarly discussion and varied learning exercises that may include analyzing media, evaluating policy, hypothetical scenarios, or conducting interviews.
- 2) Case Study Analyses:
 - Students will be assigned three case studies involving victims with different identities across the semester. In each, students are expected to explain the victimization that occurred/is occurring, describe the complexities of the victimization associated with the victim's identity(ies), summarize the impacts of law and society on the victim, and explain a best practice for interacting with the victim.
- 3) Quizzes:
 - There are 7 quizzes: true/false, multiple choice, short answer, throughout the semester and will primarily cover the assigned instruction content students are required to complete on their own.
- 4) Final Project:
 - Students will compare and contrast the victimization of, identities of, and impact of law and society on three different types of victimization/identities using the three case studies completed across the semester. Students will synthesize the knowledge learned across the the semester to demonstrate mastery of the following Victim Services Certificate Outcomes:
 - i. Analyze causes of victimization, victims' rights, and services available to victims.
 - ii. Examine the legal and social experiences of different populations of victims.
 - iii. Examine best practices for interacting with victims in various circumstances.

Grading:

Participation	25%
Quizzes	25%
Case Study Analyses	25%
Final Project	25%

%	Letter Grade
90+	A
80-89.9999	B
70-79.9999	C
60-69.9999	D
59.999 & below	F

8. COURSE POLICIES

Class Attendance

Attendance Verification is required by the due date. Failure to complete attendance verification by the due date may result in the student being withdrawn from the course. Students are expected to attend class.

Class Participation

Students are expected to actively participate in the class. Students are required to participate in the class with utmost respect for other students and the instructor. This includes but is not limited to using respectful language and tone of voice (both audible voice and the written voice) as well as demonstrating academic integrity and honesty. An incident of disrespectful behavior in the course may result in an academic withdrawal.

Academic Integrity & Honesty

Students read and agree to the UWG Honor Code, which includes academic honesty and integrity, when they apply to UWG. Students are responsible for knowing and understanding this policy. Students will be held to this standard.

A copy of the Academic Honor Code Pledge Statement that each student has signed is available for review in the [student handbook](#). For more information and definitions on cheating, plagiarism, and academic honesty and integrity, click the Honor Code and Appendix A.

Any incident of academic dishonesty, intended or unintended, whether the assignment is worth 1% or 75%, will be reported to the appropriate university offices and may result in an F for the course.

Late/Make Up Assignments:

Quizzes: May be submitted within 24 hours of the due date/time with a 10 point (one letter grade) penalty.

Case Study Analyses: May be submitted within 24 hours of the due date/time with a 10 point (one letter grade) penalty.

Final Project: determined on a case-by-case basis

SOCI - 4006 - Victim Advocacy

2025-2026 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester*

Desired Effective Year*

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.

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

College - School/ Department*

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*

Course Number* 4006

Course Title* Victim Advocacy

Long Course Title

Course Type*

Catalog Course Description* This course explores the legal, cultural, and psychological frameworks underlying victims' rights and advocacy. We will cover topics on trauma-informed communication, ethics and professionalism in victim services, the role of system-based and community-based advocacy, and strategies for effectively managing trauma for a practitioner.

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

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites SOCI 1101 or SOCI 1160

Concurrent Prerequisites

Corequisites

Cross-listing CRIM 4006; POLS 4006

Restrictions NA

Is this a General Education course?* Yes No

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

- Area A
- Area B
- Area C
- Area D
- Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

1

Grading*

Undergraduate Standard Letter

Justification and Assessment


Rationale* Victim advocacy is a common career path for Sociology majors and much of the research that informs the field of victim advocacy comes out of Sociology. A background in Sociology is also critical for working with people from diverse populations and for understanding the social and institutional contexts in which victimization occurs.

Adding this course will also allow Sociology to collaborate with Political Science and Criminology on the certificate in Victim Advocacy.

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

1. Explain frameworks underlying victimization and how victims process and recover from trauma
2. Examine the ways that victim advocacy and assistance is provided in different areas of the criminal justice system, specifically how victim assistance is provided during investigations, during the court process, in corrections, and in the juvenile justice system.
3. Demonstrate an understanding of ways to maintain professionalism when working with victims and understand ethical protocols that must be undertaken when working with victims.
4. Identify strategies and resources as a victim advocate for victims in the criminal justice system and community.

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* 25

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

If yes, what will the fee be?* NA

Fee Justification NA

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

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

BIOL - 1016 - Biology of Human Reproduction

2025-2026 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

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College - School/ Department*

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*

BIOL

Course Number* 1016

Course Title* Biology of Human Reproduction

Long Course Title Biology of Human Reproduction

Course Type*

Biology

Catalog Course Description* The Biology of Human Reproduction is designed to familiarize students with the basic structure and function of the reproductive system, developmental biology, the genetics of reproduction, and disease and dysfunctions of the reproductive tract. Topics of general interest such as birth control, sexually transmitted diseases, infertility, and means of overcoming infertility will be discussed.

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.* n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum 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.
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- Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.

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

Grading*


Justification and Assessment

Rationale* Biology of Human Reproduction was a Core Area D course for non-science majors when listed as 1011. When the 1011 number was assigned to eCore, the Human Reproduction course was assigned a new number (BIOL 1016). A New Undergraduate Course Proposal for BIOL 1016 was never submitted through Curriculog and doesn't show up in the course catalog as being an option in Core Area D (IMPACTS "T"). We would like to correct this oversight and establish BIOL 1016-Biology of Human Reproduction as a Core IMPACTS (Area T) course for non-science majors.

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

- 1) Achieve awareness about the variety of biological sexual diseases among humans; how they are spread, their impact on the human body and reproduction; their avoidance and the limitations of treatments for these diseases; the statistical tracking of these diseases in the United States.
- 2) To master the anatomy, development, and physiological workings of the human infant, male, and female reproductive systems.
- 3) Learn the types of hormones and how they operate in the human body; understand how hormones and genes affect the functioning of the organs of the reproductive system and the brain and other organs in relation to human reproduction.
- 4) Comprehend the steps and workings of gametogenesis, fertilization and the development of the zygote, embryo, and fetus.
- 5) Understand the internal and external factors that affect an embryo, fetus, and woman during pregnancy, and of the changes that take place hormonally and physically from pregnancy all the way through breastfeeding.
- 6) Compare and contrast the variety of methods that are used to both prevent conception and birth; along with the ways to assist reproduction to achieve pregnancy.

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* 60

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

If yes, what will the fee be?* No fee required

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.



Biology of Human Reproduction

BIOL-1016

Fall 2024 Section 01 3 Credits 08/14/2024 to 12/13/2024 Modified 08/19/2024

Description

The Biology of Human Reproduction is designed to familiarize students with the basic structure and function of the reproductive tract, developmental biology, the genetics of reproduction and disease and dysfunctions of the reproductive tract. Topics of general interest such as birth control, sexually transmitted diseases, infertility and means of overcoming infertility will be discussed.

Requisites

Prerequisites:

Corequisites:

Contact Information

Senior Lecturer Melissa Hullender Mrs.

Email: Use Course Den

Office: Biology 138

Phone: 678-839-4026

Office Hours:	Office Hours: Monday 1-4 p.m.		
	Tues. 12:30-4:30 p.m.		
	Wed. 10-11 a.m. and 1-4 p.m.		
	Thurs. 12:30-3:30 p.m.		
	Friday and other times by appointment or first come first-serve basis.		

Office hours appointments can be in person or virtual, students have both options. Virtual appointments will be via Google Meet. Contact me to schedule an appointment.

Meeting Times

Face-To-Face Activities: Lecture

This course is 100% face-to-face, and face-to-face sessions on Tuesdays & Thursdays will be traditional lecture. Attendance is required for all students for both sessions. Supplemental course content and some course assignments will be provided through CourseDen, so daily login to CourseDen is highly recommended.

BIOL 1016 Tuesdays & Thursdays 11 a.m. to 12:15 p.m. in Biology room 117

Note: Room 117 is on the basement (bottom) level floor in the combined classroom 1+3 also called the TEAL classroom. When you enter the automatic double doors at the front of the building make a immediate right and go down the short staircase. Room 117 is to your left.

**Due to potential exposure to COVID-19, masks are recommended for everyone in all public indoor spaces at this time. See the COVID-19 section under Institutional Policies below for links to the most recent guidelines associated with COVID-19.

Online Activities

You should be reviewing course content provided on CourseDen daily to prepare for face-to-face lecture sessions and to complete course assignments.

Materials

I-clicker Student App Subscription or Hand held remote

[REQUIRED] **I-Clicker student web or mobile app, OR using a handheld iClicker remote.**

You can participate in class activities using the **iClicker student web or mobile app**, or using a **handheld iClicker remote**.

<https://www.iclicker.com/pricing>

-When you first sign up in the [iClicker student app](#), you will activate a 2-week free trial period. After the trial period you will pay ~\$16 for a 6 month subscription or ~\$25 for a 1 year subscription. Physical remotes cost ~\$24-28 according to the I-Clicker website.

(<https://www.iclicker.com>) We will begin using the I-clicker program in class the week of **August 26th** so come prepared to use the app in class.

See syllabus topic- **Clickers** for registration instructions, policy and grading for clickers.

Human Reproductive Biology

Author: Richard E. Jones and Dristin H. Lopez

Publisher: Academic Press

Edition: 4th

ISBN: 978-0-12-382184-3

[Highly Recommended]

Outcomes

This course is designed for the student pursuing a non-biology degree. If you are a biology or chemistry major, check with your advisor to make sure you will receive credit for taking Biology 1016.

Human reproduction is about knowing the function of the anatomical parts of the male and females system and how they connect and communicate with the human body. The development of these anatomical systems and the hormones that communicate to these organs in order to achieve the various reproductive tasks at various life stages (conception, birth, childhood, puberty, and adulthood). Human reproduction includes the brain, and the hormones it releases to operate and communicate with the gonads and other body organs to achieve such acts as gamete production, reproductive maturity, labor, and breastfeeding. In this course you will study the diseases that can be contracted sexually and discuss how they can affect overall health in addition to your reproductive health. You will study some of the factors that cause birth defects, the various methods of contraception, the causes and population trends of infertility, and the technology we use to circumvent infertility. The course objectives below are more succinct bullet statements of the level of material you will be expected to understand and master in this course.

Course Objectives

- Achieve awareness about the variety of biological sexual diseases among humans; how they are spread, their impact on the human body and reproduction; their avoidance and the limitations of treatments for these diseases; the statistical tracking of these diseases in the United States.
- To master the anatomy, development, and physiological workings of the human infant, male, and female reproductive systems.
- Learn the types of hormones and how they operate in the human body; understand how hormones and genes affect the functioning of the organs of the reproductive system and the brain and other organs in relation to human reproduction.
- Comprehend the steps and workings of gametogenesis, fertilization and the development of the zygote, embryo, and fetus.
- Understand the internal and external factors that affect an embryo, fetus, and woman during pregnancy, and of the changes that take place hormonally and physically from pregnancy all the way

through breastfeeding.

- Compare and contrast the variety of methods that are used to both prevent conception and birth; along with the ways to assist reproduction to achieve pregnancy.

✓ Evaluation

The final grade in this course is a weighted average, as described below. If you earn a 69.1 (Letter Grade D) this does not mean you only needed to earn 0.9 points to earn/achieve the C letter grade in the course. For a weighted average this means that you would have needed to earn 20-40 points in the various areas of your grade before the final grade calculation in order to earn the C letter grade.

70 % Exams (4) Note: *Exam 4 is not cumulative

15 % Homework, Class Assignments and activities (To be completed individually unless instructed otherwise)

15% In class I-clicker App quizzes (To be completed individually unless instructed otherwise). There are no 'make-up's' for missed clicker quizzes. **NOTE:** During a quiz, you must stay on the app (the app records when you leave it during a quiz).

Grade Calculations

Being a student in college it is expect that you have the math skills capable of calculating your grade at anytime in the course to know where you stand in the class. I often provide the class with help sheets to aid anyone make such calculations on his/her own at specific milestones in the semester.

Due to volume of student's I serve, 2-3 times during the semester (at certain 'milestone' dates) I will do a grade calculation for everyone in the class at the same time. I often can't provide grade updates "on demand." If you are still struggling, even after using the help sheet guidance I provide and are uncertain of your grade, then you need to schedule a face to face appointment (this is not something that can be accomplished via email) so that I can show you step by step of how you perform the math calculation for you to independently perform such calculations.

How to compute your grade:

1. Compute the average of your 4 exam grades (400 total points). Multiply your exam average by 0.70.
2. Average all of your i-clicker quiz points. Once you have that average, multiply it by 0.15.
3. Add up all of your homework, class work and assignment points and calculate your average Then multiply this average score by 0.15.
4. Then add all 3 scores together.

Example calculation:

Exam average 80% x 0.70 = 56

I-Clicker, etc.. average 90% x 0.15 = 13.5

Homework, Class Assignments and activities 75% x 0.15 = 11.25

Add up all 3 #'s 80.75 = which is a 'B'

Criteria

Type	Weight	Topic	Notes
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Type	Weight	Topic	Notes
Exams	70%	4 Lecture Exams; Exam 4 is Not Cumulative	<p>Lecture exams will be taken on a class day in the Biology computer lab room 158 outside of class on 1 test day, which is a physically proctored setting (free or no charge). <u>This means you have to physically come to the Carrollton campus to take exams.</u> In the Biology 158 computer lab room is where you will be assigned a computer in order to enter the exam in Course Den through Respondus Lockdown browser. All exams will have a time restriction, it will vary from exam to exam depending on the number of questions asked. Instructor reserves any other modification necessary in order to prevent cheating.</p> <p><u>Exam Dates:</u></p> <p>Thursday Sept. 12 Exam 1 (Ch. 17 + 5) – will take place in biology computer lab room 158 during computer lab hours, including our regular class time. Arrive at the time you signed for in the Sign-Up Genius.</p> <p>**Please Note that at this point any homework assignments and quizzes over ch. 17 +5 can no longer be made-up for any grade nor credit.</p> <p>Tuesday October 1st Exam 2 (ch. 2 + 4) – will take place in biology computer lab room 158 during computer lab hours, including our regular class time. Arrive at the time you signed for in the Sign-Up Genius.</p> <p>**Please Note that at this point any homework assignments and quizzes over ch. 2 +4 can no longer be made-up for any grade nor credit.</p> <p>Thursday October 31st Exam 3 (ch. 1, 3, 9 & 13) will take place in biology computer lab room 158 during computer lab hours, including our regular class time. Arrive at the time you signed for in the Sign-Up Genius.</p> <p>**Please Note that at this point any homework assignments and quizzes over ch. 1, 3, 9 & 13 can no longer be made-up for any grade nor credit.</p> <p>Tuesday December 3rd Last Exam 4/Final Exam (parts of 9-12 and 15) will take place in biology computer lab room 158 during computer lab hours, including our regular class time. Arrive at the time you signed for in the Sign-Up Genius.</p> <p>*Note: The instructor reserves the right to alter the schedule and policy of this syllabus at her discretion.</p> <p>Students will use a <u>scheduling program I send to the class</u> called a Sign-Up Genius to get take the exam on a specific day and time. Please refer to your class schedule before booking an exam time slot in the Sign-Up Genius, do not schedule to take your exam when you should be attending another class. It is important to use the Sign-Up Genius within the time frame communicated by the instructor so that a sign-up and possible seating chart can be made for the computer lab, which is an essential tool for contact tracing.</p>

Type	Weight	Topic	Notes
			<p>* You must bring a picture ID for all exams.</p> <p>* I highly encourage student's to wear a mask while testing in the biology computer lab building due to the close proximity of testing seats.</p> <p>*Do not wear on your person any form of a smart watch or I-watch</p> <p>*You do not need your cell phone to gain access to Course Den for the exam. Therefore, NO cell phones are permitted to be on your person (i.e. clothing pockets, lap, etc..) nor around you while taking the exam (i.e. not on the computer desktop, floor, etc...). If you bring a cell phone to an exam, you must turn off the phone and given it to computer lab proctor at the start of the exam. He or she will hold it for you safely until you have completed your exam. The possession of a phone or Bluetooth ear buds on your or near your person during the exam will be considered cheating. See syllabus policy on academic dishonesty.</p>
			<p>MAKEUP EXAMS</p> <p>Makeup exams will only be given in cases of extreme emergency situations (hospitalization, car accident, death of immediate family member, personal injury). If you miss a scheduled exam due to an extreme emergency, you <u>must contact me within 24 hours both via office phone and Course Den email AND the missed exam must be taken within 48 hours.</u> Exceptions to this general rule will be made for COVID-19 sickness cases, but you need to have submitted your information to the university for the CARES team to contact me of your quarantine status. Failure to contact me within 24 hours of missing a scheduled exam can result in a grade of zero for that exam. Student's must be proactive about communicating and scheduling exam make-ups.</p>

Type	Weight	Topic	Notes
Homework, Class Assignments and Activities	15%		<p>(To be completed individually unless instructed otherwise)</p> <p>-Class activity points can not be 'made-up.'</p> <p>There are no opportunities for re-doing Homework and Class Assignments (i.e. second chance to do an assignment after it has been turned in and corrected).</p> <p>Any assignments associated with exam material, will not be permitted any "make-up" of missed work over that material once the Exam test date in the syllabus has passed. As of the date of November 30th there are no opportunities to make up any missed or late work.</p>
I-clicker	15%		<p>(To be completed individually unless instructed otherwise)</p> <p>◆ Attendance is tied to the i-clicker app portion of you grade</p> <p>We will <u>begin using the I-clicker program in class</u> the week of August 21st so come prepared to use the app in class.</p> <p>Clicker quizzes can not be 'made-up.' NOTE: During a quiz, you must stay on the app (the app records when you leave it during a quiz); if you leave the during a quiz your grade for that session will be a zero.</p> <p>Also see I-clicker policies in the syllabus document below.</p>

Breakdown

Grade	Range	Notes
A	90-100%	
B	80-89.9%	
C	70-79.9%	
D	60-69.9%	
F	59.9% or below	If your current grade in the course is an F then you can not ask for an Incomplete 'I' grade during the semester. Only student's earning a D or above are eligible for an 'I' Incomplete.

Assignments

I-clicker

Attendance is tied to the I-Clicker **student web or mobile app**, OR using a handheld iClicker remote, homework, and class work portion of your grade (15%). I will be using i-clicker to take roll and give **daily class quizzes**.

-When you first sign up in the [iClicker student app](#), you will activate a 2-week free trial period. After the trial period you will pay ~\$16 for a 6 month subscription or ~\$25 for a 1 year subscription. Physical remotes cost ~\$24-28 according to the I-Clicker website. <https://www.iclicker.com/pricing>

◆ We will begin using the I-clicker program in class the week of **August 26th** so make sure the app has been downloaded to your device and come to class prepared.

NOTE: During a quiz, you must stay on the app (the app records when you leave it during a quiz); if you leave during a quiz your grade for that session will be a zero. I-clicker quizzes are used to monitor/encourage class attendance and to encourage routine daily studying of lecture class information.

- There is **NO "makeup"** for an attendance quiz. You MUST be in class to take the quiz to earn the points. This includes personal issues such as forgetting your clicker, missing the quiz due to an automobile problem, health issue, or technical issues such as clicker batteries going dead. I realize these issues occur and I sympathize, however, this policy remains. I do take these 'life' situations into account by offering I-clicker bonus questions opportunities randomly throughout the semester and dropping or not counting random quizzes. Attending every class and taking all possible quizzes is the best possible way for students to earn maximum points and get those bonus opportunities to gain back points missed when absent

Cheating with i-clickers: [If you are using another student's phone, tablet, remote, etc... to answer questions for him/her when he/she is absent from class, then both of you are considered cheating and both of you will automatically fail the course.](#) You should only ever have your own clicker on your person and you should only be answering clicker questions in class for yourself and NO one else. In addition, to both students failing the course, both will also be turned into the academic dishonesty board on campus.

Special instructions: It is typical that students experience some technical problem with his/her clicker. **I am unable to solve such technical problems** so you **MUST** contact i-clicker tech support at 866-209-5698 or support@iclicker.com. In the event that a major technical problem might occur and several quiz grades are lost, the instructor will make a fair adjustment. If the student wishes to contest his/her grade the burden of proof shall fall upon the student to have records of 'lost' quizzes.

Homework and Class Assignments

Homework will take a variety of forms. Some will be additional readings, some will be on assignments that you hand in, others will have to be uploaded into a folder in CourseDen ([Assessment-Assignment](#)), some might be assessments that will be completed in CourseDen within the quiz module ([Assessments-Quizzes](#)), and even others will require that you watch a video, write a short essay or

review a lecture and answer questions on Course Den over those items. You are to complete your own homework assignments unless specifically instructed otherwise by your professor. Homework will be assigned in class and expected to be turned in on that day or a time specified by the instructor. **Homework questions will occasionally pertain to videotapes that will be viewed in class**, and thus these assignments can often not be made up. Attending class on a regular basis will ensure that you do not miss homework points. These questions will enhance understanding of the concepts presented in lecture, help students prepare for exams, and promote class interaction.

NOTE: Homework files that are uploaded into a folder in CourseDen ([Assessment-Assignment](#)), **MUST be in a format that CourseDen can recognize**. **These are a few of the file formats that CourseDen will not recognize and thus will be problematic: heic, pages, png, and webarcive**. Please and contact the [distance helpline \(distance@westga.edu or 678 839-6248\)](mailto:distance@westga.edu) if you need any assistance and not your instructor.

You are to complete your own homework assignments unless specifically instructed otherwise by your professor. Homework will be assigned in class and expected to be turned in on that day or a time specified by the professor.

Homework Assignments w/ Due Dates

****NOTE:** There is the possibility for 2-4 new assignments, quizzes, in class activity, or other course work to be added as a graded assignment and expected for the student to complete. This list represents the bulk of assignments

Final due date	Topic/Connect module	Assignment points in Gradebook
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<p>Wednesday August 28 before 5 p.m. (EST)</p>	<p>Homework Bacterial STD symptoms concept map. Assignment must be posted in the correct folder in Course Den (Assessment-Assignment)</p> <p>Course Den does <u>NOT support</u> pages, heic, png, webarchive file formats.</p> <p><u>If I can't open your file in Course Den then I can't grade it's an automatic 0</u> and there are no second chances for resubmitting work so be sure to post it in a file format that Course Den will support. Contact distance helpline for assistance: online distance@westga.edu or by phone 678-839-6248</p>	<p>8</p>
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<p>Friday August 30 before 5 p.m. (EST)</p>	<p>Overall STD's concept map. Assignment must be posted in the correct folder in Course Den (Assessment-Assignment)</p> <p>Course Den does <u>NOT support</u> pages, heic, png, webarchive file formats.</p> <p><u>If I can't open your file in Course Den then I can't grade it's an automatic 0</u> and there are no second chances for resubmitting work so be sure to post it in a file format that Course Den will support. Contact distance helpline for assistance: online distance@westga.edu or by phone 678-839-6248</p>	<p>3</p>
<p>Tuesday September 10th from 12:15 p.m. to midnight (EST)</p>	<p>IN CLASS HWK: Video Intersexion: Boy or Girl?</p> <p>Followed by 9-10 question I-clicker Quiz</p>	<p>10</p>

<p>Submit assignment before class (11 a.m.) on Thursday Sept. 19th Late submissions will not be accepted.</p>	<p><u>Male Reproduction HWK worksheet</u></p> <p>Submit to proper CourseDen folder. Click Assessments from the CourseDen tool bar, and then Assignments from the pull down menu to locate the correct folder.</p> <p>**Important Note** Remember Course Den does <u>NOT support</u> pages documents, heic and png files nor does it support webarchive formats. You have been warned. <u>If I can't open your file in Course Den then I can't grade it's an automatic 0.</u> There are no second <u>chances for resubmitting work</u> so be sure to post it in a file format that Course Den will support. Contact distance helpline for assistance with loading a file or determining if your file format willed a correct format for CourseDen: online distance@westga.edu or by phone 678-839-6248</p>	<p>10</p> <p>Rubric: Each correctly placed answer is worth 0.25 pts, and a deduction of 0.25 for incorrect answers.</p>
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<p>Monday September 23rd before midnight (EST)</p>	<p>Make 2 attempts on Ch. 4 Male Reproduction Quiz in Course Den (Quizzes). This is an exercise for practice. This is a 24 question quiz for you to get practice with the material so it can assist you in learning the material. You have 30 minutes to take each quiz attempt. I am requiring that you take this quiz TWICE before the deadline. You have at least 5 attempts on this quiz but you MUST take 2 attempts before the deadline for 15 points.</p> <p>This is an all or nothing grade, meaning anything less than 2 attempts on this ch. 4 quiz will be a zero grade. It doesn't matter if you score a 100% on the first attempt, <u>the purpose of the exercise is to practice.</u></p>	<p>15</p>
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<p>Submit assignment before class (11 a.m.) on Thursday Sept. 26th Late submissions will not be accepted.</p>	<p><u>Ch. 2 Female Reproduction HWK worksheet</u></p> <p>Submit to proper CourseDen folder. Click Assessments from the CourseDen tool bar, and then Assignments from the pull down menu to locate the correct folder.</p> <p>**Important Note** Remember Course Den does <u>NOT support</u> pages documents, heic and png files nor does it support webarchive formats. You have been warned. <u>If I can't open your file in Course Den then I can't grade it's an automatic 0.</u> There are no second <u>chances for resubmitting work</u> so be sure to post it in a file format that Course Den will support. Contact distance helpline for assistance with loading a file or determining if your file format willed a correct format for CourseDen: online distance@westga.edu or by phone 678-839-6248</p>	<p>11</p> <p>Rubric: Each correctly placed answer is worth 0.5 pts, and a deduction of 0.5 for incorrect answers.</p>
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Friday September 27th before midnight (EST)	<p>Make 2 attempts on Ch. 2 Female Reproduction Quiz in Course Den (Quizzes). This is an exercise for practice. This is a 26 question quiz for you to get practice with the material so it can assist you in learning the material. You have 35 minutes to take each quiz attempt. I am requiring that you take this quiz TWICE before the deadline. You have at least 5 attempts on this quiz but you MUST take 2 attempts before the deadline for 15 points.</p> <p>This is an all or nothing grade, meaning anything less than 2 attempts on this ch. 4 quiz will be a zero grade. It doesn't matter if you score a 100% on the first attempt, <u>the purpose of the exercise is to practice.</u></p>	15
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Schedule

When	Topic	Notes
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When	Topic		Notes
	T	27	<p>Sexually Transmitted Diseases (Other and Viral)</p> <p>Begin using i-clickers</p> <p>Assigned: Homework Overview of STD's Concept Map is assigned and will be due Fri. 8/30 Assignment must be posted in the correct folder in Course Den (Assessment-Assignment) before 5 p.m.</p>
	W	28	<p>Bacterial STD symptoms concept map is due today before 5 p.m. today (late assignments will not be accepted). Assignment must be posted in the correct folder in Course Den (Assessment-Assignment) Remember Course Den does <u>NOT support pages, heic, png, webarchive files format</u>. You have been warned. <u>If I can't open your file in Course Den then I can't grade it's an automatic 0</u> and there are no second chances for resubmitting work so be sure to post it in a file format that Course Den will support. Contact distance helpline for assistance: online distance@westga.edu or by phone 678-839-6248</p>
	Th	29	<p>Sexually Transmitted Diseases (Viral)</p>
	F	30	<p>Overview of STD's Concept Map is due today before 5 p.m. (late assignments will not be accepted). Assignment must be posted in the correct folder in Course Den (Assessment-Assignment) Remember Course Den does <u>NOT support pages, heic, png, webarchive files format</u>. You have been warned. <u>If I can't open your file in Course Den then I can't grade it's an automatic 0</u> and there are no second chances for resubmitting work so be sure to post it in a file format that Course Den will support. Contact distance helpline for assistance: online distance@westga.edu or by phone 678-839-6248</p>

When	Topic	Notes	
		September	
M	2	Labor Day-No Classes	
T	3	Sexual Differentiation	5
Th	5	Sexual Differentiation	5
T	10	<u>In Class Homework.</u> Watch Video Intersexion: Is it a boy or Girl? and answer questions about the video using i-clickers at the end of class.	
Th	12	EXAM 1 (Ch. 17 & 5) –will take place in biology computer lab room 158 during computer lab hours, including our regular class time. Arrive at the time you signed for in the Sign-Up Genius .	
T	17	Male Reproductive Anatomy	4 Pages 67-68 & 78- 82
Th	19	The Female Reproductive system	2
T	24	The Female Reproductive system	2
Th	26	No Physical class. Complete and submit the work that was assigned for you.	
		October	
T	1	Exam 2 (ch. 2& 4) will take place in biology computer lab room 158 during computer lab hours, including our regular class time. Arrive at the time you signed for in the Sign-Up Genius .	
Thurs.- Fri.	3+4	Fall Break- No Class	

When	Topic		Notes	
	T	8	Last Day to Withdraw with a 'W'	Ch. 1 Endocrinology, brain, and pituitary gland Pages 3-5 and 10-15
	Th	10	Endocrinology, brain, and pituitary gland and Menstrual Cycle	Ch. 1 Pages 3-5 and 10-15 and Ch. 3
	M	14	Homework. Before midnight tonight make sure you have watched the homework video posted in Course Den on Gamete transport and fertilization and take the quiz in Course Den over the video.	
	T	15	Menstrual Cycle	3
	Th	17	Gamete Transport and Fertilization	9
	T	22	Contraception	13
	Th	24	Contraception (cont.)	13
	T	29	Contraception (cont.)	13
	Th	31	Exam 3 (ch. 1, 3, 9 & 13) will take place in biology computer lab room 158 during computer lab hours, including our regular class time. Arrive at the time you signed for in the Sign-Up Genius .	
	November			
	T	5	Fetal disorders/birth defects and Fetal Evaluation	9 pages 169-172

When	Topic		Notes	
	Th	7	Fetal disorders/birth defects and Fetal Evaluation	10 pages 193-202
	T	12	Labor and Birth	11+12 pg. 235 14 pg. 263
	Th	14	Labor and Birth (cont.)	11+12 pg. 235 14 pg. 263
	T	19	Infertility	15
	Th	21	Infertility	15
	Mon.-Fri.	25-29	Thanksgiving Break- No Classes	
			December	
	T	3	<p>Last Exam 4 (chapter parts of 9-12 and 15) will take place in biology computer lab room 158 during computer lab hours, including our regular class time. Arrive at the time you signed for in the Sign-Up Genius.</p> <p>LAST DAY OF CLASS</p>	
<p>*Note: The instructor reserves the right to alter the schedule and policy of this syllabus at her discretion.</p>				

When	Topic	Notes
		<p>Important Dates During the Semester:</p> <p>August 20th Last day to Add/Drop</p> <p>August 23rd Roster Verification</p> <p>September 2nd Labor Day-No Classes</p> <p>October 3-4 Fall Break- No Classes</p> <p>October 8th last day to withdraw with a 'W'</p> <p>November 25-29 Thanksgiving Break- No Classes</p> <p>December 6th Fall Classes End</p>

* Course Policies and Resources

COURSEDEN

Frequently, announcements containing important information regarding lecture and/or lab will be sent to the entire class. Thus, it is your responsibility to **check CourseDen for messages at least once every 24 hours** (<https://westga.view.usg.edu>). If you experience problems with CourseDen, you may seek assistance M-F online distance@westga.edu or by phone 678-839-6248. In addition, 24/7/365 help is available from the USG at <https://D2Lhelp.view.usg.edu> (toll-free and live chat options available on this website).

Tech and Peer Assistance

Take advantage of these free services

- **Tech assistance:** If you don't know how to upload a file in Course Den, if you are taking a quiz in Course Den and something happens then contact the **Distance Learning Helpline** distance@westga.edu or by phone **678-839-6248**.
- You can get free tutoring assistance on campus and also assistance with study skill development, time management, etc... at [The Center for Academic Success](#) located in Room 200 of the University Community Center (UCC) call 678-839-6280 to make an appointment or e-mail at CAS@westg.edu.
- If a problem arises be sure to make an appointment to speak with your Instructor, even just to review a homework assignment. **Ask for help!** I am available to help you, but you have to let me know that you need help. Plan ahead and make an appointment with me; do not wait until 3 hours before the exam or even the day before to ask for help because I may not be immediately available to assist you the instant you need me.
- **Ask questions!** If you have a question, feel free to stop me at any time during lecture. Chances are that many other students have the same question. If you are embarrassed to ask a question

in class then please submit that question to me privately over e-mail or an anonymous note in my box and I will try to address the question in a future class.

ATTENDANCE POLICY

- ◆ Your attendance in Biology 1016 is expected. Students who attend class regularly will gain a better understanding of the concepts presented in this course and are more likely to perform well on exams.
- ◆ It is **YOUR RESPONSIBILITY** to independently learn the content you missed if you are absent from class for any reason.
- ◆ Attendance is tied to the i-clicker, homework, and class work portion of your grade (15%). I will be using **i-clickers** to take roll and give **daily class quizzes**. I-clicker quizzes are used to monitor/encourage class attendance and to encourage routine daily studying of lecture class information. There is **NO "makeup"** for an attendance quiz. **You MUST be in class to take the quiz to earn the points.** I-clicker bonus question opportunities will be randomly be offered throughout the semester, these are opportunities to gain back points you missed when absent.

Student athletes- If a sporting event falls on a lecture or exam day, this does not mean you are excused from that week's lecture or exam. You must communicate your absence to the professor and if you are missing an exam you must reschedule that exam with the professor. If you miss a lecture it is still your responsibility to learn the material and complete any assignments you might have missed. I do not treat student athletes different from any other student, to do so would be unfair. **Students in social organizations-** You are not excused for missing class nor from leaving class early, or missing an exam to attend events for any prospective social organization you are participating in. I do not treat students in social organization different than any other student, to do so would be unfair. **Students with children-** If you have children, please be aware that I can't accept a sick note from a doctor for your child as an excuse for your own absence from class. If you miss a lecture it is still your responsibility to learn the material and complete any assignments you might have missed. If you are unable to find alternate care To allow students with children any different options or to make you an exception to the rules that I hold any other students accountable to would be unfair.

CELL PHONE POLICY

According to an article in the *New York Times*, researchers found that after responding to email or text messages, it took the average person **more than 15 minutes** to re-focus on the "serious mental tasks" they had been performing before the interruption. Other research has shown that when people attempt to perform two tasks at once (e.g. following what's happening in class while checking text messages), the brain literally **cannot do it**. You think you can, but you can't. The brain has got to give up on one of the tasks in order to effectively accomplish the other. For this reason, I require you to **TURN OFF YOUR CELL PHONE WHEN YOU ARE IN CLASS**. Similarly, text messaging will not be tolerated; any student

found to be sending or checking text messages during class will be invited to **leave the classroom**. You are NOT welcome to surf the web, check email, or otherwise perform non-class-related activities during class!

MAKEUP EXAMS

Makeup exams will only be given in cases of **EXTREME** emergency (hospitalization, car accident, death of immediate family member, personal injury). If you miss a scheduled exam due to an extreme emergency, you **MUST** contact me within 24 hours both via office phone and Course Den email AND the missed exam must be taken within 48 hours. Exceptions to this general rule are for COVID-19 sickness cases only. Failure to contact me within 24 hours of missing a scheduled exam can result in a grade of zero for that missed exam.

EXTRA CREDIT / CURVING OF GRADES

Exams will **NOT** be curved. No extra credit allowed, and curving of grades is NOT an option – an 89.9 is a B, not an A. You have multiple opportunities to earn points throughout the semester. Not completing all the assigned work can mean the difference between an A or a B for the course. To be fair to everyone in the course, I must hold all of you to the same deadlines and standards.

If a bonus is assigned it will be given in class and offered to the entire class; **NO individual may specifically ask for bonus work so simply NEVER ask**. If offered these opportunities and you miss them for any reason, they CANNOT be made up. The professor will inform you in class at the time the assignment is given where those bonus points will be distributed.

Academic Dishonesty Policy

Participation in Academic Dishonesty:

Students are expected to abide by the UWG Code of Conduct. Any student who is an active or passive (complicit) participant in academic dishonesty may receive a failing grade for an assignment, exam, or **a failing grade for the course**. These grades can be assigned at the instructor's discretion. **As an example, a student providing or sharing answers with the intent to be used on clicker quizzes, homework, assignments, or lecture exams, etc. This also applies to student's who benefit from academic dishonesty or are aware of academic dishonesty and do not report it (i.e. complicity).**

Students are obligated to inform the appropriate officials at the Office of Community Standards Strozier Hall 211 (678) 839-2466 ocs@westga.edu of any acts of academic dishonesty by other students of the University.

Understand that there may be NO second chance.

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.

(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

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

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

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

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

Online Course Content

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

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF).

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How to handle absences due to illness in this course

Masks are recommended for everyone in all inside public spaces at this time. Check the COVID-19 section in the Institutional Policies portion of the syllabus for links to the most recent guidance related to COVID-19.

You are required to attend all face-to-face class sessions.

In order for an absence to be labeled as excused, it must be for a reason outlined in the UWG student handbook and appropriate documentation must be provided to Professor Hullender either 1) ahead of time for known future conflicts (interviews, research conferences, military duty, etc.), or 2) as soon as you are able following the absence as in the case of illness.

For COVID-19 exposure and positive test results, all students must submit the self-reporting form: <https://www.westga.edu/myuwg/student-covid-19-reporting-form.php> (<https://www.westga.edu/myuwg/student-covid-19-reporting-form.php>). You also need to let Professor Hullender know that you submitted a report. You will not be counted as excused until I receive the verification of the report from Accessibility Services with the instructions for isolation and/or quarantine duration.

You will not be given access to videos of lectures missed during your absence.

If you miss an i-clicker quiz, in-class activity or exam when you have an excused absence, then you will be allowed to schedule a time to make-up the missed assignment and exam as soon as you return to campus. Exemptions will be made for those specific i-clicker quizzes over the dates missed. Make-ups will not be allowed for any unexcused absence.

Specific information regarding Instructors personal power points:

I do not usually provide students with my lecture power points. Through experience I have learned that giving students access to my power points actually hinders the students from working on the material his/herself and thus reduces the learning of the material by the student. Learning and actually understanding the material doesn't take place when you print out slides and only use those printed slides to study from a few days before the exam. One must read, listen, see and write (use all your sensory perceptions) to understand and think about the material being presented. Only attending class will provide the full spectrum of learning, power points alone won't help you understand the material. Power points that I spent in excess of 20 hours creating (each one) are my intellectual property and only intended to aid me in teaching the course. They are not the purchased property of the student who takes this course and they are not a substitute for a student creating his/her own notes in the course. If I grant access to my lecture power points slides it will only be viewable for a 48 hour period after that entire chapter has been covered in face to face class. **I ardently stress that this opportunity is a privilege and NOT a right.**

Advice for Taking Multiple Choice Exams

- Read each question and all possible answers before making your selection.
- Select your answer by using the process of elimination.
- Don't make mechanical error (if you know the answer is "A", make sure you mark "A" on your computer screen or scantron).
- Your first impression is usually correct. Re-read the question to make sure you are selecting the answer that the question is asking for!

SUGGESTIONS FOR STUDYING

The University System of Georgia defines 1 credit hour as 60 minutes in-class **PLUS** 2 additional hours outside of class. Thus, **you should spend at least 6 hours a week outside of class studying for this course (reading & studying).**

Many students do not realize that a college science courses require you to know 3 times as much material about the same topic, how it relates to multiple biological processes and the organism and how it can be applied vs. a high school equivalent.

As many of you are aware, the rate at which material is presented to you is much faster. Really try not to allow yourself to fall behind, because it will be *extremely* difficult to catch up.

A large portion of your learning will take place independently outside of class. Studying every day is necessary. If you are an average reader, you should spend at least 5 hours a week outside of class working on BIOL 1016. The best overall study approach is to read each chapter quickly at first, like a novel, to get the general gist of things. Then read it more carefully, noting any areas of confusion. This is important, because when you come to lecture you will be more perceptive in these areas, and confusion will give way to *enlightenment* (understanding). You will need to practice and self quiz often to better understand the key concepts. It is also a good idea to try to explain the material to someone who is not taking the course - to communicate it to others is to know it.

You must demonstrate ***critical thinking as well as information recall*** (aka. memorization). I cannot emphasize strongly enough that it is important to read about each lecture topic *before* coming to class. Students who do this get more out of the lecture and make better grades on their exams.

As you probably have experienced in prior college courses, instructors do not hold in class reviews before every exam and they don't teach to the test. Do not expect information to be just handed to you, do not expect redo's on assignments you performed poorly on, do not expect to make up missed work from weeks prior, and at the end of the semester when your not earning the grade you desire don't expect any opportunity to complete work you missed from the start of the semester.

EMAIL ETIQUETTE

You want your communications to be professional and efficient, in order to present yourself as you would for any career building job opportunity. Which is a skill you can carry into any workplace.

- If you have a class specific questions, look this information up in the syllabus first, the answer to your question is probably already provided there.
- Address recipient (i.e. Hello Professor Hullender), state your name (i.e. this is Jane from your BIOL 1016 class), student ID number, also the specific class and section number. The more information about a student I receive in the initial email, the faster I can get back to you.
- Do not use text speak (i.e. "r" "u").
- If it is a complicated question/situation, set up a time during office hours for a face to face meeting or a Google Meet rather than discuss through email.
- Please skim over and proofread your emails before sending them so that your meaning can be correctly conveyed.

Unacceptable Student Behavior in Class:

- It is not acceptable to wear earphones in class
- Cell phones should be off and out of site
- When the professor is speaking or lecturing students should not be sleeping/napping, texting, carrying on a conversation, playing phone nor computer games, writing e-mails, checking facebook or other social media venues, listening to music, or any other distracting form of communication that can disrupt the professor from doing her job and hinder other students from learning.
- This is an institution of learning and a classroom, you are expected to work and earn a grade, it is not being purchased.
- You should communicate to your professor in a professional manner. It is his/her job to keep to the biology curriculum set by the biology faculty, convey content and guide you towards independent work and study of the course content. Screaming tantrums, disrespectful words and actions from a student when he or she doesn't get what he/she wants, are not respectful actions and not the actions of a professional. Your professor job is not to perform work that the student should be accomplishing individually and independently. Academic standards matter and they will be meet. You are paying to participate in class in order to work towards a university degree, not for a grade you 'feel' you deserve nor for that professors intellectual material.

A FINAL WORD

You will get the most out of this course if you understand that just like in the real world you aren't paid just for working hard...but for producing something through all that hard work that is of value. If you work hard, but the end product is poor, then you can be out of a job. Attendance and hard work in class and outside of class is great, but is also what is *expected* of you as a responsible individual enrolled in a college course. Final grades are based on proof that you have acquired and know how to apply a certain body of knowledge in testing situations; not on attendance and not on how hard you have worked. Biology 1016 is challenging course, but if you put in the work you can be very successful.

***NOTE:** The instructor reserves the right to alter the schedule and policy of this syllabus at her discretion.

PHYS - 2130 - Sophomore Physics Seminar

2025-2026 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

College - School/ Department*

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

Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

PHYS

Course Number* 2130

Course Title* Sophomore Physics Seminar

Long Course Title

Course Type*

Physics

Catalog Course Description* Sophomore Physics Seminar is designed to help students transition into upper level physics courses. The course will help students develop a well rounded resume of experience relative to physics/engineering careers. The course will also include hands-on components that will enhance the overall classroom experience.

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* 1

Lab Hrs* 0

Credit Hrs* 1

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

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

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

Prerequisites NA

Concurrent Prerequisites NA

Corequisites NA

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?

Grading*


Justification and Assessment

Rationale* This course is designed to help students transition from introductory courses into upper level courses, which tend to be mathematically more challenging and more technical. This course is also designed to help the students envision future opportunities and how to build the academic experience needed to be competitive in the job market.

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

1. The student will learn how to approach physics problems in the most efficient way.
2. The student will understand how introductory and upper level courses relate, and how to successfully navigate the courses.
3. The student will understand how research projects and internships/REUs enhance their future employment opportunities.
4. The student will experience hands on projects that enhance their classroom experience.

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* 24

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

If yes, what will the fee be?* NA

Fee Justification NA

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

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



Sophomore Physics Seminar

PHYS-2130

Fall 2025 Section 01 | 1 Credits

— Description

Sophomore Physics Seminar is designed to help students transition into upper level physics courses. The course will help students develop a well rounded resume of experience relative to physics/engineering careers. The course will also include hands-on components that will enhance their overall classroom experience.

Requisites

Prerequisites: NA

Corequisites: NA

Contact Information

Instructor: Dr. Gary Neal Chesnut

Email: nchesnut@westga.edu

Office: TLC 2132

Phone: 6788394094

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

Office Hours

TBD

— Meeting Times

TBD

- Materials

TBD

Outcomes

Learning Objectives:

- 1) The student will learn how to approach physics problems in the most efficient way.
- 2) The student will understand how introductory and upper level courses relate, and how to successfully navigate these courses.
- 3) The student will understand how research projects and internships/REUs enhance their future employment opportunities.
- 4) The student will experience hands on projects that enhance their classroom experience.

- Evaluation

The class will be graded by a simple point scale. It will include brief reports (1 page), quizzes, and hands on projects.

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

- Tentative Schedule

Month 1 will focus on helping students successfully navigate introductory and upper level courses.

Month 2 will focus on exploring research experiences and internship/REU opportunities.

Month 3 and 4 will focus on external speakers with relative careers and doing hands on projects that will give the students experience.

- Course Policies and Resources

Course Policy and Evaluation:

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

Assignments: Assignments will range from (one-page) reports from homework assignments, quizzes on assigned topics, summary reports of external speakers, and hands-on projects. Each assignment will have a point value that counts toward the overall grade.

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

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

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

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

- College/School Policies

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

Students are encouraged to practice the following Big Six college experiences to be successful in CACSI 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;

(B) *Participate in experiential learning opportunities:*

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

- Institutional Policies

Academic Support

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

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

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

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

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

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- Additional Items

Accounting, B.B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester *

Desired Effective Year *

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](#).

School/ Department*

Department of Accounting and Finance

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

Is this a College of Education Program?* Yes No

Is 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* Accounting, B.B.A.

Program ID - DO NOT EDIT* 4631

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Business Administration

Program Description* The B.B.A. program in Accounting provides students with a high-quality liberal arts based educational foundation so they can secure entry-level junior/staff positions in local, regional, or national organizations or continue studies at the master's level.

The B.B.A. in Accounting program at West Georgia is separately accredited by the AACSB International-Association to Advance Collegiate Schools of Business.

Accreditation: AACSB

Learning Goals

Bachelor of Business Administration (B.B.A.) Accounting Majors are expected to meet the learning objectives found on the UWG web page for the Bachelor of Business Administration with a Major in Accounting on the Objectives tab.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M

(Grade of C or higher)

Must include:

**MATH 1111 College Algebra
[Right] (or)
MATH 1113 Precalculus**

Core IMPACTS Area T

must include:

Field of Study Required Courses: 18 Hours

**ACCT 2101 Principles of Accounting I
ACCT 2102 Principles of Accounting II
ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics
BUSA 2106 Legal and Ethical Environment of
Business
CISM 2201 Foundations of Spreadsheet
Analysis**

Accounting

Courses required for the degree: 51 Hours

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: 25 Hours

ACCT 3212 Financial Reporting I
ACCT 3213 Financial Reporting II
[Before] and

ACCT 3214 Financial Reporting III
[Right] (or)

ACCT 4233 Strategic Cost Management
[After] and

ACCT 3232 Managerial Accounting
ACCT 3251 Income Tax Accounting for Individuals
ACCT 3285 Professional Seminar
ACCT 4241 Accounting Information Systems
ACCT 4261 Auditing
MGNT 4660 Strategic Management

Electives: 8 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:

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* We are removing MATH 1413 as a required course to provide greater flexibility to students. Currently, most students apply MATH 1413 to the core Area T (STEM area) requirement. Removing this specific course requirement will allow students to consider more of the options available in Area T including data analysis, computer science, and physical sciences. These expanded options will permit students to choose courses that align with their career interests, facilitate student progression in the program, and simplify the path for students transferring into the program. MATH 1413 will still be available as an option for the Area T

requirements for students who choose to take it.

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.
 - 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 N/A

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

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.

ACCOUNTING COURSES REQUIRED

ACCT 3212 Financial Reporting I

Prerequisite: ACCT 2101/ ACCT 2102 minimum grade of C
An in-depth study of the accounting and reporting processes and accounting theory, together with current problems in reporting financial position and determining income. Includes study of valuation problems involving current assets; and property, plant, and equipment.

ACCT 3213 Financial Reporting II

Prerequisite: ACCT 3212 minimum grade of C
A continuation of ACCT 3212 with emphasis on the measurement and reporting of intangibles, liabilities, corporate capital, investments, and cash flows.

ACCT 3214 Financial Reporting III

Prerequisite: ACCT 3212 minimum grade of C
A continuation of ACCT 3213 with emphasis on specific measurement and reporting problems including taxes, pensions, leases, accounting changes, disclosure issues, income recognition issues, partnerships, and foreign currency trans-actions.

ACCT 3232 Managerial Accounting

Prerequisite: ACCT 2101/ACCT 2102 minimum grade of C
Cost Accounting principles and techniques applied to job order and process types of industry, planning, and control of the elements of production costs, and preparation of cost reports. In-cludes an introduction to standard costing concepts and variance analysis. Use of cost infor-mation for business policy implementation and cost topics.

ACCT 3251 Income Tax Accounting for Individuals

Prerequisite: ACCT 2101/2102 minimum grade of C
A study of the Internal Revenue Code as it relates to individuals. Updated each offering to in-corporate new tax laws, regulations, and rulings in print.

ACCT 3285 Professional Seminar

Prerequisite: ACCT 2101 minimum grade of C
Students attend 14 presentations by: UWG Career Services; international, regional and local public accounting firms; nonprofit and governmental public accounting firms; corporate accountants; professional accounting organizations (IMA, GSCPAs, others); accounting educators; and professional examination review services. A professional resume must be prepared. This seminar is an Accounting BBA degree requirement.

ACCT 4233 Strategic Cost Management

Prerequisite: ACCT 2102
The study of contemporary management control tools and business strategy.

ACCT 4241 Accounting Information Systems

Prerequisite: ACCT 2101 minimum grade of C
A specialized in-depth accounting course which addresses documentation of accounting systems, including flowcharts; evaluation of internal controls and the audit trail; impact of computers on internal controls; and design of accounting sys-tems.

ACCT 4261 Auditing

Prerequisite: ACCT 3213 & ACCT 4241
The course is designed to give the student an understanding of auditing objectives and standards, and a working knowledge of auditing procedures and techniques. Standards, ethics, and legal responsibilities of the public accounting profession, as well as preparation of audit reports are emphasized.

MGNT 4660 Strategic Management

Prerequisite: May be taken no earlier than one semester before graduation & completion of AREA F business courses & MGNT 3600, MKTG 3803, FINC 3511, & ECON 3402. Must have senior standing.
An integrative approach to the study of the total enterprise from the executive management's point of view—the environment in which it oper-ates, the direction management intends to head, management's strategic plan, and the task of implementing and executing the chosen strategy.

Name _____

Student ID# _____

Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM*			
A. ESSENTIAL SKILLS	9 HOURS		
ENGL 1101	3		
ENGL 1102	3		
MATH 1111 or MATH 1113	3		
B. INSTITUTIONAL PRIORITIES	5 HOURS		
Elect. (COMM 1110 or ENGL 2050)*	3		
Elect. (LIBR 1101 or CS 1020)*	2		
C. HUMANITIES	6 HOURS		
Fine Arts Elective	3		
Humanities Electives	3		
D. NATURAL SCIENCES, MATH, & TECH	10 HOURS		
LAB SCI	4		
NON-LAB SCI	3		
Elective	3		
E. SOCIAL SCIENCES	12 HOURS		
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Elective (PSYC 1101 or SOCI 1101)*	3		

* Attain a minimum overall GPA of 2.0 for graduation

** Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. No more than one "D" is permitted in Major Courses.

*** Select one from MKTG 4866, FINC 4521, ECON 4450, MGNT 4625

**** At least two of these must be in the College of Business

Course & Number	Credit Hours	Term Taken	Grade
MAJOR-SPECIFIC**	12 HOURS		
ACCT 2101	3		
ACCT 2102	3		
BUSA 2016	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
BUSINESS CORE**	27 HOURS		
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
International Select ***	3		
MAJOR COURSES**	25 HOURS		
ACCT 3212	3		
ACCT 3213	3		
ACCT 3214 or ACCT 4233	3		
ACCT 3232	3		
ACCT 3251	3		
ACCT 3285	1		
ACCT 4241	3		
ACCT 4261	3		
MGNT 4660	3		
APPROVED ELECTIVES****	8 HOURS		
Bus. Elective 1	3		
Bus. Elective 2	3		
Bus. Elective 3	2		

Finance, B.B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2025

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being 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](#).

School/ Department*

Department of Accounting and Finance

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

Is this a College of Education Program?* Yes No

Is 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* Finance, B.B.A.

Program ID - DO NOT EDIT* 4632

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Business Administration

Program Description* The B.B.A. program in finance provides students with a high-quality liberal arts based educational foundation so they can secure entry-level junior/staff positions in local, regional, or national organizations or continue studies at the master's level.

Accreditation: AACSB

Learning Goals

Bachelor of Business Administration (B.B.A.) Finance Majors are expected to meet the learning goals and objectives of the Richards College of Business.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

(Grade of C or higher)

must include:

**MATH 1111 College Algebra
[Right] (or)**

MATH 1113 Precalculus

Core IMPACTS Area T:

(must include)

Field of Study: 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

Finance

Courses required for the degree: 51 Hours

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

All finance majors must take ACCT 3232 or ACCT 4202, FINC 4531, FINC 4541, FINC 4561 or FTA 4003, and MGNT 4660. (Students may get credit for either FINC 4561 or FTA 4003, but not both.) In addition, majors must take three FINC selectives, at least two of which must be FINC or FTA classes. Finally, students may wish to pursue a designated concentration in Financial Analytics, Corporate Analytics or Investment Analytics. In such instances, students will have required selectives associated with each concentration.

ACCT 3232 Managerial Accounting
[Right] (or)

ACCT 4202 Financial Statement Analysis
[After] (and)

FINC 4531 Intermediate Corporate Finance
FINC 4541 Investment Analysis
FINC 4561 Bank Management
MGNT 4660 Strategic Management

General FINC Selectives

At least two selectives must be within the FINC or FTA designations. Students may get credit for either FINC 4561 or FTA 4003 but not both.

ECON 3460 Forecasting
ECON 4410 Money and Banking
ECON 4450 International Economics
FINC 4521 International Finance
FINC 4532 Problems in Corporate Finance
FINC 4542 Portfolio Management
FINC 4571 Derivative Markets
FINC 4585 Special Topics in Finance
ACCT 3212 Financial Reporting I
ACCT 3251 Income Tax Accounting for
Individuals
ECON 3408 Introduction to Programming for
Analytics
ECON 4408 Visual Analytics
ECON 4475 Introduction to Econometrics and
Analytics

FTA 4001 Foundations of FinTech

FTA 4002 Financial Technologies

FTA 4003 Commercial Banking and FinTech

FTA 4005 Introduction to Financial Data Analytics

FTA 4100 Intro to Information Security

Financial Analytics Concentration

Students can obtain a concentration in Financial Analytics. In addition to FINC 4561 or FTA 4003, one of which is required for all Finance majors, students must also take FTA 4001 and two selective classes listed below (one of which must be FTA) to obtain a specific concentration in Financial Analytics.

FTA 4001 Foundations of FinTech

[After] and two of:

FTA 4002 Financial Technologies

FTA 4005 Introduction to Financial Data Analytics

FTA 4100 Intro to Information Security

ECON 3408 Introduction to Programming for Analytics

ECON 4408 Visual Analytics

ECON 4475 Introduction to Econometrics and Analytics

Investment Analytics Concentration

Students can obtain a concentration in Investment Analytics. In addition to FINC 4541, which is required for all Finance majors, students must also take FINC 4542 or FINC 4571 and two selective classes listed below (one of which must be FTA) to obtain a specific concentration in Investment Analytics.

(Students may get credit for either FINC 4561 or FTA 4003, but not both.)

FINC 4542 Portfolio Management

[After] (or)

FINC 4571 Derivative Markets

[After] and two of:

ECON 3408 Introduction to Programming for Analytics

ECON 4408 Visual Analytics

ECON 4475 Introduction to Econometrics and Analytics

FTA 4001 Foundations of FinTech

FTA 4002 Financial Technologies

FTA 4003 Commercial Banking and FinTech

FTA 4005 Introduction to Financial Data Analytics

FTA 4100 Intro to Information Security

Corporate Analytics Concentration

Students can obtain a concentration in Corporate Analytics. In addition to FINC 4531, which is required for all Finance majors, students must also take FINC 4532 and two selective classes listed below (one of which must be FTA) to obtain a specific concentration in Corporate Analytics. (Students may get credit for either FINC 4561 or FTA 4003, but not both.)

FINC 4532 Problems in Corporate Finance
[After] and two of

ECON 3408 Introduction to Programming for Analytics

ECON 4408 Visual Analytics

ECON 4475 Introduction to Econometrics and Analytics

FTA 3860 Emerging Payment Technologies

FTA 4100 Intro to Information Security

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:

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* We are removing MATH 1413 as a required course to provide greater flexibility to students. Currently, most students apply MATH 1413 to the core Area T (STEM area) requirement. Removing this specific course requirement will allow students to consider more of the options available in Area T including data analysis, computer science, and physical sciences. These expanded options will permit students to choose courses that align with their career interests, facilitate student progression in the program, and simplify the path for students transferring into the program. MATH 1413 will still be available as an option for the Area T requirements for students who choose to take it. This change will be made in the Finance Major and each of the finance concentrations. Program sheets are attached for: (1) the Traditional finance track; (2) the Financial Analytics Concentration; (3) the Investment Analytics Concentration; and (4) the Corporate Analytics Concentration.

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.
 - 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 N/A

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.

BBA – Finance

Traditional

REQUIRED COURSES

ACCT 4202 Financial Statement Analysis

Prerequisite: ACCT 2102

A study of the use of financial statements and managerial reports by managers and investors in decision making for day to day operations and long range planning.

ACCT 3232 Managerial Accounting

Prerequisite: ACCT 2101/ACCT 2102 minimum grade of C

Cost Accounting principles and techniques applied to job order and process types of industry, planning, and control of the elements of production costs, and preparation of cost reports. Includes an introduction to standard costing concepts and variance analysis. Use of cost information for business policy implementation and cost topics.

FINC 4531 Intermediate Corporate Finance

Prerequisite: FINC 3511 minimum grade of C

An in-depth study of financial planning and management with emphasis on capital structure and dividend payout policies, cost of capital and capital budgeting, and working capital management. The course serves as a framework for understanding a broad range of corporate financial decisions. Cases and directed readings are used extensively.

FINC 4541 Investment Analysis

Prerequisite: FINC 3511 minimum grade of C

A study of the investment process with concentration on the formulation of a sound investment program for both individuals and institutions.

FINC 4561 Bank Management

Prerequisite: FINC 3511

Analysis of functions and operations of commercial, investment, and savings banks. Primary emphasis is on investment, financial structure and the bank's role in determining financial variables and resource allocation.

MGNT 4660 Strategic Management

Prerequisite: May be taken no earlier than one semester before graduation & completion of AREA F business courses & MGNT 3600, MKTG 3803, FINC 3511, & ECON 3402. Must have senior standing.

An integrative approach to the study of the total enterprise from the executive management's point of view—the environment in which it operates, the direction management intends to head, management's strategic plan, and the task of implementing and executing the chosen strategy.

SELECT 3 MAJOR ELECTIVES (2 MUST BE FINC or FTA):

At least two selectives must be within the FINC or FTA designations. Students may get credit for either FINC 4561 or FTA 4003 but not both.

ECON 3460 Forecasting
ECON 4410 Money and Banking
ECON 4450 International Economics
FINC 4521 International Finance
FINC 4532 Problems in Corporate Finance
FINC 4542 Portfolio Management
FINC 4571 Derivative Markets
FINC 4585 Special Topics in Finance
ACCT 3212 Financial Reporting I
ACCT 3251 Income Tax Accounting for Individuals
ECON 3408 Introduction to Programming for Analytics
ECON 4408 Visual Analytics
ECON 4475 Introduction to Econometrics and Analytics
FTA 4001 Foundations of FinTech
FTA 4002 Financial Technologies
FTA 4003 Commercial Banking and FinTech
FTA 4005 Introduction to Financial Data Analytics

Name _____

Student ID# _____

Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM*			
A. ESSENTIAL SKILLS	9 HOURS		
ENGL 1101	3		
ENGL 1102	3		
MATH 1111 or MATH 1113	3		
B. INSTITUTIONAL PRIORITIES	5 HOURS		
Elect. (COMM 1110 or ENGL 2050)	3		
Elect. (LIBR 1101 or CS 1020)	2		
C. HUMANITIES	6 HOURS		
Fine Arts Elective	3		
Humanities Electives	3		
D. NATURAL SCIENCES, MATH, & TECH	10 HOURS		
LAB SCI	4		
NON-LAB SCI	3		
Elective	3		
E. SOCIAL SCIENCES	12 HOURS		
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Elective (PSYC 1101 or SOCI 1101)	3		

* Attain a minimum overall GPA of 2.0 for graduation

** Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. No more than one "D" is permitted in Major Courses.

*** Select one from MGNT 4625, ECON 4450, FINC 4521, or MKTG 4866

**** At least two of these must be in the College of Business

***** Students may get credit for either FINC 4561 or FTA 4003, but not both.

Course & Number	Credit Hours	Term Taken	Grade
F. MAJOR-SPECIFIC**	18 HOURS		
ACCT 2101	3		
ACCT 2102	3		
BUSA 2016	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
BUSINESS CORE**	27 HOURS		
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
International Select ***	3		
MAJOR COURSES**	24 HOURS		
ACCT 4202 or 3232	3		
FINC 4531	3		
FINC 4541	3		
FINC 4561 or FTA 4003*****	3		
FINC or FTA Elective	3		
FINC or FTA Elective	3		
Elective	3		
MGNT 4660	3		
APPROVED ELECTIVES****	9 HOURS		
Bus. Elective 1	3		
Bus. Elective 2	3		
Bus. Elective 3	3		
TOTAL PROGRAM HOURS	120		

BBA - Finance

Financial Analytics Concentration

REQUIRED COURSES

ACCT 4202 Financial Statement Analysis

Prerequisite: ACCT 2102

A study of the use of financial statements and managerial reports by managers and investors in decision making for day to day operations and long range planning.

ACCT 3232 Managerial Accounting

Prerequisite: ACCT 2101/ACCT 2102 minimum grade of C
Cost Accounting principles and techniques applied to job order and process types of industry, planning, and control of the elements of production costs, and preparation of cost reports. Includes an introduction to standard costing concepts and variance analysis. Use of cost information for business policy implementation and cost topics.

FINC 4531 Intermediate Corporate Finance

Prerequisite: FINC 3511 minimum grade of C

An in-depth study of financial planning and management with emphasis on capital structure and dividend payout policies, cost of capital and capital budgeting, and working capital management. The course serves as a framework for understanding a broad range of corporate financial decisions. Cases and directed readings are used extensively.

FINC 4541 Investment Analysis

Prerequisite: FINC 3511 minimum grade of C

A study of the investment process with concentration on the formulation of a sound investment program for both individuals and institutions.

FINC 4561 Bank Management

Prerequisite: FINC 3511

Analysis of functions and operations of commercial, investment, and savings banks. Primary emphasis is on investment, financial structure and the bank's role in determining financial variables and resource allocation.

MGNT 4660 Strategic Management

Prerequisite: May be taken no earlier than one semester before graduation & completion of AREA F business courses & MGNT 3600, MKTG 3803, FINC 3511, & ECON 3402. Must have senior standing.

An integrative approach to the study of the total enterprise from the executive management's point of view—the environment in which it operates, the direction management intends to head, management's strategic plan, and the task of implementing and executing the chosen strategy.

Students can obtain a concentration in Financial Analytics. In addition to FINC 4561 or FTA 4003, one of which is required for all Finance majors, students must also take FTA 4001 and two selective classes listed below (one of which must be FTA) to obtain a specific concentration in Financial Analytics.

FTA 4001 Foundations of FinTech

and two of:

FTA 4002 Financial Technologies

FTA 4005 Introduction to Financial Data Analytics

FTA 4100 Intro to Information Security

ECON 3408 Introduction to Programming for Analytics

ECON 4408 Visual Analytics

ECON 4475 Introduction to Econometrics and Analytics

Name _____

Student ID# _____

Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM*			
A. ESSENTIAL SKILLS	9 HOURS		
ENGL 1101	3		
ENGL 1102	3		
MATH 1111 or MATH 1113	3		
B. INSTITUTIONAL PRIORITIES	5 HOURS		
Elect. (COMM 1110 or ENGL 2050)	3		
Elect. (LIBR 1101 or CS 1020)	2		
C. HUMANITIES	6 HOURS		
Fine Arts Elective	3		
Humanities Electives	3		
D. NATURAL SCIENCES, MATH, & TECH	10 HOURS		
LAB SCI	4		
NON-LAB SCI	3		
Elective	3		
E. SOCIAL SCIENCES	12 HOURS		
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Elective (PSYC 1101 or SOCI 1101)	3		

* Attain a minimum overall GPA of 2.0 for graduation

** Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. No more than one "D" is permitted in Major Courses.

*** Select one from MGNT 4625, ECON 4450, FINC 4521, or MKTG 4866

**** At least two of these must be in the College of Business

***** Students may get credit for either FINC 4561 or FTA 4003, but not both.

Course & Number	Credit Hours	Term Taken	Grade
F. MAJOR-SPECIFIC**	18 HOURS		
ACCT 2101	3		
ACCT 2102	3		
BUSA 2016	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
BUSINESS CORE**	27 HOURS		
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
International Select ***	3		
MAJOR COURSES**	24 HOURS		
ACCT 4202 or 3232	3		
FINC 4531	3		
FINC 4541	3		
FINC 4561 or FTA 4003*****	3		
Concentration in Financial Analytics			
FTA 4001	3		
Major Select (Choose 2): FTA 4002, FTA 4005, FTA 4100, ECON 3408, ECON 4408, ECON 4475	6		
MGNT 4660	3		
APPROVED ELECTIVES****	9 HOURS		
Bus. Elective 1	3		
Bus. Elective 2	3		
Bus. Elective 3	3		
TOTAL PROGRAM HOURS	120		

BBA - Finance

Corporate Analytics Concentration

REQUIRED COURSES

ACCT 4202 Financial Statement Analysis

Prerequisite: ACCT 2102

A study of the use of financial statements and managerial reports by managers and investors in decision making for day to day operations and long range planning.

ACCT 3232 Managerial Accounting

Prerequisite: ACCT 2101/ACCT 2102 minimum grade of C
Cost Accounting principles and techniques applied to job order and process types of industry, planning, and control of the elements of production costs, and preparation of cost reports. Includes an introduction to standard costing concepts and variance analysis. Use of cost information for business policy implementation and cost topics.

FINC 4531 Intermediate Corporate Finance

Prerequisite: FINC 3511 minimum grade of C

An in-depth study of financial planning and management with emphasis on capital structure and dividend payout policies, cost of capital and capital budgeting, and working capital management. The course serves as a framework for understanding a broad range of corporate financial decisions. Cases and directed readings are used extensively.

FINC 4541 Investment Analysis

Prerequisite: FINC 3511 minimum grade of C

A study of the investment process with concentration on the formulation of a sound investment program for both individuals and institutions.

FINC 4561 Bank Management

Prerequisite: FINC 3511

Analysis of functions and operations of commercial, investment, and savings banks. Primary emphasis is on investment, financial structure and the bank's role in determining financial variables and resource allocation.

MGNT 4660 Strategic Management

Prerequisite: May be taken no earlier than one semester before graduation & completion of AREA F business courses & MGNT 3600, MKTG 3803, FINC 3511, & ECON 3402. Must have senior standing.

An integrative approach to the study of the total enterprise from the executive management's point of view—the environment in which it operates, the direction management intends to head, management's strategic plan, and the task of implementing and executing the chosen strategy.

Students can obtain a concentration in Corporate Analytics. In addition to FINC 4531, which is required for all Finance majors, students must also take FINC 4532 and two selective classes listed below (one of which must be FTA) to obtain a specific concentration in Corporate Analytics. (Students may get credit for either FINC 4561 or FTA 4003, but not both.)

FINC 4532 Problems in Corporate Finance

and two of
ECON 3408 Introduction to Programming for Analytics
ECON 4408 Visual Analytics
ECON 4475 Introduction to Econometrics and Analytics
FTA 3860 Emerging Payment Technologies
FTA 4100 Intro to Information Security

Name _____

Student ID# _____

Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM*			
A. ESSENTIAL SKILLS	9 HOURS		
ENGL 1101	3		
ENGL 1102	3		
MATH 1111 or MATH 1113	3		
B. INSTITUTIONAL PRIORITIES	5 HOURS		
Elect. (COMM 1110 or ENGL 2050)	3		
Elect. (LIBR 1101 or CS 1020)	2		
C. HUMANITIES	6 HOURS		
Fine Arts Elective	3		
Humanities Electives	3		
D. NATURAL SCIENCES, MATH, & TECH	10 HOURS		
LAB SCI	4		
NON-LAB SCI	3		
Elective	3		
E. SOCIAL SCIENCES	12 HOURS		
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Elective (PSYC 1101 or SOCI 1101)	3		

* Attain a minimum overall GPA of 2.0 for graduation

** Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. No more than one "D" is permitted in Major Courses.

*** Select one from MGNT 4625, ECON 4450, FINC 4521, or MKTG 4866

**** At least two of these must be in the College of Business

***** Students may get credit for either FINC 4561 or FTA 4003, but not both.

Course & Number	Credit Hours	Term Taken	Grade
F. MAJOR-SPECIFIC**	18 HOURS		
ACCT 2101	3		
ACCT 2102	3		
BUSA 2016	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
BUSINESS CORE**	27 HOURS		
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
International Select ***	3		
MAJOR COURSES**	24 HOURS		
ACCT 4202 or 3232	3		
FINC 4531	3		
FINC 4541	3		
FINC 4561 or FTA 4003*****	3		
Concentration in Corporate Analytics			
FINC 4532	3		
Major Select (Choose 2): FTA 3860, FTA 4100, ECON 3408, ECON 4408, ECON 4475	6		
MGNT 4660	3		
APPROVED ELECTIVES****	9 HOURS		
Bus. Elective 1	3		
Bus. Elective 2	3		
Bus. Elective 3	3		
TOTAL PROGRAM HOURS	120		

BBA - Finance

Investment Analytics Concentration

REQUIRED COURSES

ACCT 4202 Financial Statement Analysis

Prerequisite: ACCT 2102

A study of the use of financial statements and managerial reports by managers and investors in decision making for day to day operations and long range planning.

ACCT 3232 Managerial Accounting

Prerequisite: ACCT 2101/ACCT 2102 minimum grade of C
Cost Accounting principles and techniques applied to job order and process types of industry, planning, and control of the elements of production costs, and preparation of cost reports. Includes an introduction to standard costing concepts and variance analysis. Use of cost information for business policy implementation and cost topics.

FINC 4531 Intermediate Corporate Finance

Prerequisite: FINC 3511 minimum grade of C

An in-depth study of financial planning and management with emphasis on capital structure and dividend payout policies, cost of capital and capital budgeting, and working capital management. The course serves as a framework for understanding a broad range of corporate financial decisions. Cases and directed readings are used extensively.

FINC 4541 Investment Analysis

Prerequisite: FINC 3511 minimum grade of C

A study of the investment process with concentration on the formulation of a sound investment program for both individuals and institutions.

FINC 4561 Bank Management

Prerequisite: FINC 3511

Analysis of functions and operations of commercial, investment, and savings banks. Primary emphasis is on investment, financial structure and the bank's role in determining financial variables and resource allocation.

MGNT 4660 Strategic Management

Prerequisite: May be taken no earlier than one semester before graduation & completion of AREA F business courses & MGNT 3600, MKTG 3803, FINC 3511, & ECON 3402. Must have senior standing.

An integrative approach to the study of the total enterprise from the executive management's point of view—the environment in which it operates, the direction management intends to head, management's strategic plan, and the task of implementing and executing the chosen strategy.

Students can obtain a concentration in Investment Analytics. In addition to FINC 4541, which is required for all Finance majors, students must also take FINC 4542 or FINC 4571 and two selective classes listed below (one of which must be FTA) to obtain a specific concentration in Investment Analytics.

(Students may get credit for either FINC 4561 or FTA 4003, but not both.)

FINC 4542 Portfolio Management (or)
FINC 4571 Derivative Markets

and two of:

ECON 3408 Introduction to Programming for Analytics
ECON 4408 Visual Analytics
ECON 4475 Introduction to Econometrics and Analytics
FTA 4001 Foundations of FinTech
FTA 4002 Financial Technologies
FTA 4005 Introduction to Financial Data Analytics

Name _____

Student ID# _____

Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM*			
A. ESSENTIAL SKILLS	9 HOURS		
ENGL 1101	3		
ENGL 1102	3		
MATH 1111 or MATH 1113	3		
B. INSTITUTIONAL PRIORITIES	5 HOURS		
Elect. (COMM 1110 or ENGL 2050)	3		
Elect. (LIBR 1101 or CS 1020)	2		
C. HUMANITIES	6 HOURS		
Fine Arts Elective	3		
Humanities Electives	3		
D. NATURAL SCIENCES, MATH, & TECH	10 HOURS		
LAB SCI	4		
NON-LAB SCI	3		
Elective	3		
E. SOCIAL SCIENCES	12 HOURS		
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Elective (PSYC 1101 or SOCI 1101)	3		

* Attain a minimum overall GPA of 2.0 for graduation

** Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. No more than one "D" is permitted in Major Courses.

*** Select one from MGNT 4625, ECON 4450, FINC 4521, or MKTG 4866

**** At least two of these must be in the College of Business

***** Students may get credit for either FINC 4561 or FTA 4003, but not both.

Course & Number	Credit Hours	Term Taken	Grade
F. MAJOR-SPECIFIC**	18 HOURS		
ACCT 2101	3		
ACCT 2102	3		
BUSA 2016	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
BUSINESS CORE**	27 HOURS		
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
International Select ***	3		
MAJOR COURSES**	24 HOURS		
ACCT 4202 or 3232	3		
FINC 4531	3		
FINC 4541	3		
FINC 4561 or FTA 4003*****	3		
Concentration in Investment Analytics			
FINC 4541 or FINC 4571	3		
Major Select (Choose 2): FTA 4001, FTA 4002, FTA 4005, FTA 4100, ECON 3408, ECON 4408, ECON 4475	6		
MGNT 4660	3		
APPROVED ELECTIVES****	9 HOURS		
Bus. Elective 1	3		
Bus. Elective 2	3		
Bus. Elective 3	3		
TOTAL PROGRAM HOURS	120		

Economics, B.B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2025

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being 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](#).

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 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* 4626

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Business Administration

Program Description* Accreditation: AACSB

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

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

(Grade of C or higher)

must include:

**MATH 1111 College Algebra
[Right] (or)**

MATH 1113 Precalculus

Core IMPACTS Area T::

must include:

Field of Study: 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

Major Courses:

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 4484 Seminar in Economics
[After] 4 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:

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* We are removing MATH 1413 as a required course to provide greater flexibility to students. Currently, most students apply MATH 1413 to the core Area T (STEM area) requirement. Removing this specific course requirement will allow students to consider more of the options available in Area T including data analysis, computer science, and physical sciences. These expanded options will permit students to choose courses that align with their career interests, facilitate student progression in the program, and simplify the path for students transferring into the program. MATH 1413 will still be available as an option for the Area T

requirements for students who choose to take it.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments not applicable

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

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.

ABOUT THE MAJOR

Economics is the study of resource allocation, business enterprises, and nations. Though it is considered a social science, it forms the foundation for understanding most business disciplines. The B.B.A. in the Richards College of Business combines draws from the theory, analytics, and empirical methods to provide our majors an understanding of the economy and how it functions. The B.B.A. in Economics provides valuable preparation for careers in banking, marketing, insurance and government. It is an excellent major for those planning to attend law school or for those considering an M.B.A. program. The field also prepares students for work in public administration, international business, and financial analysis.

ABOUT THIS MAP

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. Use this map to help plan and guide your experience at UWG, including academic, co-curricular, and discovery opportunities. Everyone's experience is different and activities in this map are suggestions. Always consult with your advisors whenever possible for new opportunities and updates.

Visit westga.edu/program-maps for the latest version of this major map.



VISIT WOLFWATCH
FOR MORE
INFORMATION.



HAVE A QUESTION?
CHECK IN WITH
YOUR ADVISOR!



WHERE CAN YOU GO WITH THIS DEGREE?

- Credit Analyst
- Economic Consultant
- Economist
- Loan Officer
- Personal Finance Advisor
- Policy Analyst
- Portfolio Manager
- Quantitative Analyst
- Statistician
- Supply Chain Analyst

ADD A CERTIFICATE

- Advertising
- Data Analytics
- International Business
- Real Estate Appraisal
- Real Estate Brokerage
- Sales
- Sustainable Business

HONORS COLLEGE

Consider joining if you have an Overall GPA of 3.2 and earned 15 college credit hours!

ECONOMICS

Bachelor of Business Administration

60

CORE CREDIT HOURS

51

MAJOR CREDIT HOURS

9

ELECTIVE CREDIT HOURS

TERM 1: FALL

C1: ENGL 1101 3 CREDIT HOURS
English Composition I

M: MATH 1111 OR 1113 3 CREDIT HOURS
College Algebra or Precalculus

I2: XIDS 2002 2 CREDIT HOURS
(Recommended) First-Year Seminar

F: ECON 2106 3 CREDIT HOURS
Principles of Microeconomics

S1: HIST 1111 OR 1112 3 CREDIT HOURS
World History

- MILESTONES:**
- COMPLETE ENGL 1101 WITH C OR BETTER.
 - COMPLETE MATH 1111 OR MATH 1113 WITH C OR HIGHER.

TERM 2: SPRING

C2: ENGL 1102 3 CREDIT HOURS
English Composition II

T3: Elective 3 CREDIT HOURS

F: CISM 2201 3 CREDIT HOURS
Foundations of Computer Applications

F: ECON 2105 3 CREDIT HOURS
Principles of Macroeconomics

T1: SCIENCE + LAB 4 CREDIT HOURS

- MILESTONES:**
- COMPLETE ENGL 1102 WITH C OR BETTER.
 - COMPLETE LAB SCIENCE.
 - EARN AT LEAST 30 TOTAL CREDIT HOURS AFTER YEAR 1.
 - COMPLETE CISM 2201, ECON 2105 & 2106 AFTER YEAR 1.

14 FALL CREDIT HOURS + 16 SPRING CREDIT HOURS = 30 CREDIT HOURS

CRUSH YOUR COURSEWORK

- Take a cornerstone course with Richards College business faculty and explore various business topics.
- Begin the Area F coursework for business majors.
- Apply for scholarships.

FIND YOUR PLACE

- Explore campus sports, events, and clubs.
- Find, follow, and like all Richards College social media platforms.
- Attend special programming offered for first-year students.

BROADEN YOUR PERSPECTIVES

- Explore diversity, equity, and inclusion resources and opportunities across campus.
- Check out the education abroad office.
- Explore resources available in the Stone Center for Family Business, Entrepreneurship, & Innovation

CONNECT OFF-CAMPUS

- Visit Wolves Vote to learn about the voting process and registration.
- Consider volunteering for a campaign or organization in your community.

TAKE CARE OF YOURSELF

- Visit the UWG Wellness Hub and Health Services
- Get fit! Visit URec to see all your options
- Visit the Center for Economic and Financial Literacy and attend virtual and in person programs

PAVE YOUR PATH

- Complete a self-assessment to see what careers and majors are right for you.
- Visit Office of Career and Graduate School Connections.
- Create your profile on Handshake and LinkedIn.
- Consider applying for an on-campus job.

TERM 1: FALL

P2: POLS 1101 3 CREDIT HOURS
American Government

F: ACCT 2101 3 CREDIT HOURS
Principles of Accounting I

A: HUMANITIES 3 CREDIT HOURS

I1: ORAL COMMUNICATION 3 CREDIT HOURS

T2: NON-LAB SCIENCE 3 CREDIT HOURS

- MILESTONES:**
- COMPLETE NON-LAB SCIENCE.
 - COMPLETE ACCT 2101 WITH C OR HIGHER.
 - EARN 2.00 GPA OR ABOVE IN AREA F – MAJOR SPECIFIC COURSES.
 - MAJOR STATUS ACHIEVED: COMPLETE ENGL 1101, MATH 1111 OR 1113, MATH 1413, ACCT 2101, ECON 2105, OR ECON 2106, HAVE A MINIMUM 2.00 GPA WITH AT LEAST 45 EARNED CREDIT HOURS.

TERM 2: SPRING

P1: HIST 2111 OR 2112 3 CREDIT HOURS
US History

F: ACCT 2102 3 CREDIT HOURS
Principles of Accounting 2

FREE ELECTIVE 3 CREDIT HOURS

A: HUMANITIES 3 CREDIT HOURS

S2: SOCIAL SCIENCE 3 CREDIT HOURS

- MILESTONES:**
- COMPLETE ACCT 2102 WITH C OR HIGHER.
 - EARN 2.00 GPA OR ABOVE IN AREA F – MAJOR SPECIFIC COURSES.
 - EARN AT LEAST 60 TOTAL CREDIT HOURS AFTER YEAR 2.

15 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 30 CREDIT HOURS

CRUSH YOUR COURSEWORK

- Complete the Richards College business core classes.
- Stay on track in chosen major and meet with your academic advisor and faculty.
- Explore concentrations, certificate programs, and research opportunities in the college.
- Apply for scholarships.

FIND YOUR PLACE

- Get involved in student clubs and organizations.
- Become a Richards College Student Ambassador.
- Visit the Office of Career and Graduate School Connections.
- Explore undergraduate research with faculty.

BROADEN YOUR PERSPECTIVES

- In a student organization? Suggest you all complete an implicit bias workshop.
- Consider a study abroad program. Check out students' stories of their experiences.
- Build relationships with faculty/staff and establish your network.

CONNECT OFF-CAMPUS

- Complete an internship in your field.
- Consider a summer or part-time job.
- Ask your department about networking opportunities with alumni.

TAKE CARE OF YOURSELF

- Take a fitness class, climb the rock wall, or join an intramural team.
- Consider whether counseling is right for you: take a mental health screening.
- Take a personal finance class: FINC 3501 or ECON 3400.

PAVE YOUR PATH

- Draft your resume and attend a resume and interview workshop.
- Learn about how to network on social media and update your Handshake profile.
- Take business communications: ABED 3100.
- Visit the graduate school to find out about graduate programs and admission requirements.

TERM 1: FALL

ECON 3402 3 CREDIT HOURS
 Statistics for Business I

ECON 3410 3 CREDIT HOURS
 Macroeconomic Policy

F: BUSA 2106 3 CREDIT HOURS
 Legal and Ethical Environment of Business

MKTG 3803 3 CREDIT HOURS
 Principles of Marketing

ECON ELECTIVE 3 CREDIT HOURS

- MILESTONES:**
- COMPLETE CORE IMPACTS.
 - EARN 2.00 GPA OR ABOVE IN BUSINESS CORE.
 - EARN 2.00 GPA OR ABOVE IN MAJOR COURSES. ONLY ONE GRADE OF "D" ALLOWED IN MAJOR COURSES.

TERM 2: SPRING

ECON 3411 3 CREDIT HOURS
 Intermediate Microeconomics

ECON 3406 3 CREDIT HOURS
 Statistics for Business II

MGNT 3600 3 CREDIT HOURS
 Management

CISM 3330 3 CREDIT HOURS
 Management of Information Systems

FINC 3511 3 CREDIT HOURS
 Corporate Finance

- MILESTONES:**
- EARN 2.00 GPA OR ABOVE IN BUSINESS CORE.
 - EARN 2.00 GPA OR ABOVE IN MAJOR COURSES. ONLY ONE GRADE OF "D" ALLOWED IN MAJOR COURSES.
 - EARN AT LEAST 90 TOTAL CREDIT HOURS AFTER YEAR 3.

15 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 30 CREDIT HOURS

CRUSH YOUR COURSEWORK

- Complete the Richards College business core classes.
- Stay on track in chosen major and meet with your academic advisor and faculty.
- Explore concentrations, certificate programs, and research opportunities in the college.
- Apply for scholarships.

FIND YOUR PLACE

- Get involved in student clubs and organizations.
- Become a Richards College Student Ambassador.
- Visit the Office of Career and Graduate School Connections.
- Explore undergraduate research with faculty.

BROADEN YOUR PERSPECTIVES

- In a student organization? Suggest you all complete an implicit bias workshop.
- Consider a study abroad program. Check out students' stories of their experiences.
- Build relationships with faculty/staff and establish your network.

CONNECT OFF-CAMPUS

- Complete an internship in your field.
- Consider a summer or part-time job.
- Ask your department about networking opportunities with alumni.

TAKE CARE OF YOURSELF

- Take a fitness class, climb the rock wall, or join an intramural team.
- Consider whether counseling is right for you: take a mental health screening.
- Take a personal finance class: FINC 3501 or ECON 3400.

PAVE YOUR PATH

- Draft your resume and attend a resume and interview workshop.
- Learn about how to network on social media and update your Handshake profile.
- Take business communications: ABED 3100.
- Visit the graduate school to find out about graduate programs and admission requirements.

TERM 1: FALL

MGNT 3615 3 CREDIT HOURS
 Operations Management

INTERNATIONAL SELECTIVE 3 CREDIT HOURS

ECON ELECTIVE 3 CREDIT HOURS

ECON ELECTIVE 3 CREDIT HOURS

RCOB ELECTIVE 3 CREDIT HOURS

- MILESTONES:**
- EARN 2.00 GPA OR ABOVE IN BUSINESS CORE.
 - EARN 2.00 GPA OR ABOVE IN MAJOR COURSES. ONLY ONE GRADE OF "D" ALLOWED IN MAJOR COURSES.
 - RCOB ELECTIVE MUST BE A THREE-CREDIT HOUR ADDITIONAL BUSINESS COURSE. PWLA COURSES WILL NOT APPLY TOWARDS ELECTIVES.
 - INTERNATIONAL SELECTIVE OPTIONS – FINC 4521, ECON 4450, MGNT 4625, OR MKTG 4866.

TERM 2: SPRING

ECON 4484 3 CREDIT HOURS
 Seminar in Economics

ABED 3100 3 CREDIT HOURS
 Business Communication

MGNT 4660 3 CREDIT HOURS
 Strategic Management

ECON ELECTIVE 3 CREDIT HOURS

FREE ELECTIVE 3 CREDIT HOURS

- MILESTONES:**
- EARN 2.00 GPA OR ABOVE IN BUSINESS CORE.
 - EARN 2.00 GPA OR ABOVE IN MAJOR COURSES. ONLY ONE GRADE OF "D" ALLOWED IN MAJOR COURSES.
 - MGNT 4660 PREREQUISITES INCLUDE ACCT 2101, ACCT 2102, BUSA 2106, CISM 2201, ECON 2105, ECON 2106, ECON 3402, FINC3511, MGNT 3600, AND MKTG 3803.
 - PWLA COURSES WILL NOT APPLY TOWARDS ELECTIVES.
 - EARN AT LEAST 120 TOTAL CREDIT HOURS AFTER YEAR 4.

15 FALL CREDIT HOURS + 15 SPRING CREDIT HOURS = 30 CREDIT HOURS

- ECON Electives:**
- ECON 3420, ECON 3425, ECON 3440, ECON3450, ECON 3458, ECON 3460, ECON 3480, ECON 3480, ECON 3490, ECON 4410, ECON 4420, ECON 4440, ECON 4450, ECON 4470, ECON 4475, or ECON 4480.

CRUSH YOUR COURSEWORK

- Take the capstone course for all business majors: MGNT 4660.
- Complete all major courses, major selects, and approved electives.
- Explore concentrations, certificate programs, and research opportunities in the college.
- Apply for graduation.

FIND YOUR PLACE

- Explore leadership opportunities in student clubs and/or campus organizations.
- Find opportunities to mentor other students.
- Seek mentors in your area of interest through faculty, staff, and alumni.

BROADEN YOUR PERSPECTIVES

- Consider a study abroad and/or work abroad opportunity and research visa regulations.
- Explore practices of creating more inclusive experiences.
- Continue to grow your professional network.

CONNECT OFF-CAMPUS

- Ask for advice from professionals in your field of interest.
- Explore career shadowing opportunities.
- Attend an academic conference with a faculty member and participate in a research presentation.

TAKE CARE OF YOURSELF

- Develop your time management skills and explore ways to have work/life balance.
- Develop a post-graduation exercise plan.
- Explore your loan repayment options and complete your exit counseling.

PAVE YOUR PATH

- Request references from professors and supervisors.
- Draft your resume and cover letter and attend career workshops.
- Attend career fairs at UWG.
- Engage with UWG alumni.
- Apply for graduate programs.
- Apply for full-time jobs before graduation.

ECON - 3406 - Statistics for Business II

2025-2026 Undergraduate 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.

- Modifications (Check all that apply)***
- Course Title
 - 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.

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.

Department/School *

Richards College of Business

Department of Economics

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*

Course Number* 3406

Course Title* Statistics for Business II

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* This course covers basic quantitative tools for use in strategic and business decision making. Topics include decision analysis, linear regression, forecasting, linear programming and waiting line models.

Prerequisites Prerequisite: (ECON 3402 or MATH 1401)

Corequisites

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

Grading*

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 proposal 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.* 3

Justification and Assessment

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

Rationale* We are removing MATH 1413 as a required course to provide greater flexibility to students. Currently, most students apply MATH 1413 to the core Area T (STEM area) requirement. Removing this specific course requirement will allow students to consider more of the options available in Area T including data analysis, computer science, and physical sciences. These expanded options will permit students to choose courses that align with their career interests, facilitate student progression in the program, and simplify the path for students transferring into the program. MATH 1413 will still be available as an option for the Area T requirements for students who choose to take it.

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* 240 per year

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.* 0

Fee Justification* NA

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 52339



Statistics for Business II

ECON-3406

Spring 2025 Section 02 3 Credits 01/11/2025 to 05/13/2025 Modified 01/13/2025

Description

This course covers basic quantitative tools for use in strategic and business decision making. Topics include decision analysis, linear regression, forecasting, linear programming and waiting line models.

Requisites

Prerequisites:

(ECON 3402 or MATH 2063) and MATH 1413 and Richards Col Upper Division RCUD

Corequisites:

Contact Information

Dr. Michael Sinkey

Email: msinkey@westga.edu

Office: Richards Hall, room 349

Phone: 678.839.5166

Office Hours

Tuesday, Thursday, 9:30 AM to 10:30 AM, Richards Hall, room 349

virtual meetings on non-teaching days available by appointment

in-person meetings at other times on teaching days also available by appointment

Meeting Times

Lecture

Tuesday, Thursday, 2:00 PM to 3:15 PM, Richards Hall, room 201

This is a hybrid class, indicating that less than or up to 50% of classes are virtual. However, the bulk of classes will be in-person. Virtual classes to be announced.

The schedule may change for unforeseen reasons.

Materials

Access to Microsoft Excel (non Office 365 version)

Students must have access to Microsoft Excel (non Office 365 version). Students can use this in any of the labs on campus and can download a version from ITS.

Outcomes

- see department website

Evaluation

Criteria

Students are evaluated based on their knowledge of the material presented in this class. There are no opportunities for extra credit, no participation scores, and no completion scores.

We will operate under a standard ten-point scale. I do not modify individual scores on exams or assignments during the semester (i.e., I don't curve individual scores up). Any curve occurs at the end of the semester after all grades are posted, and I do not modify individual averages (cutoffs for particular letter grades are adjusted down).

Breakdown (presented chronologically, due dates listed on Schedule):

5% non-Excel Problem Set #1 (15 points)

20% Exam #1 (60 points)

5% Excel Problem Set #1 (15 points)

***** Drop Deadline occurs before remaining assignments are graded *****

5% Problem Set #2 (15 points)

20% Exam #2 (60 points)

5% Problem Set #3 (15 points)

20% Exam #3 (60 points)

20% Final (60 points)

The class is on a point scale and is out of 300 total points.

Reasonable effort: If a student makes a reasonable effort, to be defined as:

Taking all four exams and scoring 50% or higher on at least one exam

Turning in all four problem sets and scoring 75% or higher on at least one problem set

then I will give the student a passing score of at least D.

Assignments

see previous section for detailed breakdown

Schedule

When	Topic	Notes
Lecture Week #1 01/14/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Introduction to Stats II	In this first lecture we will introduce ECON 3406: Statistics for Business II. As part of this we will discuss the difference between a statistic and parameter, some sampling considerations and the importance of random sampling, sample and population mean, standard deviation, and variance. We will also introduce the normal distribution.
Lecture Week #1 01/16/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Probability with the Normal Distribution	We will discuss some features of the normal distribution, such as when and where it is used, including places where it might be used inappropriately. We'll calculate probabilities associated with the normal distribution, will utilize the normal distribution to find values of our distribution of interest, and will introduce the sampling distribution as a bridge to hypothesis testing.
Lecture Week #2 01/21/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Confidence Intervals and Hypothesis Testing	We will introduce the notion of confidence intervals and will discuss how they may relate to hypothesis testing. Then we will work on identifying contexts where one-sided or two-sided parametric hypotheses may be more appropriate and the data needed to support an alternative in such instances.
Lecture Week #2 01/23/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Hypothesis Formation and T-Stats	In this lecture we'll examine how to use information from a sample to construct a test statistic, which describes the location of the data relative to the null. Critical values come from the standard normal for continuity. We'll test hypotheses and see how our conclusions change depending on the direction of the hypothesis test.

When	Topic	Notes
Lecture Week #3 01/28/2025 2:00 PM - 3:15 PM Richards Hall, room 201	One Sample Test Statistic, t-Distribution	In this lecture we'll discuss the role of sampling as it relates to the thresholds need to reject to a null hypothesis. We need to be somewhat less aggressive when rejecting the null in instances with smaller sample sizes. We alter our critical values accordingly by utilizing the t-distribution.
Lecture Week #3 01/30/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Matched Pairs/Paired Differences T-Stat; Two Samples	Statistics offers us the opportunity to do important practical tasks like policy evaluation. This usually involves comparing a pre/post treatment or something of the like. We introduce a modified parametric t-stat to achieve these goals. Critical values are from the t-table.
Lecture Week #4 02/04/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Two Samples: Equal and Unequal Variance (Pooled vs. Two Population)	It is possible that we may want to compare the average outcomes of two groups to each other, for example, incomes across counties or something of the like. Those groups may or may not resemble each other statistically, and we account for similarities and differences in our t-stat and critical values.
Lecture Week #5 02/06/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Proportions and Intro. to Chi-Square and Non- Parametric Tests	We will expand our coverage of hypothesis testing to include non-parametric tests. This allows us to examine features of a distribution that are not tied to quantitative parameters, like mean or variance. We will then construct test statistics and utilize critical values in the usual ways.
Lecture Week #5 02/11/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Chi-square Tests; non- Excel PS 1 due by 5:00 PM.	We finish the Chi-square distribution by expanding our hypotheses to multi-dimensional Chi-square tests. Problem Set #1 (non-Excel) is due by 5:00 PM today. Please physically bring it by my office by 5:00 PM or give it to me in class. Alternatively, please neatly write your answers on notebook paper and scan/send your assignment as a .pdf to msinkey@westga.edu by 5:00 PM OR a Word .docx file. Then, bring your notebook paper to class or Word .docx to class by Tuesday. Answers to Problem Set #1 will be posted by midnight.

When	Topic	Notes
Exam #1 Week #5 02/13/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Exam #1	Exam #1 is today. Students must bring something to write with (pen or pencil) and a basic calculator, as well as their z-table, t-table, and Chi-square table.
Lecture Week #6 02/18/2025 2:00 PM - 3:15 PM Richards Hall, room 201	F-test for Variance and Single-Factor ANOVA, Excel PS #1 due	We start the second part of the semester by introducing the F-distribution and the F-test for variance. The F-distribution is a versatile tool for statistical analysis. We next introduce the concepts behind single-factor ANOVA. Excel Problem Set #1 is due tonight by 11:59 PM. Please submit to CourseDen.
Lecture Week #6 02/20/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Single-Factor ANOVA	Interestingly, we can use constructions of variance to examine hypotheses about equality of means of more than two groups. We use some mild assumptions and the F-distribution to do so with analysis of variance.
Lecture Week #7 02/25/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Single Factor and Two Factor ANOVA	We cover an additional single-factor ANOVA problem for review and discuss two-factor ANOVA to account for the possibility that our inference about the equality of means may be influenced by observation-level characteristics. To that extent that we can, we'd like to remove these "blocking variables." Two-factor ANOVA provides a mechanism to do so.
Lecture Week #7 02/27/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Single Variable Regression	Examining variables in isolation limits our ability to learn about interesting potential relationships. We wade into more complex analysis with single variable regression (fitting a line of best fit through the data).

When	Topic	Notes
Lecture Week #8 03/04/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Single Variable Regression	We will work on the mechanics of finding the slope and intercept of a regression line, as well as the mechanics of making a prediction, calculating errors, the standard deviation of the regression, and a test statistic associated with the slope of a line.
Lecture Week #8 03/06/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Regression Hypothesis Testing	We finish regression hypothesis testing in this class and briefly discuss confidence and prediction intervals.
Lecture, PS #2 due Week #9 03/11/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Multiple Variable Regression	We will start discussion of multiple variable regression in Excel. Problem Set #2 is due by 5:00 PM.
Exam #2 Week 9 03/13/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Exam #2	Exam #2 is today. Please bring a pen or pencil and a basic calculator, as well as your t-table and F-tables.
Multiple Regression Lab Week #10 03/25/2025 2:00 PM - 3:15 PM ZOOM	Multiple Regression Lab	We continue our discussion of multiple regression with an interactive virtual demonstration. Please log on to our Zoom call to estimate multiple regressions in Excel.

When	Topic	Notes
Lecture Week #10 03/27/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Multiple Regression	We will continue to analyze multiple regression models.
Lecture Week #11 04/01/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Introduction to Time Series Forecasting	In this third part of class we introduce time series forecasting. We will learn about the naïve model and calculating error. Please try to bring your laptops as much as possible for this last part of class.
Lecture Week #11 04/03/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Error, RMSE, etc.	We expand our discussion of error and the criteria needed to evaluate the quality of a forecast. We'll cover the moving average model and modified naïve model as part of this discussion.
Lecture Week #12 04/08/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Moving Average and Single Exponential Smoothing	It may be desirable to weigh different periods in time differently in our forecast. Single exponential smoothing allows us to do this in a pre-defined way.
Lecture Week #12 04/10/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Single Exponential Smoothing and Introduction to Double Exponential Smoothing	We finish single exponential smoothing and begin to ask about how we account for trend in the data. The Holt-Winters double exponential smoothing model provides insight.

When	Topic	Notes
Lecture Week #13 04/15/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Double Exponential Smoothing	How do we account for trend in the data? The Holt-Winters double exponential smoothing model provides insight.
Lecture Week #13 04/17/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Triple Exponential Smoothing	We will account for seasonality and trend in this model.
Lecture Week #14 04/22/2025 2:00 PM - 3:15 PM home	Forecasting Workshop	We will not have in-person class today, students are encouraged to work on their forecasting problem sets and attend Scholars' Day at the Campus Center.
Exam #3, PS #3 due Week #14 04/24/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Exam #3	Exam #3 is today . Please bring a pencil and a basic calculator. Problem Set #3 is due by midnight.
Lecture Week #15 04/29/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Final Exam Review	We'll have a final exam review today.

When	Topic	Notes
Final Exam Week #15 05/01/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Final Exam	Final exam. Bring a pencil and relevant tables. Multiple choice.

Generative Artificial Intelligence Course Policy

Generative AI isn't allowed in Statistics for Business II. I will pre-screen each problem set by running it through a battery of Generative AI tools for easy cross-reference on your submissions. Use of Generative AI on any assignment will result in a zero.

College/School Policies

Wolf Pact

Having read the Honor Code for the University of West Georgia, I understand and accept my responsibility to uphold the values described therein and to conduct myself in a manner that will reflect the values of UWG and the Richards College of Business so 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 and within the parameters set by my instructor.**

I understand and accept that if I am found guilty of violations (through processes due me as a UWG student and outlined in the UWG Student Handbook), penalties will be imposed.

I also recognize that my responsibility includes a willingness to confront members of the UWG community if I feel there has been a violation of the Honor Code.

Ultimately, I will conduct myself in a manner that promotes UWG as the best place to work, learn, and succeed for my generation, and those to come!

About the Richards College of Business

Vision

To become a globally recognized college of business preparing forward-thinking, responsible leaders.

Mission

We are in the business of transforming lives through education, engagement, and experiences.

Strategic Goals and Values

Relevant Programs: Enhance and create curricular and co-curricular programs and initiatives that align with current and expected industry needs and prepare students for career success.

Student Academic Success: Develop an environment that promotes improved student retention and progression toward graduation.

Inclusive Community: Maintain and enhance a culture where all students, faculty and staff feel valued, connected, and engaged.

Global Engagement: Expand the Richards College of Business' international participation by developing programs and partnerships that engage faculty and students in the global business community.

Thought Leadership: Provide thought leadership through intellectual contributions and professional practice that is consistent with our mission and vision and raises the institutional visibility and reputation.

External Engagement: Increase external funding from private donations, grants, and/or contracts to help support student, faculty, and staff success.

Institutional Policies

Academic Support

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

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

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UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vhm-Y9CAGpzHoFZpHngPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vhm-Y9CAGpzHoFZpHngPF).

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- 1) I want all students to feel welcome to ask questions. Please ask if you do not understand the material. **Do not wait until you are totally lost.**
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- 3) **If you do not want to attend class, don't come.** You are still responsible for the material, but everyone, including you, will benefit from your choice to do something else.
- 4) **I do not consider the syllabus to be a binding contract.** Things can change. However, I promise that:
 - I will not make any assignment due earlier than the date on the syllabus.
 - I will not re-weigh assignment grades in a manner different from the syllabus and that the grade distribution will be a ten point scale with a possible curve down at the end of semester after all grades are given.
 - I will provide everyone with adequate (at least one calendar day) notice of any changes to class location (virtual or in-person) so that nobody comes to campus expecting a class that isn't physically meeting.
- 5) Do not have others, including AI, do your work. It's **your** education. Once you leave here, your greatest strengths will be who you are and what you know.



Statistics for Business II (Modified)

ECON-3406

Spring 2025 Section 02 3 Credits 01/11/2025 to 05/13/2025 Modified 01/13/2025

Description

This course covers basic quantitative tools for use in strategic and business decision making. Topics include decision analysis, linear regression, forecasting, linear programming and waiting line models.

Requisites

Prerequisites:

(ECON 3402 or MATH 2063) and Richards Col Upper Division RCUD Corequisites:

Contact Information

Dr. Michael Sinkey

Email: msinkey@westga.edu

Office: Richards Hall, room 349

Phone: 678.839.5166

Office Hours

Tuesday, Thursday, 9:30 AM to 10:30 AM, Richards Hall, room 349

virtual meetings on non-teaching days available by appointment

in-person meetings at other times on teaching days also available by appointment

Meeting Times

Lecture

Tuesday, Thursday, 2:00 PM to 3:15 PM, Richards Hall, room 201

This is a hybrid class, indicating that less than or up to 50% of classes are virtual. However, the bulk of classes will be in-person. Virtual classes to be announced.

The schedule may change for unforeseen reasons.

Materials

Access to Microsoft Excel (non Office 365 version)

Students must have access to Microsoft Excel (non Office 365 version). Students can use this in any of the labs on campus and can download a version from ITS.

Outcomes

- see department website

Evaluation

Criteria

Students are evaluated based on their knowledge of the material presented in this class. There are no opportunities for extra credit, no participation scores, and no completion scores.

We will operate under a standard ten-point scale. I do not modify individual scores on exams or assignments during the semester (i.e., I don't curve individual scores up). Any curve occurs at the end of the semester after all grades are posted, and I do not modify individual averages (cutoffs for particular letter grades are adjusted down).

Breakdown (presented chronologically, due dates listed on Schedule):

5% non-Excel Problem Set #1 (15 points)

20% Exam #1 (60 points)

5% Excel Problem Set #1 (15 points)

***** Drop Deadline occurs before remaining assignments are graded *****

5% Problem Set #2 (15 points)

20% Exam #2 (60 points)

5% Problem Set #3 (15 points)

20% Exam #3 (60 points)

20% Final (60 points)

The class is on a point scale and is out of 300 total points.

Reasonable effort: If a student makes a reasonable effort, to be defined as:

Taking all four exams and scoring 50% or higher on at least one exam

Turning in all four problem sets and scoring 75% or higher on at least one problem set

then I will give the student a passing score of at least D.

Assignments

see previous section for detailed breakdown

Schedule

When	Topic	Notes
Lecture Week #1 01/14/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Introduction to Stats II	In this first lecture we will introduce ECON 3406: Statistics for Business II. As part of this we will discuss the difference between a statistic and parameter, some sampling considerations and the importance of random sampling, sample and population mean, standard deviation, and variance. We will also introduce the normal distribution.
Lecture Week #1 01/16/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Probability with the Normal Distribution	We will discuss some features of the normal distribution, such as when and where it is used, including places where it might be used inappropriately. We'll calculate probabilities associated with the normal distribution, will utilize the normal distribution to find values of our distribution of interest, and will introduce the sampling distribution as a bridge to hypothesis testing.
Lecture Week #2 01/21/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Confidence Intervals and Hypothesis Testing	We will introduce the notion of confidence intervals and will discuss how they may relate to hypothesis testing. Then we will work on identifying contexts where one-sided or two-sided parametric hypotheses may be more appropriate and the data needed to support an alternative in such instances.
Lecture Week #2 01/23/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Hypothesis Formation and T-Stats	In this lecture we'll examine how to use information from a sample to construct a test statistic, which describes the location of the data relative to the null. Critical values come from the standard normal for continuity. We'll test hypotheses and see how our conclusions change depending on the direction of the hypothesis test.

When	Topic	Notes
Lecture Week #3 01/28/2025 2:00 PM - 3:15 PM Richards Hall, room 201	One Sample Test Statistic, t-Distribution	In this lecture we'll discuss the role of sampling as it relates to the thresholds need to reject to a null hypothesis. We need to be somewhat less aggressive when rejecting the null in instances with smaller sample sizes. We alter our critical values accordingly by utilizing the t-distribution.
Lecture Week #3 01/30/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Matched Pairs/Paired Differences T-Stat; Two Samples	Statistics offers us the opportunity to do important practical tasks like policy evaluation. This usually involves comparing a pre/post treatment or something of the like. We introduce a modified parametric t-stat to achieve these goals. Critical values are from the t-table.
Lecture Week #4 02/04/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Two Samples: Equal and Unequal Variance (Pooled vs. Two Population)	It is possible that we may want to compare the average outcomes of two groups to each other, for example, incomes across counties or something of the like. Those groups may or may not resemble each other statistically, and we account for similarities and differences in our t-stat and critical values.
Lecture Week #5 02/06/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Proportions and Intro. to Chi-Square and Non- Parametric Tests	We will expand our coverage of hypothesis testing to include non-parametric tests. This allows us to examine features of a distribution that are not tied to quantitative parameters, like mean or variance. We will then construct test statistics and utilize critical values in the usual ways.
Lecture Week #5 02/11/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Chi-square Tests; non- Excel PS 1 due by 5:00 PM.	We finish the Chi-square distribution by expanding our hypotheses to multi-dimensional Chi-square tests. Problem Set #1 (non-Excel) is due by 5:00 PM today. Please physically bring it by my office by 5:00 PM or give it to me in class. Alternatively, please neatly write your answers on notebook paper and scan/send your assignment as a .pdf to msinkey@westga.edu by 5:00 PM OR a Word .docx file. Then, bring your notebook paper to class or Word .docx to class by Tuesday. Answers to Problem Set #1 will be posted by midnight.

When	Topic	Notes
Exam #1 Week #5 02/13/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Exam #1	Exam #1 is today. Students must bring something to write with (pen or pencil) and a basic calculator, as well as their z-table, t-table, and Chi-square table.
Lecture Week #6 02/18/2025 2:00 PM - 3:15 PM Richards Hall, room 201	F-test for Variance and Single-Factor ANOVA, Excel PS #1 due	We start the second part of the semester by introducing the F-distribution and the F-test for variance. The F-distribution is a versatile tool for statistical analysis. We next introduce the concepts behind single-factor ANOVA. Excel Problem Set #1 is due tonight by 11:59 PM. Please submit to CourseDen.
Lecture Week #6 02/20/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Single-Factor ANOVA	Interestingly, we can use constructions of variance to examine hypotheses about equality of means of more than two groups. We use some mild assumptions and the F-distribution to do so with analysis of variance.
Lecture Week #7 02/25/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Single Factor and Two Factor ANOVA	We cover an additional single-factor ANOVA problem for review and discuss two-factor ANOVA to account for the possibility that our inference about the equality of means may be influenced by observation-level characteristics. To that extent that we can, we'd like to remove these "blocking variables." Two-factor ANOVA provides a mechanism to do so.
Lecture Week #7 02/27/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Single Variable Regression	Examining variables in isolation limits our ability to learn about interesting potential relationships. We wade into more complex analysis with single variable regression (fitting a line of best fit through the data).

When	Topic	Notes
Lecture Week #8 03/04/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Single Variable Regression	We will work on the mechanics of finding the slope and intercept of a regression line, as well as the mechanics of making a prediction, calculating errors, the standard deviation of the regression, and a test statistic associated with the slope of a line.
Lecture Week #8 03/06/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Regression Hypothesis Testing	We finish regression hypothesis testing in this class and briefly discuss confidence and prediction intervals.
Lecture, PS #2 due Week #9 03/11/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Multiple Variable Regression	We will start discussion of multiple variable regression in Excel. Problem Set #2 is due by 5:00 PM.
Exam #2 Week 9 03/13/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Exam #2	Exam #2 is today. Please bring a pen or pencil and a basic calculator, as well as your t-table and F-tables.
Multiple Regression Lab Week #10 03/25/2025 2:00 PM - 3:15 PM ZOOM	Multiple Regression Lab	We continue our discussion of multiple regression with an interactive virtual demonstration. Please log on to our Zoom call to estimate multiple regressions in Excel.

When	Topic	Notes
Lecture Week #10 03/27/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Multiple Regression	We will continue to analyze multiple regression models.
Lecture Week #11 04/01/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Introduction to Time Series Forecasting	In this third part of class we introduce time series forecasting. We will learn about the naïve model and calculating error. Please try to bring your laptops as much as possible for this last part of class.
Lecture Week #11 04/03/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Error, RMSE, etc.	We expand our discussion of error and the criteria needed to evaluate the quality of a forecast. We'll cover the moving average model and modified naïve model as part of this discussion.
Lecture Week #12 04/08/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Moving Average and Single Exponential Smoothing	It may be desirable to weigh different periods in time differently in our forecast. Single exponential smoothing allows us to do this in a pre-defined way.
Lecture Week #12 04/10/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Single Exponential Smoothing and Introduction to Double Exponential Smoothing	We finish single exponential smoothing and begin to ask about how we account for trend in the data. The Holt-Winters double exponential smoothing model provides insight.

When	Topic	Notes
Lecture Week #13 04/15/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Double Exponential Smoothing	How do we account for trend in the data? The Holt-Winters double exponential smoothing model provides insight.
Lecture Week #13 04/17/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Triple Exponential Smoothing	We will account for seasonality and trend in this model.
Lecture Week #14 04/22/2025 2:00 PM - 3:15 PM home	Forecasting Workshop	We will not have in-person class today, students are encouraged to work on their forecasting problem sets and attend Scholars' Day at the Campus Center.
Exam #3, PS #3 due Week #14 04/24/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Exam #3	Exam #3 is today . Please bring a pencil and a basic calculator. Problem Set #3 is due by midnight.
Lecture Week #15 04/29/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Final Exam Review	We'll have a final exam review today.

When	Topic	Notes
Final Exam Week #15 05/01/2025 2:00 PM - 3:15 PM Richards Hall, room 201	Final Exam	Final exam. Bring a pencil and relevant tables. Multiple choice.

Generative Artificial Intelligence Course Policy

Generative AI isn't allowed in Statistics for Business II. I will pre-screen each problem set by running it through a battery of Generative AI tools for easy cross-reference on your submissions. Use of Generative AI on any assignment will result in a zero.

College/School Policies

Wolf Pact

Having read the Honor Code for the University of West Georgia, I understand and accept my responsibility to uphold the values described therein and to conduct myself in a manner that will reflect the values of UWG and the Richards College of Business so 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 and within the parameters set by my instructor.**

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About the Richards College of Business

Vision

To become a globally recognized college of business preparing forward-thinking, responsible leaders.

Mission

We are in the business of transforming lives through education, engagement, and experiences.

Strategic Goals and Values

Relevant Programs: Enhance and create curricular and co-curricular programs and initiatives that align with current and expected industry needs and prepare students for career success.

Student Academic Success: Develop an environment that promotes improved student retention and progression toward graduation.

Inclusive Community: Maintain and enhance a culture where all students, faculty and staff feel valued, connected, and engaged.

Global Engagement: Expand the Richards College of Business' international participation by developing programs and partnerships that engage faculty and students in the global business community.

Thought Leadership: Provide thought leadership through intellectual contributions and professional practice that is consistent with our mission and vision and raises the institutional visibility and reputation.

External Engagement: Increase external funding from private donations, grants, and/or contracts to help support student, faculty, and staff success.

Institutional Policies

Academic Support

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

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

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

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UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vhm-Y9CAGpzHoFZpHngPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vhm-Y9CAGpzHoFZpHngPF).

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- 1) I want all students to feel welcome to ask questions. Please ask if you do not understand the material. **Do not wait until you are totally lost.**
- 2) Please respect your classmates. All of you are adults and future business professionals with responsibilities. Likewise, please respect me, other faculty, and other staff.
- 3) **If you do not want to attend class, don't come.** You are still responsible for the material, but everyone, including you, will benefit from your choice to do something else.
- 4) **I do not consider the syllabus to be a binding contract.** Things can change. However, I promise that:
 - I will not make any assignment due earlier than the date on the syllabus.
 - I will not re-weigh assignment grades in a manner different from the syllabus and that the grade distribution will be a ten point scale with a possible curve down at the end of semester after all grades are given.
 - I will provide everyone with adequate (at least one calendar day) notice of any changes to class location (virtual or in-person) so that nobody comes to campus expecting a class that isn't physically meeting.
- 5) Do not have others, including AI, do your work. It's **your** education. Once you leave here, your greatest strengths will be who you are and what you know.

Management, B.B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2025

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being 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](#).

School/ Department*

Department of Management

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

Is this a College of Education Program?* Yes No

Is 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* Management, B.B.A.

Program ID - DO NOT EDIT* 4617

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Business Administration

Program Description* The B.B.A. program in Management is designed to prepare students to effectively plan, organize, direct, and control organizational resources. Students can pursue a traditional plan of study or concentrate their studies in human resource management, supply chain management, project management or entrepreneurship and small business management. The management program helps prepare students for a variety of positions in regional, national, or international organizations or to pursue graduate studies.

Accreditation: AACSB

Learning Outcomes

Students will be able to examine and analyze basic employment-related data.

Students will be able to identify and evaluate issues involved in international business relationships.

Students will be able to identify basic principles associated with leadership.

Management majors will demonstrate a more comprehensive knowledge of management concepts and principles as compared to non-management BBA majors as a whole.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

(Grade of C or higher)

must include:

**MATH 1111 College Algebra
[Right] (or)**

MATH 1113 Precalculus

Core IMPACTS Area T:

must include:

Field of Study: 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

Business Core (27 Hours)

This Business Core courses are required of each RCOB major pursuing a B.B.A. Degree.

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

MGNT 4625 International Management

[After] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

B.B.A. - Management (24 Hours)

Required Courses (For all Concentrations) (12 Hours)

These four courses must be taken by all Management Majors regardless of their concentrations. If MGNT 3633 is not available, students may substitute MKTG 3808.

MGNT 3605 Organizational Behavior
MGNT 3633 Research Methods for Managers
MGNT 4620 Human Resource Management
MGNT 4660 Strategic Management
[After] If MGNT 3633 is not available, MKTG
 3808 is allowed as a substitute.

Traditional Management Concentration (12 Hours)

The Traditional Concentration requires 12 credit hours. Students must take MGNT 3618 . Students may then select three additional courses (9 credit hours) from the list provided.

MGNT 3618 Becoming an Entrepreneur
[After]

Traditional Concentration Selects (Choose 3):

MGNT 3602 Business Law
MGNT 3603 The Creative Startup
MGNT 3611 Leadership
MGNT 3625 Contemporary Issues in Management
MGNT 3627 Managing Cultural Differences
MGNT 3635 Small Business Survival Skills
MGNT 3640 Lean Six Sigma
MGNT 3645 Sustainability and CSR
MGNT 4330 Enterprise Architecture
MGNT 4355 Cyber Security
MGNT 4610 Logistics
MGNT 4615 Supply Chain Management
MGNT 4616 Project Management Applications
MGNT 4621 Human Resource Applications and Analytics
MGNT 4630 Negotiation and Conflict Management
MGNT 4640 Employment Law
MGNT 4681 Employee Total Rewards
MGNT 4682 Special Problems in Management
MGNT 4684 Management Study Abroad
MGNT 4686 Business Internship (Management)

Human Resource Management Concentration (12 Hours)

For the Human Resource Management Concentration, students must take MGNT 4621, MGNT 4640, MGNT 4681, and one additional select course (taken from the list provided).

MGNT 4621 Human Resource Applications and Analytics

MGNT 4640 Employment Law

MGNT 4681 Employee Total Rewards

[After]

**Human Resource Management Concentration
Select (Choose 1):**

MGNT 3602 Business Law

MGNT 3611 Leadership

MGNT 3618 Becoming an Entrepreneur

MGNT 3625 Contemporary Issues in Management

MGNT 3627 Managing Cultural Differences

MGNT 3645 Sustainability and CSR

MGNT 4630 Negotiation and Conflict Management

MGNT 4680 Human Resources Practicum

MGNT 4682 Special Problems in Management

MGNT 4684 Management Study Abroad

MGNT 4686 Business Internship (Management)

Entrepreneurship and Small Business Management Concentration (12 Hours)

For the Entrepreneurship and Small Business Management Concentration, students must take MGNT 3603, MGNT 3618, MGNT 3635, and one additional select course (taken from the list provided).

MGNT 3603 The Creative Startup

MGNT 3618 Becoming an Entrepreneur

MGNT 3635 Small Business Survival Skills

[After]

**Small Business Management Concentration
Select (Choose 1):**

MGNT 3602 Business Law

MGNT 3611 Leadership

MGNT 3625 Contemporary Issues in Management

MGNT 3627 Managing Cultural Differences

MGNT 3640 Lean Six Sigma

MGNT 3645 Sustainability and CSR

MGNT 4610 Logistics

MGNT 4615 Supply Chain Management

MGNT 4616 Project Management Applications

MGNT 4630 Negotiation and Conflict Management

MGNT 4640 Employment Law

MGNT 4681 Employee Total Rewards

MGNT 4682 Special Problems in Management

Supply Chain Management Concentration (12 Hours)

For the Supply Chain Management Concentration, students must take MGNT 3640, MGNT 4610, MGNT 4615 and one additional select course (taken from the list provided).

MGNT 3640 Lean Six Sigma

MGNT 4610 Logistics

MGNT 4615 Supply Chain Management

[After]

**Supply Chain Management Concentration Select
(Choose 1):**

MGNT 3611 Leadership

MGNT 3618 Becoming an Entrepreneur

**MGNT 3625 Contemporary Issues in
Management**

MGNT 3627 Managing Cultural Differences

MGNT 3645 Sustainability and CSR

MGNT 4616 Project Management Applications

**MGNT 4630 Negotiation and Conflict
Management**

MGNT 4682 Special Problems in Management

MGNT 4684 Management Study Abroad

MGNT 4686 Business Internship (Management)

Project Management Concentration (12 Hours)

**MGNT 3400 Introduction to Project
Management**

MGNT 3405 Event Planning and Management

MGNT 4616 Project Management Applications

[Before]Take 1 of the following courses:

MGNT 3603 The Creative Startup

MGNT 3611 Leadership

MGNT 3618 Becoming an Entrepreneur

**MGNT 3625 Contemporary Issues in
Management**

MGNT 3635 Small Business Survival Skills

MGNT 3640 Lean Six Sigma

MGNT 3645 Sustainability and CSR

MGNT 4610 Logistics

MGNT 4615 Supply Chain Management

MGNT 4681 Employee Total Rewards
MGNT 4684 Management Study Abroad
MGNT 4686 Business Internship (Management)

Approved Electives (9 Hours)

Elective 1 (3 Hours)

Elective 2 (3 Hours)

Elective 3 (3 Hours)

At least one elective must be taken in the RCOB or from approved FinTech courses.

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  and proceed.

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* We are removing MATH 1413 as a required course to provide greater flexibility to students. Currently, most students apply MATH 1413 to the core Area T (STEM area) requirement. Removing this specific course requirement will allow students to consider more of the options available in Area T including data analysis, computer science, and physical sciences. These expanded options will permit students to choose courses that align with their career interests, facilitate student progression in the program, and simplify the path for students transferring into the program. MATH 1413 will still be available as an option for the Area T requirements for students who choose to take it. This change will be made in the Management Major and each of the management concentrations. Program sheets are attached for: (1) the Traditional Management track; (2) the Human Resource Management concentration; (3) the Project Management concentration; (4) the Small Business Management and Entrepreneurship concentration; and (5) the Supply Chain Management Concentration.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. Not Applicable

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments not applicable

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.

B.B.A. - Management Traditional Concentration

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]				Core Area F [2]			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			BUSINESS CORE [2]			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
Elective	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625 [3]	3		
HIST 2111 or 2112	3			MAJOR COURSES [2]			24 HRS
POLS 1101	3			MGNT 3605	3		
Elective (PSYC1101 or SOCI 1101)*	3			MGNT 3633 [4]	3		
				MGNT 4620	3		
				MGNT 4660	3		
				General Degree – No Concentration			
				MGNT 3618	3		
				Major Selects (Choose 3) MGNT 3602, 3603, 3611, 3625, 3627, 3635, 3640, 3645, 4330, 4355, 4610, 4615, 4616, 4621, 4630, 4640, 4681, 4682, 4684, 4686	9		
				APPROVED ELECTIVES [5]			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

[1] Attain a minimum overall GPA of 2.0 for graduation.

[2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.

[3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

[4] MKTG 3808 may be taken if MGNT 3633 is not available.

[5] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 2-6-2025

B.B.A. - Management Concentration: Supply Chain Management

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]				Core Area F [2]			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			BUSINESS CORE [2]			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
Elective	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625 [3]	3		
HIST 2111 or 2112	3			MAJOR COURSES [2]			24 HRS
POLS 1101	3			MGNT 3605	3		
Elective (PSYC1101 or SOCI 1101)*	3			MGNT 3633 [4]	3		
				MGNT 4620	3		
				MGNT 4660	3		
				Concentration in Supply Chain Management			
				MGNT 3640	3		
				MGNT 4610	3		
				MGNT 4615	3		
				Major Select (Choose 1) MGNT 3611, 3618, 3625, 3627, 3645, 4616, 4630, 4682, 4684, 4686	3		
				APPROVED ELECTIVES [5]			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

[1] Attain a minimum overall GPA of 2.0 for graduation.

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[3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

[4] MKTG 3808 may be taken if MGNT 3633 is not available.

[5] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 2-6-2025

B.B.A. - Management Concentration: Project Management

Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]			
AREA A			9 HRS
ENGL 1101	3		
ENGL 1102	3		
MATH 1111	3		
AREA B			5 HRS
Elect. (COMM 1110 or ENGL 2050)*	3		
Elect. (LIBR 1101 or CS 1020)*	2		
AREA C			6 HRS
Fine Arts Elective	3		
Humanities Elective	3		
AREA D			10 HRS
Lab Science	4		
Non-Lab Science	3		
Elective	3		
AREA E			12 HRS
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Elective (PSYC1101 or SOCI 1101)*	3		

Course & Number	Credit Hours	Term Taken	Grade
Core Area F [2]			18 HRS
ACCT 2101	3		
ACCT 2102	3		
BUSA 2106	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
BUSINESS CORE [2]			27 HRS
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
MGNT 4625 [3]	3		
MAJOR COURSES [2]			24 HRS
MGNT 3605	3		
MGNT 3633 [4]	3		
MGNT 4620	3		
MGNT 4660	3		

Concentration in Project Management

MGNT 3400	3		
MGNT 3405	3		
MGNT 4616	3		
Major Select (Choose 1) MGNT 3603, 3611, 3618, 3625, 3635, 3640, 3645, 4610, 4615, 4681, 4684, 4686	3		
APPROVED ELECTIVES [5]			9 HRS
Elective 1	3		
Elective 2	3		
Elective 3	3		
Total Program Hours			120

[1] Attain a minimum overall GPA of 2.0 for graduation.

[2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.

[3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

[4] MKTG 3808 may be taken if MGNT 3633 is not available.

[5] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 2-6-2025

B.B.A. - Management Concentration: Human Resource Management

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]				Core Area F [2]			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			BUSINESS CORE [2]			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
Elective	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625 [3]	3		
HIST 2111 or 2112	3			MAJOR COURSES [2]			24 HRS
POLS 1101	3			MGNT 3605	3		
Elective (PSYC1101 or SOCI 1101)*	3			MGNT 3633 [4]	3		
				MGNT 4620	3		
				MGNT 4660	3		
				Concentration in Human Resource Management			
				MGNT 4621	3		
				MGNT 4640	3		
				MGNT 4681	3		
				Major Select (Choose 1) MGNT 3602, 3611, 3618, 3625, 3627, 3645, 4630, 4680, 4682, 4684, 4686	3		
				APPROVED ELECTIVES [5]			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

[1] Attain a minimum overall GPA of 2.0 for graduation.

[2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.

[3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

[4] MKTG 3808 may be taken if MGNT 3633 is not available.

[5] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 2-6-2025

B.B.A. - Management Concentration: Entrepreneurship and Small Business Management

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]				Core Area F [2]			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			BUSINESS CORE [2]			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
Elective	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625 [3]	3		
HIST 2111 or 2112	3			MAJOR COURSES [2]			24 HRS
POLS 1101	3			MGNT 3605	3		
Elective (PSYC1101 or SOCI 1101)*	3			MGNT 3633 [4]	3		
				MGNT 4620	3		
				MGNT 4660	3		
				Concentration in Small Business Management			
				MGNT 3603	3		
				MGNT 3618	3		
				MGNT 3635	3		
				Major Select (Choose 1) MGNT 3602, 3611, 3625, 3627, 3640, 3645, 4610, 4615, 4616, 4630, 4640, 4681, 4682, 4684, 4686	3		
				APPROVED ELECTIVES [5]			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

[1] Attain a minimum overall GPA of 2.0 for graduation.

[2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.

[3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

[4] MKTG 3808 may be taken if MGNT 3633 is not available.

[5] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 2-6-2025

Management Information Systems, B.B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester *

Desired Effective Year *

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](#).

School/ Department*

Department of Management

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

Is this a College of Education Program?* Yes No

Is 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* Management Information Systems, B.B.A.

Program ID - DO NOT EDIT* 4624

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Business Administration

Program Description* The Management Information Systems (MIS) program integrates business and technology. Students get hands-on experience with many different types of technology. Students then learn how to use this technology to find solutions to many different business problems. Students can pursue a traditional plan of study or concentrate their studies in one of two concentrations: (1) Cybersecurity and Networking, or (2) Business Systems and Analytics. The MIS program helps prepare students for a variety of positions in regional, national, or international organizations.

Accreditation: AACSB

Learning Outcomes

For Bachelor of Business Administration (B.B.A.) Management Information Systems, we expect graduating students will meet the outcomes found at:

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

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

(Grade of C or higher)

must include:

**MATH 1111 College Algebra
[Right] (or)**

MATH 1113 Precalculus

Core IMPACTS Area T:

(must include)

Field of Study: 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

Management Information Systems

Courses required for the degree: 51 Hours

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

MGNT 4625 International Management

Major Courses: 24 Hours

CISM 3335 Business Programming and Web Design
CISM 3340 Database Design and Management
CISM 3470 Fundamentals of Information Security
CISM 4310 Systems Analysis and Design
MGNT 4660 Strategic Management

Traditional Concentration (Select 3 Courses)

CISM 3625 Contemporary Issues in MIS
CISM 4330 Introduction to Enterprise Software
CISM 4333 Introduction to Networking
CISM 4350 Enterprise Simulation and Analytics
CISM 4355 Fundamentals of Cybersecurity
CISM 4382 Special Problems in Management Information Systems
CISM 4384 MIS Study Abroad
CISM 4386 Business Internship (Management Information Systems)
CISM 4390 Business Intelligence and Data Mining
CISM 4470 Cyberwarfare, Cybercrime, and Digital Forensics
CISM 4500 Advanced Networking: Switching, Routing, and Wireless
CISM 4600 Advanced Enterprise Networking, Security, and Automation

Business Systems and Analytics Concentration (3 Courses)

CISM 4330 Introduction to Enterprise Software
CISM 4350 Enterprise Simulation and Analytics
CISM 4390 Business Intelligence and Data Mining

Cyber Security and Networking Concentration (3 Courses)

CISM 4333 Introduction to Networking
CISM 4355 Fundamentals of Cybersecurity
CISM 4470 Cyberwarfare, Cybercrime, and Digital Forensics

Electives: 9 Hours

Elective 1

Elective 2

Elective 3

At least one elective must be taken in the RCOB or from approved FinTech courses.

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  and proceed.

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* We are removing MATH 1413 as a required course to provide greater flexibility to students. Currently, most students apply MATH 1413 to the core Area T (STEM area) requirement. Removing this specific course requirement will allow students to consider more of the options available in Area T including data analysis, computer science, and physical sciences. These expanded options will permit students to choose courses that align with their career interests, facilitate student progression in the program, and simplify the path for students transferring into the program. MATH 1413 will still be available as an option for the Area T requirements for students who choose to take it. This change applies to the Management Information Systems (MIS) major and the MIS concentrations. Program sheets are attached for: (1) the traditional MIS track; (2) the Business Systems and Analytics concentration; and (3) the Cybersecurity and Networking concentration.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. not applicable

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments not applicable

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.

B.B.A. - Management Information Systems Traditional Degree

Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]			
AREA A			9 HRS
ENGL 1101	3		
ENGL 1102	3		
MATH 1111	3		
AREA B			5 HRS
Elect. (COMM 1110 or ENGL 2050)*	3		
Elect. (LIBR 1101 or CS 1020)*	2		
AREA C			6 HRS
Fine Arts Elective	3		
Humanities Elective	3		
AREA D			10 HRS
Lab Science	4		
Non-Lab Science	3		
Elective	3		
AREA E			12 HRS
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Elective (PSYC1101 or SOCI 1101)*	3		

[1] Attain a minimum overall GPA of 2.0 for graduation.

[2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.

[3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

[4] Students completing CISM 3330, CISM 4330, and CISM 4350 are eligible for the SAP Certificate.

[5] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 2-6-2025

Course & Number	Credit Hours	Term Taken	Grade
Core Area F [2]			18 HRS
ACCT 2101	3		
ACCT 2102	3		
BUSA 2106	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
BUSINESS CORE [2]			27 HRS
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
MGNT 4625 [3]	3		
MAJOR COURSES [2] [4]			24 HRS
CISM 3335	3		
CISM 3340	3		
CISM 3470	3		
CISM 4310	3		
MGNT 4660	3		

General Degree – No Concentration

Major Selects (Choose 3) – CISM 3625, CISM 4330, CISM 4333, CISM 4350, CISM 4355, CISM 4382, CISM 4384, CISM 4386, CISM 4390, CISM 4470, CISM 4500, CISM 4600

APPROVED ELECTIVES [5]

Elective 1	3		
Elective 2	3		
Elective 3	3		
Total Program Hours			120

B.B.A. - Management Information Systems Concentration: Business Systems and Analytics

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]				Core Area F [2]			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			BUSINESS CORE [2]			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
Elective	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625	3		
HIST 2111 or 2112	3			MAJOR COURSES [2] [4]			24 HRS
POLS 1101	3			CISM 3335	3		
Elective (PSYC1101 or SOCI 1101)*	3			CISM 3340	3		
				CISM 3470	3		
				CISM 4310	3		
				MGNT 4660	3		
				Concentration in Enterprise Systems and Data Analytics [5]			
				CISM 4330	3		
				CISM 4350	3		
				CISM 4390	3		
				APPROVED ELECTIVES [6]			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

- [1] Attain a minimum overall GPA of 2.0 for graduation.
- [2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.
- [3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.
- [4] Students completing MGNT 3615, CISM 4330, and CISM 4350 are eligible for the SAP Certificate.
- [5] CISM 4382, CISM 4384, or CISM 4386 may be substituted for one of the concentration courses.
- [6] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 2-6-2025

B.B.A. - Management Information Systems Concentration: Cybersecurity and Networking

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]				Core Area F [2]			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			BUSINESS CORE [2]			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
Elective	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625 [3]	3		
HIST 2111 or 2112	3			MAJOR COURSES [2]			24 HRS
POLS 1101	3			CISM 3335	3		
Elective (PSYC1101 or SOCI 1101)*	3			CISM 3340	3		
				CISM 3470	3		
				CISM 4310	3		
				MGNT 4660	3		
				Concentration in IoT, Networking, and Cyber Security [4]			
				CISM 4333	3		
				CISM 4355	3		
				CISM 4470	3		
				APPROVED ELECTIVES [5]			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

- [1] Attain a minimum overall GPA of 2.0 for graduation.
- [2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.
- [3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.
- [4] CISM 4382, CISM 4384, or CISM 4386 may be substituted for one of the concentration courses.
- [5] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 2-6-2025

Marketing, B.B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

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](#).

School/ Department*

Department of Marketing and Real Estate

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* Marketing, B.B.A.

Program ID - DO NOT EDIT* 4614

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Business Administration

Program Description* The B.B.A. program in Marketing provides students with a high-quality liberal arts based educational foundation so they can secure entry-level junior/staff positions in local, regional, or national organizations or continue studies at the master's level.

Accreditation: AACSB

Learning Outcomes

For Bachelor of Business Administration (B.B.A.) Marketing Majors, we expect graduating students will meet the learning outcomes found at <https://www.westga.edu/academics/business/marketing-real-estate/department-mission.php>.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

(Grade of C or higher)

must include:

**MATH 1111 College Algebra
[Right] (or)**

MATH 1113 Precalculus

Core IMPACTS Area T:

must include:

Field of Study: 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

Marketing

Courses required for the degree: 51 Hours

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

**MKTG 3808 Business Research
MKTG 4864 Consumer Behavior
MKTG 4870 Marketing Management
MGNT 4660 Strategic Management**

Four courses from:

**MKTG 3801 Professional Selling
MKTG 3809 Advertising in the Digital Age
MKTG 3810 Social Media and Online Marketing
MKTG 3839 Retail Management
MKTG 4818 Business Web Design
MKTG 4823 Logistics and Supply Chain
Management
MKTG 4868 Marketing Metrics
MKTG 4881 Independent Study in Marketing
MKTG 4885 Special Topics in Marketing
MKTG 4805 Sales Management
MKTG 4808 Marketing Information Systems
and Research
MKTG 4831 Business-to-Business Marketing
MKTG 4861 Services Marketing
MKTG 4866 International Marketing
RELE 3705 Real Estate Principles
MKTG 3805 Real Estate Principles**

Electives: 9 Hours

At least two electives must be taken 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:

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

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

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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* We are removing MATH 1413 as a required course to provide greater flexibility to students. Currently, most students apply MATH 1413 to the core Area T (STEM area) requirement. Removing this specific course requirement will allow students to consider more of the options available in Area T including data analysis, computer science, and physical sciences. These expanded options will permit students to choose courses that align with their career interests, facilitate student progression in the program, and simplify the path for students transferring into the program. MATH 1413 will still be available as an option for the Area T

requirements for students who choose to take it. MATH 1413 is not part of the assessment process for this program.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kylec@westga.edu.

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

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

SACSCOC Comments Not Applicable

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

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.

B.B.A. - Marketing

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]				Core Area F [2]			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			BUSINESS CORE [2]			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
Elective	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			Int. Select (MKTG 4866) [3]	3		
HIST 2111 or 2112	3			MAJOR COURSES [2]			24 HRS
POLS 1101	3			MKTG 4864	3		
Elective (PSYC1101 or SOCI 1101)*	3			MKTG 3808	3		
				MKTG 4870	3		
				MGNT 4660	3		
				Major Selects (Choose 4) MKTG 3801, 3805, 3809, 3810, 3839, 4805, 4818, 4823, 4831, 4861, 4866, 4868, 4808, MKTG 3805/RELE 3705.	12		
				APPROVED ELECTIVES [4]			9 HRS
				Bus. Elective 1 (MKTG or RELE)	3		
				Bus. Elective 2 (MKTG or RELE)	3		
				Elective 3	3		
				Total Program Hours			120

[1] Attain a minimum overall GPA of 2.0 for graduation.

[2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.

[3] If MKTG 4866 is not available, ECON 4450, FINC 4521, or MGNT 4625 may be substituted.

[4] At least two electives must be taken in the RCOB. MKTG or RELE courses are recommended.

Revised 2-8-2025

Program Map – BBA Marketing

YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101: English Composition I	3	ENGL 1102: English Composition II	3
MATH 1111 or 1113: College Algebra or Precalculus	3	Area D1: Natural Science w/ Lab	4
CISM 2201: Foundations of Computer Applications	3	HIST 2111 or HIST 2112: US History I (to 1865) or US History II (since 1865)	3
ECON 2106: Principles of Microeconomics	3	ECON 2105: Principles of Macroeconomics	3
Area B2	2	Area D: Elective	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 with a C or higher • Complete MATH 1111 or 1113 with a C or higher 		<ul style="list-style-type: none"> • Complete ENGL 1102 C with a C or higher • Complete Lab Science & Area D2 Math • Earn at least 30 total credit hours after year 1. • Complete CISM 2201, ECON 2105 & 2106 after year 1. 	

YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
Area D1: Non-Lab Science	3	Area E4: Social Science	3
Area C2: Humanities	3	ACCT 2102: Principles of Accounting II	3
ACCT 2101: Principles of Accounting I	3	HIST 1111 or HIST 1112: Survey of World History/Civilization I or Survey of World History/Civilization II	3
POLS 1101: American Government	3	Area C1: Fine Art	3
Area B1: Written and Oral Communication	3	Approved Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Non-lab science. • Earn 2.00 GPA or above in Core F – Major Specific Courses. • Major Status Achieved – Complete ENGL 1101, MATH 1111 or 1113, MATH 1413, ACCT 2101, ECON 2105 or ECON 2106, have a minimum 2.00 GPA with at least 45 earned credit hours. 		<ul style="list-style-type: none"> • Complete Core A – F. • Earn 2.00 GPA or above in Core F – Major Specific Courses. • Earn at least 60 total credit hours after year 2. • PWLA courses will not apply towards electives. 	

****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****

Core Curriculum (A-E) can be viewed here: <https://www.westga.edu/student-services/registrar/core-curriculum.php>

Student Online Resources:

- www.westga.edu/advising (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).
- www.westga.edu/scoop (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).
- www.westga.edu/esc (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).
- www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).
- www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
BUSA 2106: Legal and Ethical Environment of Business	3	MGNT 3600: Management	3
MKTG 3803: Principles of Marketing	3	MKTG 3808: Business Research	3
FINC 3511: Corporate Finance	3	ECON 3406: Statistics for Business II	3
ABED 3100: Business Communication	3	Marketing Selective	3
ECON 3402: Statistics for Business I	3	Marketing Selective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Earn 2.00 GPA or above in Business Core. Earn 2.00 GPA or above in Major Courses. Only one grade of "D" allowed in Major Courses. MKTG 3803 Prerequisite for all upper division marketing courses. 		<ul style="list-style-type: none"> Earn 2.00 GPA or above in Business Core. Earn 2.00 GPA or above in Major Courses. Only one grade of "D" allowed in Major Courses. Earn at least 90 total credit hours after year 3. Marketing Selective - MKTG 3801, MKTG 3805, MKTG 3809, MKTG 3810, MKTG 3839, MKTG 4805, MKTG 4808, MKTG 4823, MKTG 4831, MKTG 4861, MKTG 4866, MKTG 4818, MKTG 4868, MKTG 4881 or MKTG 4885 	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MKTG 4864: Consumer Behavior	3	MKTG 4870: Marketing Management	3
CISM 3330: Management of Information Systems	3	MGNT 4660: Strategic Management	3
International Selective	3	MGNT 3615: Operations Management	3
Marketing Selective	3	Approved RCOB Elective	3
Marketing Selective	3	Approved RCOB Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Earn 2.00 GPA or above in Business Core. Earn 2.00 GPA or above in Major Courses. Only one grade of "D" allowed in Major Courses. <p>LA courses will not apply towards electives.</p> <ul style="list-style-type: none"> International Selective options– FINC 4521, ECON 4450, MGNT 4625, or MKTG 4866 Marketing Selective - MKTG 3801, MKTG 3805, MKTG 3809, MKTG 3810, MKTG 3839, MKTG 4805, MKTG 4808, MKTG 4823, MKTG 4831 MKTG 4861, MKTG 4866, MKTG 4818, MKTG 4868, MKTG 4881 or MKTG 4885 		<ul style="list-style-type: none"> Earn 2.00 GPA or above in Business Core. Earn 2.00 GPA or above in Major Courses. Only one grade of "D" allowed in Major Courses. RCOB Elective must be a three-credit hour additional business course. PWLA courses will not apply towards electives. MGNT 4660 prerequisites include ACCT 2101, ACCT 2102, BUSA 2106, CISM 2201, ECON 2105, ECON 2106, ECON 3402, FINC 3511, MGNT 3600, and MKTG 3803. Earn at least 120 total credit hours after year 4. 	

Social Entrepreneurship

New Interdisciplinary Pathway Request

General Information

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

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

Primary Point of Contact Name* Neema Noori

Email* nnoori@westga.edu

College*

Pathway Information

School/ Department*

Desired Effective Semester*

Desired Effective Year*

Name of Proposed Pathway* Social Entrepreneurship

Have you contacted the Director of the Center for Interdisciplinary Studies about this proposal? *
 Yes
 No

List all academic departments that offer courses in the Anthropology, Criminology, Economics, English, Geography, Management, Marketing, Political Science, Sociology

Other courses in the proposed pathway:*

Has the new pathway proposal been reviewed by all of the departments listed above? *

Yes

List the pathway-specific student learning outcome(s):*

- 1) Summarize core principles from the social sciences and apply them to analyzing social problems
- 2) Communicate effectively via oral, written, and digital platforms to a variety of audiences
- 3) Apply business methods and analytical tools to solving social problems

Upload proposal document(s)

Does the uploaded documentation specify the disciplines, courses, and structure of the proposed pathway?*

- Yes
 No

Does the uploaded documentation identify mentors for each of the proposed pathway disciplines?*

- Yes
 No

Does the uploaded documentation specify the academic units (departments, programs, etc.) that will be represented on the Pathway Committee?*

- Yes
 No

Does the uploaded documentation include two-year rotations for all courses in the proposed pathway?*

- Yes
 No

Does the uploaded documentation include a program map?*

- Yes
 No

Curriculum Information - Not Applicable

Type of Program* Program
 Shared Core

Prospective Curriculum*

Proposal for bachelor's in interdisciplinary studies (BIS) -- Social Entrepreneurship

BIS Social Entrepreneurship Pathway

This BIS Pathway integrates coursework from Management, Sociology, and a variety of additional disciplines to address complex social problems confronting our neighborhoods and communities. Students will learn how to combine social science and business methodologies to analyze social problems as a means of developing a holistic understanding of the causes that underpin these problems and ways of addressing them. This integrative program provides a broad foundation while allowing students to tailor their degrees to a specific area of interest. Graduates can pursue careers in community-based organizations, non-profit management, and local government agencies.

Problem-Centered Approach

Learn how to apply disciplinary insights from English, Marketing, Management, Political Science, Geography, Sociology, and Anthropology to address a problem in your community.

2) Focus Areas

The pathway includes four areas of focus: 1. Community Development; 2. Advocacy for Vulnerable Populations; 3. Narrative Framing and Storytelling 4. Entrepreneurship.

3) Mentors

Community Development: Neema Noori

Advocacy for Vulnerable Populations: Emily McKendry-Smith

Narrative Framing and Storytelling: Gregory Fraser

Entrepreneurship: John Upson

4) Disciplines represented on the pathway's administrative committee

Currently: Geography, Marketing, Management, English, Anthropology, Political Science, Criminology, and Sociology

5) Learning outcomes

1. Summarize core principles from the social sciences and apply them to analyzing social problems
2. Communicate effectively via oral, written, and digital platforms to a variety of audiences
3. Apply business methods and analytical tools to solving social problems

Required Foundation Courses (21 credits): Can complete these in the Core Curriculum.

BUSA 2106 Legal and Ethical Environment of Business
 SOCI 1101 Introduction to Sociology or SOCI 1160 Introduction to Social Problems
 POLS 1101 American Government
 ENGL 2060 Introduction to Creative Writing
 GEOG 1013 World Geography
 ANTH 1101 – Voices of Culture
 CRIM 1100 – Introduction to Criminal Justice

Strongly recommended: ECON 2106 Princ. of Microeconomics, COMM 1110 Oral Communications

Required Upper-Level Area Courses (9 credits):

MGNT 3621 – Introduction to Design Thinking
 SOCI 3134 – Introduction to Social Work and Social Welfare
 POLS 4217 – Grant Writing for Non-Profit Organizations or POLS 4215 Management of Non-Profit Organizations

Fieldwork (3 credits)

In their senior year, students will be required to undertake a semester-long project engaged in tackling an issue or problem they identified in the capstone project proposal drafted in XIDS 3000. This can be in the form of a three-hour internship, a study abroad experience, or a field-based course/practicum. Per BOR requirements a 3-credit hour internship course requires 135 hours of work at the internship site over the course of the semester.

For example: SOCI 4386 or XIDS 4186

Upper-Level Area Courses. Students complete 15 credit hours of coursework in the following manner:

9 hours from each of two areas of focus (student selects)

6 hours from the remaining two areas of focus

***Courses not listed in focus areas may be taken if approved by the advisory committee**

Total minimum credit hours: 15.

Community Development

ANTH 3188 –
Ethnographic Field

Narrative Framing and Storytelling

Advocacy for Vulnerable Populations

Entrepreneurship

ECON 3400 – Consumer Economics

Methods	ANTH 4117 – Narrative and Storytelling in Ethnography	ANTH 4144 Peoples and Cultures of Latin America	MGNT 3600
ECON 4415 – Health Economics	ENGL 3200 Intermediate Creative Writing	ANTH Medical Anthropology	MGNT 3602 Management
ECON 4480 – Urban and Regional Economics	ENGL 3405 – Professional and Technical Writing	CRIM 3333 – Victimology	MGNT 3618 Entrepreneurship and Small Business Management
GEOG 3020 – Political Geography	ENGL 3410 – Technology for Editors/Writers	CRIM 4005 – Identity, Victimization, Law & Society	MGNT 3645 Corporate Social Responsibility
GEOG 3253 – Economic Geography	ENGL 3415 – Multimodal Composition in the Workplace	CRIM 4006 – Victim Advocacy	MGNT 4616 Project Management**
GEOG 3643 – Urban Geography	ENGL 4304 – Advanced Writing in Disciplines	CRIM 4231- Women in the Criminal Justice System	MGNT 3611 Leadership
POLS 4210 – Public Management	ENGL 4405 – Publishing and Editing	CRIM 4232 – Family Violence	MGNT 3603 The Creative Startup
POLS 4200 – Principles of Public Administration	ENGL 4415—Ethics and Practice of Workplace Writing	CRIM 4225 – Youth, Crime and Community	MKTG 3803 – Principles of Marketing
POLS 4204 – Public Finance	ENGL 4210 Advanced Creative Writing	CRIM 4265 – Crime and Social Inequality	MKTG 3804 – Business Challenges
POLS 4211 – State and Local Politics and Administration	Any 3000/4000-Level English Course	CRIM 4296 – Violence against Women	MKTG 3810 – Social Media and Online Marketing
POLS 4218 – Project Management in the Public Sector		CRIM 4334 – Human Trafficking	MKTG 4805 – Sales Management
POLS 4219 – Public Human Resource Management		ECON 3458 – Economics Anthrpology	MKTG 4864 – Consumer Behavior
SOCI 3002 – Introduction to Social Justice		ENGL 3350 – Introduction to Africana Studies	POLS 4218 Project Management in the Public Sector
SOCI 3743 – Social Movements		ENGL 4170—Studies in African-American Literature	
SOCI 3293 – Sociology of Family		ENGL 4185 – Studies in Literature by Women	
SOCI 4333 – Urban Sociology		SOCI 3623 – Social Inequality	
SOCI 3742 – Political Sociology		SOCI 3603- Sociology of Gender	

<p>SOCI 4440- Medical Sociology</p> <p>SOCI 4613 – Qualitative Research</p> <p>SOCI 4000 – Research Methodology</p> <p>SOCI 4734 – Social Work Skills</p>		<p>SOCI 3954 – Sociology of Aging</p> <p>SOCI 4300 – Housing and Homelessness</p> <p>SOCI 4323 – Sociology of Face</p> <p>SOCI 4445 – Sociology of Youth</p> <p>SOCI 4915 – Violence Against Women</p> <p>SOCI 4293 – Families, Foster Care, and Adoption</p>	
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2025-2026
Sample
Program Sheet with Minimum Requirements (and selected recommendations) for the BIS in
Social Entrepreneurship

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
C (Writing) ENGL 1101	3	C (Writing) ENGL 1102	3
S4 (Social Sciences): SOCI 1101	3	M (Mathematics): MATH 1001	3
T1 (STEM) BIOL 1107 Principals I	3	XIDS 2000 Intro to IDS (Area F)	3
T1 (STEM) Lab BIOL 1107L Principals I Lab	1	MGNT 3621	3
BUSA 2106	3	POLS 1101	3
I1 ANTH 1101	3		
SEMESTER TOTAL	16	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • BUSA 2106 		<ul style="list-style-type: none"> • XIDS 2000 	

YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
P1 HIST 1111	3	A1 (Humanities)	3
T1 XIDS 2202 Environmental Studies	3	A1 (Fine Arts)	3
T2 Math 1401 Elementary Stats	3	SOCI 3134 Introduction to Social Work	3
12 XIDS 2001	2	ENGL 2060 Introduction to Creative Writing	3
P2 (Citizenship)	3	GEOG 1013 World Geography	3
SEMESTER TOTAL	14	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Core Complete 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 1100 – Introduction to Criminal Justice	3	XIDS 3000 Interdisciplinary Methods	3
POLS 4217 or POLS 4215—Grant Writing for Non-Profit Organizations or Management of Non-Profit Organizations	3	AV1	3
CD1	3	E2	3
NFS1	3	CD 2	3
E1- MGNT 3600	3	NFS2	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Complete XIDS 3000 Interdisciplinary Methods with a C or better 	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
AV2	3	XIDS 4000 Interdisciplinary Capstone	3
SOCI 4386 (Summer of Junior Year or at any time in their senior year)	3	Elective 3000/4000	3
Elective 3000/4000	3	Elective 3000/4000	3
Elective 3000/4000	3	Elective 3000/4000	3
Elective 3000/4000	3	Elective 3000/4000	3
		SEMESTER TOTAL	15
SEMESTER TOTAL	15		
Milestones		Milestones	
<ul style="list-style-type: none"> Internship completed in the summer of their junior year or at any time in their senior year 		<ul style="list-style-type: none"> XIDS 4000 Interdisciplinary Capstone 	

Major in Real Estate

2025-2026 Undergraduate Delete Program Request

General Information

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

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

Desired Effective Semester - Please update*

Fall

Desired Effective Year - Please update*

2025

What would you like to do?*

- Deactivate Existing Program
 Terminate Existing 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 Marketing and Real Estate

Is this a School of Nursing or School of

Yes No

467 Is this a College of Education Program?*

Yes No

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

Yes

No

Program Information

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

Type of Program* Program
 Shared Core

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

DO NOT edit the imported information below.

Program Name* Major in Real Estate

Program Type*

Degree Type*

Program Location*

Program Description* Major in Real Estate

Status* Active-Visible Inactive-Hidden

Prospective
Curriculum - Not
Applicable *

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

(Grade of C or higher)

must include:

**MATH 1111 College Algebra
[Right] (or)**

MATH 1113 Precalculus

Core IMPACTS Area T:

must include:

MATH 1413 Survey of Calculus

Field of Study: 18 Hours

A: 6 Hours

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

B: 6 Hours

469
ECON 2105 Principles of Macroeconomics

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**

Marketing

Courses required for the degree: 51 Hours

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

**MKTG 3808 Business Research
MKTG 4864 Consumer Behavior
MKTG 4870 Marketing Management
MGNT 4660 Strategic Management**

Four courses from:

**MKTG 3801 Professional Selling
MKTG 3809 Advertising in the Digital Age
MKTG 3810 Social Media and Online Marketing
MKTG 3839 Retail Management
MKTG 4818 Business Web Design
MKTG 4823 Logistics and Supply Chain
Management
MKTG 4868 Marketing Metrics
MKTG 4881 Independent Study in Marketing
MKTG 4885 Special Topics in Marketing
MKTG 4805 Sales Management
MKTG 4808 Marketing Information Systems
and Research
MKTG 4831 Business-to-Business Marketing
MKTG 4861 Services Marketing
MKTG 4866 International Marketing
RELE 3705 Real Estate Principles
MKTG 3805 Real Estate Principles**

Electives: 9 Hours

At least two electives must be taken in the RCOB

Total: 120 Hours

Justification and Assessment


Rationale* This program was deactivated in 2020 and this is a request to formally terminate the program. There are no students currently enrolled in the program.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kylec@westga.edu.


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.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Teach Out Plan* I have attached the Teach Out Plan

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

Program ID

Teach-Out Plan for the deactivation of the Bachelor of Business Administration with a Major in Real Estate.

This program will be deactivated in summer 2020. Students will no longer be admitted into the program beginning that term (Summer 2020). The minor in Real Estate will still be available to students with an interest in Real Estate.

Students in the program will be notified of the decision to close the program through advising sessions, email notifications, and a posting on the department website. All Real Estate major classes or substitute classes will continue to be offered during a 3-4 year teach out period.

There are currently 72 declared majors in this program. 18 of these are freshmen and an additional 30 have completed less than 60 hours of classes. These 48 students have most probably not yet started taking their major classes and will therefore be advised to switch to another major in the College with a possible minor in Real Estate. A high priority will be placed on enabling the remaining students to complete the degree program during the 3-4 year teach out period. Advisors will provide each student with a prescribed plan for course work during this period.

There are no additional charges/expenses to students to complete this teach out plan. The one Real Estate faculty member we have is planning to retire within the next two years.

Real Estate classes will be offered on the following schedule during the teach out period, for both majors and minors –

RELE 3705 Real Estate Principles – Fall, Spring and Summer.

RELE 3701 Real Estate Marketing - Fall, Spring and Summer.

RELE 3711 Real Estate Research - Fall, Spring and Summer.

RELE 3830 Real Estate Finance – Spring.

RELE 4705 Real Estate Investment – Fall.

RELE 4706 Residential Appraisal – Fall.

RELE 4707 Income Property Appraisal. – Spring.

At this point we do not anticipate the need for course substitutions during this period. But if needed the following substitutions can be made –

RELE 3701 – Real Estate Marketing – MKTG 3801 – Art of Selling and Personal Dynamics.

RELE 3711 – Real Estate Research – MKTG 3809 - Business Research.

Bachelor of Arts in Political Science

2025-2026 Undergraduate Delete Program Request

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

Desired Effective Semester - Please update*

Summer

Desired Effective Year - Please update*

2025

What would you like to do?*

- Deactivate Existing Program
 Terminate Existing 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 Civic Engagement and Public Service

Is this a School of Nursing or School of

Yes No

474 Is this a College of Education Program?*

Yes No

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

Yes

No

Program Information

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

Type of Program* Program
 Shared Core

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

DO NOT edit the imported information below.

Program Name* Bachelor of Arts in Political Science

Program Type*

Degree Type*

Program Location*

Program Description* Bachelor of Arts in political science

Status* Active-Visible Inactive-Hidden

Prospective
Curriculum - Not
Applicable *

Requirement

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

Core Curriculum

Core Area F-I: 18 Hours

(Foundations of Social Science)

Required: 6 Hours

Foreign Language 2001 and 2002 *

Required for Major: 6 Hours

POLS 2101 Introduction to Political Science
POLS 2601 Introduction to Political Science
Inquiry

Choose two courses from the following: 6 Hours

ANTH 1102 Introduction to Anthropology
BUSA 2106 Legal and Ethical Environment of
Business
[Before]
HIST 1111 Survey of World History/Civilization
I
HIST 1112 Survey of World History/Civilization
II

HIST 2111 U S History I (to 1865)

[Right] (or)

HIST 2112 U S History II (since 1865)

[Right] if not taken in Area E (3 hrs. only)

[After]

MATH 1401 Elementary Statistics

PHIL 2010 Introduction to Philosophy

PHIL 2020 Critical Thinking

PHIL 2030 Introduction to Ethics

XIDS 2100 Arts and Ideas: Special Topics

XIDS 2300 Interdisciplinary Studies in Social Sciences

XIDS 2301 Introduction to Global Studies

[After] Any 2000 level course in ACCT, CISM, CRIM, ECON, ENGL, GEOG, POLS, or SOCI

[After] Any 1000 or 2000 level course in CS or PSYC

Major Courses: 27 Hours

Nine upper division political science courses, including at least 3 hrs. in each of the following subfields:

Political theory **

American politics

Comparative politics

International politics

All majors must complete the senior seminar (POLS 4984). No more than 3 hours of directed readings or independent study may count toward the major, and none can be used to satisfy the political science subfield requirements listed above. No POLS course in which the student receives a grade lower than a "C" may count toward the major.

Minor: 15-18 Hours

Electives: 15-18 Hours

Internships (POLS 4186), if taken, may count only as electives.

Total: 120 Hours

* Foreign language proficiency as demonstrated by successfully completing a 2002 course or by passing an exemption exam is required.

** PHIL 4115 may be selected to satisfy this requirement.

Justification and Assessment


Rationale* Program was deactivated in 2020 and has no students.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kyleec@westga.edu.


REQUIRED ATTACHMENTS

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Administrative Use Only - DO NOT EDIT

Addendum IV

Special Education, Ed.S.

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
 - Other

If other, please identify. Adding Georgia Ethics for Educational Leadership (Test 380) to admission requirements for Tier I track.

Desired Effective Semester*

Desired Effective Year*

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 Special 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 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* Special Education, Ed.S.

482

Program ID - DO NOT EDIT * 4082

Program Code - DO NOT EDIT

Program Type * Specialist

Degree Type * Specialist in Education

Program Description *

The EdS-SPED degree is designed to meet the needs of teachers certified in Special Education who have completed a master's degree in special education. The program consists of a minimum of 27 graduate credit hours, including an option to select the Tier I Leadership track. The Tier I Leadership track embeds the six required Educational Leadership (EDLE) courses into a 33-credit hour program. In this program, candidates will be required to read, write, and research the major topics in Special Education. Candidates enroll in 15 hours of 7000 and 8000 level special education Content Specialization courses. Most of the required courses include a designated artifact that is utilized as part of the assessment plan for each candidate. Students may begin the program any semester. During the initial advising session, a projected sequence of courses is developed for each student. Any changes in the projected sequence need to be determined jointly between the student and advisor in order for the student to be able to complete the program in a timely manner.

Status * Active-Visible Inactive-Hidden

Program Location * Online

Curriculum Information

Prospective Curriculum***Admission Requirements**

The program has been designed to meet the needs of individuals who wish to obtain advanced training in Special Education.

-Provide proof of a Master's degree in education from an accredited institution.

-Present a cumulative 3.0 (4.0 scale) grade point average or higher on the last graduate degree earned.

-Present a clear and renewable T-5 teaching certificate in special education or service certificate in speech-language pathology.

-Document 2 or more years of successful experience as a special education teacher, a collaborative teacher working directly with students with disabilities or speech-language pathologist in the school setting.

-Completion of the Georgia Ethics for Educational Leadership (Test 380) for Tier I Leadership track.

All out-of-state students must verify with their local certification agency to determine if sought after degree will result in a certification upgrade.

The courses and experiences of the Ed.S. program require a minimum of 27 semester hours.

Program Requirements**Special Education Core Courses (15 semester hours)**

SPED 7701 Program Planning and Evaluation in Special Education

SPED 7704 Leadership and Administration of Special Education Programs

SPED 7729 Special Education Law

SPED 8704 Multiculturalism and Special Education

SPED 8771 Curriculum Design and Implementation in Special Education

Traditional Track Courses (12 semester hours)

The traditional track requires 15 credit hours of special education core courses. The remaining 12 credit hours are comprised of 7000 or above concentration area courses relevant to K-12 schools/teachers. Areas of allowable elective courses include Applied Behavior Analysis (ABA) coursework, Autism Endorsement, Dyslexia Endorsement, ESOL Endorsement, Instructional Technology coursework, Online Teaching Endorsement, and Reading Endorsement.

SPED 8784 Research Seminar

[Right] (required)

[After] Applied Behavior Analysis Coursework (must be taken in this sequence)

SPED 7750 Introduction to Applied Behavior Analysis

SPED 7720 Trauma-Informed Functional Behavioral Assessment in Special Education

SPED 7767 Compassionate Behavior Analytic Intervention in Special Education

[After] Autism Endorsement (suggested sequence)

SPED 7716 Autism: Theories and Characteristics

SPED 7726 Autism: Collaboration and Instruction

[After] SPED - 7767 - Compassionate Behavior Analytics Intervention in Special Education

[After] Dyslexia Endorsement (suggested sequence)

[After] SLPA - 7720 - Language Disorders and Literacy

SPED 6500 Dyslexia: Methods and Instructional Strategies

READ 7263 Comprehensive Language and Literacy Assessments and Interventions

[After] ESOL Endorsement (suggested sequence)

READ 7239 TESOL: Cultural and Linguistic Diversity in the Classroom

READ 7240 TESOL: Literacy, Linguistics, and Second Language Acquisition

READ 7241 TESOL: Methods, Materials, and Assessment through Clinical Experience

[After] Instructional Technology Coursework (does not lead to GaPSC endorsement)

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7470 Digital Media Production and Utilization

MEDT 7479 Digital Game-Based Learning

[After] Online Teaching Endorsement (4 required courses to receive the GaPSC endorsement)

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7472 Introduction to Distance Learning

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

MEDT 7492 Leadership and Administration of

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  and proceed.

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

Step 2 - Adding New Courses

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* It is to the student's advantage to fully complete the Tier I program within the Ed.S. program under current certification policies. Tracking is straightforward as the student counts as both degree and certification completer.

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 The Tier 1 Leadership Track is going from 27 hrs to 33 hrs

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. 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](#)⁴⁸⁸ 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.

**Education Specialist (Ed.S.) – Special Education
Traditional Track
PROGRAM SHEET**

Special Education Ed.S. Required Courses (18 credit hours)	Credit Hours	Grade	Transfer/ Substitute	Date taken
SPED 7701: Program Planning and Evaluation in Special Education	3			
SPED 7704: Leadership and Administration of Special Education Programs	3			
SPED 7729: Special Education Law	3			
SPED 8704: Multiculturalism in Special Education	3			
SPED 8771: Curriculum Design and Implementation in Special Education	3			
SPED 8784: Research Seminar	3			
<u>Electives: (9 credit hours)</u>				
Elective*	3			
Elective*	3			
Elective*	3			
Comprehensive Exam: Taken in your final semester (0 credit hours)				
SPED 8795: Comprehensive Exam for the Specialist of Education: Special Education	0			
Total Credit Hours: 27				

1. We highly suggest you adhere to the original program plan in your Welcome email and the handbook. Not all courses are offered each semester. Please work with your advisor if you need to deviate from the program plan.
2. All classes must be completed within 7 years. There may be exceptions (e.g., a student called for military service).
3. A maximum of 6 graduate credit hours may be transferred from another accredited institution. Check the Graduate Catalog and with your advisor for requirements.

*Approved Electives:

Applied Behavior Analysis Coursework (must be taken in this sequence)

SPED 7750 - Introduction to Applied Behavior Analysis

SPED 7720 - Trauma-Informed Functional Behavioral Assessment in Special Education

SPED 7767 - Compassionate Behavior Analytic Intervention in Special Education

Autism Endorsement (suggested sequence)

SPED 7716 - Autism: Theories and Characteristics

SPED 7726 - Autism: Collaboration and Instruction

SPED 7767 - Compassionate Behavior Analytics Intervention in Special Education

Dyslexia Endorsement (suggested sequence)

SLPA 7720 - Language Disorders and Literacy

SPED 6500 - Dyslexia: Methods and Instructional Strategies

READ 7263 - Comprehensive Language and Literacy Assessments and Interventions

ESOL Endorsement (suggested sequence)

READ 7239 - TESOL: Cultural and Linguistic Diversity in the Classroom

READ 7240 - TESOL: Literacy, Linguistics, and Second Language Acquisition

READ 7241 - TESOL: Methods, Materials, and Assessment through Clinical Experience

Instructional Technology Coursework (does not lead to GaPSC endorsement)

MEDT 7468 - Instructional Multimedia Design and Development

MEDT 7470 - Digital Media Production and Utilization

MEDT 7479 - Digital Game-Based Learning

Online Teaching Endorsement (4 required courses to receive the GaPSC endorsement)

MEDT 7464 - Designing Technology Enhanced Instruction

MEDT 7472 - Introduction to Distance Learning

MEDT 7491 - Implementation, Assessment, and Evaluation of Online Learning

MEDT 7492 - Leadership and Administration of Online Learning and e-Learning

Reading Endorsement (suggested sequence)

READ 7271 - Theoretical and Pedagogical Approaches to Language and Literacy Instruction

READ 7263 - Comprehensive Language and Literacy Assessments and Interventions

READ 7201 - Teacher as Language and Literacy Leader

**Education Specialist (Ed.S.) – Special Education
Leadership Track
PROGRAM SHEET**

Special Education Ed.S. Required Courses (15 credit hours)	Credit Hours	Grade	Transfer/ Substitute	Date taken
SPED 7701: Program Planning and Evaluation in Special Education	3			
SPED 7704: Leadership and Administration of Special Education Programs	3			
SPED 7729: Special Education Law	3			
SPED 8704: Multiculturalism in Special Education	3			
SPED 8771: Curriculum Design and Implementation in Special Education	3			
Leadership Track Courses: (1 8 credit hours)				
EDLE 7000: Principles of Instructional Leadership	3			
EDLE 7100: School Law, Policy, and Ethics	3			
EDLE 7200: Using Data to Improve the School	3			
EDLE 7300: School Operations for Student Learning	3			
EDLE 7400: Leadership for Student Learning	3			
EDLE 7500: School and Community Engagement	3			
Comprehensive Exam: Taken in your final semester (0 credit hours)				
SPED 8795: Comprehensive Exam for the Specialist of Education: Special Education	0			
Total Credit Hours: 33				

1. We highly suggest you adhere to the original program plan in your Welcome email and the handbook. Not all courses are offered each semester. Please work with your advisor if you need to deviate from the program plan.
2. All classes must be completed within 7 years. There may be exceptions (e.g., a student called for military service).
3. Application includes completion of the GACE 380. GaPSC requires Tier I candidates to pass the GACE #311 Content Assessment in Educational Leadership prior to receiving leadership certification.
4. A maximum of 6 graduate credit hours may be transferred from another accredited institution. Check the Graduate Catalog and with your advisor for requirements.

SPECIAL EDUCATION ADAPTED/GENERAL CURRICULUM B.S.ED CURRI

DEPARTMENT:	Special Education		PL-SLO 1	PL-SLO 2	
PROGRAM:	BSEd Special Education	COURSES	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	educational professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.	
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.		1	SPED 3700/3713	Introduced	Introduced
		2	SPED 4709		
		3	SPED 3704/3702		
		4	SPED 3703/3714		
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		5	SPED 3751	Reinforced	Introduced
		6	SPED 3760/3761	Reinforced	
		7	SPED 3750	Reinforced	Reinforced

<u>competency.</u>	8	SPED 4713		
	9	SPED 3752	Reinforced	Reinforced
<u>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.</u>	10	SPED 4760/4761		
	11	SPED 4786	Mastered, A	Mastered, A
	12	SPED 4789	Mastered, A	Mastered, A

CULUM MAPPING TEMPLATE

PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities	Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and advance the profession.	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities
Introduced	Introduced			Introduced
	Introduced		Introduced & Reinforced	
	Introduced & Reinforced			
	Introduced			
Introduced		Introduced	Reinforced	Reinforced
Reinforced		Reinforced		
		Reinforced		

KEY ASSESSMENT (WITH LINK)

			Reinforced	Reinforced
Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
Reinforced & A	Reinforced & A	Reinforced & A		
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A
Mastered, A	Mastered, A	Mastered, A	Mastered, A	Mastered, A



EDUCATION SPECIALIST IN SP

DEPARTMENT:	Special Education		PL-SLO 1
PROGRAM:	Ed.S in Special Education	COURSES	Special education specialists use valid and reliable assessment practices to minimize bias.

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 strengthening knowledge, skills, and expanding.

MASTERED: Students are expected to possess an 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 levels 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.

1	SPED 7701	Reinforced
2	SPED 7704	
3	SPED 7729	
4	SPED 8704	
5	SPED 8771	
6	SPED 8795	Master, A
7	SPED 8784	Introduced
8	ELECTIVE	

9	ELECTIVE
10	ELECTIVE
11	EDLE 7000
12	EDLE 7100
13	EDLE 7200
14	EDLE 7300
15	EDLE 7400
16	EDLE 7500

SPECIAL EDUCATION CURRICULUM MAPPING TEMPLAT

PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.	Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.	Special education specialists conduct, evaluate, and use inquiry to guide professional practice.	Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work

Introduced

Reinforced

Reinforced

Reinforced

Reinforce

Introduce and Reinforce

Reinforced and Master, A

Reinforce and Master, A Reinforce and Master, A

Master, A

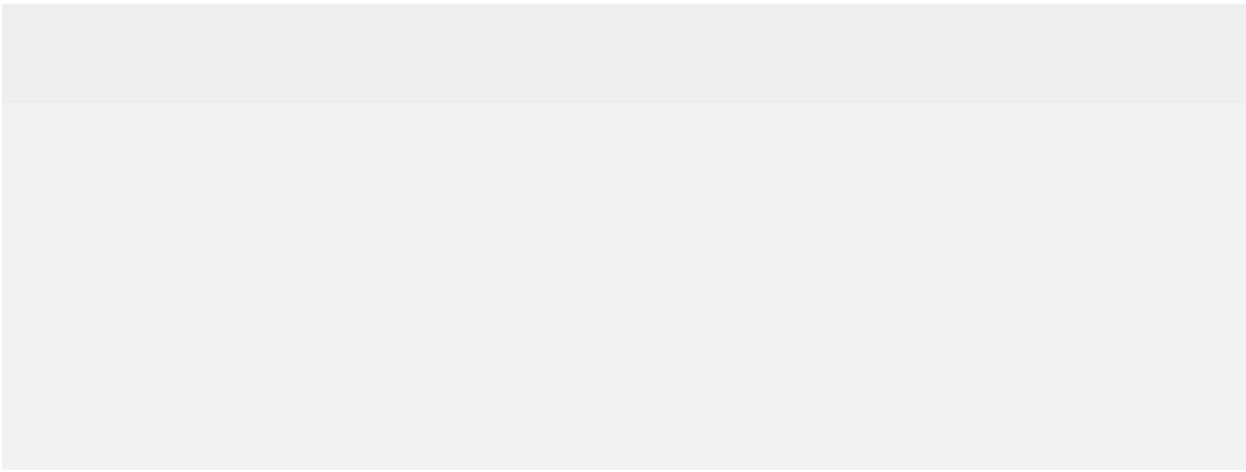
Master, A

Master, A

Master, A

Reinforced

Introduced



E

PL-SLO 6	PL-SLO 7
Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to	Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

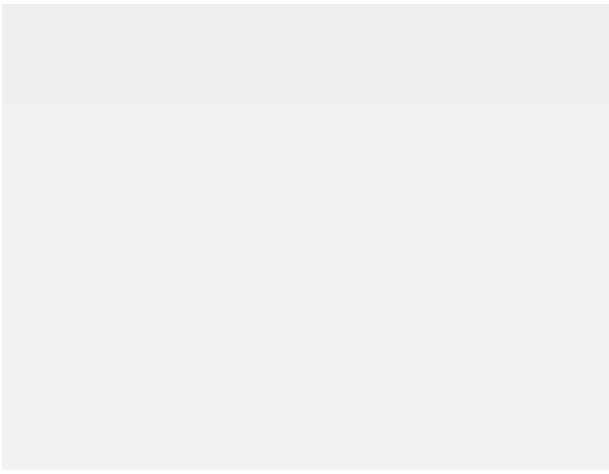
Reinforce

Introduce and Reinforce
Reinforced and Master, A

Reinforced
Reinforced and Master, A

Master. A

Master. A



INSTRUCTIONS

1. Insert your Department (Ex: English,
 2. Insert your specific Degree Program
 (Ex: BA English, BSED Special Education,
 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:	Special Education			
PROGRAM:		COURSES		
INTRODUCED: Students are not				
REINFORCED: Students are expected to		1		
MASTERED: Students are expected to		2		
**Please note: All assessment data may		3		
		4		
		5		
		6		
		7		
		8		
		9		

PL-SLO 5	PL-SLO 6	PL-SLO 7
		Reinforce and Master, A

SPED - 6700 - Special Education MAT Program - First Semester Seminar

2025-2026 Graduate New 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.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School Yes No

Is this a College of Education course?* Yes No

rather than an
academic
department?*

Does this course
belong solely to the
Graduate School?*

Yes

No

Course Information

Course Prefix*

SPED

Course Number* 6700

Course Title* Special Education MAT Program - First Semester Seminar

Course Type*

Special Education

Catalog Course Description* This foundational overview course is designed for students entering the Special Education MAT program. This zero-credit, pass/fail seminar introduces students to the program's standards, procedures, and expectations while providing them with essential tools for graduate-level academic success. Through guided orientation and practical tasks, students will gain insight into key areas such as ethical considerations, field experience requirements and protocols, high-leverage practices, and foundational legal and instructional frameworks in special education. This course must be taken during the first semester of the program. Completing this eight-week seminar course is required for registration in the subsequent semester.

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

Is this a variable
credit hour course?*

Yes

No

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 0

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

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

Prerequisites Admission to the SPED MAT Program

**Concurrent
Prerequisites**

507

Corequisites SPED 6709**Cross-listing****Restrictions****Status*** Active-Visible Inactive-Hidden**Frequency - How many semesters per year will this course be offered?**

3

Grading*Satisfactory/Unsatisfactory
- No IP**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 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?*

Department feedback from student surveys, advisors, and faculty strongly supports the need for the SPED 6700 Special Education MAT Program - First Semester Seminar to orient students to key program resources, policies, procedures, and in-field protocol. SPED 6700 is a critical foundational course designed to enhance the success of candidates entering the Special Education MAT program. This zero-credit, pass/fail seminar introduces students to program standards, ethical frameworks, and essential practices while equipping them with tools to navigate graduate-level study and professional expectations. By integrating orientation activities with practical knowledge acquisition, the course establishes a solid foundation in key areas, including program expectations, CAPS and PBDA evaluation tools, required observation hours, in-field experience protocols, and high-leverage practices. The seminar's targeted focus on professional ethics, self-assessment through the PBDA framework, and initial understanding of evidence-based practices such as the science of reading prepares students for the rigorous demands of the program and their future roles as special education teachers. As a prerequisite for second-semester registration, SPED 6700 ensures students begin their graduate program with clarity, competence, and a strong understanding of program expectations, aligning their preparation with state standards and certification requirements.

- Student Learning Outcomes*** By the end of this seminar, students will be able to:
1. Familiarize with Program Resources and Tools: Explore and navigate the Program Handbook and other essential resources available to support their graduate studies and professional growth.
 2. Apply Ethical Standards in Practice: Recognize and uphold professional ethics, including confidentiality, integrity, and responsibility, across all academic and professional interactions.
 3. Distinguish Field Experience Structures: Differentiate between required observation hours, embedded practicum experiences, and internship expectations, understanding their purposes, required documentation and alignment with area of concentration (adapted or general), roles of cooperating teachers and university supervisors, CAPS/PBDA assessments, and the role, policies, and procedures of the OFE (Office of Field Experiences).
 4. Reflect on PBDA Framework: Complete an initial self-assessment of professional behavior dispositions (PBDA), establishing a foundation for ongoing professional reflection, feedback, and development.
 5. Develop Foundational Competency in Special Education Frameworks: Acquire introductory knowledge of special education frameworks, focusing on IDEA's legal foundations, IEP terminology, and core assessment types (behavioral, academic, and diagnostic) to support compliance and effective practices within diverse learning environments.
 6. Explore High-Leverage Practices: Examine foundational high-leverage practices that will be emphasized and developed further throughout the MAT program.
 7. Gain Insight into the Science of Reading: Begin exploring principles of evidence-based reading instruction aligned with state standards and HB requirements to understand the structure of the FRLM Modules that inform literacy practices in special education.
 8. Prepare for Teacher Certification: Familiarize with the role of the Georgia PSC (Professional Standards Commission) and GACE (Georgia Assessments for the Certification of Educators) exam structure and content, linking program learning to PSC standards and exam success.
 9. Complete Baseline Knowledge Assessment: Participate in a comprehensive final exam to establish baseline data, enabling both students and the department to understand entry-level knowledge and identify areas for growth.

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* 50+


Will this course have Yes

509 **If yes, what will the** N/A

special fees or tuition
required? * No

fee de? 

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.



Special Education MAT Program - First Semester Seminar

SPED 6700

0 Credits

Description

This foundational overview course is designed for students entering the Special Education MAT program. This zero-credit, pass/fail seminar introduces students to the program's standards, procedures, and expectations while providing them with essential tools for graduate-level academic success. Through guided orientation and practical tasks, students will gain insight into key areas such as ethical considerations, field experience requirements and protocols, high-leverage practices, and foundational legal and instructional frameworks in special education. This course must be taken during the first semester of the program. Completing this eight-week seminar course is required for registration in the subsequent semester.

Outcomes

By the end of this seminar, students will be able to:

1. Familiarize with Program Resources and Tools: Explore and navigate the Program Handbook and other essential resources available to support their graduate studies and professional growth.
2. Apply Ethical Standards in Practice: Recognize and uphold professional ethics, including confidentiality, integrity, and responsibility, across all academic and professional interactions.
3. Distinguish Field Experience Structures: Differentiate between required observation hours, embedded practicum experiences, and internship expectations, understanding their purposes, required documentation and alignment with area of concentration (adapted or general), roles of cooperating teachers and university supervisors, CAPS/PBDA assessments, and the role, policies, and procedures of the OFE (Office of Field Experiences).
4. Reflect on PBDA Framework: Complete an initial self-assessment of professional behavior dispositions (PBDA), establishing a foundation for ongoing professional reflection, feedback, and development.
5. Develop Foundational Competency in Special Education Frameworks: Acquire introductory knowledge of special education frameworks, focusing on IDEA's legal foundations, IEP terminology, and core assessment types (behavioral, academic, and diagnostic) to support compliance and effective practices within diverse learning environments.
6. Explore High-Leverage Practices: Examine foundational high-leverage practices that will be emphasized and developed further throughout the MAT program.
7. Gain Insight into the Science of Reading: Begin exploring principles of evidence-based reading instruction aligned with state standards and HB requirements to understand the structure of the FRL Modules that inform literacy practices in special education.

8. Prepare for Teacher Certification: Familiarize with the role of the Georgia PSC (Professional Standards Commission) and GACE (Georgia Assessments for the Certification of Educators) exam structure and content, linking program learning to PSC standards and exam success.
9. Complete Baseline Knowledge Assessment: Participate in a comprehensive final exam to establish baseline data, enabling both students and the department to understand entry-level knowledge and identify areas for growth.

Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

SPED - 7793 - Experiential Learning in Applied Behavior Analysis

2025-2026 Graduate New 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.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic

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*

SPED

Course Number* 7793

Course Title* Experiential Learning in Applied Behavior Analysis

Course Type*

Special Education

Catalog Course Description* This course is designed to support graduate students pursuing the ABA area of concentration in their accrual of supervised fieldwork hours. In this course, it will be the student's responsibility to accrue fieldwork hours meeting the requirements of approved activities issued by the BACB. The instructor (supervisor) in this course will meet with students virtually, review recorded or live client observations, provide regular feedback, and review and sign required UWG and BACB supervision paperwork. This course is 16-weeks.

This course is repeatable and can be taken multiple times to support graduate students who do not have access to supervising BCBAs within their school district.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 0

Lab Hrs* 3

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.* 12

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

Prerequisites SPED 7750

Concurrent Prerequisites

Corequisites**Cross-listing****Restrictions**

Status* Active-Visible Inactive-Hidden

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

3

Grading*Satisfactory/Unsatisfactory
- No IP**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 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?***

Students who do not have access to a BCBA within their school district are adversely impacted by a lack of opportunity to accrue the 1500 required supervised fieldwork hours in order to be eligible to sit for the BCBA exam upon program completion. These students will have the opportunity to accrue these hours under the virtual supervision of a credentialed BCBA employed by UWG as a part of their program coursework. This will allow all students with equitable access to supervision as they complete their coursework. Maximum enrollment for this course will be set at 10 students in accordance with requirements issued by the Behavior Analysis Certification Board for providing supervision.

Student Learning Outcomes*

Students will complete all or some of the following under the supervision of a qualified supervising BCBA during this course:

1. conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment) or for evaluating behavioral interventions;
2. designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs;
3. writing behavior plans, progress summaries, clinical notes, transition summaries, and professional correspondence;
4. overseeing the implementation of behavior-analytic programs by others;
5. training others, designing behavioral systems, and performance management;
6. communicating and collaborating effectively with caregivers and other professionals;
7. other activities normally performed by a behavior analyst that are directly related to behavior analysis, such as attending planning meetings regarding the behavior-analytic program and researching the literature that is relevant to a current client's programming.

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* 50+

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

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

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/Title: SPED 7793: Experiential Learning in Applied Behavior Analysis
Credit Hours: 3
Description: This course is designed to support graduate students pursuing the ABA area of concentration in their accrual of supervised fieldwork hours. In this course, it will be the student's responsibility to accrue fieldwork hours meeting the requirements of approved activities issued by the BACB. The instructor (supervisor) in this course will meet with students virtually, review recorded or live client observations, provide regular feedback, and review and sign required UWG and BACB supervision paperwork. This course is 16-weeks.
Course Modality: Fully online w/optional weekly synchronous sessions (recordings will be made available for students who cannot join live)
<p>Required texts: There is no required text for this course.</p> <p>Required readings: Your instructor will recommend and provide additional readings related to your fieldwork. Please see Course Den webpage for full text PDFs of or links to each required reading.</p>
<p>Outcomes: Students will complete all or some of the following under the supervision of a qualified supervising BCBA during this course:</p> <ul style="list-style-type: none"> ● conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment) or for evaluating behavioral interventions; ● designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs; ● writing behavior plans, progress summaries, clinical notes, transition summaries, and professional correspondence; ● overseeing the implementation of behavior-analytic programs by others; ● training others, designing behavioral systems, and performance management; ● communicating and collaborating effectively with caregivers and other professionals; ● other activities normally performed by a behavior analyst that are directly related to behavior analysis, such as attending planning meetings regarding the behavior-analytic program and researching the literature that is relevant to a current client's programming.

Assignments: All assignments are due at the end of the module in which they are assigned by 11:59 pm. See the course schedule for dates and assignment descriptions below.

Assignment Descriptions:

The table below briefly describes each assignment. This is not intended to replace the assignment description and rubrics found on Course Den.

Assignment	Description
Client Observations	Recorded or synchronous virtual observations of you working directly with a client (student) within your fieldwork context. You must have at least one of these per month with your course instructor.
Self-Assessments	You will be provided with a self-assessment at the beginning and another at the end of the course. You will use your self-assessment along with conversations with your instructor to determine the most beneficial activities for you to complete during the course.
Feedback Reflections	Your supervisor will provide constructive and supportive feedback for each client observation. You will also be asked to review your observation and complete a reflection.
Fieldwork Forms	You will complete a monthly verification form each month and submit it to your instructor for signature prior to the 10th of the following month. All MVFs will be kept in your folder in the cohort drive. A final verification form will be completed at the end of the semester and kept in the same location.
Fieldwork Tracker	You will track all fieldwork hours using Ripley Fieldwork Tracker (online) and add your supervising instructor to your tracker to verify all hours before signing paperwork.

Evaluation Criteria:

Final Grade	Description
S	Satisfactory - completed all components of the course within the timeframe provided.
U	Unsatisfactory - did not complete all components of the course within the timeframe provided.

Course Policies and Resources

Dr. L's Late Work/Resubmission Policy

I have organized the course in a timeline that I believe will maximize your learning and application of the content covered. Assignments are due with each learning module. Should you require additional time to complete an assignment, reach out to me via email to request an extension. [I do not need to know the details of your situation, nor should you feel compelled to disclose personal details of your life.](#) Your learning is my top priority and I will work with you to the extent I am able to support the submission of all course assignments prior to the conclusion of the course. However, as the semester comes to a close I am obligated to submit grades to the University. This means that I will be unable to grant additional time for submission/re-submission of course assignments within 5 business days of that deadline. I will post the final day to submit assignments to be graded as an announcement for all students at least a week prior to the deadline.

In alignment with my priority to support your learning and application of the course content, I will grade and provide feedback on all assignments in a timely manner. All students can revise and resubmit assignments incorporating feedback for the chance to improve their grade. Additionally, all quizzes provide two attempts. If you are unhappy with your score after the first attempt, you can try again and your highest score will stand in the grade book. The final exam is the only exception to this rule and will provide only one attempt. Please prepare accordingly.

Use of Artificial Intelligence (AI)

As science practitioners, you will undoubtedly encounter the controversial topic regarding AI (Artificial Intelligence) use in your classrooms and practice. As such, you must develop a comprehensive understanding of what AI is, the pros and cons of AI, and how it can be used as another TOOL if used within specific parameters (course rules) to ensure academic integrity and ethical conduct. You must model the ethically appropriate use of AI. So what does that mean? It means you are permitted to use AI language models such as ChatGPT as long as you adhere to all of the course rules regarding the use of AI.

Students must uphold ethical standards by refraining from using ChatGPT to engage in academic dishonesty or other forms of unethical behavior. Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code. Any use of ChatGPT or similar AI language models in this course must adhere to the following course rules:

Course Rules:

- AI, such as ChatGPT, is allowable as a tool for brainstorming and generating ideas to help you structure your writing and work, but DO NOT OUTSOURCE YOUR THINKING or WRITING TO AI.
- You MUST NOT use AI technology to complete your assignments. This constitutes plagiarism. This would be no different than asking a "virtual" friend to do your work for you.
- You MUST verify your sources and information. AI is not 100% accurate.
- You MUST keep copies/files of the scholarly articles you use in your CDP with your annotations and/or notes. The instructor can request that you submit these at any point in the course.
- You MUST keep copies/files of ALL of your assignment DRAFTS showing clearly the progression of YOUR revisions to your work. The instructor can request that you submit these at any point in the course.
- You MUST keep and UPLOAD a chronological list of ALL "chat" LINKS you use. The "chat" links MUST be accessible to the instructor and/or TA.
- The "chat" links MUST include ALL prompts/questions you provided AI and ALL AI responses.
- Upload your AI documentation in a separate pdf document labeled AI Source Material for any other assignment, along with any assignment in which you use AI. [https://apastyle.apa.org/blog/how-to-cite-chatgpt?utm_campaign=apa_publishing&utm_medium=direct_email&utm_source=books&utm_content=style_june2023newsletter_06162023&utm_term=text_middle_read]
- How to share ChatGPT Link
 - Click on the "Share ChatGPT Link" function
- NOTE: Grammarly has an EDITING function for grammar/mechanics/spelling that is not considered AI, but Grammarly also has a separate AI large language model that generates work much like ChatGPT and must be treated like ChatGPT if used and cited properly if paraphrased or quoted.
- BE TRANSPARENT: You are modeling the ethical use of AI in academics and must maintain academic integrity, which requires transparency.
- If your submission for any assignment scores above 35% using our internal AI Detection Software, you will be contacted by your instructor, and records of your AI use will be requested and must be provided immediately. You will be provided with one opportunity to make revisions to your assignment submission (so long as sufficient time remains in the semester).
- AI language models CANNOT be substituted as a source for scholarly research (i.e., scholarly journal articles, books, etc.). You MUST adhere to the scholarly

research requirements in the assignments. If you use AI as a cited source, you MUST follow the APA citation rules in this article: How to Cite ChatGPT in APA. AI citations MUST be used sparingly (NO MORE than two times in any assignment), supported by research, and verified for accuracy. [https://apastyle.apa.org/blog/how-to-cite-chatgpt?utm_campaign=apa_publishing&utm_medium=direct_email&utm_source=books&utm_content=style_june2023newsletter_06162023&utm_term=text_middle_read]

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.

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 UWG assume responsibility for upholding the Honor Code. UWG 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.

Academic Support

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

Center for Academic Success: The [Center for Academic Success](#) 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 need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. 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. 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](#).

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).

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.

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.

Teacher Education, M.A.T., Concentrations in Special Education: Adapted Curriculum, General Curriculum

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
 - Other

If other, please identify. Admission Criteria

Desired Effective Semester*

Desired Effective Year*

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.

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

School/ Department *

Is this a School of Nursing 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* Teacher Education, M.A.T., Concentrations in Special Education: Adapted Curriculum,

General Curriculum

Program ID - DO NOT EDIT* 4424

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Master of Arts in Teaching, with a concentration in Special Education, is a 30-hour degree for students who hold a Bachelor's degree in a field outside of Education. This degree results in a Georgia initial teaching certification in Special Education. Students may choose between two certification concentrations: general curriculum and adapted curriculum. Many students who pursue this degree are career changers who want to add a Georgia teaching certificate to an existing degree in an undergraduate content field. Students must complete the Georgia Educator Ethics Assessment to be admitted to this program. A GPA of 3.0 or higher on the last conferred degree is required for admission. *Students with a 2.7 or higher may be considered with additional supporting documentation.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Prospective Curriculum***Degree Requirements**

The Master of Arts in Teaching, with a concentration in Special Education, is a 30-hour degree for students who hold a Bachelor's degree in a field outside of Education. This degree results in a Georgia initial teaching certification in Special Education. Students may choose between two certification concentrations: general curriculum and adapted curriculum. Many students who pursue this degree are career changers who want to add a Georgia teaching certificate to an existing degree in an undergraduate content field. Students must complete the Georgia Educator Ethics Assessment to be admitted to this program. An undergraduate GPA of 2.7 is required for admission.

Professional Education Foundation: 12 Hours

SPED 6700 Special Education MAT Program - First Semester Seminar

SPED 6709 Regulations and Requirements in Special Education

SPED 7722 Collaborative Practices in Special Education

READ 6262 Reading Instruction and Assessment I (PK-2)

READ 6263 Reading Instruction and Assessment II (3-5)

Select One Concentration Area Below: 15 Hours**General Curriculum Courses**

SPED 6715 Characteristics of Learners: Mild Disabilities

SPED 6761 Classroom Behavior Management

SPED 6766 General Curriculum: Methods I with Practicum

SPED 6767 Methods II: General Curriculum Concentration

SPED 7721 Assessment of Students with Mild Disabilities

Adapted Curriculum Courses

SPED 6701 Characteristics of Learners: Severe Disabilities

SPED 6716 Assessment of Students with Severe Disabilities

SPED 6751 Behavioral Strategies for Students with Severe Disabilities

SPED 6776 Adapted Curriculum: Methods I with Practicum

SPED 6777 Methods II: Adapted Curriculum Concentration

Internship: 3 Hours

SPED 6793 Internship: Special Education

Comprehensive Exam

SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education

Total Program Hours: 30 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


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

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

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

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* Raising the admission GPA requirement for the Special Education MAT program from 2.7 to 3.0 ensures the selection of candidates who demonstrate a stronger academic foundation and are better prepared for the rigorous demands of graduate-level coursework. A 3.0 GPA reflects a commitment to maintaining program quality and producing highly competent educators. A zero credit seminar course has also been added to the program of study to help orient students to the program and the profession.

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 documents| by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. 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.

MAT SPED (Adapted and General) 30 Hour Program (Fall, Spring, and Summer Starts)

FALL START				SPRING START				SUMMER START			
ADAPTED		GENERAL		ADAPTED		GENERAL		ADAPTED		GENERAL	
Semester 1 (Fall)				Semester 1 (Spring)				Semester 1 (Summer)			
SPED 6700 <i>Special Education MAT Program - First Semester Seminar</i>	0	SPED 6700 <i>Special Education MAT Program - First Semester Seminar</i>	0	SPED 6700 <i>Special Education MAT Program - First Semester Seminar</i>	0	SPED 6700 <i>Special Education MAT Program - First Semester Seminar</i>	0	SPED 6700 <i>Special Education MAT Program - First Semester Seminar</i>		SPED 6700 <i>Special Education MAT Program - First Semester Seminar</i>	0
SPED 6701 <i>Characteristics of Learners: Severe Disabilities</i>	3	SPED 6715 <i>Characteristics of Learners: Mild Disabilities</i>	3	SPED 6701 <i>Characteristics of Learners: Severe Disabilities</i>	3	SPED 6715 <i>Characteristics of Learners: Mild Disabilities</i>	3	SPED 6701 <i>Characteristics of Learners: Severe Disabilities</i>	3	SPED 6715 <i>Characteristics of Learners: Mild Disabilities</i>	3
SPED 6709 <i>Regulations & Requirements in Special Education</i>	3	SPED 6709 <i>Regulation & Requirements in Special Education</i>	3	SPED 6709 <i>Regulations & Requirements in Special Education</i>	3	SPED 6709 <i>Regulation & Requirements in Special Education</i>	3	SPED 6709 <i>Regulations & Requirements in Special Education</i>	3	SPED 6709 <i>Regulation & Requirements in Special Education</i>	3
Semester 2 (Spring)				Semester 2 (Summer)				Semester 2 (Fall)			
SPED 6751 <i>Behavioral Strategies for Students with Severe Disabilities</i>	3	SPED 6761 <i>Classroom Behavior Management</i>	3	SPED 6751 <i>Behavioral Strategies for Students with Severe Disabilities</i>	3	SPED 6761 <i>Classroom Behavior Management</i>	3	SPED 6751 <i>Behavioral Strategies for Students with Severe Disabilities</i>	3	SPED 6761 <i>Classroom Behavior Management</i>	3
READ 6262: <i>Reading Instruction and Assessment I (PK-2)</i>	3	READ 6262: <i>Reading Instruction and Assessment I (PK-2)</i>	3	READ 6262: <i>Reading Instruction and Assessment I (PK-2)</i>	3	READ 6262: <i>Reading Instruction and Assessment I (PK-2)</i>	3	READ 6262: <i>Reading Instruction and Assessment I (PK-2)</i>	3	READ 6262: <i>Reading Instruction and Assessment I (PK-2)</i>	3
Semester 3 (Summer)				Semester 3 (Fall)				Semester 3 (Spring)			
SPED 6716 <i>Assessment of Students with Severe Disabilities</i>	3	SPED 7721 <i>Assessment of Students with Mild Disabilities</i>	3	SPED 6716 <i>Assessment of Students with Severe Disabilities</i>	3	SPED 7721 <i>Assessment of Students with Mild Disabilities</i>	3	SPED 6716 <i>Assessment of Students with Severe Disabilities</i>	3	SPED 7721 <i>Assessment of Students with Mild Disabilities</i>	3
READ 6263: <i>Reading Instruction and Assessment II (3-5)</i>	3	READ 6263: <i>Reading Instruction and Assessment II (3-5)</i>	3	SPED 6776: <i>Adapted Curriculum: Methods I with Practicum:</i>	3	SPED 6766 <i>General Curriculum: Methods I with Practicum:</i>	3	SPED 6776: <i>Adapted Curriculum: Methods I with Practicum:</i>	3	SPED 6766 <i>General Curriculum: Methods I with Practicum:</i>	3

Semester 4 (Fall)				Semester 4 (Spring)				Semester 4 (Summer)			
SPED 6776: <i>Adapted Curriculum: Methods I with Practicum:</i>	3	SPED 6766 <i>General Curriculum: Methods I with Practicum:</i>	3	SPED 6777 <i>Methods II: Adapted Curriculum Concentration</i>	3	SPED 6767 <i>Methods II: General Curriculum Concentration</i>	3	SPED 7722 <i>Collaborative Practices in Special Education</i>	3	SPED 7722 <i>Collaborative Practices in Special Education</i>	3
SPED 7722 <i>Collaborative Practices in Special Education</i>	3	SPED 7722 <i>Collaborative Practices in Special Education</i>	3	SPED 6793 <i>Internship: Special Education</i>	3	SPED 6793 <i>Internship: Special Education</i>	3	READ 6263: <i>Reading Instruction and Assessment II (3-5)</i>	3	READ 6263: <i>Reading Instruction and Assessment II (3-5)</i>	3
Semester 5 (Spring)				Semester 5 (Summer)				Semester 5 (Fall)			
SPED 6777 <i>Methods II: Adapted</i>	3	SPED 6767 <i>Methods II: General</i>	3	SPED 7722 <i>Collaborative Practices in</i>	3	SPED 7722 <i>Collaborative Practices in</i>	3	SPED 6777 <i>Methods II: Adapted</i>	3	SPED 6767 <i>Methods II: General</i>	3
SPED 6705 <i>Comprehensive Exam for the Master of Arts in Teaching: Special Education</i>	0	SPED 6705 <i>Comprehensive Exam for the Master of Arts in Teaching: Special Education</i>	0	SPED 6705 <i>Comprehensive Exam for the Master of Arts in Teaching: Special Education</i>	0	SPED 6705 <i>Comprehensive Exam for the Master of Arts in Teaching: Special Education</i>	0	SPED 6705 <i>Comprehensive Exam for the Master of Arts in Teaching: Special Education</i>	0	SPED 6705 <i>Comprehensive Exam for the Master of Arts in Teaching: Special Education</i>	0

<p><u>INSTRUCTIONS</u></p> <p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p>	Department	Special Education
	Program	MAT Adapted (Ad)/General (Gen)
<p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list</p>		
		<p><u>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.</u></p>
		<p><u>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.</u></p>
<p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or</p>		

Reinforced "R", or
 Mastered "M" within the
**6. Go through and mark
 with an "A", which
 courses you will be
 collecting Assessment
 Data in.**

	<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency. **Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.</p>

		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
COURSES		(learner development and individual learning differences): Masters-Level Candidates use knowledge of how exceptionalities may interact with development and learning to provide meaningful and challenging learning experiences.	(learning environments): Masters-Level Candidates create safe, inclusive and culturally responsive learning environments for individuals with exceptionalities .	(curricular content knowledge): Masters-Level Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	(assessment): Masters-Level Candidates use multiple methods of assessment and data sources in making educational decisions.	(instructional planning and strategies): Masters-Level Candidates select, adapt and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
1	SPED 6701 (Ad) or SPED 6715 (Gen)	I		I		I
2	SPED 6709		I		I	
3	SPED 6751 (Ad) or SPED 6761 (Gen)		R	R		R
4	SPED 6716 (Ad) or SPED 7721 (Gen)	R			R, A	
5	SPED 6776 (Ad) or SPED 6766 (Gen)	R, A	R	R, A	R	R, A
6	SPED 6777 (Ad) or SPED 6767 (Gen)	R	R	R	R	R
7	SPED 7722		R, A	R		R
8	SPED 6793	M	M, A	M	M	M, A
9	SPED 6705	M	M	M	M	M
10	SPED 6700					
11	READ 6262:		R	R		R
12	READ 6263:		R	R		R
13						
14						
15						
16						
17						
18						

19						
20						
21						
22						

PL-SLO 6	PL-SLO 7	PL-SLO 8
(professional learning and ethical practice): Masters-Level Candidates use foundational knowledge of the field and professional/ethical standards to inform special education practice and engage in lifelong learning.	(collaboration): Masters-Level Candidates collaborate with families, other educators, related services providers, individuals with exceptionalities, and personnel from community agencies.	Special educators demonstrate appropriate professional dispositions
		I
I	I	I
		R
R		R
R, A	R	R, A
R	R	R
R	R, A	R
M, A	M, A	M, A
M	M	M
I		I

College English Teaching Certificate

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 curriculum@westga.edu.

Desired Effective Semester*

Desired Effective Year*

- 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 curriculum@westga.edu.

School/ Department*

School of Humanities

Is this a School of Nursing or School of Communication, Film and Media course?*

 Yes No

Is this a College of Education Program?*

 Yes No

Program Information

Program Name* College English Teaching Certificate

Degree Type*

Graduate Certificate

Program Description* The program provides a credential for current teachers and prospective English teachers already holding a Masters degree in another field who are interested in earning the SACS-mandated 18 graduate credit hours in discipline required to teach English at technical colleges, in first-year writing courses or in specialized secondary education contexts. CETC students would be required to take at least two graduate pedagogy seminars, aligned with the program's focus on early college teaching, along with graduate level courses on literature and writing, selected in consultation with the English Graduate Coordinator. Students would submit a portfolio of teaching materials as their program capstone. Students who satisfactorily complete the program and wish to pursue an English M.A. may apply certificate credits towards that degree.

Program Location*

Carrollton

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
- 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***Pedagogy**

Students will take six credit hours of ENGL 6300 (2 versions of the course, covering different topics)

ENGL 6300 Seminar in English Pedagogy

Literature and Writing

Students will take four additional 3-credit courses in literature and writing at the graduate level. At least ONE of these courses must be at the 6000-level.

ENGL 5000 Studies in British Literature I
ENGL 5002 Studies in British Literature II
ENGL 5003 Studies in American Literature I
ENGL 5005 Studies in American Lit. II
ENGL 5106 Studies in Genre
ENGL 5170 Studies in African-American Literature
ENGL 5180 Studies in Regional Literature
ENGL 5185 Studies in Literature by Women
ENGL 5188 Studies in Individual Authors
ENGL 5210 Advanced Creative Writing
ENGL 5295 Studies in Young Adult Literature
ENGL 5304 Advanced Writing in Disciplines
ENGL 5385 Special Topics
ENGL 6105 Seminar in British Literature I
ENGL 6110 Seminar in American Literature I
ENGL 6115 Seminar in British Literature II
ENGL 6120 Seminar in American Literature II
ENGL 6385 Seminar in Special Topics
ENGL 5108 Studies in the Novel
ENGL 5109 Film as Literature

Justification and Assessment

Rationale* The English program's long history of training teachers in the West Georgia area speaks to the sort of community connections called for in both the University's strategic plan and its mission statement. The College English Teaching Certificate (CETC) will supplement our current M.A. program: students would be eligible to take the same classes as M.A. students but would not be required to complete the research component (either thesis or capstone paper) that is the culminating project of the M.A. This certificate will create a more consistent program for those seeking advanced discipline-specific teaching certification and thus will be attractive to those who are already teaching but looking to enhance their skill-set to meet the SACS 18-hour graduate-level requirement for core-level college teaching or specialized secondary teaching. Our offerings in pedagogical, literary, and creative classes will give students greater range and marketability as teachers. Further, the College English Teaching Certificate allows for salary growth for those already in the teaching profession. It is possible for students to complete the program in three semesters through a blend of online and in-person classes; students also have the flexibility to spread out their coursework to fit their schedules.

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

1. Students will demonstrate, in written and/or oral work, an understanding of teaching methods appropriate to the introductory collegiate and advanced secondary classroom.
2. Students will be able to recall, compare, and interpret texts, rhetorical conventions, writers and genres within literary and historical periods

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 This certification can be implemented using the courses we already teach, but it adds the benefit of creating a more cohesive program for those interested in earning 18 hours of discipline-specific credit for SACS dual-enrollment/college teaching certification.

We are creating one new variable topic class: ENGL 6300 (English Pedagogy Studies). Currently these topics (such as teaching college writing, creative writing pedagogy) are already taught but under the general 6385: Special Topics number. The new course number will allow us to streamline advising and ensure consistent offerings in this area.

Within the USG, Middle Georgia and Valdosta have versions of this certificate.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

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

**Academic Year
Program Map
Graduate Certificate in College English Teaching**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 5000, 5002, 5003, 5005: Graduate literary history class	3	ENGL 6105, 6110, 6115, 6120: Literature seminar	3
ENGL 6300: Pedagogy Seminar (Writing)	3	ENGL 5XXX: Graduate literature or writing class	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		Milestones	
		First year: complete 6000-level literature seminar and one offering of ENGL 6300: Studies in Pedagogy	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 5XXX: Graduate literature or writing class or ENGL 6105, 6110, 6115, 6120: Graduate literature seminar	3		
ENGL 6300: Pedagogy Seminar (literature)	3		
SEMESTER TOTAL	6	SEMESTER TOTAL	
Milestones		Milestones	
Complete final Pedagogy seminar and submit portfolio.			

Students may complete the program in three regular academic terms (i.e. Fall, Spring, Fall) or may spread courses out across AY and summer terms.

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.

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE: Certificate in Teaching College English					
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p>	DEPARTMENT:	School of Humanities			PL-SLO 1	PL-SLO 2
	PROGRAM:	Certificate in College English Teaching	COURSES		Students will demonstrate, in written and/or oral work, an understanding of teaching methods appropriate to the introductory collegiate and advanced secondary classroom.	Students will be able to recall, compare, and interpret texts, rhetorical conventions, writers and genres within literary and historical periods
<p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", Mastered "M"</p>			1	ENGL 5000		I/R
			2	ENGL 5002		I/R
			3	ENGL 5003		I/R
		<p>INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p>	4	ENGL 5005		I/R
			5	ENGL 5106		I/R
			6	ENGL 5108		I/R
			7	ENGL 5109		I/R
		<p>REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p>	8	ENGL 5170		I/R
			9	ENGL 5180		I/R
			10	ENGL 5188		I/R
			11	ENGL 5210		I/R
			12	ENGL 5295		I/R
		<p>MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	13	ENGL 5304		I/R
			14	ENGL 5185		I/R
			15	ENGL 5385		I/R
			16	ENGL 6105		M

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.

****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.**

17	ENGL 6110		M
18	ENGL 6115		M
19	ENGL 6120		M
20	ENGL 6385		M
21	ENGL 6300 (first course)	I/R	
22	ENGL 6300 (second course)	M	
23	Portfolio of selected work	A	A

Graduate Certificate in English College Teaching English

Student Learning Outcome	Strategic Plan Connection
<p>1. Students will demonstrate, in written and/or oral work, an understanding of teaching methods appropriate to the introductory collegiate and advanced secondary classroom.</p>	<p>Update existing programs and develop new programs based on continuous market analysis in order to engage students and provide them with 21st century learning experiences</p>
<p>2. Students will be able to recall, compare, and interpret texts, rhetorical conventions, writers and genres within literary and historical periods</p>	<p>UWG will continue to evolve to be more relevant to students' needs (both inside and outside the classroom), as well as adapt to a changing world and economy</p>

Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results
Student portfolio containing sample teaching materials selected from their program courses will be reviewed by the Graduate Committee at the end of the student's program.	90% of students demonstrate skill at a level of 3 or higher				
Student portfolio containing sample teaching materials selected from their program courses will be reviewed by the Graduate Committee at the end of the student's program.	90% of students demonstrate skill at a level of 3 or higher				

Improvement Plan

ENGL - 6301 - Seminar in English Pedagogy

2025-2026 Graduate New Course Request

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Desired Effective
Semester*

Desired Effective
Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic

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*

ENGL

Course Number* 6301

Course Title* Seminar in English Pedagogy

Course Type*

English

Catalog Course Description* Variable topic course focused on strategies for teaching of writing and literature. Sample topics include "Teaching Writing," "Creative Writing Pedagogy" or "Teaching American Literature."

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.* 6

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

Prerequisites Admission to English graduate study

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

RESTRICTIONS

Status* Active-Visible Inactive-Hidden

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

Grading*

- 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 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?* Currently, pedagogical topics are included in our special topics seminar (ENGL 6385). To streamline advising in our proposed Graduate Certificate in College English Teaching, which required that students take two seminars in English pedagogy, we are moving this subject into its own course number.

Student Learning Outcomes*

- Identify and evaluate pedagogical approaches appropriate to the post-secondary English and advanced secondary classroom.
- Conduct literary historical and/or theoretical research to craft pedagogical materials.
- Select and apply pedagogical strategies by building level-appropriate assignments relevant to the specific subject of the course.

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 15
Annual Enrollment*

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

If yes, what will the 0
fee be?*

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.

Sample Syllabus

ENGL 6301: Seminar in English Pedagogy

Sample Course Topic: Teaching Writing

Catalog Description: Variable topic course focused on strategies for teaching of writing and literature. Sample topics include “Teaching Writing,” “Creative Writing Pedagogy” or “Teaching American Literature.”

Learning Outcomes:

- Identify and evaluate pedagogical approaches appropriate to the post-secondary English and advanced secondary classroom.
- Conduct literary historical and/or theoretical research to craft pedagogical materials.
- Select and apply pedagogical strategies by building level-appropriate assignments relevant to the specific subject of the course.

Potential Texts:

Irene L. Clark, *Concepts in Composition: Theory and Practice in the Teaching of Writing*

Beth Neman, *Teaching Students to Write*

John Bean, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*

Additional readings posted to CourseDen.

Assignments:

- Weekly Writing and Reflecting Posts/Reading Questions - 25%

Based on our readings, you will compose weekly Writing and Reflecting Responses and post Reading Questions to our class discussion boards. These will take various forms throughout the semester. More information provided on CourseDen.

- Concept Report with Revisions - 20%

This collaborative composition project will be completed by a small group of classmates. More information provided on CourseDen.

- Evaluation Simulation - 10%

You will practice your commenting and coaching skills on a sample student essay. More information provided on CourseDen.

- Writing Prompt for a Major Writing Assignment with Rationale – 15%

You will design a writing prompt suitable for a major writing assignment in an introductory college level composition course. More information provided on CourseDen.

- Syllabus for Writing Course with Rationale – 15%

You will each design a syllabus for a writing class you would like to teach. More details provided on CourseDen.

- Final Portfolio - 15%

Your portfolio will present your collected work for the semester and will include:

- A Cover Letter that reflects on your overall Teaching Philosophy after taking the course.
- All Weekly Writing & Reflection
- Evaluation Simulation
- Final Concept Report
- Final Writing Prompt for Major Writing Assignment with Rationale
- Final Syllabus for Writing Course

Schedule:

Unit I: From Doing Writing to Teaching Writing

- In this unit, we'll discuss what happens when you *do writing* as an experienced writer and how to apply that awareness to help students conceptualize developing their own writing process.
- Readings: from Neman, "Teaching the Student"; additional readings on CourseDen
- Assignments: Reading reflections, Concept report (draft 1)

Unit II: Understanding Early College Writers

- In this unit, we'll discuss characteristics of early college writers, focusing on the transition from secondary to post-secondary writing contexts and the development of critical thinking at the college level. We'll look at practical ways to focus early college writers on the development of essential skills by discussing a variety of in-class exercise methods and approaches to student feedback.

- Readings: Bean, “Understanding Connections between Thinking and Writing”; from Clark, “Composing Behaviors of One and Multi-Draft Writers”; “Revision Strategies of Student Writers and Experienced Adult Writers”; additional materials on CourseDen
- Assignments: Reading reflections, final draft of concept report, evaluation simulation

Unit III: Designing Writing Assignments

- This unit will focus on developing writing assignments that help students conceptualize a process and break down the stages of a task in a way that teaches critical thinking as an essential component of good writing. We’ll also examine strategies for teaching writing as process and developing effective peer review models.
- Readings: from Bean, “Designing Problem Based Writing Assignments”; from Neman, “The Writing Process”; from Clark, “Teaching Reading (and Writing) in the Composition Classroom”
- Assignments: Reading responses, Assignment prompt with rationale

Unit IV: Issues in Adaptation

- This unit will focus on addressing specialized issues related to the contemporary classroom, such as how to approach grammar and technical correctness in relation to “big concept” content development, identifying and addressing second language issues, addressing developing issues in technology.
- Readings: from Bean, “Responding to Grammar and Other Sentence Level Concerns” and “Alternatives to Traditional Grading: Portfolio Assessment and Contract Grading”; from Clark, “Teaching Multilingual Students in a Composition Class,” “Language, Linguistic Diversity and Writing,” and “Issues in Digital and Multimodal Writing”; additional readings on dealing with AI in the contemporary college classroom
- Assignments: Reading responses, full syllabus draft

Final portfolio and reflection due during finals week

Course Policies:

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

Graduate Certificate in Creative Writing

2025-2026 Graduate New Program Request

General Information

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

Desired Effective Semester*

Desired Effective Year*

- 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.

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School/ Department*

School of Humanities

Is this a School of Nursing or School of Communication, Film and Media course?*

 Yes No

Is this a College of Education Program?*

 Yes No

Program Information

Program Name* Graduate Certificate in Creative Writing

Degree Type*

Graduate Certificate

Program Description* This program provides focused training in creative writing for recent graduates and returning professionals who wish to explore the creative writing market and further hone their craft as writers. Applicants must have a bachelor's degree to apply; a B.A. specifically in English is not required. Students who successfully complete the program who wish to apply to the M.A. program in English may apply credits earned in the program to the M.A. Students will submit a portfolio of selected work at the conclusion of the certificate.

Program Location*

Carrollton

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
- On Campus or Hybrid or Online

Curriculum Information

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

Type of Program* Program

562


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: 3 credit hours**

All students will complete 3 hours of ENGL 6405

ENGL 6405 Telling and Selling Your Story

Creative Writing Courses: 6 hours

Students will complete six hours of graduate level creative writing classes. ENGL 5210 is offered in multiple genres and may thus be repeated for credit. ENGL 6200 may also be taken multiple times as long as the topics differ.

ENGL 6200 Seminar in Creative Writing Practice

ENGL 5210 Advanced Creative Writing

Professional or Creative Writing: 3 hours

Students will take an additional course in either creative or professional writing.

ENGL 5210 Advanced Creative Writing

ENGL 5304 Advanced Writing in Disciplines

ENGL 6200 Seminar in Creative Writing Practice

ENGL 5425 Dynamic Writing

ENGL 5430 Ethics and Writing with AI

ENGL 6400 Professional Writing Practice

Justification and Assessment

Rationale* We believe that the Graduate Certificate in Creative Writing will create a space for baccalaureate students who would like to continue their work here after graduation and creative writers looking for a space to polish their craft as well as business professionals looking to explore the way that creative writing strategies may be applied to the workplace. The program leverages strong faculty credentials in creative writing to meet interest from current and prospective graduate students in a wider array of creative writing options at the graduate level. The program's foundation course, ENGL 6405: Telling and Selling Your Story, will provide students with an understanding of approaches to narrative, both in the development of creative work and in the promotion of that work to potential audiences. Students have flexibility within the program to develop their writing in one or more genres and to pursue advanced questions of creative writing practice. Students also have the option to count one professional writing course as part of their program, which allows students the flexibility to determine what options will best fit their professional goals and needs. A blend of online and in-person courses creates flexibility while also fostering a sense of students as part of a writing community, and students may complete the program in as little as two semesters or spread out coursework to fit their schedules.

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

1. Students will be able to apply advanced writing and editorial strategies to the development of original creative work.
2. Students will demonstrate, in written and/or oral work, an awareness of the process of publication.

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 UWG already offers a minor in creative writing, and current graduate students already have access to creative writing options at the 5000-level. This certificate draws on the expertise of our current faculty to create a more focused program with a greater variety of offerings that will also appeal to a wider range of potential students.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

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

INSTRUCTIONS**CURRICULUM MAPPING TEMPLATE**

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 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:	Humanities/English Program			PL-SLO 1	PL-SLO 2
PROGRAM:	Certificate in Creative Writing	COURSES		Students will be able to apply advanced writing and editorial strategies to the development of original creative work.	Students will demonstrate, in written and/or oral work, an awareness of the process of publication.
		1	ENGL 5210: Advanced Creative Writing	I/R	I/R
		2	ENGL 5304: Advanced Writing in the Disciplines	I/R	I/R
		3	ENGL 5425: Dynamic Writing for Contemporary	I/R	I/R
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level	4	ENGL 5430: Ethics and Writing with AI	I/R	I/R
		5	ENGL 6300 Professional Writing Practice	I/R	I/R
		6	ENGL 6405: Telling and Selling Your Story	M	M
	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	7	ENGL 6200: Creative Writing Practice	M	M
		8	Portfolio selected from coursework	A	A
		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	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 data may come from other sources such as surveys.	20			
		21	568		
		22			

Graduate Certificate in Creative Writing**English**

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
Students will be able to apply advanced writing and editorial strategies to the development of original creative work.	Relevance: Update existing programs and develop new programs based on continuous market analysis in order to engage students and provide them with 21st century learning experiences.	Evaluation of a portfolio of student work collected from across their program courses. Will be reviewed by the Graduate Committee at the completion of the student's program.	90% of students demonstrate skill at a level of 3 or better					
Students will demonstrate, in written and/or oral work, an awareness of the process of publication.	Competitiveness: Develop a high-performing workforce	Evaluation of a portfolio of student work collected from across their program courses. Will be reviewed by the Graduate Committee at the completion of the student's program.	90% of students demonstrate skill at a level of 3 or better					

**Academic Year
Program Map
Graduate Certificate in Creative Writing**

YEAR 1

Fall		Spring	
Course	Credits	Course	Credits
ENGL 5210: Advanced Creative Writing (Fiction, Poetry, Screenwriting, Creative Nonfiction)	3	ENGL 6405: Telling and Selling Your Story	3
Professional Writing Option (i.e. ENGL 5304: Advanced Writing in the Disciplines or ENGL 5340: Ethics and Writing with AI)	3	ENGL 5210 (Second Genre) or ENGL 6200: Creative Writing Practice	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		Milestones	

Students may complete the program in two, three or four continuous semesters, depending on the number of courses they take per semester.

ENGL - 6200 - Creative Writing Practice

2025-2026 Graduate New Course Request

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Desired Effective
Semester*

Desired Effective
Year*

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*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic

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*

ENGL

Course Number* 6200

Course Title* Creative Writing Practice

Course Type*

English

Catalog Course Description* Seminar focused on specialized areas of creative writing practice; variable topics such as "Writing Young Adult Fiction" or "World-building for Fantasy and Science Fiction."

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.* 6

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

Prerequisites Admission to English graduate study

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

572

Status* Active-Visible Inactive-Hidden

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

Grading*

- 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 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 allows us to offer advanced, specialized options for creative writers beyond our current genre offerings in ENGL 5210. This course is part of our new Graduate Certificate in Creative Writing.

- Student Learning Outcomes*
- Identify and evaluate workshop and editing strategies for the development of creative work.
 - Conduct historical and literary research to develop and contextualize creative materials.
 - Select and apply rhetorical and editing strategies by crafting original creative work related to the subject of the course.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

**Present or Projected
Annual Enrollment*** 15

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

**If yes, what will the
fee be?*** 0

Fee Justification

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Sample Syllabus

ENGL 6200: Creative Writing Practice

Sample Course Topic: The Magic of Realism: A Seminar on Fiction and Form

Catalog Description:

Seminar focused on specialized areas of creative writing practice; variable topics such as “Writing Young Adult Fiction” or “World-building for Fantasy and Science Fiction.”

Sample Topic Description:

In this course we will explore the magic of realism as a foundation of short fiction, reading acclaimed short stories that demonstrate that the real world abounds in the wonderful, the weird, and the fantastic. Readings in craft will emphasize form and structure, providing you with a foundation as you compose three short stories of your own.

Learning Outcomes:

- Identify and apply workshop and editing strategies for the development of creative work.
- Conduct historical and literary research to develop and contextualize creative materials.
- Select and apply rhetorical and editing strategies by crafting original creative work related to the subject of the course.

Required Texts:

Craft:

The Hidden Machinery, Margot Livesey
A Swim in a Pond in the Rain, George Saunders
Truth is the Arrow, Mercy is the Bow, Steve Almond

Fiction:

Anton Chekhov’s Short Stories, Norton Critical Edition
The Lottery and Other Stories, Shirley Jackson
A Visit From the Goon Squad, Jennifer Egan
This is How You Lose Her, Junot Diaz
Best American Short Stories, 2024 (or most recent edition)

Unit Overview and Assignments

Unit One: Form

We will begin with a close examination of story structure. With close attention to a selection of classic short stories, we’ll consider how writers construct a narrative arc that connects a compelling introduction to a satisfying conclusion.

Readings: Chekhov, Jackson, Livesey

Assignments:

- Short paper analyzing the structural elements of a classic short story from this unit, considering the relationship between meaning and form. (1000 words)
- Short story draft. 2000 word minimum. Append a brief discussion of the story's structure (200 words)
- Weekly craft exercises.

Unit Two: Tension, or the Ticking Time Bomb

Without well-sustained tension, even the most elegantly structured short story falls flat. In this unit we will consider strategies for generating the narrative tension that drives and animates short fiction.

Readings: Egan, Diaz, Almond

Assignments:

- Short paper analyzing the interaction of acute and chronic tension in a short story from this unit. (1000 words)
- Short story draft. 2000 word minimum. Append a brief discussion of the kinds of tension at work in your story (200 words)
- Weekly craft exercises.

Unit Three: Research, or What You Don't Know

We've all heard the conventional wisdom "write what you know." In this unit we'll consider how both research and imagination can complement the material you draw from your own knowledge and experience in order to create rich fictional worlds. We will also address the art of revision as you work on your final story and prepare your final portfolio.

Readings: *Best American Short Stories*, Saunders

Assignments:

- Short paper outlining and discussing the function of the research you have conducted for your final short story.
- Short story draft. 3000 word minimum.
- Weekly craft exercises.

Final portfolio containing revised drafts of all three stories, along with a critical introduction in which you discuss elements of craft from all three units.

Course Policies:

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

Graduate Certificate in Professional Writing

2025-2026 Graduate New Program Request

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Desired Effective Semester*

Desired Effective Year*

- Program Type* Degree Program
 Embedded Certificate
 Stand-Alone Certificate
 Minor
 Endorsement
 Educator Certification

If embedded, please list the parent program.

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School/ Department*

School of Humanities

Is this a School of
Nursing or School of
Communication, Film
and Media course?*

Yes

No

Is this a College of
Education Program?*

Yes

No

Program Information

Program Name* Graduate Certificate in Professional Writing

Degree Type*

Graduate Certificate

Program Description* The program offers focused instruction in professional writing for recent graduates and returning professionals interested in developing their skills in written communication for the contemporary workplace. Students need a bachelor's degree to apply for the program; a B.A. specifically in English is not required. Students who successfully complete the program and wish to pursue an M.A. in English may apply credits earned in the certificate to the M.A. degree. Students will submit a portfolio of selected work at the conclusion of the certificate.

Program Location*

Carrollton

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).

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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

578


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.

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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 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: 3 hours**

Students must take three hours of ENGL 6405: Telling and Selling Your Story.

ENGL 6405 Telling and Selling Your Story

Professional Writing Courses: 6 hours

Students must take six hours of professional writing courses at the graduate level.

ENGL 5304 Advanced Writing in Disciplines

ENGL 5430 Ethics and Writing with AI

ENGL 6400 Seminar in Professional Writing Practice

ENGL 5425 Dynamic Writing for Contemporary Audiences

Elective in Professional or Creative Writing

Students must take three additional credit hours in either professional or creative writing.

ENGL 5210 Advanced Creative Writing

ENGL 5304 Advanced Writing in Disciplines

ENGL 5430 Ethics and Writing with AI

ENGL 6400 Seminar in Professional Writing Practice

ENGL 6200 Seminar in Creative Writing

ENGL 5425 Dynamic Writing for Contemporary Audiences

Justification and Assessment

Rationale* The program leverages student interest in training for careers in publishing and business as well as continued employer demand for strong writing skills across professions to deliver a flexible certificate that participants can use to showcase their abilities for the job market. Designed for recent graduates and working professionals who wish to increase their potential for career advancement, this certificate responds to larger business trends by providing a flexible credential, which can be completed in one calendar year, that strengthens participants' skills in written communication for business audiences, with an eye to ethics, applications of new technology and an awareness of how narrative strategies contribute to successful communication.

Writing is an in-demand business skill. According to a January 2024 NACE study(1), written communication skills remain one of the top three skills employers are seeking, with nearly 73% of respondents citing good writing as an essential workplace skill. Indeed.com(2) lists communication (including written communication) as the top skill that applicants need to highlight for the current job market. Workers also increasingly perceive the value of highlighting in-demand skills as part of the job application process: LinkedIn's Skills-First report for 2023(3) notes a 40% increase in members who listed specific skills on their profiles, as well as an increase in members adding certifications to their profiles that illustrated that skill development. The Georgia Department of Labor's Hot Careers to 2032 chart (4) includes written expression as a key skill required for higher-level medical, environmental, media and business careers.

This credential can also broaden the reach of graduate offerings in English. A survey of UWG business students indicated strong interest in such a credential with 49% of respondents indicating that they would be interested in such a program and 31% indicating potential interest, depending on delivery and time to completion; ensuring that courses in business writing are offered online responds to the strong preference in this group for a fully online program, and building a 12-hour program ensures that students have the opportunity (but not the obligation) to complete within a calendar year.

(1) <https://www.nacweb.org/talent-acquisition/candidate-selection/what-are-employers-looking-for-when-reviewing-college-students-resumes>

(2) <https://www.indeed.com/career-advice/resumes-cover-letters/skills-employers-look-for>

(3) <https://economicgraph.linkedin.com/content/dam/me/economicgraph/en-us/PDF/skills-first-report-2023.pdf>

(4) https://explorer.gdol.ga.gov/vosnet/mis/current/hot_careers_current.pdf

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

1. Students will be able to explain, select and apply narrative, framing and editorial strategies appropriate to advanced professional writing tasks.
2. Students will demonstrate facility with emerging writing technologies including ethical application of these tools.

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 This is a new 12-hour graduate certificate with a focus on writing and rhetoric for professional contexts. The English program already has outstanding faculty in the areas of creative writing, textual analysis and publishing and editing. Fifty percent of our current faculty have experience teaching business writing, and we will leverage faculty experience in the classroom and in editing and content-creation roles to build new course offerings that provide rigorous and relevant writing training. We anticipate easily leveraging the core competencies of our department to create innovative and appealing options in these areas.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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.

**Academic Year
Program Map
Graduate Certificate in Professional Writing**

YEAR 1

Fall		Spring	
Course	Credits	Course	Credits
ENGL 5340: Ethics and Writing with AI	3	ENGL 6405: Telling and Selling Your Story	3
Creative Writing option: ENGL 5210: Advanced Creative Writing (Fiction, Poetry, Screenwriting, Creative Nonfiction)	3	ENGL 5415: Dynamic Writing for Contemporary Audiences or ENGL 6400: Seminar in Professional Writing	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		Milestones	

Students may complete the program in two, three or four continuous semesters, depending on the number of courses they take per semester.

INSTRUCTIONS**CURRICULUM MAPPING TEMPLATE**

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 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:	Humanities/English Program			PL-SLO 1	PL-SLO 2
PROGRAM:	Certificate in Professional Writing	COURSES		1. Students will be able to explain, select and apply narrative, framing and editorial strategies appropriate to advanced professional writing tasks.	2. Students will demonstrate facility with emerging writing technologies including ethical application of these tools.
		1	ENGL 5304	I/R	I/R
		2	ENGL 5425	I/R	I/R
		3	ENGL 5430	I/R	I/R
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level	4	ENGL 5210	I/R	I/R
		5	ENGL 6200	I/R	I/R
		6	ENGL 6405	M	M
	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	7	ENGL 6400	M	M
		8	Portfolio selected from coursework	A	A
		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	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 data may come from other sources such as surveys.	20			
		21	585		
		22			

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
Students will be able to explain, select and apply narrative, framing and editorial strategies appropriate to advanced professional writing tasks.	Competitiveness: Develop a high-performing workforce; Relevance: Update existing programs and develop new programs based on continuous market analysis in order to engage students and provide them with 21st century learning experiences.	Evaluation of portfolio of student work collected from across their program courses. Will be reviewed by the Graduate Committee at the completion of the student's program.	90% of students demonstrate skill at a level of 3 or better					
Students will demonstrate facility with emerging writing technologies including ethical application of these tools.	Relevance: Update existing programs and develop new programs based on continuous market analysis in order to engage students and provide them with 21st century learning experiences;	Evaluation of portfolio of student work collected from across their program courses. Will be reviewed by the Graduate Committee at the completion of the student's program.	90% of students demonstrate skill at a level of 3 or better					
		586						

ENGL - 5425 - Dynamic Writing

2025-2026 Graduate New Course Request

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

Desired Effective
Semester*

Desired Effective
Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic

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*

ENGL

Course Number* 5425

Course Title* Dynamic Writing

Course Type*

English

Catalog Course Description* Explores the variety of writing contexts in the contemporary workplace, considering composition as a process that involves multiple modes of communication and delivery. Topics: writing for page, web and video and applying practices from both written and visual rhetoric. Crosslisted with ENGL 4425 at the undergraduate level.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

Yes No

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

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

Prerequisites Admission to graduate study

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*


- 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 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 focuses on multimodal composition and writing for the evolving spheres of social media, web platforms and digital presentation. The undergraduate version replaces ENGL 3415 (Multimodal composition), and the development of a new, cross-listed class allows us to expand options for students in our proposed Graduate Certificate in Professional Writing.

- Student Learning Outcomes***
- Identify how audience expectations influence rhetorical framing in writing contexts.
 - Craft effective documents using principles of visual and compositional rhetoric
 - Conduct research related to the relationship between form and audience

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 10
Annual Enrollment*


Will this course have special fees or tuition required?*


Yes No

If yes, what will the fee be?*

0

Fee Justification

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

SAMPLE SYLLABUS

ENGL 5425: Dynamic Writing for Contemporary Audiences

Course Description

Explores the variety of writing contexts in the contemporary workplace, considering composition as a process that involves multiple modes of communication and delivery. Topics: writing for page, web and video and applying practices from both written and visual rhetoric. This course focuses on multimodal composition and writing for the evolving spheres of social media, web platforms and digital presentation.

Learning Outcomes

By the end of this course, students will be able to:

- Identify how audience expectations influence rhetorical framing in writing contexts
- Craft effective documents using principles of visual and compositional rhetoric
- Conduct research related to the relationship between form and audience

Sample Required Texts

- Kristin Arola, Jennifer Sheppard, and Cheryl E. Ball, *Writer/Designer: A Guide to Making Multimodal Projects* (2023)

Additional materials posted to CourseDen

Sample Assignments:

Multimodal Analysis Project (20%)

Students will analyze three different pieces of digital content across different genres: examine their rhetorical strategies, visual design, and effectiveness for their intended audiences. This assignment is designed to help students apply principles from the first segment of the course to an *examination* of specific examples of multimodal writing.

Platform-Specific Writing Portfolio (30%)

Over the semester, students will complete several short composition projects, each optimized for a different platform (web, social media, video scripts). Each piece should demonstrate understanding of platform-specific conventions and audience expectations. Students will submit drafts and workshop these in class. This project will engage students in the *creation* of multimodal content.

Research Project (30%)

Students will conduct original research on a topic related to digital writing and audience engagement. Students will submit a proposal and literature review and will workshop the project in process in class. During the last two weeks of the course, students will present their findings to the class in a multimodal

format. This project will engage students in a deeper *exploration of the theory* that informs multimodal writing for contemporary audiences.

Discussion and Workshop Participation (20%)

Graduate students are expected to be active contributors to class discussions. Attendance is important, but earning full credit in this area requires more than being present. Students should engage in discussions by asking and answering questions thoughtfully and regularly. Students are expected to provide constructive feedback to their peers during workshops and editing sessions.

Sample Schedule

Week 1: Introduction to Contemporary Writing Contexts

Course overview and expectations

Reading: Craig Stroup, “Visualizing English: Recognizing the Hybrid Literacy of Visual and Verbal Authorship on the Web” (on CourseDen); *Writer/Designer*, Ch. 1

Discussion: Evolution of writing in digital spaces

Week 2: Rhetoric and Audience

- Reading: *Writer/Designer*, from Ch. 2 (“Rhetoric and Multimodality”); additional readings on CourseDen (Analyzing Audience folder)
- Workshop: Case studies of rhetorical frameworks
- Assignment introduction: Multimodal Analysis Project

Week 3-4: Visual Rhetoric and Design Principles

- Reading: Roland Barthes, “Rhetoric of the Image” and Barbara Stafford, “Visual Pragmatism for a Virtual World” (on CourseDen); *Writer/Designer*, from Ch. 2 (“Design Principles”)
- Discussion: Typography and layout considerations
- Workshop: Visual analysis techniques
- Reading, from Michael J. Metz and Andy Welfle, *Writing is Designing: Words and the User Experience* (on CourseDen)
- Workshop: Blending words and images

Week 5-6: Dynamic Genres

- Reading: *Writer/Designer*, from Section 3 (“Genre and Multimodality” and “Multimodal Genres: Defining the *What* and the *How*”); additional materials on CourseDen

- Discussion: Genre and Audience
- Workshop: Considerations for Static and Dynamic Genres
- Reading: Audience engagement strategies for social media writing (on CourseDen)
- Discussion: Platform-specific writing conventions
- Due: Multimodal Analysis Project
- Assignment introduction: Platform-Specific Writing Portfolio

Week 7: Video Script Writing

- Reading: Principles of script writing (selections on CourseDen)
- Discussion: Words for Images (Visual storytelling elements)
- Workshop: Storyboarding techniques

Week 8-9: Research and Ethics in Digital Writing

- Reading: *Writer/Designer*, Ch. 6 “Working with Multimodal Assets”; Understanding Creative Commons (CourseDen); selections from Ethan Mollick, *One Useful Thing* (<https://www.oneusefulthing.org/>) on AI and research
- Workshop: AI and Digital Research
- Research project assigned
- Workshop: Peer review, Portfolio element 1

Week 9: Data Visualization and Information Design

- Reading: from Kieran Healy, *Data Visualization: An Introduction* (on CourseDen)
- Discussion: Principles of information design
- Workshop: Creating effective infographics

Week 10: Accessibility and Inclusive Design

- Reading: Universal design principles
- Discussion: Writing for accessibility
- Workshop: Peer review of Portfolio element 2

Week 11: Mobile-First Writing

- Reading: Responsive design principles
- Discussion: Writing for small screens

- Research proposal and literature review due

Week 12-13: Workshops and Individual Conferences

- Workshop: Peer Review of Portfolio element #3
- Workshop: Project questions and peer focus sessions

Week 14-15: Research Presentations

- Student research presentations and peer feedback

Portfolio due: finals week

Course Policies:

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

ENGL - 5430 - Ethics and Writing with AI

2025-2026 Graduate New Course Request

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Desired Effective
Semester*

Desired Effective
Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic

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*

ENGL

Course Number* 5430

Course Title* Ethics and Writing with AI

Course Type*

English

Catalog Course Description* Explores developing conversations regarding the use of AI in the workplace, with particular attention to research and writing applications. Explores ethical applications of AI for writing and editing, understanding of the ways that AI bots are trained and maintained, strategies for using AI effectively while maintaining individual voice and research integrity.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

Yes No

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

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

Prerequisites Admission to graduate study

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*


- 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 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 crucial issues related to writing for the workplace as AI technology develops. It is part of our expanded offerings in professional writing at the graduate level and is included in our proposed Graduate Certificate in Professional Writing. Will be crosslisted with ENGL 4430.

- Student Learning Outcomes***
- Identify and evaluate uses of AI as a tool for composition and editing.
 - Articulate and evaluate ethical issues related to the use of emerging technologies in the writing process.
 - Conduct research related to the impact and evolution of AI technologies

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate Library Resources Need Enhancement


Present or Projected 10
Annual Enrollment*

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

If yes, what will the 0
fee be?*

Fee Justification

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SAMPLE SYLLABUS

ENGL 5430: Ethics and Writing with Artificial Intelligence

Description: Explores developing conversations regarding the use of AI in the workplace, with particular attention to research and writing applications. Explores ethical applications of AI for writing and editing, understanding of the ways that AI bots are trained and maintained, strategies for using AI effectively while maintaining individual voice and research integrity.

Learning Outcomes:

- Identify and evaluate uses of AI as a tool for composition and editing.
- Articulate and evaluate ethical issues related to the use of emerging technologies in the writing process.
- Conduct research related to the impact and evolution of AI technologies

Assignments:

There will be three tests, two short analytical essays, and two short “query papers” in this class. Tests 2 and 3 together will be combined as a final project portfolio.

Test 1: Foundational Concepts for Studying AI

Test 2: Application of AI Tools to Humanities Writing and Research Part I, Behind the Scenes

Test 3: Application of AI Tools to Humanities Writing and Research Part II, Going Public

Short Analytical Paper 1: Pre-21st Century Understandings of Artificial Intelligence

Short Analytical Paper 2: The Next Paradigm Shift

Query Paper 1 (Analyzes the elements of a complex problem): Ethics and Creativity

Query Paper 2 (Analyzes the elements of a complex problem): Can AI Create Consciousness?

Discussion participation:

Graduate students will be expected to take a leadership role in class discussions.

Class Schedule and Readngs

Sessions marked “LAB” will take place in a computer lab TBD.

Weeks 1-2

“I Am a Thinking Thing”: Foundational Concepts for Studying AI

Selections from the following: Descartes, *Discourse on Method* (1637) (selections), Locke, *Essay Concerning Human Understanding* (1689) (selections), La Mettrie, *Man a Machine* (1747) (selections), Freud, “The Uncanny.”

Weeks 3-4

“Can Machines Think?” Pre-21st Century Understandings of Artificial Intelligence

Mary Shelley, *Frankenstein*, Offenbach/Hoffman, “Olympia’s Song,” Capek, *RUR (Rossum’s Universal Robots)*, Lang, *Metropolis*, Turing, “Computing Machinery and Intelligence” (1950)

LAB Weeks 5-6:

How 21st Century AI Works: The Main Elements.

Topics include data, inputs, processing, outcomes, adjustments, and assessments.

Week 7

“No Light, But Rather Darkness Visible”: Ethics and Creativity

Plato, Allegory of the Cave, Milton, *Paradise Lost*, Selections. William Hogarth, William Blake, Keats on Negative Capability. Shelley, “Mont-Blanc”

LAB Weeks 8-10

Getting Started in Data Analytics: Application of AI Tools to Humanities Writing and Research (Part I, Behind-the-Scenes)

Asking Questions to Make Data-Driven Decisions, Preparing Data for Analysis, Cleaning up Data, Analyzing Data to Answer Research Questions

Weeks 11-12

Ethics in AI: The Next Paradigm Shift

Thomas Kuhn, *The Structure of Scientific Revolutions* (selections), Wu et al., “Sustainable AI: Environmental Implications, Challenges, and Opportunities” Newman and Oak, “Artificial Intelligence: Ethics in Practice,” Galiana et al., “Ethics and Artificial Intelligence [in Medicine],” Hallamaa, “AI Ethics as Applied Ethics.”

Week 13

Can AI Create Consciousness (and is that ethical)?

Selections from the Following: Jaynes, *The Origin of Consciousness in the Breakdown of the Bicameral Mind* (selections), Damasio, *The Feeling of What Happens* (selections)

LAB Weeks 14-15

Application of AI Tools to Humanities Writing and Research (Part II, Going Public)

Sharing Data through Visualization, Archives and Preservation, Collaborative Platforms and Digital Publishing

Course Policies:

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

ENGL - 6400 - Professional Writing Practice

2025-2026 Graduate New Course Request

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Desired Effective Semester*

Desired Effective Year*

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic

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*

ENGL

Course Number* 6400

Course Title* Professional Writing Practice

Course Type*

English

Catalog Course Description* Variable topic course focused on specialized issues in professional writing. Topics might include "Grant Writing" or "Business Writing in Cross-Cultural Contexts."

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.* 6

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

Prerequisites Admission to graduate study in English

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

603

Status* Active-Visible Inactive-Hidden

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

Grading*

- 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 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.
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 - 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 is part of our proposed Graduate Certificate in Professional Writing. It allows for the development of specialized courses in the field beyond what is covered in our 5000-level options or in ENGL 6405.

- Student Learning Outcomes*
- Identify and evaluate rhetorical approaches appropriate to the field of professional writing.
 - Conduct appropriate research to develop professional writing projects.
 - Select and apply presentational strategies by crafting professional documents related to the subject of the course.

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 15
Annual Enrollment*

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

If yes, what will the 0
fee be?*

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.

ENGL 6400: Seminar in Professional Writing Practice

Sample Course Title: Grant Writing for Professionals

Catalog Description:

Variable topic course focused on specialized issues in professional writing. Topics might include "Grant Writing" or "Business Writing in Cross-Cultural Contexts."

Course Topic:

This course provides an in-depth exploration of the principles and practices of grant writing. Students will learn how to identify funding sources, develop project ideas, and craft compelling grant proposals. The course will cover both theoretical and practical aspects of grant writing, including ethical considerations and grant management.

General Objectives:

- Identify and evaluate rhetorical approaches appropriate to the field of professional writing.
- Conduct appropriate research to develop professional writing projects.
- Select and apply presentational strategies by crafting professional documents related to the subject of the course.

Topic-Specific Objectives:

- Understand the fundamentals of grant writing and funding sources.
- Develop skills to research and identify potential funding opportunities.
- Learn to write effective letters of inquiry and full grant proposals.
- Gain knowledge in budgeting, evaluation, and ethical considerations in grant writing.
- Build the ability to manage grants and maintain relationships with funders.

Sample Textbook List:

Meredith Noble, *How to Write a Grant: Become a Grant Writing Unicorn* (2021)

Mary Gladstone-Highland, *Grant Writing: The Complete Workbook for Writing Grant Proposals that Win* (2020)

Selected additional readings on CourseDen

Assignment List:

1. Weekly engagement: 25%

1. **Weekly Reading Notes:** To be submitted each week in preparation for workshops
2. **Workshop Participation:** Active participation in weekly workshop sessions and in peer review of work in progress.

2. Short projects: 25%

1. **Funding Source Research:** Identify and present potential funding sources relevant to a chosen project
2. **Letter of Inquiry:** Draft a letter of inquiry for a selected grant opportunity

3. Grant project: 50%

1. **Grant Proposal Draft:** Develop a full draft of a grant proposal, including all required components.
 2. **Presentation:** Present the final grant proposal to the class, simulating a pitch to potential funders.
 3. **Final Grant Proposal:** Submit a polished and complete grant proposal as the final project.
-

Overview of Units:

Unit 1: Introduction to Grant Writing

- Overview of grant writing and funding sources.
- Understanding different types of grants (foundation, government, corporate).

Unit 2: Research and Preparation

- Identifying funding opportunities.
- Developing project ideas and aligning them with funder priorities.

Unit 3: Components of a Grant Proposal

- Writing the needs statement.
- Defining goals, objectives, and outcomes.

- Crafting the project narrative.

Unit 4: Budgeting and Evaluation

- Creating a detailed budget.
- Developing an evaluation plan.
- Understanding funder expectations for accountability.

Unit 5: Ethical Considerations and Grant Management

- Ethical issues in grant writing.
- Managing awarded grants.
- Building and maintaining relationships with funders.

Unit 6: Practical Application

- Writing letters of inquiry.
- Drafting and revising grant proposals.
- Peer review and feedback sessions.

Unit 7: Final Project and Presentation

- Finalizing the grant proposal.
- Preparing and delivering a presentation.
- Simulating the grant review process.

ENGL - 6405 - Telling and Selling Your Story

2025-2026 Graduate New Course Request

General Information

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic

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*

ENGL

Course Number* 6405

Course Title* Telling and Selling Your Story

Course Type*

English

Catalog Course Description* This course explores strategies from the study of narrative to help students understand how to craft stories – about a company, product or about their own creative work -- for particular audiences. Topics include understanding audiences, applying narrative techniques to business writing contexts and promoting one's work for diverse audiences across digital platforms.

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

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites Admission to graduate study in English

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*


- 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 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 is the foundation for our two proposed Graduate Writing Certificates: it will be taken by students in both the Professional Writing Certificate and the Creative Writing Certificate and is designed to introduce students from both focus areas to key concepts in writing and presentation that apply to across these fields.

- Student Learning Outcomes***
- Identify, evaluate and apply principles of narrative to effective communication.
 - Demonstrate an understanding of processes related to publication and presentation.

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 15
Annual Enrollment*


Will this course have special fees or tuition required?*


Yes

No

If yes, what will the fee be?*

Fee Justification NA

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

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

Sample Syllabus

ENGL 6405: Telling and Selling Your Story

Course Description

This course explores strategies from the study of narrative to help students understand how to craft stories – about a company, product or about their own creative work -- for particular audiences. Topics include understanding audiences, applying narrative techniques to business writing contexts and promoting one's work for diverse audiences across digital platforms.

Learning Outcomes

By the end of this course, students will be able to:

- Identify and evaluate how principles of narrative are applied to effective communication
- Demonstrate an understanding of processes related to publication and presentation

Sample Texts

Readings will include selections from

- Jonathan Gottschall, *The Storytelling Animal: How Stories Make Us Human* (2023)
- Alice LaPlante, *The Making of a Story* (2010)
- Robert H. Wicks, *Understanding Audiences: Learning To Use the Media Constructively* (2017)
- Donald Miller, *Building a StoryBrand* (2017)
- John B. Thompson, *Merchants of Culture: The Publishing Business in the Twenty-First Century* (2012)

Assignment Descriptions

1. Portfolio Project: Your portfolio project will include
 - a. Two individual compositions that demonstrate your ability to tell and frame a story about your goals and your work (25%)
 - i. Personal/Professional narrative
 - ii. Either a brand/product story or creative work with marketing materials
 - b. Platform Strategy for promoting your work across multiple platforms (25%)
Include a platform analysis/selection, a discussion of your story strategy, and a plan for engaging your audience: how does the story you want to tell fit the

needs/interests of that audience, and how does the platform help you communicate it?

- c. Pitch Presentation (20%): Develop and deliver a 10-minute professional pitch for your creative work or business concept; each presentation will be followed by a Q&A period. You should include relevant supporting materials and a written pitch document to accompany your presentation.
2. Weekly Writing Exercises (15%): Complete short writing assignments that practice specific storytelling techniques and marketing strategies.
3. Participation & Workshop Feedback (15%): Actively contribute to class discussions and provide constructive feedback during workshop sessions.

Course Schedule

Week 1-2: The Power of Story

- Introduce “story” as a concept, examine the psychological impact of storytelling and the significance of storytelling in professional contexts
- Readings: from Gottschall, *The Storytelling Animal* and LaPlante, *The Making of a Story*

Week 3: Understanding Your Audience

- Developing techniques for audience analysis; reader response theory
- Readings from LaPlante and Wicks, *Understanding Audiences: Learning To Use the Media Constructively*
- Writing Exercise: Audience persona development

Week 4-5: Core Narrative Structures

- Basics of story arcs and plot structures; the hero's journey in marketing
- Readings: from Donald Miller, *Building a StoryBrand*
- Case studies: Successful brand stories
- Writing Exercise: Storyboarding and storytelling

Week 6: Story Platforms and Formats

- Platform-specific considerations for traditional and digital storytelling
- Readings: from Wicks

- Discuss personal/professional narrative assignment

Week 7-8: Framing and Pitching Your Story

- Getting your story out there: the elevator pitch, query letters and proposals
- Writing Exercise: Platform audit
- Workshop: Draft of Personal/Professional narrative

Week 9: The Publishing Industry

- Readings: from Thompson, *Merchants of Culture: The Publishing Business in the Twenty-First Century*
- Traditional publishing landscape, new directions in publishing and content distribution strategies
- Discuss platform strategy assignment and pitch presentation

Week 10-11: Multimedia Storytelling

- Video and audio formats; Podcasting basics; Visual narrative techniques
- In-class exercises: tools and forms

Week 12: Writing workshop (platform strategy assignment)

Week 13-14: Pitch Presentations

- Student pitch presentations and peer feedback/Q&A

Week 15: Final writing workshop (brand story/creative materials)

Full portfolio due during finals week

Course Policies: <http://www.westga.edu/UWGSyllabusPolicies/>

NURS - 6212 - Nurse Educator Practicum II

2025-2026 Graduate New Course Request

General Information

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

Desired Effective
Semester*

Desired Effective
Year*

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*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic

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*

NURS

Course Number* 6212

Course Title* Nurse Educator Practicum II

Course Type*

Nursing

Catalog Course Description* This course provides opportunities to apply nurse educator advanced practice knowledge and skills in a practicum setting and to plan and implement a capstone teaching-learning project.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 0

Lab Hrs* 10

Credit Hrs* 2

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

Yes No

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

0

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

Prerequisites NURS 6201,NURS 6202,NURS 6203, NURS 6204, NURS 6205,NURS 6206, NURS 6208, NURS 6209, NURS 6900

Concurrent Prerequisites None

Corequisites None

Cross-listing None

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*

- 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 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?* 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.

Student Learning Outcomes*

1. Design learning experiences that incorporate education theories, ethical and legal principles, caring science, and evidence-based teaching and evaluation methods.
2. Implement evidence-based teaching and evaluation methods through a capstone teaching project that uses a theoretical and caring science framework.
3. Develop an evidence-based scholarly paper to describe a capstone teaching project.
4. Identify attainment of nurse educator competencies through reflective inquiry.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 20

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

If yes, what will the fee be?* Nursing Practicum Fee

Fee Justification Nursing Practicum Fee

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.

NURS 6212 Nurse Educator Practicum II

Credit Hours: 0-10-2

Prerequisites: NURS 6201,6202,6203, 6204, 6205, 6206, 6208, 6209, 6900

Co-requisites: None

Course Description: This course provides opportunities to apply nurse educator advanced practice knowledge and skills in a practicum setting and to plan and implement a capstone teaching-learning project.

Learning outcomes:

1. Design learning experiences that incorporate education theories, ethical and legal principles, caring science, and evidence-based teaching and evaluation methods.
2. Implement evidence-based teaching and evaluation methods through a capstone teaching project that uses a theoretical and caring science framework.
3. Develop an evidence-based scholarly paper to describe a capstone teaching project.
4. Identify attainment of nurse educator competencies through reflective inquiry.

Grading System for Graduate Students

The following letter grades record student proficiency in graduate coursework. The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

A – Superior Scholarship (4.00) (89.50-100)

B – Average Performance (3.00) (79.50-89.49)

C – Below Average or Unsatisfactory (2.00) (74.50-79.49)

F – Failure (0.00) (below 74.50)

The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average (BOR Policy 3.5.1.2).

Evaluation Criteria

Type	Weight	
Student Performance Evaluation (Pass/Fail)	pass/fail	
Project Manuscript Outline	15%	

Project Manuscript Draft	15%	
Project Final Manuscript	20%	Key Assignment for PLO 4
Capstone Project Poster	20%	
Reflection	15%	
Philosophy of Teaching	15%	Key Assignment for PLO 1

Course Learning Outcomes (PLO)	Competency Statement	Competency Progression Indicators	Specialty Area Competencies NLN Competencies	Key Assignment Measuring Achievement of the Progression Indicator
Implement a capstone project that incorporates ethical and legal principles and evidence-based teaching and evaluation methods and uses a theoretical and caring science framework to meet the needs of diverse learners. (1,2,4,6,9,10)	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.	1.1e Translate evidence from nursing science as well as other sciences into practice. 1.1f Demonstrate the application of nursing science to practice.	I, II, III, IV, V, VII, VIII	Student Performance Evaluation (Pass/Fail)
	1.2 Apply theory and research-based knowledge from nursing, the arts,	1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.		Practicum Log (Graded as part of Student Performance Evaluation) Project Manuscript Outline (15%) Project Manuscript Draft (15%) Project Final Manuscript (20%)

	<p>humanities, and other sciences.</p> <p>2.1 Engage with the individual in establishing a caring relationship.</p> <p>2.2 Communicate effectively with individuals.</p> <p>4.1 Advance the scholarship of nursing.</p> <p>4.2 Integrate best evidence into nursing practice.</p>	<p>1.2h Employ ethical decision-making.</p> <p>1.2i Demonstrate socially responsible leadership.</p> <p>1.2j Translate theories from nursing and other disciplines to practice.</p> <p>2.1d Promote caring relationships to effect positive outcomes.</p> <p>2.1e Foster caring relationships.</p> <p>2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.</p> <p>2.2j Facilitate difficult conversations and disclosure of sensitive information.</p> <p>4.1h Apply and critically evaluate advanced knowledge in a defined area of nursing practice.</p> <p>4.2f Use diverse sources of evidence to inform practice.</p> <p>4.2h Address opportunities for</p>		<p>Capstone Project Poster (20%)</p> <p>Reflection & (15%)</p>
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	<p>6.4. Work with other professionals to maintain a climate of mutual learning, respect, and shared values.</p> <p>9.1 Demonstrate an ethical comportment in one's practice, reflective of nursing's mission to society.</p> <p>9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.</p>	<p>innovation and changes in practice.</p> <p>6.4f Foster an environment that supports the constructive sharing of multiple perspectives and enhances interprofessional learning.</p> <p>6.4i Promote an environment that advances interprofessional learning.</p> <p>9.1i Model ethical behaviors in practice and leadership roles.</p> <p>9.6d Model respect for diversity, equity, and inclusion for all team members.</p> <p>9.6e Critique one's personal and professional practices in the context of nursing's core values.</p> <p>9.6i Ensure self and others are accountable for upholding the moral, legal, and</p>		
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	10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.	humanistic principles related to health. 10.2g Demonstrate cognitive flexibility in managing change within complex environments.		
Develop an evidence-based scholarly paper to describe a capstone teaching project. (1,4)	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines. 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. 4.1 Advance the scholarship of nursing.	1.1 e Translate evidence from nursing science as well as other sciences into practice. 1.1 f Demonstrate the application of nursing science to practice. 1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. 1.2j Translate theories from nursing and other disciplines into practice. 4.1i Engage in scholarship to advance health. 4.1k Collaborate to advance one's scholarship. 4.1l Disseminate one's scholarship to diverse audiences using a variety of	V, VI, VII	Project Manuscript Outline (15%) Project Manuscript Draft (15%) Project Final Manuscript (20%)

		<p>approaches or modalities.</p> <p>4.2 Integrate best evidence into nursing practice.</p> <p>4.2f Use diverse sources of evidence to inform practice.</p> <p>4.2h Address opportunities for innovation and change in practice.</p> <p>4.2k Evaluate outcomes and impact of new practices based on the evidence.</p> <p>4.3 Promote the ethical conduct of scholarly activities.</p> <p>4.3h Implement processes that support ethical conduct in practice and scholarly.</p> <p>4.3i Apply ethical principles to the dissemination of nursing scholarship.</p>		
<p>Identify attainment of nurse educator competencies through reflective inquiry. (9,10)</p>	<p>9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.</p> <p>9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.</p>	<p>9.1i Model ethical behaviors in practice and leadership roles.</p> <p>9.6e Critique one's personal and professional practices in the context of nursing's core values.</p> <p>9.6i Ensure self and others are accountable for upholding moral,</p>	<p>VI, VIII</p>	<p>Practicum Log (Graded as part of Student Performance Evaluation)</p> <p>Reflection (15%)</p> <p>Philosophy of Teaching (15%)</p>

	<p>10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturing.</p> <p>10.3 Develop capacity for leadership</p>	<p>legal, and humanistic principles related to health.</p> <p>10.2g Demonstrate cognitive flexibility in managing change within complex environments.</p> <p>10.2i Foster activities that support a culture of lifelong learning.</p> <p>10.3j Provide leadership to advance the nursing profession.</p> <p>10.3k Influence intentional change guided by leadership principles and theories.</p> <p>10.3l Evaluate the outcomes of intentional change.</p>		
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Post-Baccalaureate Professional Development Certificate

2025-2026 Graduate New Program Request - GRADUATE SCHOOL USE ONLY

General Information

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

Desired Effective Semester*

Desired Effective Year*

- Program Type* Degree Program
 Embedded Certificate
 Stand-Alone Certificate
 Minor
 Endorsement
 Educator Certification

If embedded, please list the parent program.

Routing Information

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

School/ Department*

Graduate School

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 Professional Development Certificate

Degree Type*

Graduate Certificate

Program Description* The post-baccalaureate Professional Development Certificate is for individuals to enhance their knowledge and strengthen their professional skills. Utilizing a cross-disciplinary approach allows students to take graduate-level courses from various academic departments to meet career advancement and/or career opportunity goals. The flexibility of the certificate program will enable students to take classes that fit their schedules. One core course is required and the remaining two courses will be selected with the assistance of the Senior ESS within the Graduate School to help meet the student's professional development goals. Nine credit hours are required to complete this certificate.

After completing the PD Certificate, the student may be eligible to count up to 9 credit hours toward a UWG graduate degree.

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

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***Requirements**

Graduate students must successfully complete one of the following core courses:

ABED 6100 Strategic Business Communication

CISM 5355 Cybersecurity Operations

CISM 5390 Business Intelligence and Data Mining

ECON 5475 Applied Econometrics and Analytics

ECON 6430 Business Forecasting

ECON 6450 Managerial Economics

EDRS 7000 Data Analytics

ENGL 5304 Advanced Writing in Disciplines

FINC 6532 Finance

MGNT 6670 Organizational Theory and Behavior

POLS 5210 Public Management

POLS 5215 Management of Nonprofit Organizations

POLS 5222 Leadership in the Public and Nonprofit Sectors

POLS 6200 Public Budgeting and Financial Management

[After] Students must successfully complete two other graduate-level courses from any subject area that will meet the student's professional development goals. A total of nine credit hours is required to complete the certificate.

Justification and Assessment

Rationale* The rationale for offering the post-baccalaureate professional development certificate is the following:

Skills enhancement – Improving and increasing an individual's skillset helps bridge gaps employers are experiencing with their workforce. Common gap areas include communication, management (of people and projects), critical thinking, and digital literacy.

Elevates knowledge - Building upon existing knowledge allows individuals to develop a broader range of expertise to address complex, multifaceted problems in their fields and meet evolving industry needs.

Increases career opportunities - By enhancing skills and elevating knowledge, individuals are equipped to be more adaptable and open to a wider variety of career opportunities, including advancement.

Promotes lifelong learning – From newly earned bachelor's degree recipients to individuals who earned their bachelor's degree twenty-five years ago or more, this certificate fosters a growth mindset by motivating individuals to enhance their skills, improve their knowledge, and expand career opportunities.

Encourages graduate degree attainability – Allowing eligible students to use all the credit hours required for this certificate to count towards a UWG graduate degree supports increased enrollment and graduation rates.

increased enrollment and graduation rates.

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

1. Develop and refine communication, management, critical thinking, digital literacy, or other industry-needed skills.
2. Expand professional expertise across multiple disciplines, integrating concepts, theories, or practices from different fields to address complex, real-world problems.
3. Apply interdisciplinary knowledge to develop strategies, solutions, and innovations that address current and evolving industry needs.
4. Develop self-directed learning strategies that empower individuals to take ownership of their professional growth and pursue continuous improvement in their careers.

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 documents 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

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

Graduate Certificate

Post-Baccalaureate Professional Development Certificate

Student Learning Outcome
Develop and refine communication, management, critical thinking, digital literacy, or other industry
Expand professional expertise across multiple disciplines, integrating concepts, theories, or practices from different fields to address complex, real-world problems.
Students will demonstrate persistence by successfully completing the requirements for graduation across all three certificate courses.
Develop self-directed learning strategies that empower individuals to take ownership of their professional growth and pursue continuous improvement in their careers.

Strategic Plan Connection	Measure/Method
Relevance - Addresses current skills gaps that multi-industry employers have identified in their workforce.	Core course the student selects./Grade received for the core course (A, B, C, F).
Competitiveness - Provides a distinctive academic experience that will elevate students' knowledge to help them be more marketable.	Two courses that are selected in addition to the core course./Grades earned for these two courses (A, B, C, F).
Relevance - Enhances students' knowledge to aid in adapting to a changing world and economy.	The number of certificate students who graduate within 3 years.
Placemaking - Allows students to feel unique and empowered by selecting the courses they need to professionally advance.	A formative assessment will be used to measure the students' experience and professional growth.

Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
85% of students earn a course grade of at least a B.					
85% of students earn a course grade of at least a B.					
85% of students complete the certificate within 3 years.					
75% of students indicate that their course choices improved their professional growth and will lead to greater opportunities.					

Program Map

Post-Baccalaureate Professional Development Certificate, 9 credit hours

Graduate School

Requirement

One core course from the course list is required. (3 credit hours)

Two additional graduate-level courses from any discipline are required. (6 credit hours)

Course

MGNT 6670 – Organizational Theory & Behavior

POLS 5215 – Management of Non-Profit Organizations

POLS 5222 – Leadership in the Public & Nonprofit Sectors

POLS 5210 – Public Management

POLS 6200 – Public Budgeting & Financial Management

CISM 5355 – Cybersecurity Operations

CISM 5390 – Business Intelligence & Data Mining

ECON 6430 – Business Forecasting

ECON 5475 – Applied Econometrics & Analytics

ECON 6450 – Managerial Economics

FINC 6532 – Finance

EDRS 7000 – Data Analytics

ENGL 5304 – Advanced Writing in Disciplines

ABED 6100 – Strategic Business Communication

Varies

Term
Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
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Fall/Spring/Summer: Dependent on course availability.

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.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Graduate School	COURSES		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
PROGRAM:	Post-Baccalaureate Professional Development Certificate	COURSES		Develop and refine communication, management, critical thinking, digital literacy, or other industry-needed skills.	Expand professional expertise across multiple disciplines, integrating concepts, theories, or practices from different fields to address complex, real-	Students will demonstrate persistence by successfully completing the requirements for graduation across all three certificate	Develop self-directed learning strategies that empower individuals to take ownership of their professional growth and pursue continuous improvement in their
		1	MGNT 6670	I, R, A	I, R, A	I, R, A	I, R
		2	POLS 5215	I, R, A	I, R, A	I, R, A	I, R
		3	POLS 5222	I, R, A	I, R, A	I, R, A	I, R
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	POLS 5210	I, R, A	I, R, A	I, R, A	I, R
		5	POLS 6200	I, R, A	I, R, A	I, R, A	I, R
		6	CISM 5355	I, R, A	I, R, A	I, R, A	I, R
		7	CISM 5390	I, R, A	I, R, A	I, R, A	I, R
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8	ECON 6430	I, R, A	I, R, A	I, R, A	I, R
		9	ECON 5475	I, R, A	I, R, A	I, R, A	I, R
		10	ECON 6450	I, R, A	I, R, A	I, R, A	I, R
		11	FINC 6532	I, R, A	I, R, A	I, R, A	I, R
		12	EDRS 7000	I, R, A	I, R, A	I, R, A	I, R
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13	ENGL 5304	I, R, A	I, R, A	I, R, A	I, R
		14	ABED 6100	I, R, A	I, R, A	I, R, A	I, R
		15	Other Graduate-level courses	I, R, A	I, R, A	I, R, A	I, R
		16					
		17					
		18					
		19					

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					
		21					
		22					

Accelerated Bachelor's to Master's (ABM) Degree Pathway Policy

The Accelerated Bachelor's to Master's (ABM) degree pathway at the University of West Georgia enables outstanding undergraduate students to begin earning credit toward a master's degree while completing their bachelor's degree. This pathway allows students to count up to 12 credit hours toward both degrees, offering significant cost savings and a shorter time to complete the master's degree.

An ABM pathway may follow either a direct alignment (e.g., Undergraduate Major: English – M.A. English) or an indirect alignment (e.g., Undergraduate Major: English – MBA Business Administration), providing flexibility for students to pursue relevant educational advancements based on their career goals and skill-building priorities. Acceptance into an ABM pathway is facilitated in collaboration with applicable departments and faculty.

Regardless of whether the ABM pathway is direct or indirect, it is essential to ensure that course outcomes are clearly aligned or provide a robust justification of how the graduate program's outcomes build upon and achieve the competencies and learning objectives established at the undergraduate level. This alignment ensures educational progression and coherence between the two degree levels.

For courses counted at the undergraduate level, no justification is required if the graduate courses represent more advanced topics directly aligned with the undergraduate content (e.g., HIST 4000 – American History to HIST 6000 – American History) or the graduate course replaces an elective at the undergraduate level. However, nontraditional alignments, such as an English undergraduate student seeking to replace a core course with a business course, will require a justification within the application to clearly demonstrate how the graduate course outcomes satisfy the undergraduate course outcomes.

With approval from the undergraduate program coordinator, chair, or assistant chair, and graduate program coordinator, an undergraduate student admitted to an ABM pathway may take up to 12 credit hours of approved graduate-level courses distributed across multiple semesters. These credits can be applied toward both the bachelor's and master's degree requirements as determined by the advisors.

Minimum Eligibility Requirements

Students applying for an ABM pathway must

- Have completed at least 75 credit hours toward a bachelor's degree,

- Have completed at least 30 credit hours of undergraduate coursework at the University of West Georgia and
- Have a minimum undergraduate UWG GPA of 3.2

Please note: Master's programs may require more credit hours than 75 and higher GPA requirements than the minimum eligibility requirements stated above. Students must meet the minimum eligibility requirements for an ABM pathway before being accepted.

Master's programs that have higher eligibility requirements must submit a request including rationale for review and record-keeping to the graduate school. This ensures proper communication between students and the graduate school. Any changes in specific requirements will be reflected on the ABM website.

Student Application Process

Students interested in applying to an ABM pathway must

- Meet all Graduate School minimum eligibility requirements, or
 - o Meet minimum graduate ABM specific GPA requirements, if higher than a 3.2, and
 - o Meet minimum graduate ABM specific credit hour completion requirements, if greater than 75,
- Consult with their undergraduate program coordinator, chair, or assistant chair, and the master's degree graduate program coordinator to receive preliminary approval and identify graduate-level courses that will be counted towards both degrees and
- Complete a graduate application for the Accelerated Bachelor's to Master's degree pathway

The Graduate School will review the application and facilitate the approval process with the relevant academic departments. The student will be accepted into the ABM pathway upon receiving all necessary approvals. Once accepted, the student must adhere to the specific criteria outlined in the application. The Graduate School will notify the Registrar's Office of the decision and the approved graduate-level courses.

Full admission into the master's degree program is not granted until final grades and GPA have been verified after earning the bachelor's degree.

Note: Certain master's programs may not offer an ABM pathway due to program accreditation standards.

Undergraduate Graduation

After earning a bachelor's degree, the Graduate School will automatically review the student's transcript to ensure the following criteria are met for direct advancement into the master's program:

- A minimum 3.0 GPA was earned for undergraduate coursework and
- "B" grades or higher were earned for all graduate-level coursework within the ABM pathway

Students who earn the required undergraduate GPA for graduate admission can be automatically admitted into the master's program at the student's request.

Students who do not graduate with the undergraduate GPA required for admission into the master's program are not eligible to automatically proceed into the ABM-designated master's degree program but are still encouraged to apply for consideration as their graduate GPA may warrant admission.

Current Policy

ABM Policy (Current Policy)

Admission as a UWG Undergraduate/Graduating Senior

A UWG undergraduate senior within eight hours of completing the requirements for a bachelor's degree may be permitted to enroll in courses for master's degree credit provided that the following conditions are met:

The UWG student must obtain the permission of the Department Chair and Graduate Program Director who schedule and/or provide advising for the master's degree course(s). Permission must also be given by the Dean of the college or school of the undergraduate major.

The UWG student is qualified for admission to master's degree study except for the award of the undergraduate degree.

The UWG student registers for no more than twelve (12) semester credit hours. For example, a student who needs eight (8) hours to complete the baccalaureate degree could register for those eight (8) undergraduate hours plus an additional four (4) hours of graduate credit. The graduate credit would apply to a master's degree, essentially accelerating the student's completion of a master's degree after admission to a UWG master's program. Under no circumstances may a course be used for both graduate and undergraduate credit, except when part of an approved Accelerated Bachelor's-Master's (ABM) program of study. See the Undergraduate Catalog for the complete ABM policy.

Under no circumstances may a course be used for both graduate and undergraduate credit, except when part of an approved Accelerated Bachelor's-Master's (AB) program of study. See the Undergraduate Catalog for the complete ABM policy.

<https://catalog.westga.edu/content.php?catoid=23&navoid=1495&hl=ABM&returnto=search>

Accelerated Bachelor's to Master's Degree Pathway

The Accelerated Bachelor's to Master's Degree Pathway at the University of West Georgia allows outstanding students to begin earning credit toward a graduate degree while completing their Bachelor's degree by allowing these exceptional students to count up to 6 hours (in a 30-hour master's program) or 9 hours (in a 33 -hour master's program) or 12 hours (in a 36-hour master's program) toward both degrees. Students should inquire with their college to determine which degrees are available for the ABM program.

For students who work closely with their advisors in planning their course of study at UWG, 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 degree 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 same graduate program, and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

Eligibility Requirements

Students applying for an ABM Pathway must:

Have completed at least 90 hours toward a Bachelor's degree

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

Meet all admission requirements for the specified graduate program with the exception of the completed undergraduate degree. The student must apply to the graduate program and be conditionally accepted in order to take graduate classes as an undergraduate student.

Students applying for the accelerated program will not be required to take standardized admissions tests

Application Process

Meet with your advisor to discuss the pathway. This should take place when the student has reached 60 hours and completed all Area F coursework.

Complete an application form for the Accelerated Bachelor's to Master's Degree Pathway. This should take place in the semester before the student earns 90 hours.

Complete a graduate application for the graduate degree program and submit all required documents for admission

Acceptance to the Program

Once a student has been accepted to the pathway, the student should follow the plan of study prescribed by the program and take the courses approved for the ABM program. The student will be classified as an undergraduate student. Once the student has earned the bachelor's degree with a satisfactory undergraduate grade point average and has earned a grade of "B" or better in graduate coursework, the student's classification will be changed to a graduate student.

Multiple Graduate Degrees

Current:

For each subsequent degree sought, the student may be able to apply coursework from a previous graduate degree earned from the University of West Georgia awarded within the last 7 years and if the coursework is required in the new degree and has not been previously applied to another degree. For example, if degree 1 required ABCD 7000 and degree 2 also required ABCD 7000, then it may be applied toward the new degree with program faculty approval. Elective options can be fulfilled by courses in previously earned degrees if the course levels align and are approved by the graduate program coordinator.

The exact number of hours permitted to be applied to a subsequent degree will depend on specific degree requirements, may not exceed 50% of the new degree plan of study, and will be determined in consultation with the program director and with approval by the Dean of the Graduate School if the program is not expressly noted as a combined or dual degree. A student enrolled in an approved dual degree program must follow the stated curriculum and would not be eligible to follow this requirement.

Coursework from a previously earned degree or certificate may only be applied once toward any subsequent degree(s). It should not compromise the integrity or academic rigor of the degree.

Each candidate for a subsequent degree must apply for graduation through the online application available in BanWeb by the posted deadlines.

Revision:

For each subsequent degree sought, a student may be able to apply coursework from a previous graduate degree or graduate certificate earned at the University of West Georgia, provided that the following conditions are met:

- Coursework was completed within the last 7 years
- A minimum grade of “B” was earned for the course
- Graduate coursework may not substitute or transfer more than one level (i.e., A 5000-level course may not substitute for an 8000-level course).

Previous graduate-level coursework must be evaluated and approved by the program coordinator of the current program to count toward degree requirements. Required courses and electives may be fulfilled by courses from a previously earned degree if the course levels align and are approved by the graduate program coordinator.