Memorandum

To: General Faculty
Date: April 14, 2021
Regarding: Faculty Senate Agenda for April 16, 2021 via Zoom

1. Call to Order
2. Roll Call
3. Minutes
   A) The March 26, 2021 Meeting Minutes were approved electronically on April 2, 2021.
4. Administrator Reports
   A) Report from the Provost
5. Committee Reports

Committee I: Undergraduate Programs Committee (Rosemary Kellison, Chair)

Action Items: (Addendum I)

A) College of Arts, Culture, and Scientific Inquiry
   1) Department of Anthropology, Psychology, and Sociology
      a) ANTH 4121 – Drugs, Culture, & Society
         Request: Add
   2) Department of English, Film, Language, and Performing Arts
      a) FREN 4100 – French Film Internship
         Request: Add
   3) Department of Mathematics, Sciences, and Technology
      a) CHEM 1151K – Survey of Chemistry I
         Request: Delete
      b) CHEM 1152K – Survey of Chemistry II
         Request: Delete

B) Tanner Health Systems School of Nursing
   1) NURS 3197 – Professional Nursing Practice
      Request: Add
   2) NURS 3297 – Nursing Research Application
3) NURS 3397 – Health Assessment
   Request: Add

4) NURS 4497 – Community Health Nursing
   Request: Add

5) NURS 4597 – Leadership and Management
   Request: Add

6) NURS 4508 – Leadership and Management Practicum
   Request: Modify

7) NURS 3200 – Student Success Seminar
   Request: Add

8) NURS 3300 – Student Success Seminar
   Request: Add

9) NURS 4090 – Student Success Seminar
   Request: Add

10) NURS 4100 – Student Success Seminar
    Request: Add

C) University College

1) B.I.S. Pathway in Forensic Science and Investigation
   Request: Add New Interdisciplinary Pathway

2) B.I.S. Pathway in Religion
   Request: Add New Interdisciplinary Pathway

3) XIDS 2002: Special Topics
   Request: Add New Topics

D) Richards College of Business

1) Department of Management
   a) CISM 3265 – Contemporary Issues in MIS
      Request: Add

   b) CISM 4384 – MIS Study Abroad
      Request: Add

   c) CISM 4500 – Advanced Networking: Switching, Routing, and Wireless
Request: Add
d) **CISM 4600 – Advanced Enterprise Networking, Security, and Automation**
Request: Add
e) **Management Information Systems, B.B.A.**
Request: Modify
f) **Management, B.B.A.**
Request: Modify
g) **Enterprise Systems and Data Analytics Minor**
Request: Add
h) **IoT, Networking, and Cyber Security Minor**
Request: Add
i) **Management Information Systems Minor**
Request: Modify
j) **Small Business Management Minor**
Request: Add
k) **Supply Chain Management Minor**
Request: Add

**Committee II: Graduate Programs Committee (Connie Barbour, Chair)**

**Action Items: (Addendum II)**

A) College of Arts, Culture, and Scientific Inquiry

1) Department of English, Film, Language, and Performing Arts
   a) **Master of Music with a Concentration in Music Education, M.M.**
      Request: Modify
   b) **Master of Music with a Concentration in Music Performance, M.M.**
      Request: Modify

B) College of Education

1) Department of Educational Technology and Foundations
   a) **School Library Media Certificate in Instructional Technology, Media, and Design**
      Request: Add

C) Richards College of Business

1) Department of Management
a) **CISM 5500 – Advanced Networking: Switching, Routing and Wireless**  
Request: Add

b) **CISM 5600 – Advanced Enterprise Networking, Security, and Automation**  
Request: Add

c) **Master of Business Administration, M.B.A.**  
Request: Modify

D) **University College**  
1) Department of Civic Engagement and Public Service  
a) **POLS 5222 – Leadership in the Public and Nonprofit Sectors**  
Request: Add

E) **Mass Communications**  
1) **COMM 6055 – Seminar-Topics in Digital and Social Media Communication**  
Request: Add

2) **COMM 6056 – Digital and Social Media communication Storytelling**  
Request: Add

3) **COMM 6057 – Digital and Social Media Communication Strategies**  
Request: Add

4) **COMM 6058 – Digital and Social Media Analytics and Evaluation**  
Request: Add

5) **COMM 6600 – Digital and Social Media Communication Theories**  
Request: Add

6) **COMM 6654 – Digital and Social Media Communication Law**  
Request: Add

7) **COMM 6655 – Digital and Social Media Communication Capstone**  
Request: Add

8) **COMM 6684 – Research Methods in Digital and Social Media Communication**  
Request: Add

9) **Digital and Social Media Communication**  
Request: Add

**Information Items:**  
A) **College of Arts, Culture, and Scientific Inquiry**
1) Department of Mathematics, Science and Technology
   a) Mathematics with a Concentration in Applied Mathematics, M.S.
      Request: Deactivate
   b) Mathematics with a Concentration in Teaching, M.S.
      Request: Deactivate
B) Richards College of Business
   1) Department of Management
      a) Georgia WebMBA®
         Request: Modify
      b) Masters of Business Administration, M.B.A.
         Request: Modify

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

Information Items:
   A) Honors College Graduation Requirements (Addendum III)
   B) Incomplete Grade Form (Addendum IV)
   C) UWG Faculty Handbook 207.04
      1) 207.04.F. – Procedures for Grade Appeals (Addendum V)

Committee IV: Faculty Development Committee (Mark Faucette, Chair)

Information Item:
   A) Faculty Development Committee Report
   B) Patrick Erben will serve as the Chair of the Faculty Development Committee for the 2021-2022 Academic Year.

Committee V: Institutional Planning Committee (Cale Self, Chair)

Information Item:
   A) Cale Self will continue to serve as the Chair of the Institutional Planning Committee for the 2021-2022 Academic Year.

Committee VII: Facilities and Information Technology Committee (John Hansen, Chair)

Information Items:
   A) Parking Policy Changes for the 2021-2022 Academic Year (Addendum VI)
   B) Yvonne Fuentes will serve as the Chair of the Facilities and Information Technology Committee for the 2021-2022 Academic Year
Committee X: Rules Committee (Angela Branyon, Chair)

Action Item:
   A) UWG Polices and Procedure Manual (Addendum VII)
      1) Article IV, Section 2. J. 2
         Request: Modify

Information Item:
   A) Angela Branyon will continue to serve as the Chair of the Rules Committee for the 2021-2022 Academic Year.

6. Old Business

7. New Business
   A) Virtual Faculty Senate Zoom Meetings for 2021-2022 Academic Year
   B) Faculty Senate Chair-Elect Nominations

8. Announcements
   A) General Education Assessment Committee Update, Angela Insenga
   B) UWG Affinity Groups, Shawn Isaacs

9. Adjournment
Addendum I
ANTH - 4121 - Drugs, Culture & Society
2021-2022 Undergraduate New Course Request

Introduction

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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* Department of Anthropology, Psychology, and Sociology

Is this a School of Nursing course?* Yes No
## Course Information

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>ANTH</th>
<th>Course Number*</th>
<th>4121</th>
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**Course Title**\* Drugs, Culture & Society

**Long Course Title**

**Course Type**\* Anthropology

**Catalog Course Description** This course takes a cross-cultural perspective on experiences with mind-altering substances. Specific topics include drug use in human history, drugs in contexts of healing, spirituality, and recreation; addiction, drug production and trade as a form of livelihood, and legality and the War on Drugs.

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.

<table>
<thead>
<tr>
<th>Is this a variable credit hour course?*</th>
<th>Yes  ☐  No  ☑</th>
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<table>
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<tr>
<th>Lec Hrs*</th>
<th>3</th>
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<tbody>
<tr>
<td>Lab Hrs*</td>
<td>0</td>
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<tr>
<td>Credit Hrs*</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
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<th>Prerequisites</th>
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<th>Concurrent Prerequisites</th>
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<th>Corequisites</th>
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<th>Restrictions</th>
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**Is this a General Education course?**  
- Yes  
- No

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

**Status**  
- Active-Visible
- Inactive-Hidden

**Type of Delivery (Select all that apply):**
- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

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

**Grading**  
- Undergraduate
- Standard Letter

**Justification and Assessment**

**Rationale**  
This course is being added to complement the department's emphasis on the anthropology of health in various contexts.
Student Learning Outcomes - Please provide these in a numbered list format.

- To demonstrate a broad base of anthropological knowledge about how psychoactive drugs are culturally constructed and socially situated;
- to analyze cultural diversity in attitudes toward and relationships with drugs;
- to analyze topics of drugs through oral and written communication; and
- to collect and assess data about the place of drugs in a particular cultural context using anthropological methods.

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/](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* 35

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.
ANTH 4885 (01) Drugs, Culture, & Society

Instructor: Dr. Lisa Gezon (lgezon@westga.edu)

Class meets: TR 2-3:15

Office Hours: By appointment

Note: You are advised to make an appointment, even if it is during posted office hours, as I will occasionally have meetings during appointment times. Feel free to email me any time.

**DRAFT**: Please check CourseDen for the most up-to-date syllabus.

**NOTE**: You are advised to make an appointment, even if it is during posted office hours, as I will occasionally have meetings during appointment times. Feel free to email me any time.

**DRAFT**: Please check CourseDen for the most up-to-date syllabus.

NOTE: the syllabus is merely a guide and is subject to change at any point. Changes will be announced in class and/or on CourseDen. It is your responsibility to find out about the changes and to read your CourseDen messages regularly—meaning several times a week. Any changes to the syllabus announced on CourseDen are binding. Please report any problems with the syllabus to me immediately.

Course Description:
This course takes a cross-cultural perspective on experiences with mind-altering substances. It explores world views about what counts as a ‘drug’ and how drugs fit in with systems of moral judgement and social relationships. Together, we will consider case studies that explore how drugs fit into cultural and social contexts around the world. Specific topics include drug use in human history, drugs in contexts of healing, spirituality, and recreation; addiction, drug production and trade as a form of livelihood, and legality and the War on Drugs (considering drug penalties, public health vs. criminal approaches, etc.). We will also examine career contexts where cross-cultural knowledge of drugs would be beneficial.

Learning Outcomes:
By the end of the class, students are expected be able to:
- To demonstrate a broad base of anthropological knowledge about how psychoactive drugs are culturally constructed and socially situated;
- to analyze cultural diversity in attitudes toward and relationships with drugs;
- to analyze topics of drugs through oral and written communication; and
- to collect and assess data about the place of drugs in a particular cultural context using anthropological methods.

Meeting Times:
Class will meet on Tuesdays in person and on Thursdays online through Collaborate Ultra. Attendance is required for both sessions.

Materials:
No books are required.
All reading materials will be made available to you through CourseDen.

Assignments:
Please find your required work in weekly modules. You can also find required work by checking in the Assignments, Discussion, and/or quizzes tab. Do not rely solely on the calendar to alert you of deadlines. Note that new assignments or quizzes may be added with a week’s notice. Follow announcements to see indications of changes. See under Communication how to set up CourseDen notifications.

**Schedule:**

**Week 1: 1/12-14**

**Introduction: What do we mean by ‘drugs’?; Key Concepts in Anthropology;**


**Week 2: 1/19-21**

**Introduction to Drug Study Themes**


**Survey due 1/21 at 7 a.m.: Which drug substance would you like to study?**

**Structured Commentary Worksheet (SCW) due Thursday 1/21 at 7 a.m. Include readings from Week 1. NOTE: Unless specified otherwise, an SCW is due each week on Thursdays at 7 a.m.**

**For Further Reading:**


**Week 3: 1/26-28:**

**Fieldwork, Ethics, and the Study of Drugs: Introduction to Class Project**
AAA Principles of Professional Responsibility
http://ethics.americananthro.org/category/statement/


**Group-led Presentation & Discussion: Turner and Bourgois. (Each team member submits the group presentation in their own drop box – that way I can grade it individually.)**

**For the weeks with presentations, all but group presenters do a SCW that is due on Thursday at 7 a.m.**

*For Further Reading:*


**Week 4: 2/2-4**

**Drugs in Human History**


**Due: Topic: February 4 by 2/4 at 7 a.m.**

**All do a Structured Commentary Worksheet (SCW) due Thursday at 7 a.m.**

*For Further Reading:*

Klein, Axel. *Drugs and the World Ch 4*

Dudley, Robert. *The Drunken Monkey*

**Week 5: 2/9-11**
**Stimulating Society: Need for Speed and Drugs in Everyday Contexts, considering Intersectionality**


**Group Presentation/Discussion: Masquelier**

**All but group presenters do a SCW that is due on Thursday at 7 a.m.**

For Further Reading:

Courtwright, David T. *Forces of Habit Chapter 7: Opiates of the People*.


**Week 6: 2/16-18**

**Esoteric Experiences: Healing, Spirituality, and Ritual**

Fraser, Barbara. 2017. The Perils and Privileges of an Amazonian Hallucinogen [https://www.sapiens.org/culture/ayahuasca-tourism-amazon/](https://www.sapiens.org/culture/ayahuasca-tourism-amazon/)


**Due: LibraryDen course by Friday any time.**

**All: Structured Commentary Worksheet (SCW) due Thursday at 7 a.m.**

For Further Reading:


**Exam: Online, open Thursday February 25. No class on Thursday.**

**NO SCW due – but you should still read the pieces before class on Tuesday.**

Week 7: 2/23-25

**Psychedelics for Healing and Enhancement & Exam**


See also:
Multidisciplinary Association for Psychedelic studies https://maps.org/
FDA Expands Access to Ecstasy Drug for PTSD Therapy 22 January 2020
https://www.military.com/daily-news/2020/01/22/fda-expands-access-ecstasy-drug-ptsd-therapy.html

**Exam: Online, open Thursday February 25. No class on Thursday.**

**NO SCW due – but you should still read the pieces before class on Tuesday.**

Week 8: 3/2-4:

**Applied Anthropology: Drugs, Policy, and Practice**


**Group Presentation/Discussion: Campbell**

**All but group presenters do a SCW that is due on Thursday at 7 a.m.**

*For Further Reading:*


**Week 9: 3/9-11**

**Addiction Perspectives and Experiences**


**Due: List of sources: 3/12 by 7 a.m.**

**Group Presentation/Discussion: Mendoza et al.**

**In your SCW for this week, include a link to a Current Event (newspaper story, for example—maybe the opioid crisis?) and tie it in with class themes.**

*For Further Reading:*


Axel Klein Chapter 2, Bruce Alexander

**Week 10: 3/23-25**

**Drug Production and Trade**


**All: SCW is due on Thursday at 7 a.m.**
For Further Reading:

Singer, Merrill 2008. Chapter 3: The Impacts of Drugs on Development

Week 11: 3/30-4/1
Drug Dealing: An Intersectional Lens


**Group Presentation/Discussion: Martín**
**All but group presenters do a SCW that is due on Thursday at 7 a.m.**

For Further Reading:
Page and Singer use drug dealing as examples of many of their points in chapters 1 & 4.

Week 12: 4/6-8
War on Drugs


**Due: Annotated Bibliography + Outline 4/9 at 7 a.m.**
**In your SCW for this week, include a link to a Current Event (newspaper story, for example) and tie it in with class themes.**

For Further Reading:

Week 13: 4/13-15
Experiences of the War on Drugs through the lens of Intersectionality


**Group Discussion/Presentation: Group choice: consult with me early.**

**All but group presenters do a SCW that is due on Thursday at 7 a.m.**

For Further Reading:

Chapter 8: Gender and Drug Use


**Week 14: 4/20-22**

Putting it all together from Production through Trade to Consumption: Khat case study


**All: SCW is due on Thursday at 7 a.m.**

**Week 15: 4/27-29**

Current Events and Exam

**Instead of a SCW for this week, identify and write about a link to a drug-related Current Event (newspaper story or social media postings, for example) and tie it in with class themes. Write a letter to the editor, or a statement to someone you care about, explaining the situation, how to understand it from anthropological lens (what is going on and what might be done about it), and why an anthropological perspective matters. DUE on Tuesday April 27 by 7 a.m.**

**Exam will be Thursday, April 29, online. No class that day.**

**Papers due Sunday May 2 at 11:30 p.m.**

Exam Period: Tuesday, May 11, 2:00 - 4:00 pm

Presentations
Presentations due May 11 at 7 a.m. in CourseDen

Grading:
35% Reading Responses/Group Presentation-Discussions
30% Exams (15% each)
30% Paper/Presentation Group Project (2% Topic, 2% Library Den, 5% list of sources, 7% annotated bibliography + outline, 9% paper, 5% presentation)
5% Attendance/Participation

Grading:
90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 and below = F
If you feel that a grade listed on an assignment or exam was not justified, please speak with me outside of class.

Assignments/Exams
Reading Responses
Almost every week you will be asked to turn in a Structured Commentary Worksheet (SCW). This will generally consist of either a worksheet with specific questions or a general commentary worksheet. NOTE: Unless specified otherwise, the SCW is due each week on Thursdays at 7 a.m.

Group Presentations/Discussions:
2-4 times during the semester, your group will be asked to present a reading for the week and lead a discussion on it on the Thursday of the week, unless otherwise noted. The presentation should cover the basic SCW format, but you are also allowed creativity to make it more broadly relevant by bringing in current events or other examples. The presentation will also be due at 7 a.m. If you do a Group Presentation, you do not have to do a SCW. You will also be asked to evaluate your contribution and that of your team mates. It is possible you and your teammates will not make the same grade on the presentation. Each team member submits the group presentation in their own SCW drop box – that way I can grade it individually.

Essay/Presentation Group Project:
You will form groups of about 3-4 to study a particular drug in cultural context. You will do a literature review on the drug, and you will also do observations/interviews/media studies about its place in your own society. You will be asked to complete the Library Den module, and turn in a topic, a list of sources, an annotated bibliography + outline, paper (all done individually, though with possible overlap with your team), and a final presentation done collaboratively with your team. Note that this is a semester-long project, and you are expected to work on it all along. I am also hoping that you will have the opportunity to collaborate with students in Britain who are studying the same drug as you have chosen. See worksheet and CourseDen for full explanations of each of the assignments.

Exams
You will have 2 online exams worth 15% each. The exams will give you the opportunity to synthesize what you have learned, tying in readings with PowerPoint/lectures. You are expected to write your exams independently, though you are encouraged to study together.
Communication:

NOTE: The syllabus is always subject to revision. You must check the syllabus regularly, as I may update it during the course of the semester. Also see Announcements for any changes. It is your responsibility to make sure you are consulting the most recent version of the syllabus.

You will find course materials and announcements in CourseDen. It is your responsibility to read your CourseDen messages regularly—meaning several times a week. Any changes to the syllabus announced on CourseDen are binding. If you notice or suspect any errors or omissions in, please let me know asap. The best way to access CourseDen is to go directly to this link: https://westga.view.usg.edu/

NOTE: If something does not appear correct in the class (wrong deadline, broken link, missing materials...), please contact me ASAP at lgezon@westga.edu.

IMPORTANT:

1. Only email me from your westga.edu address, and contact me at lgezon@westga.edu. I don't check CourseDen emails.

2. Always identify which class you are in either in the body of the email or in the subject line.

3. When you are following up on a previous conversation, you must continue that thread and not start a new one so that I have a context of the conversation at hand.

COURSEDEN NOTIFICATIONS:

I recommend you set up notifications so that you can stay on top of your courses this semester. Here's how:

Step one:
Log in to course den. On the home screen, you should see your initials in the top right corner of your screen. Click/tap the initials icon.

Step two:
You should have a pop up that gives you a few options. One of them should say “notifications.” Tap that option.

Step three:
Customize the notifications you get. You have the option to give your phone number and have the notifications sent there, or you can just have them sent to your school email. Once you check the boxes of all of the notifications you want to receive, click/touch the save button at the bottom. From that point on it will let you know when you should check course den!

Attendance:
At this time, this is a hybrid class, though it may turn into a fully face-to-face class at some point during the semester. You are expected to attend one class per week in person and one class via Collaborate Ultra. You will be held to the same attendance standards on the Collaborate Ultra days as the face-to-face days.

If you feel you have an excused absence, contact me at lgezon@westga.edu. See below for full university policies. I may ask for documentation. If so, you are under no obligation to reveal details of your condition -- only an official excuse. If you need to be at home due to a quarantine, you are expected to attend through Collaborate Ultra. If you cannot attend class either in person or through Collaborate Ultra, study the lecture materials that will be posted in CourseDen. If there is a video recording of lecture, then it is your responsibility to watch it.

You are allowed one free absence. After that, any absence will result in a lowering of your overall grade by 1 percentage point. In other words, if your overall class average is 82 and you have three absences, your final score for the class will be 80. As you can see, this can make the difference between getting a B and a C in the class. IMPORTANT: It is your responsibility to let me know at the end of the class period if you arrive late, or else you will be marked absent. 3 unexcused late arrivals or late departures (more than 10 minutes late) will count as an unexcused absence. Any exceptions will be considered on a case by case basis.

University Attendance Policy:

The University of West Georgia expects students to attend all regularly-scheduled classes for instruction and examination. In hybrid courses, students are expected to participate fully in both the online and face-to-face portions of the course. These two components of the course complement each other; one is not a substitute for the other.

*When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.*

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Individual instructors or departments may have attendance policies stricter than that of the university, as long as the policies are stated in the class syllabus.

Extenuating circumstances for which an absence may be excused include, but are not limited to, participation in university-sponsored activities, hazardous weather conditions, personal hardship, extended illness or hospitalization, family emergencies, or death in the immediate family.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19.
Participation:

Participation in class comes when one is actively engaged in the material, either resulting in verbal contributions to class (questions, comments) or through active listening (visible to me in things like body language and eye contact). Participation outside class comes in the form of seeking help when you need it and attending study sessions. Your participation is highly valued and may come into consideration when assessing a marginal grade.

Participation/Attendance Grade:

This will be based almost exclusively on your attendance. A discrepancy from this may be based on participation either in class or on demonstrated effort outside of class to do your best (for example, seeing me when and if you need help). Remember that even active listening constitutes class participation. Your enthusiasm (or lack of it) shows!

Late and Make-Up Policy
You will have a series of assignments that will be due in CourseDen. Late Assignments will be accepted up to a week after the due date for 50% credit. Read CourseDen for a list and a full explanation of each assignment. You are to do all of your work independently unless it is assigned as a group project. You are welcome to share your ideas with others, but your final product must be entirely your own.

Make-up exams and extended deadlines for assignments will ONLY be allowed for those persons able to provide certifiable documentation of an involuntary absence and on a case-by-case basis (contact me if you want to discuss it). If you know in advance that you will not be able to take an exam or complete an assignment, you must notify me ASAP to schedule alternative arrangements or they may be denied. Additionally, students in need of modification of the due dates for assignments and/or exams for religious reasons (i.e., holiday observances) should contact me at the beginning of the term so that alternative arrangements can be made.

NOTE: If you seek to turn in late work after the Dropbox closes, you must first get my permission (which will be assessed on a case by case basis and may require a documented excuse) by email. You must put the assignment name in the subject line, and then submit it in the Late Submission dropbox, making sure to title your document in the following manner: LAST NAME_Late_[Assignment name]; for example: GEZON_Late_Worksheet Week X. Include a comment about why it is late and a reference to the date of my email approval. If you send me multiple emails about the same issue, you must include all previous correspondence in each email or I reserve my right to withdraw my approval (you can do that by searching for the most recent communication and continuing that by hitting ‘reply.’) Send me a note through CourseDen email alerting me to your late submission, letting me know why it is late. Make your subject line specific; for example: Late Worksheet Week X.

Honesty and Honor
Cheating and plagiarism (using someone’s ideas [either your classmates’ or another author] without giving them credit for it) is not permitted, and instances of it will be
reported to campus authorities. It is your responsibility to learn what constitutes cheating, plagiarism, and excessive collaboration. If you violate the honor code, you will minimally get a 0 on the assignment. Repeated violations will result in a 0 in the class. All violations will be reported to the Office of Community Standards. Please go to the Writing Center or see me if you have questions. You will also be assigned to do an online module on plagiarism, which will include a quiz. In addition to testing knowledge, the quiz will ask you to affirm that you have read, understand, and agree to university and course policies.

Be particularly careful to avoid common forms of academic dishonesty:
• First, please beware of the possibility of excessive collaboration as you do your weekly assignments. You must write them independently, though you are welcome (and encouraged) to discuss the material otherwise.
• Second, taking answers from the internet (even if you paraphrase your internet source) or any other source without citing is not acceptable and is considered plagiarism.
• Third, lifting your answers from class notes (even with minor paraphrasing) is not acceptable. You must use your own words entirely and in so doing reveal to me that you understand the concepts. Feel free, however, to refer to the PowerPoints in support of your answer (just as you would any other citation).

If I see evidence of excessive collaboration or plagiarism, I will not hesitate to give you a 0 either for a question or for the entire exam.

Extra Credit
Opportunities for extra credit may be offered during the semester. If so, they will be announced in class or on CourseDen.

Special Needs
Please do not hesitate to let me know if you have any special needs, including difficulty with technology, even if they are not officially recognized by the school. Feel free to speak with me about any issues that prevent you from performing your schoolwork, no matter how trivial they may seem to you. I encourage all students to schedule office hours for whatever reason. My goal is to help you succeed.
Note that if you require special arrangements as per your SAR (an official packet of information), you must let me know between 72-48 hours for that particular assignment. If you need blanket arrangements, let me know ASAP.
Week 1: 1/12-14: Introduction: What do we mean by ‘drugs’?; Key Concepts in Anthropology
Week 2: 1/19-21: Introduction to Drug Study Themes
Week 3: 1/26-28: Fieldwork, Ethics, and the Study of Drugs: Introduction to Class Project
Week 4: 2/2-4: Drugs in Human History
Week 5: 2/9-11: Stimulating Society: Need for Speed and Drugs in Everyday Contexts, considering Intersectionality
Week 6: 2/16-18: Esoteric Experiences: Healing, Spirituality, and Ritual
Week 7: 2/23-25: Psychedelics for Healing and Enhancement & Exam
Week 8: 3/2-4: Applied Anthropology: Drugs, Policy, and Practice
Week 9: 3/9-11: Addiction Perspectives and Experiences
Week 10: 3/16-18: Drug Production and Trade
Week 11: 3/30-4/1: Drug Dealing: An Intersectional Lens
Week 12: 4/6-8: War on Drugs
Week 13: 4/13-15: Experiences of the War on Drugs through the lens of Intersectionality
Week 14: 4/20-22: Putting it all together from Production through Trade to Consumption: Khat case study
Week 15: 4/27-29: Current Events and Exam

2021

Week 5: 2/9-11: Stimulating Society: Need for Speed and Drugs in Everyday Contexts, considering Intersectionality (Ethan Hutsell and Gavin Clodfelter)

Week 6: 2/16-18: Esoteric Experiences: Healing, Spirituality, and Ritual: Present article from Week 7: (Tim Cheatwood and Alex Mantuano)

Week 8: 3/2-4: Applied Anthropology: Drugs, Policy, and Practice (Rozalin Pridmore and Siara Williams)

Week 9: 3/9-11: Addiction Perspectives and Experiences (Sabrina Tyree and Starr Johnson)

Week 11: 3/30-4/1: Drug Dealing: An Intersectional Lens (Justine Furr and Syenne Melton)

Week 13: 4/13-15: Experiences of the War on Drugs through the lens of Intersectionality (Dasia Lilly and Carla Mateo-Aguilar)
FREN - 4100 - French Film Internship
2021-2022 Undergraduate New Course Request

Introduction

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

**Course Prefix**  FREN  
**Course Number**  4100

**Course Title**  French Film Internship

**Long Course Title**

**Course Type**  Film, French, Interdisciplinary

**Catalog Course Description**  Thanks to a long and illustrious history of film production and an innovative model of state support for the arts, France boasts one of the most vibrant and successful film industries in the world. In this course we will explore the French cinema landscape while participating in two film festivals organized by the French government: the international My French Film Festival and the Tournées French Film Festival at UWG. We will view films from a variety of genres by both well-established and up-and-coming French directors, and we will study issues of representation in contemporary French cinema. We will also investigate the role of cinema in France's cultural diplomacy and overall approach to the arts. To situate our festival experiences and prepare the final course project, we will also study the theory and practice of film festival management and reflect on the place of the public arts within civic and university cultures. The festival will culminate in student-designed projects for French film events at UWG. Course taught in English.

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

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

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

**Prerequisites**

**Concurrent Prerequisites**
- FREN 1002

**Corequisites**

**Cross-listing**
- Film Studies Minor, BIS in Film (Critical Studies Track)

**Restrictions**

Is this a General Education course? *
- Yes
- No

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

**Status***
- Active-Visible
- Inactive-Hidden

**Type of Delivery (Select all that apply)** *
- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

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

**Grading**
- Undergraduate Standard Letter

**Justification and Assessment**
**Rationale**

This course allows us to draw on an array of film events organized by the French program and to expand our offerings into the area of Arts Management. It will be an elective for French majors and minors, as well as for students pursuing the Film Studies Minor or the BIS in Film (Critical Studies Track). FREN 4100 introduces students to major components of French film studies not covered in our Film-based courses such as FREN 3212 (Topics in French Cinema). Specifically, students learn about the French film industry and system of state support for audiovisual projects while engaging with current trends in French cinema and society. Comparisons are made between the French film landscape and the one students can find in the U.S. Finally, the course allows students to explore practical applications of their study of language and culture, thus responding to UWG’s goal of increasing experiential learning and internship opportunities for students.

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

- identify and analyze major contemporary issues in the French film ecosystem
- define the concept of cultural diplomacy and explain the role of cinema in France’s expression of “soft power”
- articulate the value of a public arts festival
- demonstrate professionalization through project-oriented teamwork, applied research, and writing skills
- apply concepts in film festival design and French cinema to develop a UWG French film event

**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/](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**

14

29/511
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 Description: Thanks to a long and illustrious history of film production and an innovative model of state support for the arts, France boasts one of the most vibrant and successful film industries in the world. In this course we will explore the French cinema landscape while participating in two film festivals organized by the French government: the international My French Film Festival and the Tournées French Film Festival at UWG. We will view films from a variety of genres by both well-established and up-and-coming French directors, and we will study issues of representation in contemporary French cinema. We will also investigate the role of cinema in France’s cultural diplomacy and overall approach to the arts. To situate our festival experiences and prepare the final course project, we will also study the theory and practice of film festival management and reflect on the place of the public arts within civic and university cultures. The festival will culminate in student-designed projects for French film events at UWG.

Concurrent prerequisites - FREN 1002, course taught in English
Cross listings - BIS in Film (Critical Studies Track); Film Studies Minor

Repeat Credit - course may be repeated once for credit with different content

Learning Outcomes - upon completion of this course, students will be able to:

- identify and analyze major contemporary issues in the French film ecosystem
- define the concept of cultural diplomacy and explain the role of cinema in France’s expression of "soft power"
- articulate the value of a public arts festival
- demonstrate professionalization through project-oriented teamwork, applied research, and writing skills
- apply concepts in film festival design and French cinema to develop a UWG French film event

Required Materials/Costs: There are no required texts or costs for this class; all readings and films will be made available to students through CourseDen and various film platforms. Participation in My French Film Festival does require you to set up a free account.

Course Delivery: This is a 100% online asynchronous course, but there will be several events scattered throughout the semester that require attendance at a specific date and time. Please do your best to arrange your work schedules so that you can attend these special events. If you absolutely cannot attend one of these events, let me know and we'll make alternative arrangements. All course readings and assignments will be accessible through CourseDen.
Course Expectations:

**CourseDen**
Students are expected to log in to CourseDen daily to see if there are any important course announcements or updates. I encourage you to turn on CourseDen notifications on your phone or other device.

**Online interaction**
We will be interacting frequently through CourseDen forums and other modes of communication. All students should be respectful in these interactions, refraining from inappropriate or offensive language. One of our goals in this class will be to build a strong online community! Because this internship is an opportunity to develop your professional skills, all writing and correspondence, including email and course posts, must reflect the professional context of this course and consistently exhibit your professional voice.

**Email**
Please use your uwg email for all course communication. Be sure to check your email every day during the semester, and to reply to any messages within 24 hours. I will do the same!

Assignments and Grades:

**Participation (40%)** - In order for this course to be successful, we need to maintain continuous interaction between students. Film festivals, after all, are social events that involve the exchange of ideas between individuals and across cultures. FREN 4785 includes weekly discussion threads on CourseDen and also requires students to attend the special events listed above. For each event held with a faculty facilitator, you will prepare one or more questions based on your viewing of a given film. In order to get an A or B in participation, you must show real engagement with questions/prompts and interact meaningfully with classmates in the virtual environment.

**Film Screenings** - This class requires you to view six feature-length films as part of the Tournées Film Festival, and several shorts in the My French Film Festival event. All of these film screenings are free and online. Films are available on-demand during a specified window, so it should be easy to fit them into your schedule.

**Quizzes (25%)** - You will have weekly quizzes based on CourseDen readings, links, and the festival films we watch. These must be completed in the week in which they are assigned. No late quiz submissions will be accepted.

**Film Festival Analysis (10%)** - For this assignment, students will investigate and analyze a film festival, applying some of the concepts we will have investigated throughout the semester.

**Final Project (25%)** - After attending two virtual French film festivals in the first half of the semester, you will have the opportunity to design your very own festival to be held either
virtually or in person at UWG! This is where you fully take on your role as intern. Using the selection of films offered by the Young French Cinema program, we will work as a group to choose a selection of films, develop a festival concept and promotion strategy, build a festival website, and write a request for funding. Various components of the project will be assigned to teams of four to six students, but we will only produce a single, unified proposal as a class. Students will **ONLY** be graded on the part of the proposal they work on (for example, you may be on the film selection committee or on the grant writing committee).

**Grade Breakdown**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

**Grade Distribution**

- **Participation** = 40%
- **Quizzes** = 25%
- **Film Festival Analysis** = 10%
- **Final Project** = 25%

**Policy on Late Work**: No late work will be accepted in this course. Instruction is mostly asynchronous (except for some of the events), but you will have assignments due every week. These must be completed on time.

**Sample Course Schedule (taken from Spring 2021 - FREN 4785)**

**Some dates may change based on the needs of the Tournées Film Festival**

**Week 1** - French Cinema, an Introduction; My French Film Festival  

**Week 2** - Cultural Diplomacy and Soft Power in France; My French Film Festival continued

**Week 3** - The French Cultural Exception (Charlie Michael lecture); the French Film Industry; intro to Tournées; My French Film Festival analysis.  

**Charlie Michael lecture and Q&A with students on Wednesday, January 27 at 5:30 p.m. - hosted on Zoom**

**Week 4** - *Portrait of a Lady on Fire* (Céline Sciamma, 2019); Q&A with Claire Ezekiel (French program); Le Collectif 50/50, #MeToo, and gender equality in French cinema
**Tournées Festival Kickoff on **Wednesday, February 3 - Thursday, February 4 - screening of *Portrait of a Lady on Fire* and Q&A with UWG French Instructor Claire Ezekiel; Le collectif 50/50 and the notion of gender parity in French society

**Week 5** - *Sibyl* (Justine Triet, 2019); Q&A with Christine Fuchs (Theatre program); Film Festivals and the notion of Cultural Legitimacy

**Week 6** - *Soleil* (Med Hondo, 1967); Q&A with Dr. Erin Lee Mock (English and Film Studies program), Postcolonialism, Representation, and Race in French Cinema

**Week 7** - *The State against Mandela and the Others* (Nicolas Champeaux and Gilles Porte, 2018); Q&A with Deon Kay (Mass Communications); animation in French cinema; The Global Reach of French Cinema

**Week 8** - *Ne croyez surtout pas que je hurle* (Frank Beauvais, 2019); The Online Film Festival

**Meeting with film director Frank Beauvais on Thursday, March 4**

**Week 9** - *Varda by Agnès* (Agnès Varda, 2019); Tournées wrap-up

**Spring Break (March 15-21)**

**Week 10** - Introduction to Young French Cinema; Film Festival Theory and Practice, part 1 - strategies for social media outreach and finding event partners

Meeting with Agnès Varda’s daughter, Rosalie Varda.

**Week 11** - Film Festival Theory and Practice, part 2 - making a film into an event

**Week 12** - The Value of Public Arts

**Week 13** - Writing a grant/funding proposal

**Week 14** - Group projects - Young French Cinema

**Week 15** - Group projects - Young French Cinema

**UWG Policies**
CHEM - 1151K - Survey of Chemistry I
2021-2022 Undergraduate Delete Course Request

General Information

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School/ Department  * Department of Mathematics, Sciences, and Technology

Is this a School of Nursing or XIDS  Yes ☐ No ☑

Is this a College of  ☐ ☑
Is this a College of Education course? * Yes  No

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

Course Information

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.

Course Prefix* CHEM

Course Number* 1151K

Course Title* Survey of Chemistry I

Course Catalog Description* First course in a two-semester sequence covering elementary principles of general, organic, and biochemistry for allied health professions and non-science majors. Topics to be covered include: elements and compounds, chemical equations, organic nomenclature, and molecular geometry. Laboratory exercises supplement the lecture material.

Justification and Assessment

Rationale* We would like to separate this "K" course (3 credit hours of lecture + 1 credit hour of lab combined) into lecture (CHEM 1151) and lab (CHEM 1151L). Proposals to create or reactivate CHEM 1151 and CHEM 1151L have been submitted, and have gone through approvals up to CHIPS. At UPC, we were advised to create the Delete Course Request proposal for CHEM 1151K to be considered together with the existing proposals in the February 2021 Faculty Senate meeting.

RUN an Impact Report by clicking in the top left corner. Copy and paste the results below.
Nursing: Deleted CHEM1151K will be replaced with CHEM1151 and CHEM1151L. This will bring a positive impact, as it is more in line with other USG institutions. This will bring a convenience to students who need to retake the course: one has to retake only the portion (lecture or lab) failed, and not repeating the portion that passed.

Biology: BIOL 2021 lists CHEM1151K as one of possible prerequisites. Actually, both CHEM1151K and CHEM1152K are listed. However, since CHEM1151K is a prerequisite for CHEM1152K (or CHEM1152 and CHEM1152L), BIOL 2021 can safely drop CHEM1151K from the prerequisite list.

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.
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School/ Department  
Department of Mathematics, Sciences, and Technology

Is this a School of Nursing or XIDS  
Yes  No
Is this a College of Education course?  
* Yes  No

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

**Course Information**

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.

**Course Prefix**  CHEM

**Course Number**  1152K

**Course Title**  Survey of Chemistry II

**Course Catalog Description**  Second course in a two-semester sequence covering elementary principles of general, organic, and biochemistry for allied health professions and non-science majors. Laboratory exercises supplement the lecture material.

**Justification and Assessment**

**Rationale**  We would like to separate this "K" course (3 credit hours of lecture + 1 credit hour of lab combined) into lecture (CHEM 1152) and lab (CHEM 1152L). Proposals to create or reactivate CHEM 1152 and CHEM 1152L have been submitted, and have gone through approvals up to CHIPS. At UPC, we were advised to create the Delete Course Request proposal for CHEM 1152K to be considered together with the existing proposals in the February 2021 Faculty Senate meeting.

**What courses/programs will this deletion impact?**

Nursing: Deleted CHEM1152K will be replaced with CHEM1152 and CHEM1152L. This will bring a positive impact, as it is more in line with other USG institutions. This will bring a convenience to students who need to retake the course: one has to retake only the portion (lecture or lab) failed, and not repeating the portion that passed.

Biology: CHEM 1152K is listed as one of the prerequisite choices in BIOL 2021 and BIOL 2030. They will need to change this to CHEM 1152 and CHEM 1152L or CHEM1152K.
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.
Introduction

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## Course Information

**Course Prefix**: NURS  
**Course Number**: 3197  
**Course Title**: Prof Nurs Prac  
**Long Course Title**: Professional Nursing Practice  
**Course Type**: Nursing  
**Catalog Course Description**: This course is designed to enhance and facilitate the development of the RN student to the role of a BSN prepared professional nurse. The focus is on developing personal and professional growth to promote better advocacy, critical thinking, educator skills, effective communication, and leadership abilities in a complex healthcare environment. Course content includes concepts from historical contributions and theories that have guided the profession, to promoting professional philosophies, visions, and practices to help prepare for future trends in healthcare. Topics relate to culture and diversity, professional ethics, political and legal issues in nursing, and technology. Students will apply knowledge of standards of practice, evidence-based practice, and caring science to course topics.

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  
**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 Curriculog Terminology/Icon Guide.

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>Concurrent Prerequisites</td>
</tr>
<tr>
<td>Corequisites NURS 4500, NURS 4502</td>
</tr>
</tbody>
</table>

Cross-listing

Restrictions

Is this a General Education course? *

- Yes
- No

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

Status*  
- Active-Visible
- Inactive-Hidden

Type of Delivery (Select all that apply)*
- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Frequency - How many semesters per year will this course be offered? 3

Grading* Undergraduate Standard Letter

Justification and Assessment
Rationale

The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. This new course will replace the current NURS 4501 course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution’s existing courses.

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

- Create an individual professional nursing development plan considering practice standards, self-reflection, nursing knowledge, and higher education
- Apply professional communication principles to collaborative partnerships that assist individuals, families, and groups achieve optimal potential and well-being
- Explore current evidence-based practice for the integration of accountability, autonomy, and decision-making in the delivery of safe, ethical, effective nursing practice and quality improvement initiatives.
- Identify current trends and issues regarding political, economic, historical, social, and technological factors that influence the nursing profession and healthcare delivery system
- Discuss application or integration of concepts from selected nursing theories in professional nursing practice.
- Demonstrate knowledge of caring science while using professional standards that focus on individuals and families with an awareness of attitudes, values, socioeconomics, and cultural differences
- Utilize scholarly inquiry and analysis to support critical thinking, clinical reasoning, and judgment in the professional nursing role

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
- [x] No

### 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.
Professional Nursing Practice
NURS 3197

Instructor Name:
Institution address
Phone Number:
E-mail address:
Office hours:

Course: NURS 3197
Course Title: Professional Nursing Practice
Credit Hours: 3
Prerequisite:
Corequisite:

Course Description:

This course is designed to enhance and facilitate the development of the RN student to the role of a BSN prepared professional nurse. The focus is on developing personal and professional growth to promote better advocacy, critical thinking, educator skills, effective communication, and leadership abilities in a complex healthcare environment. Course content includes concepts from historical contributions and theories that have guided the profession, to promoting professional philosophies, visions, and practices to help prepare for future trends in healthcare. Topics relate to culture and diversity, professional ethics, political and legal issues in nursing, and technology. Students will apply knowledge of standards of practice, evidence-based practice, and caring science to course topics

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Create an individual professional nursing development plan considering practice standards, self-reflection, nursing knowledge, and higher education
2. Apply professional communication principles to collaborative partnerships that assist individuals, families, and groups achieve optimal potential and well-being
3. Explore current evidence-based practice for the integration of accountability, autonomy, and decision-making in the delivery of safe, ethical, effective nursing practice and quality improvement initiatives.
4. Identify current trends and issues regarding political, economic, historical, social, and technological factors that influence the nursing profession and healthcare delivery system
5. Discuss application or integration of concepts from selected nursing theories in professional nursing practice.
6. Demonstrate knowledge of caring science while using professional standards that focus on individuals and families with an awareness of attitudes, values, socioeconomics, and cultural differences
7. Utilize scholarly inquiry and analysis to support critical thinking, clinical reasoning, and judgment in the professional nursing role
Course Texts

eMajor has explored cost-reducing options for students and currently utilizes a range of open educational resources for this course. Open educational resources apply to information and technology that is licensed but freely available for educational purposes. NOTE: These materials are collected from multiple higher education resources, including sources that are printed in British-English. The spelling of words and grammar may differ to American-English. Although extremely rare, some materials may have minor typos. We strongly encourage you to report these mistakes using the Student Change Request form in the Course Resources module.

You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

Unit Breakdown

The following units are covered in this course:

- Unit 1 –
- Unit 2 –
- Unit 3 –
- Unit 4 –
NURS - 3297 - Nurs Research App
2021-2022 Undergraduate New Course Request

Introduction

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

Routing Information

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College - School/Department* Tanner Health System School of Nursing

Is this a School of Nursing course?* Yes ☐ No ☐
**Course Information**

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>NURS</th>
<th>Course Number*</th>
<th>3297</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title*</td>
<td>Nurs Research App</td>
<td>Long Course Title</td>
<td>Nursing Research Application</td>
</tr>
<tr>
<td>Course Type*</td>
<td>Nursing</td>
<td>Catalog Course Description*</td>
<td>This course is designed to provide the registered nurse with an overview of the major research concepts as applied to the profession of nursing, to scholarship, and to clinical practice. Analysis, critique, and interpretation of qualitative and quantitative research approaches, including ethical implications, for evidence-based nursing practice will be examined. Emphasis is placed on how to critique, analyze, and apply published and empirical research findings to evidence-based nursing practice.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Is this a variable credit hour course?*</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec Hrs*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lab Hrs*</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Credit Hrs*</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Can a student take this course multiple times, each attempt counting separately. Yes No

If yes, indicate maximum number of credit hours. N/A
For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>NURS 3197, NURS 4502</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent Prerequisites</td>
<td></td>
</tr>
<tr>
<td>Corequisites</td>
<td>NURS 4503, NURS 4505</td>
</tr>
<tr>
<td>Cross-listing</td>
<td></td>
</tr>
<tr>
<td>Restrictions</td>
<td></td>
</tr>
</tbody>
</table>

- **Is this a General Education course?**
  - Yes
  - No

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

- **Status**
  - Active-Visible
  - Inactive-Hidden

- **Type of Delivery (Select all that apply):**
  - Carrollton or Newnan Campus: Face-to-Face
  - Entirely Online
  - Hybrid
  - Fully Online

- **Frequency - How many semesters per year will this course be offered?**
  - 3

- **Grading**
  - Undergraduate
    - Standard Letter

**Justification and Assessment**
Rationale* The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. This new course will replace the current NURS 4504 course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution’s existing courses.

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

- Identify the rights of human subjects in nursing research, ethical and legal boundaries, limits of the therapeutic relationship, and respect for autonomy and self-determination.
- Articulate the interrelationship of nursing research, nursing theory, and the choice of evidence-based interventions in patient care with consideration for a culture of safety for a globally diverse patient population.
- Demonstrate understanding of the elements of the research process, analysis methods, implications for practice, and models for application of findings to evidence-based nursing practice.
- Identify scientific databases for retrieval of relevant research evidence for use in improvements of patient care with evidence-based practice.
- Evaluate nursing literature for strengths, weaknesses, flaws in research design, and ability to generalize findings to the population of interest when evaluating and improving clinical practice.
- Construct a question using a general framework and the preliminary steps in the Research Process for development, validation, and endorsement of quality improvement of patient care.
- Develop skills in using a professional format for written, oral, and electronic communication regarding research in nursing for collection and dissemination to the profession.

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/UWG\SyllabusPolicies/](http://www.westga.edu/UWG\SyllabusPolicies/)

*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?*  
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.
Course: NURS 3297  
Course Title: Nursing Research Application  
Credit Hours: 3  
Prerequisite:  
Corequisite:  

Course Description:

This course is designed to provide the registered nurse with an overview of the major research concepts as applied to the profession of nursing, to scholarship, and to clinical practice. Analysis, critique, and interpretation of qualitative and quantitative research approaches, including ethical implications, for evidence-based nursing practice will be examined. Emphasis is placed on how to critique, analyze, and apply published and empirical research findings to evidence-based nursing practice.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Identify the rights of human subjects in nursing research, ethical and legal boundaries, limits of the therapeutic relationship, and respect for autonomy and self-determination.

2. Articulate the interrelationship of nursing research, nursing theory, and the choice of evidence-based interventions in patient care with consideration for a culture of safety for a globally diverse patient population.

3. Demonstrate understanding of the elements of the research process, analysis methods, implications for practice, and models for application of findings to evidence-based nursing practice.

4. Identify scientific databases for retrieval of relevant research evidence for use in improvements of patient care with evidence-based practice.

5. Evaluate nursing literature for strengths, weaknesses, flaws in research design, and ability to generalize findings to the population of interest when evaluating and improving clinical practice.

6. Construct a question using a general framework and the preliminary steps in the Research Process for development, validation, and endorsement of quality improvement of patient care.
7. Develop skills in using a professional format for written, oral, and electronic communication regarding research in nursing for collection and dissemination to the profession.

Course Texts

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You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

Unit Breakdown

The following units are covered in this course:

- Unit 1 –
- Unit 2 –
- Unit 3 –
- Unit 4 –
Welcome to the University of West Georgia’s curriculum management system.

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

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**Desired Effective Semester***: Summer

**Desired Effective Year***: 2022

---

**Routing Information**

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---

**College - School/Department***: Tanner Health System School of Nursing

---

**Is this a School of Nursing course?***: Yes

---

---
Course Information

Course Prefix*  NURS

Course Number*  3397

Course Title*  Health Assessment

Long Course Title  Health Assessment

Course Type*  Nursing

Catalog Course Description*  This course is a study of the advanced knowledge and skills beyond the Associates’ degree in Nursing, designed to enhance health assessment for nursing practice in the care of individuals across the lifespan. Theory and skills essential to completing a comprehensive and holistic health history and physical examination are emphasized. In addition, the holistic delivery of care will include cultural, spiritual, nutritional, alternative, complementary therapies, and health promotion for the delivery of safe and person-centered care. The importance of comprehensive and accurate documentation as a tool for effective communication amongst the interdisciplinary team is reviewed.

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 Curriculog Terminology/Icon Guide.

Prerequisites  
NURS 3197, NURS 4502, NURS 3297, NURS 4503, NURS 4505

Concurrent Prerequisites

Corequisites  
NURS 4497

Cross-listing

Restrictions

Is this a General Education course?*  
- Yes
- No

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

Status*  
- Active-Visible
- Inactive-Hidden

Type of Delivery (Select all that apply)*
- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Frequency - How many semesters per year will this course be offered?
3

Grading*  
Undergraduate Standard Letter

Justification and Assessment
Rationale*
The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. This new course will replace the current NURS 4506 course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution’s existing courses.

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

- Generate a plan of care based on a comprehensive health assessment through the identification of findings that would indicate a need for further evaluation or early reporting.
- Apply developmentally appropriate health assessment techniques in the holistic assessment of individuals across the life span with sensitivity and respect for the culture and diversity of the human experience.
- Examine evidence-based practice related to health promotion, health maintenance, and disease prevention strategies in the assessment of the individual.
- Demonstrate the importance of therapeutic communication skills in the interaction with patients, colleagues, and the interdisciplinary team through the communication, utilization, and documentation of the plan of care to individuals and/or family.
- Employ emerging technology and information management tools to inform decision-making in the delivery of care, including the organization, analysis, interpretation, and legally-defensible documentation of health assessment data.
- Integrate teaching and learning principles to enhance health promotion activities across the lifespan.

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

<table>
<thead>
<tr>
<th>Present or Projected Annual Enrollment*</th>
<th>50</th>
</tr>
</thead>
</table>

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

| If yes, what will the fee be?* | 0 |

#### Fee Justification

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**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.
Health Assessment
NURS 3397

Instructor Name: 
Institution address 
Phone Number: 
E-mail address: 
Office hours: 

Course: NURS 3397
Course Title: Health Assessment
Credit Hours: 3
Prerequisite: 
Corequisite: 

Course Description:

This course is a study of the advanced knowledge and skills beyond the Associates’ degree in Nursing, designed to enhance health assessment for nursing practice in the care of individuals across the lifespan. Theory and skills essential to completing a comprehensive and holistic health history and physical examination are emphasized. In addition, the holistic delivery of care will include cultural, spiritual, nutritional, alternative, complementary therapies, and health promotion for the delivery of safe and person-centered care. The importance of comprehensive and accurate documentation as a tool for effective communication amongst the interdisciplinary team is reviewed.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Generate a plan of care based on a comprehensive health assessment through the identification of findings that would indicate a need for further evaluation or early reporting.

2. Apply developmentally appropriate health assessment techniques in the holistic assessment of individuals across the life span with sensitivity and respect for the culture and diversity of the human experience.

3. Examine evidence-based practice related to health promotion, health maintenance, and disease prevention strategies in the assessment of the individual.

4. Demonstrate the importance of therapeutic communication skills in the interaction with patients, colleagues, and the interdisciplinary team through the communication, utilization, and documentation of the plan of care to individuals and/or family.

5. Employ emerging technology and information management tools to inform decision-making in the delivery of care, including the organization, analysis, interpretation, and legally-defensible documentation of health assessment data.
6. Integrate teaching and learning principles to enhance health promotion activities across the lifespan.

Course Texts

eMajor has explored cost-reducing options for students and currently utilizes a range of open educational resources for this course. Open educational resources apply to information and technology that is licensed but freely available for educational purposes. NOTE: These materials are collected from multiple higher education resources, including sources that are printed in British-English. The spelling of words and grammar may differ to American-English. Although extremely rare, some materials may have minor typos. We strongly encourage you to report these mistakes using the Student Change Request form in the Course Resources module.

You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

Unit Breakdown

The following units are covered in this course:

- Unit 1 –
- Unit 2 –
- Unit 3 –
- Unit 4 –
Introduction

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College - School/Department* Tanner Health System School of Nursing

Is this a School of Nursing course?* Yes No

Is this a College of Y N
Course Information

Course Prefix* NURS

Course Number* 4497

Course Title* Comm Health Nurs

Long Course Title Community Health Nursing

Course Type* Nursing

Catalog Course Description* This course is designed to examine the concepts and principles of community and population health nursing. The course will provide an overview of health issues that transcend borders, class, race, ethnicity, and culture. Emphasis is placed on roles, levels of prevention, principles of epidemiology, public health policy, and disaster preparedness.

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

**Prerequisites**  NURS 3197, NURS 4502, NURS 3297, NURS 4503, NURS 4505

**Concurrent Prerequisites**

**Corequisites**  NURS 3397

**Cross-listing**

**Restrictions**

**Is this a General Education course?**

- Yes
- No

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

- Area A
- Area B
- Area C
- Area D
- Area E

**Status**

- Active-Visible
- Inactive-Hidden

**Type of Delivery (Select all that apply)**

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

**Grading**

- Undergraduate Standard Letter

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

3

**Justification and Assessment**
The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. This new course will replace the current NURS 4507 course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution’s existing courses.

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

- Describe the historical and current status of the health care delivery system with a focus on community health nursing practice.
- Differentiate between Public Health and Community Health, and the roles and responsibilities of the nurse in the community setting and in the public health settings.
- Analyze epidemiological data and evidence-based practice guidelines in community health.
- Explore the sociodemographic determinants of health and cultural diversity as they impact community health.
- Evaluate resources that transcend borders for health promotion, intervention, disease prevention, and coordination of care among populations across the lifespan.
- Examine the influence of public health policy and healthcare reform in the care of populations within the community.
- Identify environmental safety initiatives and emergency preparedness considerations in community and public health settings.

**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking ![ATTACH](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/](http://www.westga.edu/UWGSyllabusPolicies/)

**Syllabus** ![I have attached the REQUIRED syllabus.](

**Resources and Funding**

65/511
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
- [x] 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.
Community Health Nursing
NURS 4497

Course: NURS 4497
Course Title: Community Health Nursing
Credit Hours: 3
Prerequisite:
Corequisite:

Course Description:
This course is designed to examine the concepts and principles of community and population health nursing. The course will provide an overview of health issues that transcend borders, class, race, ethnicity, and culture. Emphasis is placed on roles, levels of prevention, principles of epidemiology, public health policy, and disaster preparedness.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Describe the historical and current status of the health care delivery system with a focus on community health nursing practice.

2. Differentiate between Public Health and Community Health, and the roles and responsibilities of the nurse in the community setting and in the public health settings.

3. Analyze epidemiological data and evidence-based practice guidelines in community health.

4. Explore the sociodemographic determinants of health and cultural diversity as they impact community health.

5. Evaluate resources that transcend borders for health promotion, intervention, disease prevention, and coordination of care among populations across the lifespan.

6. Examine the influence of public health policy and healthcare reform in the care of populations within the community.

7. Identify environmental safety initiatives and emergency preparedness considerations in community and public health settings.

Course Texts
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**Unit Breakdown**

The following units are covered in this course:

- Unit 1 –
- Unit 2 –
- Unit 3 –
- Unit 4 –
General Information

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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 * 2022

Routing Information
Routing Information

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Department/School

Tanner Health System School of Nursing

Is this a School of Nursing or XIDS 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
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.

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)

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>NURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td>4508</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Lead Mgt Pract</td>
</tr>
<tr>
<td><strong>Long Course Title</strong></td>
<td>Leadership and Management Practicum</td>
</tr>
<tr>
<td><strong>Course Type</strong></td>
<td>DO - DO NOT EDIT</td>
</tr>
<tr>
<td><strong>Catalog Course Description</strong></td>
<td>This course is a RN to BSN clinical experience to facilitate the application of leadership and management principles, theory, and evidence-based practices in today's complex healthcare environment.</td>
</tr>
<tr>
<td><strong>Prequisites</strong></td>
<td>NURS: 3197, 3297, 3397, 4497, 4502, 4503, 4505</td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td>NURS 4597</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Undergraduate Standard Letter</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>

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.
The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. The new course 4597 (Leadership and Management), which is uploaded in curriculog will require a separate clinical practicum component. Therefore, the current course, NURS 4508, has been modified to be the clinical practicum course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution’s existing courses. For those courses requiring a clinical/practicum component, a new or revised course shall be created.
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. | ☑ No | N/A |

Resources and Funding

| Planning Info* | ☐ Library Resources are Adequate | ☑ Library Resources Need Enhancement |

| Present or Projected Annual Enrollment* | 50 |

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

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

| Fee Justification* | N/A |

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

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

Administrative Use Only - DO NOT EDIT

| Course ID* | N/A |

73/511
NURS 4508 Leadership & Management Practicum

Credit Hours: 5-0-5

Prerequisites: NURS 3197, NURS 4502, NURS 3297, NURS 4503, NURS 4505, NURS 3397, NURS 4497
Co-requisites: NURS 4597

Faculty Contact Information
Name: XXXXX
Office Number: School of Nursing, Etc.
Office Phone: (XXX)-XXX-XXXX
Cell Phone: (XXX)-XXX-XXXX
Fax Number: (XXX)-XXX-XXXX
Email: XXXXXX@westga.edu
Office Hours: (A clear statement of virtual hours, lead time and preference for responding to students' queries via email, phone, the web, or other means. Times when students can reach you.)

About me: (Short introductory and personal background.) XXXX

Course Description: This course is a RN to BSN clinical experience to facilitate the application of leadership and management principles, theory, and evidence-based practices in today's complex healthcare environment.

Course Learning Outcomes:

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>BSN Program Outcomes</th>
<th>BSN Essentials</th>
<th>ANA Standards of Professional Nursing Practice</th>
<th>Description of Major Assignment</th>
</tr>
</thead>
</table>
Upon completion of the course you (the learner) will be able to:

<table>
<thead>
<tr>
<th></th>
<th>XXXXX</th>
<th>XXXXX</th>
<th>XXXXX</th>
<th>XXXXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and describe leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person centered care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and implement evidence based practices to enhance quality and safety in care delivery, and improve health care outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine and describe legal and ethical responsibility and accountability for professional behavior while engaging in clinical activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and illustrate caring in leadership applying professionalism and professional values in care of persons of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
diverse cultures, values, beliefs and lifestyles.

Examine and describe healthcare systems inclusive of healthcare policy and financial systems and their impact on nursing and healthcare environments.

Explore and analyze quality and safety standards and initiatives in 21st century healthcare, and the regulatory agencies governing them and the impact on nursing care delivery.

Examine and utilize effective collaborative communication within interprofessional and interdisciplinary teams utilizing technology and information systems.

**Required Textbooks:**

**Optional Textbooks:**
Learning activities may include:

- Clinical Practicum with Mutually Assigned Healthcare Agency Preceptor
- Clinical Practicum Journals and Discussions
- EBQI Project and Presentation

Description of Assignments: (Optional)

Assignments/Methods of Evaluation:

Example
Discussion Boards, 20%
Presentations, 30%
Writing Assignments, 50%

Grading scale
A=90-100
B=80-89.99
C=75-79.99
F=<74.99
NURS - 4597 - Lead & Mgt
2021-2022 Undergraduate New Course Request

Introduction

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College - School/Department* [Tanner Health System School of Nursing]

Desired Effective Semester* [Fall]

Desired Effective Year* [2022]
### Course Information

**Course Prefix**  
NURS

**Course Number**  
4597

**Course Title**  
Lead & Mgt

**Long Course Title**  
Leadership and Management

**Course Type**  
Nursing

**Catalog Course Description**  
This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process provides the foundational structure for the course, while the theoretical framework for this course is established through exploration of leadership styles, organizational theory, and management theory. Quality assurance and the provision of evidence-based, patient-centered care and collaborative relationships are emphasized. The impact of political and legislative processes, the integration of informatics, and the legal and ethical issues in management are also 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 ☑

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec Hrs</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hrs</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hrs</td>
<td>3</td>
</tr>
</tbody>
</table>

---
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**  NURS 3197, NURS 4502, NURS 3297, NURS 4503, NURS 4505, NURS 3397, NURS 4497

**Concurrent Prerequisites**

**Corequisites**  NURS 4508

**Cross-listing**

**Restrictions**

Is this a General Education course? *

- Yes
- No

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

- Area A
- Area B
- Area C
- Area D
- Area E

**Status**  

- Active-Visible
- Inactive-Hidden

**Type of Delivery (Select all that apply)** *

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

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

- 1

**Grading**

- Undergraduate Standard Letter

**Justification and Assessment**
Rationale* The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. This new course will replace the didactic portion of the current offered NURS 4508 course. The 4508 course will be revised to be a practicum/clinical course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution’s existing courses.

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

- Integrate leadership skills and evidenced-based practice to ensure quality and safe care utilizing decision-making, conflict resolution, clinical reasoning, and multidisciplinary communication.
- Discuss ethical, political, legal, and cultural considerations as they relate to leadership and management of nursing practice.
- Analyze quality and safety standards and initiatives in a complex healthcare system, the regulatory agencies governing them, and the nurse’s role in quality improvement.
- Differentiate between leadership, organizational, and management theories and principles including the application to patient-centered nursing care in a variety of settings.
- Dissect the role of healthcare technology, informatics, and information management systems to improve communication, patient care outcomes, and safety within the healthcare environment.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: [http://www.westga.edu/UWGSyllabusPolicies/](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? 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.
Leadership & Management  
NURS 4597

Instructor Name:
Institution address
Phone Number:
E-mail address:
Office hours:

Course: NURS 4597  
Course Title: Leadership & Management  
Credit Hours: 3  
Prerequisite:  
Corequisite:

Course Description:

This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process provides the foundational structure for the course, while the theoretical framework for this course is established through exploration of leadership styles, organizational theory, and management theory. Quality assurance and the provision of evidence-based, patient-centered care and collaborative relationships are emphasized. The impact of political and legislative processes, the integration of informatics, and the legal and ethical issues in management are also discussed.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Integrate leadership skills and evidenced-based practice to ensure quality and safe care utilizing decision-making, conflict resolution, clinical reasoning, and multidisciplinary communication.

2. Discuss ethical, political, legal, and cultural considerations as they relate to leadership and management of nursing practice.

3. Analyze quality and safety standards and initiatives in a complex healthcare system, the regulatory agencies governing them, and the nurse’s role in quality improvement.

4. Differentiate between leadership, organizational, and management theories and principles including the application to patient-centered nursing care in a variety of settings.

5. Dissect the role of healthcare technology, informatics, and information management systems to improve communication, patient care outcomes, and safety within the healthcare environment.
Course Texts

eMajor has explored cost-reducing options for students and currently utilizes a range of open educational resources for this course. Open educational resources applies to information and technology that is licensed but freely available for educational purposes. NOTE: These materials are collected from multiple higher education resources, including sources that are printed in British-English. The spelling of words and grammar may differ to American-English. Although Extremely rare, some materials may have minor typos. We strongly encourage you to report these mistakes using the Student Change Request form in the Course Resources module.

You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

Unit Breakdown

The following units are covered in this course:

- Unit 1 –
- Unit 2 –
- Unit 3 –
- Unit 4 –
NURS - 3200 - Student Success Seminar
2021-2022 Undergraduate New Course Request

Introduction

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Desired Effective Semester* Summer
Desired Effective Year* 2021

College - School/Department* Tanner Health System School of Nursing
Is this a School of Nursing course?* Yes  No
## Course Information

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>NURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number*</td>
<td>3200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title*</th>
<th>Student Success Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Course Title</td>
<td>Student Success Seminar: Fundamentals</td>
</tr>
</tbody>
</table>

| Course Type* | Nursing |

| Catalog Course Description* | This seminar offers personalized remediation based on the individual score achieved on the Fundamentals, Pharmacology, or Medical-Surgical HESI specialty exam administered throughout the nursing program. Coaching related to student success in the nursing program and taking the NCLEX-RN licensure exam will also be included. This includes test-taking skills, study skills, and time management skills. |

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.

<table>
<thead>
<tr>
<th>Is this a variable credit hour course?*</th>
<th>Yes [ ] No [x]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec Hrs*</td>
<td>1</td>
</tr>
<tr>
<td>Lab Hrs*</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hrs*</td>
<td>1</td>
</tr>
</tbody>
</table>

| Can a student take this course multiple times, each attempt counting separately toward graduation? | Yes [ ] No [x] |

| If yes, indicate maximum number of credit hours counted toward 0 |

86/511
For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

**Prerequisites**  admission to the pre-licensure nursing program

**Concurrent Prerequisites**

**Corequisites**  NURS 3202

**Cross-listing**

**Restrictions**

**Is this a General Education course?**  
- Yes  
- No

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

**Status**  
- Active-Visible  
- Inactive-Hidden

**Type of Delivery (Select all that apply)**
- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

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

**Grading**  
- Satisfactory/Unsatisfactory - No IP

---

**Justification and Assessment**

**Rationale**  Due to multiple factors, the pre-licensure nursing program has seen a steady decline in first-time test takers' ability to pass the NCLEX-RN national licensure exam. A review of the literature related to best practices for student success was conducted. Also, an evaluation of USG pre-licensure programs was completed. It was deemed that a student success seminar is created to provide more individualized and closer monitoring of students at risk for failure and promote student success. Lastly, a faculty member has been identified to be the student success coordinator. This faculty member will have a work release to facilitate this seminar and work more closely with students to promote success in the program and pass the national licensure exam on
Students to promote success in the program and pass the national licensure exam on the first try.

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

1. Assess personal learning needs based on the HESI Specialty Exam result.
2. Create an individual remediation plan based on the HESI Specialty Exam result.
3. Complete individual remediation plan based on the HESI Specialty/Exit Exam result.
4. Demonstrate mastery of content by achieving 850 or higher on the subsequent proctored HESI Specialty Exam retake.

**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking 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/](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**

100

**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.
NURS - 3300 - Student Success Seminar
2021-2022 Undergraduate New Course Request

Introduction

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### Course Information

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>NURS</th>
<th>Course Number*</th>
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</thead>
<tbody>
<tr>
<td>Course Title*</td>
<td>Student Success Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Course Title</td>
<td>Student Success Seminar: Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type*</td>
<td>Nursing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Catalog Course Description**

This seminar offers personalized remediation based on the individual score achieved on the Fundamentals, Pharmacology, or Medical-Surgical HESI specialty exam administered throughout the nursing program. Coaching related to student success in the nursing program and taking the NCLEX-RN licensure exam will also be included. This includes test-taking skills, study skills, and time management skills.

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.

<table>
<thead>
<tr>
<th>Is this a variable credit hour course?*</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

| Lec Hrs*               | 1   |
| Lab Hrs*               | 0   |
| Credit Hrs*            | 1   |

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**If yes, indicate maximum number of credit hours counted toward**
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<table>
<thead>
<tr>
<th><strong>Prerequisites</strong></th>
<th>admission to the pre-licensure nursing program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concurrent Prerequisites</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td>NURS 3102 OR 4201</td>
</tr>
<tr>
<td><strong>Cross-listing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Restrictions</strong></td>
<td></td>
</tr>
</tbody>
</table>

Is this a General Education course?*  
☐ Yes  ☐ No

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

Status*  
☐ Active-Visible  ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*  
☐ Carrollton or Newnan Campus: Face-to-Face  
☐ Entirely Online  
☑ Hybrid  
☐ Fully Online

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

Grading*  
☐ Satisfactory/Unsatisfactory  
☐ No IP

Justification and Assessment

Rationale*  
Due to multiple factors, the pre-licensure nursing program has seen a steady decline in first-time test takers' ability to pass the NCLEX-RN national licensure exam. A review of the literature related to best practices for student success was conducted. Also, an evaluation of USG pre-licensure programs was completed. It was deemed that a student success seminar is created to provide more individualized and closer monitoring of students at risk for failure and promote student success. Lastly, a faculty member has been identified to be the student success coordinator. This faculty member will have a work release to facilitate this seminar and work more closely with students to promote success in the program and pass the national licensure exam on
Students to promote success in the program and pass the national licensure exam on the first try.

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

1. Assess personal learning needs based on the HESI Specialty Exam result.
2. Create an individual remediation plan based on the HESI Specialty Exam result.
3. Complete individual remediation plan based on the HESI Specialty/Exit Exam result.
4. Demonstrate mastery of content by achieving 850 or higher on the subsequent proctored HESI Specialty Exam retake.

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- [ ] Syllabus

**Resources and Funding**

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

**Present or Projected Annual Enrollment**

100

**Will this course have special fees or tuition required?**

- [ ] Yes
- [x] No

**If yes, what will the fee be?** 0

**Fee Justification**

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College - School/Department*  Tanner Health System School of Nursing

Is this a School of Nursing course?*  Yes  No

Is this a College of  Yes  No
Is this a College of Education course? * Yes ☐ No

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

Is this an Honors College course? * Yes ☐ No

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

Course Information

Course Prefix*  NURS

Course Number*  4090

Course Title*  Student Success Seminar

Long Course Title  Student Success Seminar: Medical-Surgical (Newnan)

Course Type*  Nursing

Catalog Course Description*  This seminar offers personalized remediation based on the individual score achieved on the Fundamentals, Pharmacology, or Medical-Surgical HESI specialty exam administered throughout the nursing program. Coaching related to student success in the nursing program and taking the NCLEX-RN licensure exam will also be included. This includes test-taking skills, study skills, and time management skills.

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 0
For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

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<tr>
<td>Corequisites</td>
<td>NURS 4103</td>
</tr>
<tr>
<td>Cross-listing</td>
<td></td>
</tr>
<tr>
<td>Restrictions</td>
<td>Newnan Campus only</td>
</tr>
</tbody>
</table>

Is this a General Education course?*  
- Yes  
- No

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

Status*  
- Active-Visible  
- Inactive-Hidden

Type of Delivery (Select all that apply)*  
- Carrollton or Newnan Campus: Face-to-Face  
- Entirely Online  
- Hybrid  
- Fully Online

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

Grading*  
- Satisfactory/Unsatisfactory
- No IP

Justification and Assessment

Rationale*  
Due to multiple factors, the pre-licensure nursing program has seen a steady decline in first-time test takers' ability to pass the NCLEX-RN national licensure exam. A review of the literature related to best practices for student success was conducted. Also, an evaluation of USG pre-licensure programs was completed. It was deemed that a student success seminar is created to provide more individualized and closer monitoring of students at risk for failure and promote student success. Lastly, a faculty member has been identified to be the student success coordinator. This faculty member will have a work release to facilitate this seminar and work more closely with students to promote success in the program and pass the national licensure exam.
students to promote success in the program and pass the national licensure exam on the first try.

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

1. Assess personal learning needs based on the HESI Specialty Exam result.
2. Create an individual remediation plan based on the HESI Specialty Exam result.
3. Complete individual remediation plan based on the HESI Specialty/Exit Exam result.
4. Demonstrate mastery of content by achieving 850 or higher on the subsequent proctored HESI Specialty Exam retake.

**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/](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**

- 100

**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.
NURS - 4100 - Student Success Seminar
2021-2022 Undergraduate New Course Request

Introduction

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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.
Is this a College of Education course?  
- Yes  
- No

Is this a Department of Mass Communications course?  
- Yes  
- No

Is this an Honors College course?  
- Yes  
- No

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

Course Information

Course Prefix* NURS  
Course Number* 4100

Course Title* Student Success Seminar

Long Course Title Student Success Seminar: Medical-Surgical (Carrollton)

Course Type* Nursing

Catalog Course Description* This seminar offers personalized remediation based on the individual score achieved on the Fundamentals, Pharmacology, or Medical-Surgical HESI specialty exam administered throughout the nursing program. Coaching related to student success in the nursing program and taking the NCLEX-RN licensure exam will also be included. This includes test-taking skills, study skills, and time management skills.

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

<table>
<thead>
<tr>
<th><strong>Prerequisites</strong></th>
<th>admission to pre-licensure nursing program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concurrent Prerequisites</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td>NURS 4201</td>
</tr>
<tr>
<td><strong>Cross-listing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Restrictions</strong></td>
<td>Second Session Fall semester, Carrollton campus only</td>
</tr>
</tbody>
</table>

Is this a General Education course?  
- Yes  
- No

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

Status  
- Active-Visible  
- Inactive-Hidden

Type of Delivery (Select all that apply)  
- Carrollton or Newnan Campus: Face-to-Face  
- Entirely Online  
- Hybrid  
- Fully Online

Grading  
- Satisfactory/Unsatisfactory - No IP

Justification and Assessment

Rationale  
Due to multiple factors, the pre-licensure nursing program has seen a steady decline in first-time test takers' ability to pass the NCLEX-RN national licensure exam. A review of the literature related to best practices for student success was conducted. Also, an evaluation of USG pre-licensure programs was completed. It was deemed that a student success seminar is created to provide more individualized and closer monitoring of students at risk for failure and promote student success. Lastly, a faculty member has been identified to be the student success coordinator. This faculty member will have a work release to facilitate this seminar and work more closely with students to promote success in the program and pass the national licensure exam. 
students to promote success in the program and pass the national licensure exam on the first try.

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

1. Assess personal learning needs based on the HESI Specialty Exam result.
2. Create an individual remediation plan based on the HESI Specialty Exam result.
3. Complete individual remediation plan based on the HESI Specialty/Exit Exam result.
4. Demonstrate mastery of content by achieving 850 or higher on the subsequent proctored HESI Specialty Exam retake.

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* 100

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.
University of West Georgia
Tanner Health System School of Nursing
Syllabus

Semester 20XX

Courses:
NURS3200 Student Success Seminar: Fundamentals
NURS3300 Student Success Seminar: Pharmacology
NURS4090 Student Success Seminar: Medical/Surgical (Newnan Campus)
NURS4100 Student Success Seminar Medical/Surgical (Carrollton Campus)

Credit Hours: 1-0-1

Prerequisites: Admission to the pre-licensure nursing program

Co-requisites:
NURS3200 Student Success Seminar Fundamentals: NURS 3202 Healthcare of the client II
NURS3300 Student Success Seminar Pharmacology: NURS 3102 Professional concepts II (Carrollton campus) OR NURS 4201 Healthcare of the client III (Newnan campus)
NURS4090 Student Success Seminar Medical/Surgical (Newnan Campus): NURS 4103 Professional Capstone.
NURS4120 Student Success Seminar Medical/Surgical (Carrollton Campus): NURS 4201 Healthcare of the client III

Course Description: This seminar offers personalized remediation based on the individual score achieved on the Fundamentals, Pharmacology, or Medical-Surgical HESI specialty exam administered throughout the nursing program. Coaching related to student success in the nursing program and taking the NCLEX-RN licensure exam will also be included. This includes test-taking skills, study skills, and time management skills.
Course Learning Outcomes:

1. Assess personal learning needs based on the HESI Specialty Exam result.
2. Create an individual remediation plan based on the HESI Specialty Exam result.
3. Complete individual remediation plan based on the HESI Specialty/Exit Exam result.
4. Demonstrate mastery of content by achieving 850 or higher on the subsequent proctored HESI Specialty Exam retake.

Grading System: Graded Satisfactory or Unsatisfactory

Potential Required Textbooks:
My Evolve Student access https://evolve.elsevier.com/cs/myEvolve
HESI Assessment Next Generation - remediation
HESI Elsevier Evolve Adaptive Quizzing- Next Generation
NURS 3200 Student Success Seminar – Fundamentals
Prerequisite: Admission to pre-licensure nursing program
Co-requisite: NURS 3202
Credit: 1-0-1
Grading: Pass/Fail Satisfactory/Unsatisfactory A, B, C (need to figure out criteria)
Need to update co-requisite for NURS 3202 HCC2
   Co-requisite: Score of 850 or higher on the HESI Fundamental exam OR NURS 3200 Student Success Seminar - Fundamentals

NURS 3300 Student Success Seminar – Pharmacology – full session
Prerequisite: Admission to pre-licensure nursing program
Co-requisite: NURS 3102 OR 4201
Credit: 1-0-1
Grading: Pass/Fail Satisfactory/Unsatisfactory A, B, C (need to figure out criteria)
Need to update co-requisite for NURS 3102 PC2 (Carrollton) AND NURS 4201 HCC3 (Newnan)
   Co-requisite: Score of 850 or higher on the HESI Pharmacology exam OR NURS 3300 Student Success Seminar - Pharmacology

NURS 4100 Student Success Seminar – Medical/Surgical (NEWNAN Campus)
Prerequisite: Admission to pre-licensure nursing program
Co-requisite: NURS 4103
Credit: 1-0-1
Grading: Pass/Fail Satisfactory/Unsatisfactory A, B, C (need to figure out criteria)
Need to update co-requisite for NURS 4103 PC Capstone
   Co-requisite: Score of 850 or higher on the HESI Med/Surg exam OR NURS 4100 Student Success Seminar – Med/Surg

NURS 4120 Student Success Seminar – Medical/Surgical (CARROLLTON Campus) – 2nd SESSION - FALL
Prerequisite: Admission to pre-licensure nursing program
Co-requisite: NURS 4201
Credit: 1-0-1
Grading: Pass/Fail Satisfactory/Unsatisfactory A, B, C (need to figure out criteria)
Need to update co-requisite for NURS 4201 HCC3
   Co-requisite: Score of 850 or higher on the HESI Med/Surg exam OR NURS 4120 Student Success Seminar – Med/Surg
Forensic Science and Investigation
New Interdisciplinary Pathway Request

General Information

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

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

<table>
<thead>
<tr>
<th>Primary Point of Contact Name*</th>
<th>Corey Maggiano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email*</td>
<td><a href="mailto:cmaggiano@westga.edu">cmaggiano@westga.edu</a></td>
</tr>
<tr>
<td>College*</td>
<td>College of Arts, Culture, and Scientific Inquiry</td>
</tr>
</tbody>
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Pathway Information

<table>
<thead>
<tr>
<th>School/Department*</th>
<th>University College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Effective Semester*</td>
<td>Fall</td>
</tr>
<tr>
<td>Desired Effective Year*</td>
<td>2021</td>
</tr>
<tr>
<td>Name of Proposed Pathway*</td>
<td>Forensic Science and Investigation</td>
</tr>
<tr>
<td>Have you contacted the Director of the Center for Interdisciplinary Studies about this proposal? *</td>
<td>Yes</td>
</tr>
</tbody>
</table>

List all academic departments that are involved: Anthropology, Biology, Chemistry, Criminology
Has the new pathway proposal been reviewed by all of the departments listed above?  

yes

List the pathway-specific student learning outcome(s):*

1. Student can explain how the natural and social sciences interrelate to permit forensic investigation.
2. Student can implement reasoning, skills, or methods central to scientific investigations in medicolegal contexts.
3. Student can critical review reports and data from their main disciplines in experiential, practical, or case study scenarios.

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*
1) Name of the Pathway  
BIS in Forensic Science and Investigation  

2) Disciplines  
Anthropology, Biology, Chemistry, Criminology  

3) Courses in the disciplines  

<table>
<thead>
<tr>
<th>Social Sciences</th>
<th>Pre-Reqs</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Foundation Courses</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1105 - Introduction to Physical Anthropology</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 1100 - Introduction to Criminal Justice</td>
<td>None</td>
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<td>ANTH 4125 - Forensic Anthropology*</td>
<td>None</td>
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<tr>
<td>ANTH 3110 - Human Osteology</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3250 - Field Methods in Physical Anthropology</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 4122 - Bioarchaeology</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 4135 - Genes and Genomania</td>
<td>None</td>
<td>3</td>
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<tr>
<th>Criminology</th>
<th>Pre-Reqs</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CRIM 3411 - Criminal Investigations</td>
<td>CRIM 1100</td>
<td>3</td>
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<tr>
<td>CRIM 3333 - Victimology</td>
<td>CRIM 1100</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 3705 - Criminal Profiling</td>
<td>CRIM 1100</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 3900 Social Science in the Legal System</td>
<td>CRIM 1100</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 4000 - Research Methodology</td>
<td>CRIM 1100</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 4230 Ethics and the Criminal Justice System</td>
<td>CRIM 1100</td>
<td>3</td>
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<th>Natural Sciences</th>
<th>Pre-Reqs</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Foundation Courses</td>
<td>2107 (only) requires Chem 1212 or petition</td>
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</tr>
<tr>
<td>BIOL 1107 and Lab, or 2107 and Lab</td>
<td>2107 (only) requires Chem 1212 or petition</td>
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<tr>
<td>BIOL 1108 and Lab, or 2108 and Lab</td>
<td>MATH 1113, or MATH 1111 and MATH 1112</td>
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<tr>
<td>CHEM 1212 and Lab</td>
<td>MATH 1113, or MATH 1111 and MATH 1112</td>
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<th>Credits</th>
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<td>BIOL 3134 - Molecular Cellular Biology</td>
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<tr>
<td>BIOL 3231 - Comparative Vertebrate Anatomy</td>
<td>Either Intro Series for Bio+Lab, Chem+Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3513 - Human Physiology</td>
<td>Either Intro Series for Bio+Lab, Chem+Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3621 - Genetics and Medical Genetics</td>
<td>Either Intro Series for Bio+Lab, Chem+Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 4241 – Entomology</td>
<td>Either Intro Series for Bio+Lab, Chem+Lab or petition</td>
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<th>Pre-Reqs</th>
<th>Credits</th>
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<tbody>
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<td>CHEM 3130 - Modern Forensic Science*</td>
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</tr>
<tr>
<td>CHEM 3140 - Drugs and Drug Abuse</td>
<td>None</td>
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<tr>
<td>CHEM 3310K - Analytical Chemistry</td>
<td>CHEM 1212 and Lab, and MATH 1634</td>
<td>4</td>
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</table>

*=required for completion of the Pathway

4) 2- year rotation schedule of courses

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<thead>
<tr>
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<th>Year 1</th>
<th>Year 2</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
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<td></td>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td>Social Sciences</td>
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<tr>
<td>Foundation Courses</td>
<td>Crim 1100</td>
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<td>Anthropology</td>
<td>Anth 4125</td>
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<td></td>
<td>Anth 3110</td>
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<td>Course Code</td>
<td>Course Name</td>
<td>Offerings</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Anth 3250</td>
<td>Field Methods in Physical Anthropology</td>
<td>x (2 years on, 1 year off)</td>
</tr>
<tr>
<td>Anth 4122</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Anth 4135</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Criminology</td>
<td>Criminology</td>
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</tr>
<tr>
<td>Crim 3333</td>
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<td></td>
</tr>
<tr>
<td>Crim 3411</td>
<td>x x x x</td>
<td></td>
</tr>
<tr>
<td>Crim 3705</td>
<td>x x x x x</td>
<td></td>
</tr>
<tr>
<td>Crim 3900</td>
<td>x x x x</td>
<td></td>
</tr>
<tr>
<td>Crim 4000</td>
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</tr>
<tr>
<td>Crim 4230</td>
<td>x x x x x</td>
<td></td>
</tr>
<tr>
<td>Crim 3900</td>
<td>x</td>
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</tr>
</tbody>
</table>

### Natural Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 1107 plus Lab</td>
<td>x x x x x</td>
</tr>
<tr>
<td>Biol 1108 plus Lab</td>
<td>x x x x x</td>
</tr>
<tr>
<td>Biol 2107 plus Lab</td>
<td>x x x x x</td>
</tr>
<tr>
<td>Biol 2108 plus Lab</td>
<td>x x x x x</td>
</tr>
<tr>
<td>Chem 1211 and Lab</td>
<td>x x x x x</td>
</tr>
<tr>
<td>Chem 1212 and Lab</td>
<td>x x x x x</td>
</tr>
<tr>
<td>Biology</td>
<td>Biol 3134 x x x x x</td>
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<tr>
<td>Biol 3231</td>
<td>x</td>
</tr>
<tr>
<td>Biol 3513</td>
<td>x x x x x</td>
</tr>
<tr>
<td>Biol 3621</td>
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</tr>
<tr>
<td>Biol 4241</td>
<td>x x x</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chem 3130 even year</td>
</tr>
<tr>
<td>Chem 3140</td>
<td>odd year</td>
</tr>
<tr>
<td>Chem 3310K</td>
<td>x x x x</td>
</tr>
</tbody>
</table>

### 5) Suggested Elective Courses

ANTH 3180, ANTH 4130, BIOL 2021, BIOL 2022, BIOL 2030 and Lab, CHEM 2000, CRIM 2272, CRIM 2274, CRIM 4003, GEOL 3014, MATH 1401

### 6) Pathway structure

#### Required Foundation Courses:
- ANTH 1105 Introduction to Physical Anthropology
- BIOL 1107 and BIOL 1107L and BIOL 1108 and BIOL 1108L OR BIOL 2107 and BIOL 2017L and BIOL 2108 and BIOL 2108L
- CHEM 1211 and CHEM 1211L
- CHEM 1212 and CHEM 1212L*
- CRIM 1100 Introduction to Criminal Justice

#### Required Upper Level Area Courses:
- ANTH 4125 Forensic Anthropology
- CHEM 3130 Modern Forensic Science

### Upper Level Area Courses

Students will choose two of the four disciplines as their main subjects. From these two disciplines, they must take at least one course each. From the remaining two disciplines, they must take at least one course each.

**Total minimum credit hours: 24**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>BIOL 3134 Molecular Cellular Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3110 Human Osteology</td>
<td>BIOL 3231 Comparative Vertebrate Anatomy</td>
</tr>
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<td>BIOL 3513 Human Physiology</td>
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<td>BIOL 3621 Genetics and Medical Genetics</td>
</tr>
<tr>
<td>ANTH 4135 Genes and Genomania</td>
<td>BIOL 4241 Entomology</td>
</tr>
<tr>
<td>CRIM 3333 Victimology</td>
<td>CRIM 3411 Criminal Investigations</td>
</tr>
<tr>
<td>CRIM 3705 Criminal Profiling</td>
<td>CRIM 3705 Criminal Profiling</td>
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<tr>
<td>CRIM 3900 Social Science in the Legal System</td>
<td>CRIM 4000 Research Methodology</td>
</tr>
<tr>
<td>CRIM 4230 Ethics and the Criminal Justice System</td>
<td>CHEM 3130 Modern Forensic Science</td>
</tr>
<tr>
<td>CHEM 3140 Drugs and Drug Abuse</td>
<td>CHEM 3310K Analytical Chemistry**</td>
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107/511
Prerequisites:
* MATH 1111 and MATH 1112, OR MATH 1113
** MATH 1111 and MATH 1112, OR MATH 1113 AND MATH 1634

7) Mentors
Anthropology: Corey Maggiano, Isabel Maggiano
Biology: Gregory Payne
Chemistry: Megumi Fujita, Ann Gaquere
Criminology: Mai Naito Mills

8) Learning outcomes
1) To explain how the natural and social sciences interrelate to permit Forensic Investigation
2) To implement reasoning, skills, or methods central to scientific investigations in medicolegal contexts
3) To critically review reports and data from their main disciplines in experiential, practical, or case study scenarios.
This program map is intended ONLY as a guide for students to plan their course of study. Information regarding academic requirements for graduation will be available in the offices of the Registrar and Deans of major schools and colleges. It is the responsibility of each student to keep himself or herself apprised of current graduation requirements for a degree program in which he or she is enrolled.
This program map is intended ONLY as a guide for students to plan their course of study. Information regarding academic requirements for graduation will be available in the offices of the Registrar and Deans of major schools and colleges. It is the responsibility of each student to keep himself or herself apprised of current graduation requirements for a degree program in which he or she is enrolled.
Religion

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* Marjorie Snipes

Email* msnipes@westga.edu

College* College of Arts, Culture, and Scientific Inquiry

Pathway Information

School/Department* University College

Desired Effective Semester* Fall

Desired Effective Year* 2021

Name of Proposed Pathway* Religion

Have you contacted the Director of the Center for Interdisciplinary Studies about this proposal? *

Yes

List all academic departments that

Anthropology, Art, Criminology, History, Philosophy, Political Science, Psychology,
<table>
<thead>
<tr>
<th>Department that offer courses in the proposed pathway:</th>
<th>Sociology</th>
</tr>
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</table>

| Has the new pathway proposal been reviewed by all of the departments listed above? | Yes |

| List the pathway-specific student learning outcome(s): | 1. Student can critically analyze an issue or question relevant to religion.  
2. Student can apply methods or concepts from at least two disciplines in the study of an issue or question relevant to religion. |

Upload proposal document(s)

| Does the uploaded documentation specify the disciplines, courses, and structure of the proposed pathway? | Yes |

| Does the uploaded documentation identify mentors for each of the proposed pathway disciplines? | Yes |

| Does the uploaded documentation specify the academic units (departments, programs, etc.) that will be represented on the Pathway Committee? | Yes |

| Does the uploaded documentation include two-year rotations for all courses in the proposed pathway? | Yes |

| Does the uploaded documentation include a program map? | Yes |

Curriculum Information - Not Applicable

| Type of Program | Program |

| Prospective Curriculum |
New Interdisciplinary Pathway Proposal

**Proposers:** Marjorie Snipes
Rosemary Kellison
Dan Williams

1) **Pathway name.**
Religion

2) **Clear specification of the disciplines, courses, and structure.**
See Next Page.
NOTE: No foundations courses are specified for the four focus areas (foundations courses are counted in Area F). Students will use whatever courses are appropriate for their choice of focus areas (each program of study includes two), e.g. A student whose program of study included the Religion in the Arts & Humanities focus area could use PHIL 2130 - Intro to World Religions while another student with the same focus area could use ART 2201 - History of Western Art I.

3) **Mentors for each of the disciplines. (These are the mentors who will be in place when the pathway is approved. Mentors will change as needed, a process managed by the pathway’s administrative committee).**
See Next Page

4) **Programs/departments that will be represented on the pathway’s administrative committee.**
This committee will work with the CIDS to manage and administer the pathway.
Anthropology, History, Philosophy, Sociology

5) **At least one learning outcome specific to the pathway.**

   ● Student can critically analyze an issue or question relevant to religion.
   ● Student can apply methods or concepts from at least two disciplines in the study of an issue or question relevant to religion.

6) **Two-year course rotations for all courses included in the pathway, beginning with the following academic year and grouping them by pathway discipline, e.g. a proposal for a Sustainability Pathway would group together the courses for a Social Systems discipline, those for a Natural Systems discipline, etc.**
See Tables 1 and 2 and Program Map (beginning on Page 3)
**Interdisciplinary Studies**

**RELIGION PATHWAY**

**What is Interdisciplinary Studies?**
Interdisciplinary studies is an approach that draws upon and integrates the perspectives, concepts, theories, and methods from multiple disciplines (fields of study) in order to understand a phenomenon too broad or complex to be adequately addressed within a single discipline.

**What is the Religion Pathway?**
The Religion Pathway within the Interdisciplinary Studies major provides UWG students an opportunity to explore RELIGION within and across multiple academic disciplines while systematically developing the techniques and tools of Interdisciplinarity.

Students in the Religion Pathway choose two focus areas, at least one of which must be either Religion in Arts & Humanities or Religion in the Social Sciences.

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<th>RELIGION AND SOCIAL JUSTICE</th>
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Choose three (9 hours):
- ART 3230 Medieval Art of Christian Europe and the Near East
- HIST 4210 Pagans and Christians in Late Antiquity
- HIST 4231 The Reformation
- HIST 4285/4385/4485 Special Topics*
- HIST 4478 American Religion to 1800
- HIST 4479 American Religion since 1800
- HIST 4553 History of Political Islam
- PHIL 3105 Medieval and Early Modern Philosophy
- PHIL 3205 Theories of Religion
- PHIL 3220 Christian Thought
- PHIL 3250 Islamic Thought
- PHIL 4230 Philosophy of Religion

Choose three (9 hours):
- ANTH 3170 Religion in America: The Shakers
- ANTH 4170 Myth, Magic, and Religion
- ANTH 4190 Modern Shamanism
- PSYC 4070 Psychology of Myth and Symbol
- PSYC 4130 Eastern and Transpersonal Psychologies
- PSYC 4096 Values, Meaning, and Spirituality
- PSYC 4085 Horizon Seminar*
- SOCI 3543 Sociology of Religion
- SOCI 3804 Death, Grief, and Caring
- SOCI 4999 Religion and Global Social Problems

Choose one (3 hours):
- ANTH 3170 Religion in America: The Shakers
- ANTH 4190 Modern Shamanism
- HIST 4479 American Religion since 1800
- HIST 4385 History of Political Islam
- PHIL 3220 Christian Thought
- PHIL 3250 Islamic Thought
- SOCI 4553 Religion & Global Social Problems

Choose two (6 hours):
- ANTH 3180 Environment and Health
- ANTH 4146 Latin in the U.S.
- CRIM 4265 Crime and Social Inequality
- HIST 4469 Civil Rights Movement
- PSYC 4285/4385/4485 Special Topics*
- PSYC 3115 Political Philosophy
- PHIL 4110 Philosophy of Law
- PHIL 4130 Feminist Philosophy
- POLS 4209 Environmental Policy
- POLS 4517 Global Human Rights
- SOCI 3234 Intro to Social Work & Social Welfare
- SOCI 4823 Sociology of Race

*If focused on topic related to religion or the focus area (seek mentor approval)

Questions? Andy Walter, Director, Center for Interdisciplinary Studies • 678-839-4070 • awalter@westga.edu
### TABLE 1: Two-Year Course Rotations for All Courses Used in the Religion Pathway

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*History Special Topics (HIST 4285/4385/4485) with topic related to religion or focus area

**Psychology Horizon Seminar with topic related to religion or focus area

--continue next page--
### TABLE 2: Two-year Course Rotations, by Focus Area

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#### Religion and Social Justice

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</tbody>
</table>

117/511
# 2021-22 Program Map

## BIS Religion Pathway

Focus Areas: Religion in the Arts & Humanities (RAH), Religion in the Social Sciences (RSS)

### Year 1

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Area A1: ENGL 1101 - English Composition I</td>
<td>Area A1: ENGL 1102 - English Composition II</td>
</tr>
<tr>
<td>Area A2: Math course</td>
<td>Area D1: Science course + L</td>
</tr>
<tr>
<td>Area B1: Oral communications course</td>
<td>Area E3: POLS 1101 - American Government</td>
</tr>
<tr>
<td>Area E4: Social science elective course</td>
<td>Area C1: Fine arts course</td>
</tr>
<tr>
<td>Area B2: Institutional priorities course</td>
<td>Area F: ART 2201 - History of Western Art I</td>
</tr>
<tr>
<td>Semester Total</td>
<td>14</td>
</tr>
</tbody>
</table>

**Milestones**
- Complete ENGL 1101 with C or better
- Complete Area A2 math

### Year 2

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Area C2: Humanities course</td>
<td>Area D2: Science, math, or technology course</td>
</tr>
<tr>
<td>Area D1: Science course</td>
<td>Area E1: World history course</td>
</tr>
<tr>
<td>Area E2: US history course</td>
<td>Area F: XIDS 2000 - Intro Interdisciplinary Studies</td>
</tr>
<tr>
<td>Area F: ART 2202 - History of Western Art II</td>
<td>Area F: D1 Foundation course - SOCI 1101 Intro Sociology</td>
</tr>
<tr>
<td>Area F: PSYC 1101 - Intro Psychology</td>
<td>Area F: D2 Foundation course - PHIL 2130 Intro to World Religions</td>
</tr>
<tr>
<td>Semester Total</td>
<td>15</td>
</tr>
</tbody>
</table>

**Milestones**
- Complete ART 2202 with C or better
- Complete BIS Degree Plan and submit to Registrar
### Year 3

#### Term 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAH 1: HIST 4385 - History of Political Islam</td>
<td>3</td>
</tr>
<tr>
<td>RSS 1: PSYC 4670 - Values, Meaning, and Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>3000/4000 level elective</td>
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</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
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</table>

#### Milestones
- Finish Capstone proposal/plan in XIDS 3000

#### Term 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XIDS 3000 - Interdisciplinary Methods</td>
<td>3</td>
</tr>
<tr>
<td>RSS 2: ANTH 3170 - Religion in America: The Shakers</td>
<td>3</td>
</tr>
<tr>
<td>3000/4000 level elective</td>
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</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
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</tbody>
</table>

### Year 4

#### Term 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RAH 2: PHIL 3220 - Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>RAH 3: ART 3230 - Medieval Art of Christian Europe and the Near East</td>
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</tr>
<tr>
<td>3000/4000 level elective</td>
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<tr>
<td>Elective</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

#### Milestones
- Complete Capstone Project, submit in XIDS 4000

#### Term 2

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>XIDS 4000 - Interdisciplinary Capstone</td>
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<tr>
<td>3000/4000 level elective</td>
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<tr>
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<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>Term</td>
<td>Subject</td>
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<td>XIDS 2002</td>
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<tr>
<td>202108</td>
<td>XIDS 2002</td>
</tr>
</tbody>
</table>

This course will explore the role of news in our society. Students will learn about the history of news and how it has evolved over time. They will also have the opportunity to examine the different forms of news and how they are consumed.
CISM - 3625 - Contemporary Issues in MIS
2021-2022 Undergraduate New Course Request

Introduction

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Routing Information

Routes cannot be changed after a proposal is launched.

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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* Department of Management

Is this a School of Nursing course?* Yes No

Is this a College of Y N
<table>
<thead>
<tr>
<th>Course Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix</strong></td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td><strong>Long Course Title</strong></td>
</tr>
<tr>
<td><strong>Course Type</strong></td>
</tr>
<tr>
<td><strong>Catalog Course Description</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>Concurrent Prerequisites</td>
</tr>
<tr>
<td>Corequisites</td>
</tr>
<tr>
<td>Cross-listing</td>
</tr>
<tr>
<td>Restrictions</td>
</tr>
</tbody>
</table>

**Is this a General Education course?**
- Yes
- No

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

**Status**
- Active-Visible
- Inactive-Hidden

**Type of Delivery (Select all that apply)**
- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

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

**Grading**
- Undergraduate Standard Letter

**Justification and Assessment**

**Rationale**
This course designation will be used when offering a course related to a specific topic that has never been taught. Once we offer a course under this designation and it has been successfully designed and delivered, we then request a new course with its own course number.

This course would be the MIS equivalent to our MGNT 3625 course designation. It simply gives us flexibility to offer a course on a new topic and make certain that it is successful before requesting a specific course designation for a topic.

**Student Learning Outcomes - Please**
- N/A
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* 35

<table>
<thead>
<tr>
<th>Will this course have special fees or tuition required?*</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, what will the fee be?*</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Fee Justification N/A

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

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.
CISM 3625  
Contemporary Issues in MIS  
Fall 2020

Instructor:  Dr. Thomas W. Gainey  
Class Time:  12:30 pm - 1:45 pm (TR)  
Room No.:  RCOB 2201  
Office No.:  RCOB 2217  
Office Phone:  678-839-4828  
E-Mail:  tgainey@westga.edu  

Course Description: This course deals with contemporary topics in the area of Management Information Systems. The title and description of the course will be specified at the time of offering.

Learning Objectives: Would depend on the topic.

Note: This syllabus was prepared because Curriculog requires a syllabus for a new course designation. However, the course description and learning objectives would depend on the particular topic covered under the CISM 3625.
Welcome to the University of West Georgia’s curriculum management system.

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

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.
Is this a College of Education course?  ☐ Yes  ☐ No

Is this a Department of Mass Communications course?  ☐ Yes  ☐ No

Is this an Honors College course?  ☐ Yes  ☐ No

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

Course Information

Course Prefix*  CISM

Course Number*  4384

Course Title*  MIS Study Abroad

Long Course Title  MIS Study Abroad

Course Type*  Management Information Systems

Catalog Course Description*  This course examines the differences and similarities between cultural and business practices of the United States and another country. Students participate through assigned readings, lectures, group discussion, and a week-long travel 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*  2

Lab Hrs*  1

Credit Hrs*  3

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

If yes, indicate maximum number of credit hours counted toward graduation.*  6
For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

<table>
<thead>
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</tr>
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<td>Area A</td>
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<tr>
<td>Area E</td>
</tr>
<tr>
<td>Status*</td>
</tr>
<tr>
<td>Type of Delivery (Select all that apply)*</td>
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<td>Carrollton or Newnan Campus: Face-to-Face</td>
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<td>Entirely Online</td>
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<tr>
<td>Hybrid</td>
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<tr>
<td>Fully Online</td>
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<tr>
<td>Frequency - How many semesters per year will this course be offered? 1</td>
</tr>
<tr>
<td>Grading*</td>
</tr>
<tr>
<td>Undergraduate Standard Letter</td>
</tr>
</tbody>
</table>

**Justification and Assessment**

**Rationale**
This study abroad course will give our MIS students an opportunity to study another culture and to actually travel to another country.
Student Learning Outcomes - Please provide these in a numbered list format.

1. Communicate effectively in oral presentation and in writing.
2. Recognize how globalization affects organizations.
3. Utilize MIS-specific knowledge and skills in the analysis of business problems.

REQUIRED ATTACHMENTS

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1.) Syllabus

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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?* $1,500-$2,000

Fee Justification Normally the study abroad programs costs between $1,500 and $2,000. This includes air, lodging, some meals, and visits to companies and attractions.

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.
"To feel at home, stay at home. A foreign country is not designed to make you comfortable. It's designed to make its own people comfortable."
- Clifton Fadiman, American writer (1904-1999)

OVERVIEW

Prerequisite: Registration requires consent from both the department chair and the instructor.

Course Description and Objectives
This course is intended to offer deep insight into the differences between the cultures of the UAE and the U.S. as well as a first-hand appreciation for the unique business practices in the UAE. The learning objectives of this course will be realized through a mix of assigned reading, lecture, independent research, and group discussion. All assigned reading material is found on Courseden. However, the centerpiece of this learning experience is a 7-day trip to the UAE.

Learning Objective
This course will significantly enhance your education by helping you to:

1. Communicate effectively in oral presentation and in writing.
2. Recognize how globalization affects organizations.
3. Utilize MIS-specific knowledge and skills in the analysis of business problems.

Classroom Environment
There will be one class meetings on February, 6th. Attendance at this meeting is mandatory. The majority of course material, quizzes, assignments will be provided to you online.

Other Course Policies
- Please indicate your section time and full name on all written assignments and presentations.
- Email has become a popular communication mode, yet many emails are far too informal for business communication (i.e., unpunctuated and sloppily written). Because of this, all email correspondence must be of professional quality.
- It is the student’s responsibility to obtain handouts, class notes, and additional assignments. Unforeseen changes in the syllabus and assignments will be announced in email. It is the student’s responsibility to regularly check their D2L email.

Course Schedule
The following schedule is subject to revisions. Assignments, reference material, and articles will be posted on D2L. Please note that you (the student) are at the center of the learning process. Consequently, the foregoing learning outcomes are fully possible only when you are actively involved in and commit sufficient personal resources to the learning process.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/06</td>
<td>Orientation and Predeparture Meeting (8:00am-5:00pm, RCOB Auditorium)</td>
<td></td>
</tr>
<tr>
<td>2/27</td>
<td>Quizzes 1-3 must be complete</td>
<td>Due 11:59pm</td>
</tr>
<tr>
<td>3/06</td>
<td>Exercise 4 &amp; 5 must be submitted</td>
<td>Due 11:59pm</td>
</tr>
<tr>
<td>3/14-3/22</td>
<td>Trip to Dubai</td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>Final Project Due</td>
<td>Due 11:59pm</td>
</tr>
</tbody>
</table>
GRADERS

Your final grade will be the cumulative result of the below evaluations:

<table>
<thead>
<tr>
<th>Grade Composition</th>
<th>Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (5 assignments and quizzes)</td>
<td>50%</td>
</tr>
<tr>
<td>Participation</td>
<td>35%</td>
</tr>
<tr>
<td>Final Project</td>
<td>15%</td>
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<td></td>
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</tr>
</tbody>
</table>

**Assignments**

**Detail**

- **Assignments and Quizzes (50%)**: Five assignments and quizzes are scheduled during the semester. In many cases, I have provided generous resource material. However, on some assignments you will need to perform your own search for information.

- **Participation (35%)**: You will be expected to contribute and actively interact during our visit to the UAE. Prepare your questions in advance of our visits to firms. Attendance at business and cultural events is mandatory, as well as timeliness to these events. Don’t worry, there will be sufficient free time for you to enjoy Dubai on your own.

- **Final Project (15%)**: A written project assignment will be due upon completion of the trip to allow you the opportunity to demonstrate your understanding of the concepts learned. If applicable, essay questions will relate to all aspects of class including all assigned reading material and specific experiences from the trip.

*The instructor reserves the right to modify the grade scale, content of class, and add pop-quizzes if necessary. Further guidance on assignments will be provided on Coursedan.*

**Quality of Submissions**

Any assignment submitted for a grade must be accurate in terms of format, grammar, punctuation, and spelling. I use the “rule of three” when grading all assignments: if I find three or more errors, the assignment will receive a 0 grade and the student will not have the opportunity to correct and resubmit the assignment. Please carefully proofread all content prior to submitting it to me.

**Other:**

- ✓ All written assignments should be typed. Use 12 point Times New Roman font, 1” margins, and single space.
- ✓ Staple all multi-page assignments.
- ✓ Late assignments will receive a grade of “0” unless appealed directly in advance. Do not expect positive appeals. Timeliness is one of the most important aspects of business.

**HONOR CODE and STUDENTS RIGHTS**

**The Honor Code**

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. If you are caught cheating or plagiarizing your work you will receive at a minimum a failing grade in this course.

**Student Rights and Responsibilities**

Please carefully review the information at the following link: [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). This link contains important information pertaining to your rights and responsibilities in this class and is updated as federal, state, university, and accreditation standards change.

**Credit Hour Policy (3 credit hours)**

For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.
CISM - 4500 - Advanced Networking: Switching, Routing, and Wireless
2021-2022 Undergraduate New Course Request

**Introduction**

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

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

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

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

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

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

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

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

**Desired Effective Semester**

Fall

**Desired Effective Year**

2021
Is this a College of Education course? Yes No

Is this a Department of Mass Communications course? Yes No

Is this an Honors College course? Yes No

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

Course Information

Course Prefix* CISM
Course Number* 4500

Course Title* Advanced Networking: Switching, Routing, and Wireless
Long Course Title Advanced Networking: Switching, Routing, and Wireless

Course Type* Management Information Systems

Catalog Course Description* Advanced Networking: Switching, Routing, and Wireless Essentials will advance your knowledge of the operation of routers and switches in small networks. It will introduce you to wireless local area networks (WLANs) and network security concepts. By the end of this course you will be able to configure advanced functionality in routers and switches. You will also be able to perform basic troubleshooting of these components. Using security best practices, you will troubleshoot and resolve common protocol issues in both IPv4 and IPv6 networks.

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* N/A
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  
CISM 3350

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?  
*  Yes  No

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

Status*  
☐ Active-Visible  ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*  
☐ Carrollton or Newnan Campus: Face-to-Face  
☐ Entirely Online  
☐ Hybrid  ☐ Fully Online

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

Grading*  
Undergraduate Standard Letter

Justification and Assessment

Rationale*  
This course is needed for our IoT, Networking, and Cyber Security concentration in the MIS program. The course will also help prepare students for the CISCO 135/511.
Student Learning Outcomes - Please provide these in a numbered list format.

1. Gain advanced knowledge of switch configuration, including frame forwarding, collision, and broadcast domains.
2. Demonstrate the ability to design, segment, and configure large networks using VLANs.
3. Demonstrate the ability to configure STP and to trouble EtherChannel.
4. Demonstrate the ability to program DHCP IPv4 and IPv6 networks.
5. Demonstrate the ability to program networks for First Hop Redundancy Protocols.
6. Demonstrate the ability to configure secure LANs and WLANs.
7. Demonstrate the ability to cable and configure an advanced network using Cisco router and switches.

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/)

I have attached the REQUIRED syllabus.

Resources and Funding

Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment: 35

Will this course have special fees or tuition required? Yes

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.
After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
**Advanced Networking: Switching, Routing, and Wireless**

**CISM 4500**

3 Credits

---

### Description

Advanced Networking: Switching, Routing, and Wireless Essentials will advance your knowledge of the operation of routers and switches in small networks. It will introduce you to wireless local area networks (WLANs) and network security concepts.

By the end of this course you will be able to configure advanced functionality in routers and switches. You will also be able to perform basic troubleshooting of these components. Using security best practices, you will troubleshoot and resolve common protocol issues in both IPv4 and IPv6 networks.

Prerequisites: CISM 3350

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### Contact Information

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### Meeting Times

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### Materials

Course Organization: This is a hybrid course. Class meetings will include lectures, hands-on activities, and assignments.

Course Materials: Materials for this course will be hosted through Cisco Netacad. Online chapter exams are completed through the Netcad system. There will be virtual and in-person labs using Cisco's Packet Tracer software, Netlab, and Cisco equipment in the MIS lab.

---

### Outcomes

**Learning Objectives:**

1. Gain advanced knowledge of switch configuration, including frame forwarding, collision, and broadcast domains.
2. Demonstrate the ability to design, segment, and configure large networks using VLANs.
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6. Demonstrate the ability to configure secure LANs and WLANs.
7. Demonstrate the ability to cable and configure an advanced network using Cisco router and switches.

---

### Evaluation

Packet Tracers & Netlabs - 40%
Chapter Exams - 20%
Exam 1 - 20%
Exam 2 - 20%

**Criteria**

All assignments are individual work and must be “submitted” through Netcad or CourseDen, depending on the assignment requirements.
<table>
<thead>
<tr>
<th>Week</th>
<th>Activities Required for Course</th>
<th>Assignment &amp; Due Date</th>
</tr>
</thead>
</table>
| 1    | Review Introduction to Networks Chapters 11 & 12  
      PT 11.10.1  
      PT 12.9.1 | Modules 11-13 exams and Packet Tracers |
| 2    | Introduction to Networks Chapter 13, 14, & 15  
      PT 13.2.7  
      PT 13.3.1  
      PT 14.8.1 | Modules 14-15 & Modules 16-17 exams and Packet Tracers |
| 3    | Introduction to Networks Chapter 16 & 17  
      PT 16.4.6  
      PT 16.5.1  
      PT 17.8.2  
      PT 17.8.3 | Modules 14-15 & Modules 16-17 exams and Packet Tracers |
| 4    | Exam 1                          | Chapters 1 & 2 packet tracers       |
| 5    | Switching, Routers, & Wireless Chapter 1 & 2  
      PT 1.3.6  
      PT 1.5.10  
      PT 1.6.1 | Chapters 1 & 2 packet tracers       |
| 6    | Switching, Routers, & Wireless Chapter 3  
      PT 3.4.5  
      PT 3.5.5  
      PT 3.6.1 | Chapter 3 packet tracers             |
| 7    | Switching, Routers, & Wireless Chapter 4  
      PT 4.2.7  
      PT 4.4.8  
      PT 4.5.1 | Modules 1-4 exam and Chapter 4 Packer Tracers |
| 8    | Switching, Routers, & Wireless Chapter 5  
      PT 5.1.9 | Chapter 5 Packer Tracers             |
| 9    | Switching, Routers, & Wireless Chapter 6  
      PT 6.2.4  
      PT 6.3.4  
      PT 6.4.1 | Modules 5-6 exam and Chapter 6 Packer Tracers |
| 10   | Switching, Routers, & Wireless Chapter 7 & 8  
      PT 7.2.10  
      PT 7.4.1 | Chapters 7 & 8 exam and Packer Tracers |
| Week 11 | Switching, Routers, & Wireless Chapter 9  
|         | PT 9.3.3  
|         | Modules 7–9 exam and Chapter 9 Packer Tracers |
| Week 12 | Switching, Routers, & Wireless Chapters 10 & 11  
|         | PT 11.1.10  
|         | PT 11.6.1  
|         | Chapter 11 Packer Tracers |
| Week 13 | Switching, Routers, & Wireless Chapter 12 & 13  
|         | PT 13.1.10  
|         | PT 13.4.5  
|         | PT 13.5.1  
|         | Modules 10-13 exam and Chapters 12 & 13 Packer Tracers |
| Week 14 | Switching, Routers, & Wireless Chapter 14  
|         | PT 14.3.5  
|         | Chapter 14 Packer Tracers |
| Week 15 | Switching, Routers, & Wireless Chapter 15 & 16  
|         | PT 15.6.1  
|         | PT 16.3.1  
|         | Modules 14 – 16 and Chapters 15 & 16 Packer Tracers |
| Week 16 | Exam 2 |
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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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

Student Success
Admit quality students and provide them with an education that is rich in experiences and engagement opportunities to prepare them to be effective and ethical professionals.

Academic Success
Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research and other professional activities, and to support engagement with all stakeholders.

Operational Success
Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

Ethical Values
The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.

Institutional Policies

Academic Support

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

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

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing
Online Courses

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

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

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares.
Honor Code

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

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

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

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to U WGcares.
ELL Resources

If you are a student having difficulty with English language skills, and/or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Introduction

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Course Information

Course Prefix* CISM

Course Number* 4600

Course Title* Advanced Enterprise Networking, Security, and Automation

Long Course Title Advanced Enterprise Networking, Security, and Automation

Course Type* Management Information Systems

Catalog Course Description* This course describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks, and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation. By the end of this course, students will have gained practical, hands-on experience preparing them for the CCNA certification exam and career-ready skills for associate-level roles in the Information & Communication Technologies (ICT) industry.

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* N/A 146/511
**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.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>CISM 4500</th>
</tr>
</thead>
</table>

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Is this a General Education course?**
- Yes
- No

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

**Status**
- Active-Visible
- Inactive-Hidden

**Type of Delivery (Select all that apply)**
- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

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

**Grading**
- Undergraduate Standard Letter

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**Justification and Assessment**

**Rationale**: This course will be part of the new IoT Networking and Cyber Security concentration.
This course will be part of the new IoT, Networking, and Cyber Security concentration. The course will help prepare the students for professional certifications.

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

1. Demonstrate how single-area OSPF operates in both point-to-point and broadcast multiaccess networks. Verify single-area OSPFv2 in both point-to-point and broadcast multiaccess networks.
2. Demonstrate how vulnerabilities, threats, and exploits can be mitigated to enhance network security and how ACLs are used as part of a network security policy.
3. Implement standard IPv4 ACLs to filter traffic and secure administrative access. Configure NAT services on the edge router to provide IPv4 address scalability.
4. Demonstrate how WAN access technologies can be used to satisfy business requirements. Explain how VPNs secure site-to-site and remote access connectivity.
5. Demonstrate how networking devices implement QoS. Implement protocols to manage the network.
6. Demonstrate the characteristics of scalable network architectures. Troubleshoot enterprise networks.
7. Demonstrate the purpose and characteristics of network virtualization.
8. Demonstrate how network automation is enabled through RESTful APIs and configuration management tools.

**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/](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**  35

**Will this course have special fees or charges?**  Yes

If yes, what will the fees or charges be?  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.
Advanced Enterprise Networking, Security, and Automation
CISM 4600
3 Credits

Description
This course describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks, and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation.

By the end of this course, students will have gained practical, hands-on experience preparing them for the CCNA certification exam and career-ready skills for associate-level roles in the Information & Communication Technologies (ICT) industry.

Prerequisites: CISM 4500

Contact Information

Meeting Times

Materials

Course Organization: This is a hybrid course. Class meetings will include lectures, hands-on actives, and assignments.

Course Materials: Materials for this course will be hosted through Cisco Netacad. Online chapter exams are completed through the Netacad system. There will be virtual and in-person labs using Cisco’s Packet Tracer software, Netlab, and Cisco equipment in the MIS lab.

Outcomes

Learning Objectives:

- Demonstrate how single-area OSPF operates in both point-to-point and broadcast multiaccess networks. Verify single-area OSPFv2 in both point-to-point and broadcast multiaccess networks.
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- Demonstrate the purpose and characteristics of network virtualization.
- Demonstrate how network automation is enabled through RESTful APIs and configuration management tools.
Evaluation

Packet Tracers & Netlabs - 40%
Chapter Exams - 20%
Midterm - 20%
Final - 20%

Criteria

Assignments. They are all individual work assignments, the online exams and the packet tracers/netlabs. All individual assignments must be "submitted" through Netcad or CourseDen, depending on the assignment requirements.

Breakdown

Assignments

Schedule

<table>
<thead>
<tr>
<th>Activities Required for Course</th>
<th>Assignment &amp; Due Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Course Introduction &amp; Module 1</td>
<td></td>
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<tr>
<td>Week 2 Module 2</td>
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<td>Week 3 Module 3</td>
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<td>Week 4 Module 4</td>
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<td>Week 5 Module 5</td>
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<td>Week 6 Module 6</td>
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<td>Week 7 Module 7</td>
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<td>Week 8 Module 8</td>
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<td>Week 10 Module 10</td>
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<td>Week 11 Module 11</td>
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<td>Week 12 Module 12</td>
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<td>Week 13 Module 13</td>
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<tr>
<td>Week 14 Module 14</td>
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<tr>
<td>Week 15 Review</td>
<td></td>
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<tr>
<td>Week 16 Hands-on Skills Exam Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
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Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research and other professional activities, and to support engagement with all stakeholders.

Operational Success
Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

Ethical Values
The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.
Academic Support

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

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

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

Online Courses

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

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

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

Honor Code

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

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

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

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to
HB 280 (Campus Carry)

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

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

Mental Health Support

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

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the Student FAQ webpage ([https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php)).

□ Additional Items
Management Information Systems, B.B.A.
2021-2022 Undergraduate Revise Program Request

**Introduction**

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](https://example.com).

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](https://example.com) 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**

<table>
<thead>
<tr>
<th>Modifications (Check all that apply)*</th>
<th>Program Name</th>
<th>Track/Concentration</th>
<th>Catalog Description</th>
<th>Degree Name</th>
<th>Program Learning Outcomes</th>
<th>Program Curriculum</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
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<table>
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<th>Desired Effective Semester</th>
<th>Fall</th>
<th>Desired Effective Year</th>
<th>2021</th>
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<tbody>
<tr>
<td>Desired Effective Term</td>
<td></td>
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</tr>
</tbody>
</table>

**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 Management

**Is this a School of Nursing Program?**
- Yes
- No

**Is this a College of Education Program?**
- 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?**
- 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.

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.

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**
Management Information Systems, B.B.A.

**Program ID - DO NOT EDIT**
17

**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) IoT, Networking, and Cyber Security, or (2) Enterprise Systems and Data Analytics. The MIS program helps prepare students for a variety of positions in regional, national, or international organizations. Accreditation: AACSB

**Status**
Active-Visible

**Program Location**
Carrollton

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

Core Curriculum

Core Area A

(Grade of C or higher) must include:

MATH 1111 College Algebra
[Or]
MATH 1113 Precalculus

Core Area D

should include:

MATH 1413 Survey of Calculus

Core Area F: 18 Hours

A: 6 Hours

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

B: 6 Hours

ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics
C: 3 Hours

BUSA 2106 Legal and Ethical Environment of Business

D: 3 Hours

CISM 2201 Foundations of Computer Applications

Required Supporting Courses:

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

ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics
ACCT 2101 Principles of Accounting I
ACCT 2102 Principles of Accounting II
[Before] and
MATH 1111 College Algebra
[Right] (or)
MATH 1113 Precalculus
[After] and
MATH 1413 Survey of Calculus
BUSA 2106 Legal and Ethical Environment of Business
CISM 2201 Foundations of Computer Applications

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 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 Data Resource Management and Design
CISM 3350 Networking Research and Certification
CISM 4310 Business Systems Analysis and Design
MGNT 4660 Strategic Management

Traditional Concentration (Select 3 Courses)

CISM 4330 Enterprise Architecture
CISM 4350 Enterprise and Decision Support Systems
CISM 4355 Cyber Security
CISM 4382 Special Problems in Management Information Systems
CISM 4386 Business Internship (Management Information Systems)
CISM 4390 Business Intelligence and Data Mining
CISM 3625 Contemporary Issues in MIS
CISM 4384 MIS Study Abroad
CISM 4500 Advanced Networking Switches, Routers, and Wireless
CISM 4600 Advanced Enterprise Networking, Security, and Automation
Enterprise Systems and Data Analytics Concentration (3 Courses)

CISM 4330 Enterprise Architecture
CISM 4350 Enterprise and Decision Support Systems
CISM 4390 Business Intelligence and Data Mining

IoT, Networking, and Cyber Security Concentration (3 Courses)

CISM 4355 Cyber Security
CISM 4500 Advanced Networking Switches, Routers, and Wireless
CISM 4600 Advanced Enterprise Networking, Security, and Automation

Electives: 9 Hours

Elective 1 Elective 2 Elective 3 At least one elective must be taken in the RCOB. All RCOB electives must be 3000-level or higher

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:

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

**Step 2 - Adding New Courses to the Program**

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

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

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

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

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

**Step 3 - Adding Courses in the Curriculum Schema**

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

### Justification and Assessment

**Rationale**

We are updating our Management Information Systems (MIS) program to include three concentrations: (1) IoT, Networking, and Cyber Security, (2) Enterprise Systems and Data Analytics, and (3) the Traditional Degree. Students will be able to focus their studies in areas that will allow them to pursue specific professional certifications such as SAP and CISCO.
If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

There are no changes to the Program Learning Outcomes, but a copy of the 2020 MIS SLO Assessment Report has been included in the proposal for reference purposes.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

SACSCOC Comments  N/A

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

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.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Strategic Plan Connection</th>
<th>Measure/Method</th>
<th>Success Criterion</th>
<th>AY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to design a relational database that is at least in Third Nominal Form.</td>
<td>1A and 4C</td>
<td>Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>80% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>92%</td>
</tr>
<tr>
<td>Students will utilize data flow diagrams to accurately depict the</td>
<td>1A and 4C</td>
<td>Direct Measure - CISM 3340 - Assessed by the instructor in the fall semester. Students are required to design a well-normalized relational database that is at least 3NF. The maximum score on the assignment is 15. To earn the 15 points, students must: have a primary key for each table; specify the minimum and maximum cardinality of each table; and place an appropriate foreign key column in the appropriate table. Students must score 15/15 (100%) to &quot;Exceed Expectations&quot; and 10.5/15 (70%) to &quot;Meet Expectations&quot;.</td>
<td>80% or more students will meet or exceed expectations</td>
<td>91%</td>
</tr>
<tr>
<td>Students will be able to design a relational database that is at least in Third Nominal Form.</td>
<td>1A and 4C</td>
<td>Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>80% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>87%</td>
</tr>
<tr>
<td>Student Learning Outcome</td>
<td>Strategic Plan Connection</td>
<td>Measure/Method</td>
<td>Success Criterion</td>
<td>AY16</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Accurately depict the movement of data within systems.</td>
<td>1A and 4C</td>
<td>Direct Measure - CISM 4310 - This learning outcome is assessed by the instructor in the fall semester with a series of 22 questions that examine the students' understanding of hierarchical structures and structural design. To &quot;Exceed Expectations&quot; students are required to get 18/22 correct and to &quot;Meet Expectations&quot; students must get 15/22 correct.</td>
<td>80% or more students will meet or exceed expectations</td>
<td>43%</td>
</tr>
<tr>
<td>Student Learning Outcome</td>
<td>Strategic Plan Connection</td>
<td>Measure/Method</td>
<td>Success Criterion</td>
<td>AY16</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Students will be able to develop a working, dynamic website.</td>
<td>1A and 4C</td>
<td>Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>80% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>1A and 4C</td>
<td>Direct Measure - CISM 3335 - Students were required to develop a working, dynamic website using Visual Studio. The direct measure was assessed by the instructor during the fall semester and was measured by the grade they earned on their final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, &quot;Exceeded Expectations.&quot; Scores between 70-84, &quot;Met Expectations&quot;. Scores below 70 &quot;Did Not Meet Expectations&quot;.</td>
<td>80% or more students will meet or exceed expectations</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>1A and 4C</td>
<td>Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>80% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>96%</td>
</tr>
<tr>
<td>College</td>
<td>Richards College of Business</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td>Bachelor of Business Administration (BBA)</td>
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<tr>
<td>Program</td>
<td>Management Information Systems (521201) (October 2020)</td>
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<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Strategic Plan Connection</th>
<th>Measure/Method</th>
<th>Success Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.</td>
<td>1A and 4C</td>
<td>Direct Measure - RCOB Comprehensive Field Exam administered in MGNT 4660 each semester - 10 MIS-related questions are included in this field exam. At least 8-10 correct responses are required to &quot;Exceed Expectations&quot; and 6-7 correct responses are necessary to &quot;Meet Expectations&quot;.</td>
<td>80% or more students will meet or exceed expectations</td>
</tr>
</tbody>
</table>

<p>| AY16 | 8% |</p>
<table>
<thead>
<tr>
<th>AY17</th>
<th>AY18</th>
<th>AY19</th>
<th>AY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>74%</td>
<td>76%</td>
<td>75%</td>
<td>76%</td>
</tr>
</tbody>
</table>

The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

| 97%  | 84%  | 95%  | 96%  |

The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

| 96%  | 82%  | 92%  | 84%  |

The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
<table>
<thead>
<tr>
<th>AY17</th>
<th>AY18</th>
<th>AY19</th>
<th>AY20</th>
<th>Justification of Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
<td>34%</td>
<td>71%</td>
<td>86%</td>
<td>The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
</tr>
</tbody>
</table>
### Justification of Success Criteria

<table>
<thead>
<tr>
<th>Year</th>
<th>AY17</th>
<th>AY18</th>
<th>AY19</th>
<th>AY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>83%</td>
<td>82%</td>
<td>75%</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>39%</td>
<td>90%</td>
<td>85%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>94%</td>
<td>100%</td>
<td>96%</td>
<td></td>
</tr>
</tbody>
</table>

The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a **GREEN** condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a **YELLOW** condition (i.e., caution - may need attention) and that 59% or less would represent a **RED** condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
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<table>
<thead>
<tr>
<th>AY17</th>
<th>AY18</th>
<th>AY19</th>
<th>AY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>61%</td>
<td>65%</td>
<td>54%</td>
</tr>
<tr>
<td>Interpretation &amp; Use of Results</td>
<td>Improvement Plan</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>76% either &quot;Strongly Agreed&quot; (40.0%) or &quot;Agreed&quot; (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Based on this indirect measure, there is some indication that attention may be needed.</td>
<td>During the 2019/20 academic year, the instructor specifically noted the requirements of both primary and foreign keys in the assignment instructional file. We believed that this would give the students an additional reminder of the importance of these concepts in designing the relational database. And results did improve. The number of students who “Exceeded Expectations” improved from 48.7% to 66.7%. However, in the most recent assessment, 3 of the 37 students failed to specify the correct primary keys and 4 students failed to add appropriate foreign keys to establish table relationships. Thus, it is clear that some students still fail to grasp the concepts of primary and foreign keys. During the 2020/21 academic year, the instructor will use more in-class exercises to reinforce the concepts of primary keys and foreign keys in relational database design.</td>
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<tr>
<td>66.7% of the 27 students &quot;Exceeded Expectations&quot; and 29.6% of the 27 students &quot;Met Expectations.&quot; Thus, 96.3% of the students scored at least 10.5/15.0 points on the exercise. This signifies a GREEN condition and no immediate attention is required at this point.</td>
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<td>84% either &quot;Strongly Agreed&quot; (64.0%) or &quot;Agreed&quot; (20.0%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.</td>
<td>The improvement plan over the past year focused on two areas. First, the instructor discontinued groupwork on the preparatory quiz because it was felt that some students were relying too much on their team members. Students were required to work individually on their preparatory quiz, submit it individually, and have opportunities to correct their own mistakes. Second, the instructor replaced three database-related questions with hierarchical structure questions to focus more attention on the importance of hierarchical decomposition in the course. These actions made a positive difference as those that met or exceeded expectations increased from 71% to 86%. The improvement plan for AY21, will focus on Question #19. Only 34.5% of the</td>
<td></td>
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</tbody>
</table>
Improvement Plan

The improvement plans appear to be working. Over the past four years, there has been a significant increase in the percentage of students that met or exceeded expectations. Over the past year, this percentage increased from 71% to 86%. For the first time in five years, we are in a GREEN condition. While no immediate action is required, there is an issue that we will be addressing during the next academic year as we pursue continuous improvement in the CISM 4310 course.

The improvement plan over the past year focused on two areas. First, the instructor discontinued groupwork on the preparatory quiz because it was felt that some students were relying too much on their team members. Students were required to work individually on their preparatory quiz, submit it individually, and have opportunities to correct their own mistakes. Second, the instructor replaced three database-related questions with hierarchical structure questions to focus more attention on the importance of hierarchical decomposition in the course. These actions made a positive difference as those that met or exceeded expectations increased from 71% to 86%. The improvement plan for AY21 will focus on Question #19. Only 34.5% of the class got this question correct. And the question deals with a very important, fundamental concept in this course. Specifically, it relates to using a data flow diagram to determine how many relationships are required between an entity, a process, and a data store. Students must understand that each process must have two entities and one data store. And they must be able to demonstrate these relationships on a data flow diagram. The instructor is actually going to use the basic diagram from the exam to demonstrate this concept in the course. It is hoped that by using a very simplistic diagram, students will be able to grasp the fundamental concept related to hierarchical decomposition.
<table>
<thead>
<tr>
<th>Interpretation &amp; Use of Results</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>76% of our students either &quot;Strongly Agreed&quot; (40.0%) or &quot;Agreed&quot; (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Thus, based on this indirect measure, we have some indication that attention is required.</td>
<td>During the 2019/20 academic year (AY20) the instructor held a virtual lab for each exercise well before the due date, recorded the session, and posted the recording in CourseDen. The corrective actions taken over the past three years have been effective, as the percentage of students who exceeded or met expectations has improved from 39% in AY17 to at least 79% in each of the past three years. Our corrective action for next year will focus on the SQL exercise in the major project. This is the part of the project in which students have the most problems. For 2020/21, the instructor will add examples in the three query exercises that are very similar to the requirements in the project. It is believed that the additional practice and feedback will help students in the SQL section of the project.</td>
</tr>
<tr>
<td>Twenty-nine students participated in the assessment. Fourteen students (48.3%) &quot;Exceeded Expectations&quot;, nine students (31.0%) &quot;Met Expectations&quot;, and six students (20.7%) &quot;Did Not Meet Expectations&quot;. Across the five exercises assessed in this project, the average scores (on a 100 point scale) were as follows: (1) HTML Exercise - 89%; (2) CSS Exercise - 82%; (3) JavaScript Exercise - 83%; (4) SQL Exercise - 66%; and (5) C# Exercise - 76%. At this point, it seems students are having the most difficulty with the SQL portion of the project.</td>
<td></td>
</tr>
<tr>
<td>96% either &quot;Strongly Agreed&quot; (64.0%) or &quot;Agreed&quot; (32.0%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.</td>
<td>While our indirect measure was positive, the direct measure suggests that immediate action is required. In the previous year, faculty focused their corrective action on Q63, “Which of the following relates to the integration of data?” The following two videos were added to the CISM 3330 curriculum to help students better understand this concept: (1)</td>
</tr>
</tbody>
</table>
### Interpretation & Use of Results

With 53.5% of our MIS majors meeting or exceeding expectations, this group outperformed non-MIS, business majors (51.8% met or exceeded expectations). However, with only 7.1% of our MIS majors "Exceeding Expectations" and only 46.4% "Meeting Expectations", we are clearly in a RED condition and immediate attention is required.

### Improvement Plan

While our indirect measure was positive, the direct measure suggests that immediate action is required. In the previous year, faculty focused their corrective action on Q63, "Which of the following relates to the integration of data?" The following two videos were added to the CISM 3330 curriculum to help students better understand this concept: (1) https://www.youtube.com/watch?v=yColH45Rmxs, and (2) https://www.youtube.com/watch?v=IQubbWmMWU8. There was a modest improvement as the percentage of MIS majors answering this question correctly improved from 30.2% in 2018/19 to 32.1% in 2019/20. However, there is clearly an opportunity to continue to work on Q63. For our 2020/21, our corrective action will focus on Q63 and Q70. As noted above, Q63 relates to the integration of data and only 32.1% of MIS majors answered the question correctly. To improve the students' understanding of data integration, faculty created a video specifically addressing data integration, the importance of data integration in enterprise system, and how data integration is addressed in the hands-on enterprise system assignments. Q70 related to various data reports and only 21.4% of MIS majors answered the question correctly. To improve the students' understanding of data reporting, faculty created a project on data analytics. The students will investigate dashboarding and data reports that are used by organizations for decision making.
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<tr>
<th>COURSES</th>
<th>Title</th>
<th>Traditional Concentration</th>
<th>Enterprise Systems and Data Analytics Concentration</th>
<th>IoT, Networking, and Cyber Security Concentration</th>
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<th>PL-SLO 2</th>
<th>PL-SLO 3</th>
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Key: I: Introduced  
M: Mastered  
R: Reinforced  
A: Assessment performed
## B.B.A. - Management Information Systems
### Concentration: Enterprise Systems and Data Analytics

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<tr>
<th>Course &amp; Number</th>
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<th>Term Taken</th>
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[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 MGMT 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] 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 1-11-2021
# B.B.A. - Management Information Systems
## Concentration: IoT, Networking, and Cyber Security

<table>
<thead>
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<th>Course &amp; Number</th>
<th>Credit Hours</th>
<th>Term Taken</th>
<th>Grade</th>
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<td>AREA A</td>
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<td><strong>MAJOR COURSES [2]</strong></td>
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<td>CISM 3355</td>
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<tr>
<td>CISM 4310</td>
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<td><strong>Concentration in IoT, Networking, and Cyber Security [4]</strong></td>
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<td>CISM 4355</td>
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<td>CISM 4500</td>
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<tr>
<td>CISM 4600</td>
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</tr>
<tr>
<td><strong>APPROVED ELECTIVES [5]</strong></td>
<td></td>
<td>9 HRS</td>
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<tr>
<td>Elective 1</td>
<td>3</td>
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<td>Elective 2</td>
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<td>Elective 3</td>
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<tr>
<td><strong>Total Program Hours</strong></td>
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[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 1-11-2021
### B.B.A. - Management Information Systems
#### Traditional Degree

<table>
<thead>
<tr>
<th>Course &amp; Number</th>
<th>Credit Hours</th>
<th>Term Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE CURRICULUM</strong> [1]</td>
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<tr>
<td>AREA A</td>
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<tr>
<td>ENGL 1101</td>
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<td>ENGL 1102</td>
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<td>MATH 1111</td>
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<td><strong>AREA B</strong></td>
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<tr>
<td>Elect. (COMM 1110 or ENGL 2050)*</td>
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<tr>
<td>Elect. (LIBR 1101 or CS 1020)*</td>
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<td><strong>AREA C</strong></td>
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<tr>
<td>Fine Arts Elective</td>
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<td>Humanities Elective</td>
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<td><strong>AREA D</strong></td>
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<td>Lab Science</td>
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<td>Non-Lab Science</td>
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<td>MATH 1413</td>
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<td><strong>AREA E</strong></td>
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<tr>
<td>HIST 1111 or 1112</td>
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<tr>
<td>HIST 2111 or 2112</td>
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<tr>
<td>POLS 1101</td>
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<tr>
<td>Elective (PSYC1101 or SOCI 1101)*</td>
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</tbody>
</table>

[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 1-11-2021

<table>
<thead>
<tr>
<th><strong>Course &amp; Number</strong></th>
<th><strong>Credit Hours</strong></th>
<th><strong>Term Taken</strong></th>
<th><strong>Grade</strong></th>
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<td>BUSA 2106</td>
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<td>CISM 2201</td>
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<td>ECON 2105</td>
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<tr>
<td>ECON 2106</td>
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**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 | | |

**MAJOR COURSES** [2] [4] | 24 HRS | | |
| CISM 3335 | 3 | | |
| CISM 3340 | 3 | | |
| CISM 3350 | 3 | | |
| CISM 4310 | 3 | | |
| MGNT 4660 | 3 | | |

**General Degree – No Concentration**

| Major Selects (Choose 3) – CISM 3625, CISM 4330, CISM 4350, CISM 4355, CISM 4382, CISM 4384, CISM 4386, CISM 4390, CISM 4500, CISM 4600 | 9 | | |

**APPROVED ELECTIVES** [5] | 9 HRS | | |
| Elective 1 | 3 | | |
| Elective 2 | 3 | | |
| Elective 3 | 3 | | |

Total Program Hours | 120 | | |
Management, B.B.A.
2021-2022 Undergraduate Revise Program Request

Introduction

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

**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 * 2021

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 Management

**Is this a School of Nursing Program?**
- Yes
- No

**Is this a College of Education Program?***
- Yes
- No

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

**Is this a Senate ACTION or INFORMATION item?**
- 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.**
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.

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.

<table>
<thead>
<tr>
<th>Program Name*</th>
<th>Management, B.B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program ID - DO NOT EDIT*</td>
<td>17</td>
</tr>
<tr>
<td>Program Code - DO NOT EDIT</td>
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<tr>
<td>Program Type*</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Degree Type*</td>
<td>Bachelor of Business Administration</td>
</tr>
<tr>
<td>Program Description*</td>
<td>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, or 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.</td>
</tr>
<tr>
<td>Accreditation: AACSB</td>
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<tr>
<td>Status*</td>
<td>Active-Visible Inactive-Hidden</td>
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<td>Program Location*</td>
<td>Carrollton</td>
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**Curriculum Information**
Prospective Curriculum

Requirement

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

Core Curriculum

Core Area A

(Grade of C or higher) must include:

MATH 1111 College Algebra
[Right] (or)
MATH 1113 Precalculus

Core Area D

should include:

MATH 1413 Survey of Calculus

Core Area F: 18 Hours

A: 6 Hours

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

B: 6 Hours

ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics
C: 3 Hours

BUSA 2106 Legal and Ethical Environment of Business

D: 3 Hours

CISM 2201 Foundations of Computer Applications

Required Supporting Courses:

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

- ECON 2105 Principles of Macroeconomics
- ECON 2106 Principles of Microeconomics
- ACCT 2101 Principles of Accounting I
- ACCT 2102 Principles of Accounting II
- [Before] and MATH 1111 College Algebra
- [Right] (or) MATH 1113 Precalculus
- [After] and MATH 1413 Survey of Calculus
- BUSA 2106 Legal and Ethical Environment of Business
- CISM 2201 Foundations of Computer Applications

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 Management
- MGNT 3615 Operations Management
- MKTG 3803 Principles of Marketing
MGNT 4625 International Management

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

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 Entrepreneurship and Small Business Management

Traditional Concentration Selects (Choose 3): MGNT 3602, 3603, 3611, 3625, 3627, 3635, 3640, 3645, 4330, 4355, 4610, 4615, 4616, 4621, 4630, 4640, 4681, 4682, 4684, 4686

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 Applications in Human Resource Management  
MGNT 4640 Employment Law  
MGNT 4681 Compensation Management  
   Concentration Select (Choose 1): MGNT 3602, 3611, 3618, 3625, 3627, 3645, 4630, 4680, 4682, 4684, 4686

SMALL BUSINESS MANAGEMENT CONCENTRATION (12 HOURS)

For the 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 Entrepreneurship and Small Business Management  
MGNT 3635 Growing the Small Business  
[After] Small Business Management Concentration  
   Select (Choose 1): MGNT 3602, 3611, 3625, 3627, 3640, 3645, 4610, 4615, 4616, 4630, 4640, 4681, 4682, 4684, 4686

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, 3618, 3625, 3627, 3645, 4610, 4615, 4616, 4630, 4682, 4684, 4686

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment
Rationale* The Management Department is replacing our certificate programs with concentrations. We do this for two reasons. First, students are experiencing problems during employment interviews when recruiters confuse our "certificates" with nationally recognized professional certifications (e.g., HRCI-PHR or ASCM-CPIM). Second, the Registrar’s Office has received concerns about the difference between certificates and certifications. Embedded certificates are not reported to the National Student Clearinghouse, which is what employers use most often to verify credentials. We would like to continue to offer our Traditional Concentration (with some minor changes to the curriculum), but also allow students to select concentrations in Human Resource Management, Supply Chain Management, and Small Business Management. Within these concentrations, students will be encouraged to pursue nationally-recognized professional certifications. Programs Sheets for the Traditional, Human Resource Management, Supply Chain Management, and Small Business Management concentrations are attached.

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

1. Students will be able to examine and analyze basic employment-related data.
2. Students will be able to identify and evaluate issues involved in international business relationships.
3. Students will be able to identify basic principles associated with leadership.
4. Management majors will demonstrate a more comprehensive knowledge of management concepts and principles as compared to non-management BBA majors as a whole.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

SACSCOC Comments The revised Management Curriculum and Assessment Map and the revised Management SLO Assessment Report show the changes that are being proposed in the Management Program (these are attached). One change, in particular, will impact the Student Learning Outcomes. In the current system, SLO’s are assessed in MGNT 4620, MGNT 3618, MGNT 3605, and MGNT 4660. With the proposed revisions, MGNT 3618 will no longer be required of all management majors. Instead, we plan to assess our new SLO, “Students will be able to identify and evaluate issues involved in international business relationships,” in MGNT 4625. While this course is in the Business Core, it is required for all management majors (each business discipline has their own international course). In the revised Management SLO Assessment Report, I have used a red font color to show the old SLO and a green font color to show the new SLO. Assessment of the new SLO would begin with the 2021/22 academic year.
REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

<table>
<thead>
<tr>
<th>Program Map*</th>
<th>I have attached the Program Map/Sheet.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A - I am not making changes to the program curriculum.</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment Plan*</th>
<th>I have attached the Assessment Plan.</th>
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</table>

LAUNCH proposal by clicking on 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.
Students will be able to communicate related data.

Students will be able to present relevant data.

Students will be able to make the necessary changes to their presentations.

Students will be able to identify and describe five start-up activities.

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Students will be able to identify and describe five start-up activities.
<table>
<thead>
<tr>
<th>Measure/Method</th>
<th>Success Criterion</th>
<th>Indirect Measure</th>
<th>Justification of Expectations</th>
<th>Interpretation &amp; Use of Results</th>
<th>Improvement Plan</th>
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</thead>
<tbody>
<tr>
<td>Students will be able to identify basic concepts associated with leadership.</td>
<td>99%</td>
<td>Students answering all 12 questions correctly</td>
<td>The RCOB Undergraduate Program Committee voted on 2-50% met.</td>
<td>Students answering all 12 questions correctly signify a GREEN condition (i.e., success).</td>
<td>In the previous year, committee action focused on the Blanchard and Hersey Situational Exchange (SMERED) Theory. Based on our assessment questions, only 59.1% of the students met our success criterion of 80% or more. This signifies a GREEN condition.</td>
</tr>
<tr>
<td>Management majors will demonstrate an understanding of financial and accounting terms and concepts.</td>
<td>99%</td>
<td>Students answering the Direct Measure correctly</td>
<td>The RCOB Undergraduate Program Committee voted on 2-70% met.</td>
<td>Students answering the Direct Measure correctly signify a GREEN condition (i.e., success).</td>
<td>The RCOB Undergraduate Program Committee voted on 2-50% met.</td>
</tr>
<tr>
<td>Students will be able to understand management-related questions and principles.</td>
<td>99%</td>
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<td>The RCOB Undergraduate Program Committee voted on 2-70% met.</td>
<td>Students answering the Direct Measure correctly signify a GREEN condition (i.e., success).</td>
<td>The RCOB Undergraduate Program Committee voted on 2-50% met.</td>
</tr>
<tr>
<td>Students will be able to estimate the future of the economy.</td>
<td>99%</td>
<td>Students answering the Direct Measure correctly</td>
<td>The RCOB Undergraduate Program Committee voted on 2-70% met.</td>
<td>Students answering the Direct Measure correctly signify a GREEN condition (i.e., success).</td>
<td>The RCOB Undergraduate Program Committee voted on 2-50% met.</td>
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<tr>
<td>Students will be able to explain the role of management in business.</td>
<td>99%</td>
<td>Students answering the Direct Measure correctly</td>
<td>The RCOB Undergraduate Program Committee voted on 2-70% met.</td>
<td>Students answering the Direct Measure correctly signify a GREEN condition (i.e., success).</td>
<td>The RCOB Undergraduate Program Committee voted on 2-50% met.</td>
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<tr>
<td>Students will be able to describe the different forms of organizational structures.</td>
<td>99%</td>
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<td>Students answering the Direct Measure correctly signify a GREEN condition (i.e., success).</td>
<td>The RCOB Undergraduate Program Committee voted on 2-50% met.</td>
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<tr>
<td>Students will be able to identify trends in the economy.</td>
<td>99%</td>
<td>Students answering the Direct Measure correctly</td>
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<td>Students answering the Direct Measure correctly signify a GREEN condition (i.e., success).</td>
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<td>Students answering the Direct Measure correctly signify a GREEN condition (i.e., success).</td>
<td>The RCOB Undergraduate Program Committee voted on 2-50% met.</td>
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### Courses

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<th>COURSES</th>
<th>Title</th>
<th>Traditional Concentration</th>
<th>Human Resource Concentration</th>
<th>Small Business Concentration</th>
<th>Supply Chain Concentration</th>
<th>PL-SLO 1</th>
<th>PL-SLO 2 (New)</th>
<th>PL-SLO 2 (Old)</th>
<th>PL-SLO 3</th>
<th>PL-SLO 4</th>
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<td>MGMT 4684</td>
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</table>

**Key:**
- I: Introduced
- R: Reinforced
- M: Mastered
- A: Assessment performed

Management majors will demonstrate a more comprehensive knowledge of management concepts and principles as compared to non-management BBA majors as a whole.
**B.B.A. - Management**

**Concentration: Human Resource Management**

<table>
<thead>
<tr>
<th>Course &amp; Number</th>
<th>Credit Hours</th>
<th>Term Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE CURRICULUM</strong> [1]</td>
<td></td>
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</tr>
<tr>
<td>AREA A</td>
<td></td>
<td>9 HRS</td>
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<tr>
<td>ENGL 1101</td>
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<td>ENGL 1102</td>
<td>3</td>
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<td>MATH 1111</td>
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<td>AREA B</td>
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<td>5 HRS</td>
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<td>Elect. (COMM 1110 or ENGL 2050)*</td>
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<td>Elect. (LIBR 1101 or CS 1020)*</td>
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<td>AREA C</td>
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<td>Fine Arts Elective</td>
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<td>Humanities Elective</td>
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<td>AREA D</td>
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<td>10 HRS</td>
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<td>Lab Science</td>
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<td>Elective (PSYC1101 or SOCI 1101)*</td>
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**Course & Number**

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<td>ACCT 2102</td>
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<td>BUSA 2106</td>
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<td>CISM 2201</td>
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**BUSINESS CORE** [2] 27 HRS

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**MAJOR COURSES** [2] 24 HRS

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**Concentration in Human Resource Management**

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**APPROVED ELECTIVES** [5] 9 HRS

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<td>Elective 3</td>
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| 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 9-3-2020
### B.B.A. - Management

**Concentration: Small Business Management**

<table>
<thead>
<tr>
<th>Course &amp; Number</th>
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<tr>
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<td>9 HRS</td>
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**Core Area F** [2] | 18 HRS |
| Core Area F | | |
| ACCT 2101 | 3 | | |
| ACCT 2102 | 3 | | |
| BUSA 2106 | 3 | | |
| CISM 2201 | 3 | | |
| ECON 2105 | 3 | | |
| ECON 2106 | 3 | | |

**BUSINESS CORE** [2] | 27 HRS |
| Business Core | | |
| ABED 3100 | 3 | | |
| CISM 3330 | 3 | | |
| ECON 3402 | 3 | | |
| ECON 3406 | 3 | | |
| FINC 3511 | 3 | | |
| MGNT 3600 | 3 | | |
| MGNT 3615 | 3 | | |
| MGNT 3803 | 3 | | |
| MGNT 4625 | [3] | 3 | |

**MAJOR COURSES** [2] | 24 HRS |
| Major Courses | | |
| MGNT 3605 | 3 | | |
| MGNT 3633 | [4] | 3 | |
| MGNT 4620 | 3 | | |
| MGNT 4660 | 3 | | |

**Concentration in Small Business Management**

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<td>MGNT 3618</td>
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<td>MGNT 3635</td>
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<tr>
<td>Major Select (Choose 1) MGNT 3602, 3611, 3625, 3627, 3640, 3645, 4610, 4615, 4616, 4630, 4640, 4681, 4682, 4684, 4686</td>
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**APPROVED ELECTIVES** [5] | 9 HRS |
| Approved Electives | | |
| 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 9-3-2020
# B.B.A. - Management
## Concentration: Supply Chain Management

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**Core Area F** [2] 18 HRS
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- ACCT 2102
- BUSA 2106
- CISM 2201
- ECON 2105
- ECON 2106

**BUSINESS CORE** [2] 27 HRS
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- CISM 3330
- ECON 3402
- ECON 3406
- FINC 3511
- MGMT 3600
- MGMT 3615
- MGMT 3803
- MGMT 4625 [3] 3

**MAJOR COURSES** [2] 24 HRS
- MGMT 3605
- MGMT 3633 [4] 3
- MGMT 4620
- MGMT 4660

**Concentration in Supply Chain Management**
- MGMT 3640
- MGMT 4610
- MGMT 4615
- Major Select (Choose 1) MGMT 3611, 3612, 3625, 3645, 4616, 4630, 4682, 4684, 4686

**APPROVED ELECTIVES** [5] 9 HRS
- Elective 1
- Elective 2
- Elective 3

**Total Program Hours** 120

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Revised 9-3-2020
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Revised 9-3-2020
**General Information**

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

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

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

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

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

---

**Desired Effective Semester***: Fall

**Desired Effective Year***: 2021

**Program Type***:
- [ ] Degree Program
- [ ] Embedded Certificate
- [ ] Stand-Alone Certificate
- [ ] Endorsement
- [ ] Minor

**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.

<table>
<thead>
<tr>
<th>School/Department*</th>
<th>Department of Management</th>
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<tbody>
<tr>
<td>Is this a School of Nursing Program?*</td>
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<tr>
<td>Is this a College of Education Program?*</td>
<td>Yes ☐ No ☑</td>
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<td>Is the addition/change related to core, honors, or XIDS courses?*</td>
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**Program Information**

<table>
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<tr>
<td>Program Name*</td>
<td>Enterprise Systems and Data Analytics Minor</td>
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<td>Degree Type*</td>
<td>Minor</td>
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**Program Description**

This minor will introduce students to the basic concepts association with Enterprise Systems and Data Analytics. Please note that a comparable course from another discipline will serve as a substitute for CISM 3335.

<table>
<thead>
<tr>
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<tr>
<td>Status*</td>
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| How will the proposed program be delivered?* | Face-to-Face ☐ Online Only ☑ |
Curriculum Information

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

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

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

PROGRAM CURRICULUM

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

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

**Step 1**

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

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

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

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

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

**Step 2**

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

Enterprise Systems and Data Analytics Minor

This minor allows students to learn the basic concepts associated with Enterprise Systems and Data Analytics.

CISM 3340 Data Resource Management and Design
CISM 3335 Business Programming and Web Design
CISM 4330 Enterprise Architecture
CISM 4350 Enterprise and Decision Support Systems
CISM 4390 Business Intelligence and Data Mining

[Before]Minor requires 15 hours. A comparable course from another discipline can serve as a substitute for CISM 3335.

Justification and Assessment

Rationale* The management department is creating an MIS concentration in Enterprise Systems and Data Analytics. This minor will allow individuals outside of the MIS major to learn the essential concepts associated with Enterprise Systems and Data Analytics.

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

1. Students will be able to develop a working, dynamic website.
2. Students will be able to design a relational database that is at least in Third Nominal Form.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*

☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☒ None of these apply

SACSCOC Comments N/A
REQUIRED ATTACHMENTS

ATTACH 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.

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<thead>
<tr>
<th>USGBOR One Step Proposal</th>
<th>I have attached the USGBOR One Step Proposal.</th>
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<table>
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<th>Program Map *</th>
<th>I have attached the Program Map.</th>
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<table>
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<tr>
<th>Assessment Plan *</th>
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<table>
<thead>
<tr>
<th>Curriculum and Assessment Map *</th>
<th>I have attached the Curriculum and Assessment Map.</th>
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</table>

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.
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<th>COURSES</th>
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<th>Traditional Concentration</th>
<th>Enterprise Systems and Data Analytics Concentration</th>
<th>IoT, Networking, and Cyber Security Concentration</th>
<th>PL-SLO 1</th>
<th>PL-SLO 2</th>
<th>PL-SLO 3</th>
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Key:
- I: Introduced
- R: Reinforced
- M: Mastered
- A: Assessment performed
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<thead>
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<th>College</th>
<th>Richards College of Business</th>
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<tbody>
<tr>
<td>Degree</td>
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<tr>
<td>Program</td>
<td>Management Information Systems (521201) (October 2020)</td>
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<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Strategic Plan Connection</th>
<th>Measure/Method</th>
<th>Success Criterion</th>
<th>AY16</th>
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<tbody>
<tr>
<td>Students will be able to design a relational database that is at least in Third Nominal Form.</td>
<td>1A and 4C</td>
<td>Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>80% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>1A and 4C</td>
<td>Direct Measure - CISM 3340 - Assessed by the instructor in the fall semester. Students are required to design a well-normalized relational database that is at least 3NF. The maximum score on the assignment is 15. To earn the 15 points, students must: have a primary key for each table; specify the minimum and maximum cardinality of each table; and place an appropriate foreign key column in the appropriate table. Students must score 15/15 (100%) to &quot;Exceed Expectations&quot; and 10.5/15 (70%) to &quot;Meet Expectations&quot;.</td>
<td>80% or more students will meet or exceed expectations</td>
<td>91%</td>
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## Interpretation & Use of Results

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<td>During the 2019/20 academic year, the instructor specifically noted the requirements of both primary and foreign keys in the assignment instructional file. We believed that this would give the students an additional reminder of the importance of these concepts in designing the relational database. And results did improve. The number of students who &quot;Exceeded Expectations&quot; improved from 48.7% to 66.7%. However, in the most recent assessment, 3 of the 37 students failed to specify the correct primary keys and 4 students failed to add appropriate foreign keys to establish table relationships. Thus, it is clear that some students still fail to grasp the concepts of primary and foreign keys. During the 2020/21 academic year, the instructor will use more in-class exercises to reinforce the concepts of primary keys and foreign keys in relational database design.</td>
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### Interpretation & Use of Results

76% either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Based on this indirect measure, there is some indication that attention may be needed.

66.7% of the 27 students "Exceeded Expectations" and 29.6% of the 27 students "Met Expectations." Thus, 96.3% of the students scored at least 10.5/15.0 points on the exercise. This signifies a GREEN condition and no immediate attention is required at this point.
### Interpretation & Use of Results

76% of our students either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Thus, based on this indirect measure, we have some indication that attention is required.

Twenty-nine students participated in the assessment. Fourteen students (48.3%) "Exceeded Expectations", nine students (31.0%) "Met Expectations", and six students (20.7%) "Did Not Meet Expectations". Across the five exercises assessed in this project, the average scores (on a 100 point scale) were as follows: (1) HTML Exercise - 89%; (2) CSS Exercise - 82%; (3) JavaScript Exercise - 83%; (4) SQL Exercise - 66%; and (5) C# Exercise - 76%. At this point, it seems students are having the most difficulty with the SQL portion of the project.

### Improvement Plan

During the 2019/20 academic year (AY20) the instructor held a virtual lab for each exercise well before the due date, recorded the session, and posted the recording in CourseDen. The corrective actions taken over the past three years have been effective, as the percentage of students who exceeded or met expectations has improved from 39% in AY17 to at least 79% in each of the past three years. Our corrective action for next year will focus on the SQL exercise in the major project. This is the part of the project in which students have the most problems. For 2020/21, the instructor will add examples in the three query exercises that are very similar to the requirements in the project. It is believed that the additional practice and feedback will help students in the SQL section of the project.
Welcome to the University of West Georgia’s curriculum management system.

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

**Desired Effective Semester**
- Fall

**Desired Effective Year**
- 2021

**Program Type**
- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Endorsement
- Minor

If embedded, please list the parent program.
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 Management

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**Is this a School of Nursing Program?**
- Yes
- No

**Is this a College of Education Program?**
- Yes
- No

---

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

---

**Program Information**

**Program Type:** Minor

**Program Name:** IoT, Networking, and Cyber Security Minor

**Degree Type:** Minor

**Program Description:** This minor will introduce students to the basic concepts associated with IoT, Networking, and Cyber Security. Please note that a comparable course from another major will serve as a substitute for CISM 3335.

**Program Location:** Carrollton

**Status:** Active-Visible

**How will the proposed program be delivered?**
- Face-to-Face
- Online Only
**Curriculum Information**

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

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

**Type of Program**

- Program
- Shared Core

**PROGRAM CURRICULUM**

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

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

**Step 1**

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

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

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

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

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

**Step 2**

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

**IoT, Networking, and Cyber Security minor**

This course allows students to learn the basic concepts associated with IoT, Networking, and Cyber Security.

- CISM 3335 Business Programming and Web Design
- CISM 3350 Introduction to Networking and IoT
- CISM 4355 Cyber Security
- CISM 4500 Advanced Networking Switches, Routers, and Wireless
- CISM 4600 Advanced Enterprise Networking, Security, and Automation

[Before]Minor requires 15 hours. A comparable course from another discipline can serve as a substitute for CISM 3335.

Justification and Assessment

**Rationale** The management department is creating an MIS concentration in IoT, Networking, and Cyber Security. This minor will allow individuals outside of the MIS major to learn the essential concepts associated with IoT, Networking, and Cyber Security.

1. Students will be able to develop a working, dynamic website.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](mailto:cjenks@westga.edu)

Send questions to cjenks@westga.edu

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

SACSCOC Comments N/A
ATTACH 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.

<table>
<thead>
<tr>
<th>Required Attachment</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>USGBOR One Step Proposal*</td>
<td>☑️ I have attached the USGBOR One Step Proposal.</td>
</tr>
<tr>
<td></td>
<td>☑️ N/A (minor, embedded certificate)</td>
</tr>
<tr>
<td>Program Map*</td>
<td>☑️ I have attached the Program Map.</td>
</tr>
<tr>
<td>Assessment Plan*</td>
<td>☑️ I have attached the Assessment Plan.</td>
</tr>
<tr>
<td></td>
<td>☑️ Assessment Plan is not required (embedded certificate, minor is a part of an existing major)</td>
</tr>
<tr>
<td>Curriculum and Assessment Map*</td>
<td>☑️ I have attached the Curriculum and Assessment Map.</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>COURSES</th>
<th>Title</th>
<th>Traditional Concentration</th>
<th>Enterprise Systems and Data Analytics Concentration</th>
<th>IoT, Networking, and Cyber Security Concentration</th>
<th>PL-SLO 1</th>
<th>PL-SLO 2</th>
<th>PL-SLO 3</th>
<th>PL-SLO 4</th>
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<tr>
<td>CISM 2201</td>
<td>Foundations of Business and Spreadsheet Analysis</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
<td>Students will be able to design a relational database that is at least in Third Normal Form.</td>
<td>Students will utilize data flow diagrams to accurately depict the movement of data within systems.</td>
<td>Students will be able to develop a working, dynamic website.</td>
<td>MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.</td>
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<td>CISM 3330</td>
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<td>CISM 3350</td>
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<td>CISM 3362</td>
<td>Contemporary Issues in MIS</td>
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<td>During the 2019/20 academic year (AY20) the instructor held a virtual lab for each exercise well before the due date, recorded the session, and posted the recording in CourseDen. The corrective actions taken over the past three years have been effective, as the percentage of students who exceeded or met expectations has improved from 39% in AY17 to at least 79% in each of the past three years. Our corrective action for next year will focus on the SQL exercise in the major project. This is the part of the project in which students have the most problems. For 2020/21, the instructor will add examples in the three query exercises that are very similar to the requirements in the project. It is believed that the additional practice and feedback will help students in the SQL section of the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Twenty-nine students participated in the assessment. Fourteen students (48.3%) "Exceeded Expectations", nine students (31.0%) "Met Expectations", and six students (20.7%) "Did Not Meet Expectations". Across the five exercises assessed in this project, the average scores (on a 100 point scale) were as follows: (1) HTML Exercise - 89%; (2) CSS Exercise - 82%; (3) JavaScript Exercise - 83%; (4) SQL Exercise - 66%; and (5) C# Exercise - 76%. At this point, it seems students are having the most difficulty with the SQL portion of the project. |
Management Information Systems Minor
2021-2022 Undergraduate Revise Program Request

Introduction

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

<table>
<thead>
<tr>
<th>Modifications (Check all that apply) *</th>
</tr>
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<tbody>
<tr>
<td>☐ Program Name</td>
</tr>
<tr>
<td>☐ Track/Concentration</td>
</tr>
<tr>
<td>☑ Catalog Description</td>
</tr>
<tr>
<td>☐ Degree Name</td>
</tr>
<tr>
<td>☑ Program Learning Outcomes</td>
</tr>
<tr>
<td>☑ Program Curriculum</td>
</tr>
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<td>☐ Other</td>
</tr>
</tbody>
</table>

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<tr>
<th>Desired Effective Semester *</th>
<th>Fall</th>
</tr>
</thead>
</table>

| Desired Effective Year * | 2021 |

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**

**Department of Management**

**Is this a School of Nursing Program?**

- Yes
- No

**Is this a College of Education Program?**

- 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?**

- Yes
- No

---

**List of Faculty Senate Action and Information Items**

**Program Information**

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

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.

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
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<tbody>
<tr>
<td>Program Name</td>
<td>Management Information Systems Minor</td>
</tr>
<tr>
<td>Program ID - DO</td>
<td>17</td>
</tr>
<tr>
<td>Program Code - DO</td>
<td>NOT EDIT</td>
</tr>
<tr>
<td>Program Type*</td>
<td>Minor</td>
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<tr>
<td>Degree Type*</td>
<td>Minor</td>
</tr>
<tr>
<td>Program Description*</td>
<td>This minor introduces students to the basic concepts associated with Management Information Systems. Please note a comparable course from another discipline will serve as a substitute for CISM 3330 and CISM 3335.</td>
</tr>
<tr>
<td>Status*</td>
<td>Active-Visible</td>
</tr>
<tr>
<td>Program Location*</td>
<td>Carrollton</td>
</tr>
</tbody>
</table>

Curriculum Information

226/511
Management Information Systems (MIS) minor

This minor introduces students to the basic concepts in Management Information Systems (MIS).

CISM 3330 Management of Information Systems
CISM 3335 Business Programming and Web Design
CISM 3340 Data Resource Management and Design
CISM 3350 Introduction to Networking and IoT
CISM 4310 Business Systems Analysis and Design

[Before]Minor requires 15 hours. Comparable courses from another discipline can serve as a substitute for CISM 3330 and CISM 3335.
**PROGRAM CURRICULUM**

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

---

**Justification and Assessment**

**Rationale**

We are making some changes to the MIS program. The new course requirements will give students a more in-depth understanding of management information systems.

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

1. Students will be able to design a relational database that is at least in Third Nominal Form.
2. Students will utilize data flow diagrams to accurately depict the movement of data within systems.
updated SLOs in a numbered list format.

3. Students will be able to develop a working, dynamic website.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix

Send questions to cjenks@westga.edu

Check all that apply to this program

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

SACSCOC Comments N/A

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

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.
After launching the proposal, you must make a decision on your proposal. Select the — icon in the Proposal Toolbox to make your decision.
<table>
<thead>
<tr>
<th>COURSES</th>
<th>Title</th>
<th>Traditional Concentration</th>
<th>Enterprise Systems and Data Analytics Concentration</th>
<th>IoT, Networking, and Cyber Security Concentration</th>
<th>PL-SLO 1</th>
<th>PL-SLO 2</th>
<th>PL-SLO 3</th>
<th>PL-SLO 4</th>
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<tbody>
<tr>
<td>CISM 2201</td>
<td>Foundations of Business and Spreadsheet Analysis</td>
<td>Core</td>
<td>Core</td>
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<td>CISM 3390</td>
<td>Management of Information Systems</td>
<td>Core</td>
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<td>CISM 3350</td>
<td>Introduction to Networking and IoT</td>
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</table>

Key:
- I: Introduced
- R: Reinforced
- M: Mastered
- A: Assessment performed
<table>
<thead>
<tr>
<th>College</th>
<th>Richards College of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Bachelor of Business Administration (BBA)</td>
</tr>
<tr>
<td>Program</td>
<td>Management Information Systems (521201) (October 2020)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Strategic Plan Connection</th>
<th>Measure/Method</th>
<th>Success Criterion</th>
<th>AY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to design a relational database that is at least in Third Nominal Form.</td>
<td>1A and 4C</td>
<td>Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>80% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>92%</td>
</tr>
<tr>
<td>Students will utilize data flow diagrams to accurately depict the</td>
<td>1A and 4C</td>
<td>Direct Measure - CISM 3340 - Assessed by the instructor in the fall semester. Students are required to design a well-normalized relational database that is at least 3NF. The maximum score on the assignment is 15. To earn the 15 points, students must: have a primary key for each table; specify the minimum and maximum cardinality of each table; and place an appropriate foreign key column in the appropriate table. Students must score 15/15 (100%) to &quot;Exceed Expectations&quot; and 10.5/15 (70%) to &quot;Meet Expectations&quot;.</td>
<td>80% or more students will meet or exceed expectations</td>
<td>91%</td>
</tr>
<tr>
<td>Students will be able to design a relational database that is at least in Third Nominal Form.</td>
<td>1A and 4C</td>
<td>Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>80% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>87%</td>
</tr>
<tr>
<td>Student Learning Outcome</td>
<td>Strategic Plan Connection</td>
<td>Measure/Method</td>
<td>Success Criterion</td>
<td>AY16</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>----------------</td>
<td>------------------</td>
<td>------</td>
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<tr>
<td>Accurately depict the movement of data within systems.</td>
<td>1A and 4C</td>
<td>Direct Measure - CISM 4310 - This learning outcome is assessed by the instructor in the fall semester with a series of 22 questions that examine the students' understanding of hierarchical structures and structural design. To &quot;Exceed Expectations&quot; students are required to get 18/22 correct and to &quot;Meet Expectations&quot; students must get 15/22 correct.</td>
<td>80% or more students will meet or exceed expectations</td>
<td>43%</td>
</tr>
</tbody>
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Richards College of Business
Bachelor of Business Administration (BBA)
Management Information Systems (521201) (October 2020)
<table>
<thead>
<tr>
<th>College</th>
<th>Richards College of Business</th>
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</tr>
<tr>
<td>Student Learning Outcome</td>
<td>Strategic Plan Connection</td>
<td>Measure/Method</td>
<td>Success Criterion</td>
</tr>
<tr>
<td>Students will be able to develop a working, dynamic website.</td>
<td>1A and 4C</td>
<td>Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>80% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
</tr>
<tr>
<td></td>
<td>1A and 4C</td>
<td>Direct Measure - CISM 3335 - Students were required to develop a working, dynamic website using Visual Studio. The direct measure was assessed by the instructor during the fall semester and was measured by the grade they earned on their final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, &quot;Exceeded Expectations.&quot; Scores between 70-84, &quot;Met Expectations&quot;. Scores below 70 &quot;Did Not Meet Expectations&quot;.</td>
<td>80% or more students will meet or exceed expectations</td>
</tr>
<tr>
<td>AY17</td>
<td>AY18</td>
<td>AY19</td>
<td>AY20</td>
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<td>13%</td>
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<tr>
<td>83%</td>
<td>82%</td>
<td>75%</td>
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<tr>
<td>39%</td>
<td>90%</td>
<td>85%</td>
<td>79%</td>
</tr>
</tbody>
</table>
## Interpretation & Use of Results

76% either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Based on this indirect measure, there is some indication that attention may be needed.

66.7% of the 27 students "Exceeded Expectations" and 29.6% of the 27 students "Met Expectations." Thus, 96.3% of the students scored at least 10.5/15.0 points on the exercise. This signifies a GREEN condition and no immediate attention is required at this point.

84% either "Strongly Agreed" (64.0%) or "Agreed" (20.0%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.

## Improvement Plan

During the 2019/20 academic year, the instructor specifically noted the requirements of both primary and foreign keys in the assignment instructional file. We believed that this would give the students an additional reminder of the importance of these concepts in designing the relational database. And results did improve. The number of students who “Exceeded Expectations” improved from 48.7% to 66.7%. However, in the most recent assessment, 3 of the 37 students failed to specify the correct primary keys and 4 students failed to add appropriate foreign keys to establish table relationships. Thus, it is clear that some students still fail to grasp the concepts of primary and foreign keys. During the 2020/21 academic year, the instructor will use more in-class exercises to reinforce the concepts of primary keys and foreign keys in relational database design.

The improvement plan over the past year focused on two areas. First, the instructor discontinued groupwork on the preparatory quiz because it was felt that some students were relying too much on their team members. Students were required to work individually on their preparatory quiz, submit it individually, and have opportunities to correct their own mistakes. Second, the instructor replaced three database-related questions with hierarchical structure questions to focus more attention on the importance of hierarchical decomposition in the course. These actions made a positive difference as those that met or exceeded expectations increased from 71% to 86%. The improvement plan for AY21, will focus on Question #19. Only 34.5% of the
Interpretation & Use of Results

The improvement plans appear to be working. Over the past four years, there has been a significant increase in the percentage of students that met or exceeded expectations. Over the past year, this percentage increased from 71% to 86%. For the first time in five years, we are in a GREEN condition. While no immediate action is required, there is an issue that we will be addressing during the next academic year as we pursue continuous improvement in the CISM 4310 course.

Improvement Plan

class got this question correct. And the question deals with a very important, fundamental concept in this course. Specifically, it relates to using a data flow diagram to determine how many relationships are required between an entity, a process, and a data store. Students must understand that each process must have two entities and one data store. And they must be able to demonstrate these relationship on a data flow diagram. The instructor is actually going to use the basic diagram from the exam to demonstrate this concept in the course. It is hoped that by using a very simplistic diagram, students will be able to grasp the fundamental concept related to hierarchical decomposition.
## Interpretation & Use of Results

76% of our students either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Thus, based on this indirect measure, we have some indication that attention is required.

Twenty-nine students participated in the assessment. Fourteen students (48.3%) "Exceeded Expectations", nine students (31.0%) "Met Expectations", and six students (20.7%) "Did Not Meet Expectations". Across the five exercises assessed in this project, the average scores (on a 100 point scale) were as follows: (1) HTML Exercise - 89%; (2) CSS Exercise - 82%; (3) JavaScript Exercise - 83%; (4) SQL Exercise - 66%; and (5) C# Exercise - 76%. At this point, it seems students are having the most difficulty with the SQL portion of the project.

## Improvement Plan

During the 2019/20 academic year (AY20) the instructor held a virtual lab for each exercise well before the due date, recorded the session, and posted the recording in CourseDen. The corrective actions taken over the past three years have been effective, as the percentage of students who exceeded or met expectations has improved from 39% in AY17 to at least 79% in each of the past three years. Our corrective action for next year will focus on the SQL exercise in the major project. This is the part of the project in which students have the most problems. For 2020/21, the instructor will add examples in the three query exercises that are very similar to the requirements in the project. It is believed that the additional practice and feedback will help students in the SQL section of the project.
Small Business Management Minor
2021-2022 Undergraduate New Program Request

General Information

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

Desired Effective Semester* Fall

Desired Effective Year* 2021

Program Type*
- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Endorsement
- Minor

If embedded, please list the parent program.

Routing Information
Routes cannot be changed after a proposal is launched.

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

---

**School/Department**  Department of Management

**Is this a School of Nursing Program?** Yes  No

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

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

---

**Program Information**

**Program Type** Minor

**Program Name** Small Business Management Minor

**Degree Type** Minor

**Program Description** The Small Business Management minor will introduce students to basic concepts involved with starting or working in a small business.

**Program Location** Carrollton

**Status** Active-Visible

**How will the proposed program be delivered?** Online Only
Curriculum Information

Select Program below, unless creating an Shared Core.

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

Type of Program*  Program
Shared Core

PROGRAM CURRICULUM

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

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

Step 1

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

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

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

Step 2

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

BUSA 2106 Legal and Ethical Environment of Business
MGNT 3600 Management
MGNT 3603 The Creative Startup
MGNT 3618 Entrepreneurship and Small Business Management
MGNT 3635 Growing the Small Business

Justification and Assessment

Rationale* The management department is creating a concentration in Small Business Management. This minor will allow individuals outside of the Management major to learn the essential elements of starting up or working in a small business.

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

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2. Students will be able to identify and evaluate issues involved in international business relationships.
3. Students will be able to identify basic principles associated with leadership.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*

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- New instructional site at which more than 50% of program is offered
- None of these apply

SACSCOC Comments
REQUIRED ATTACHMENTS

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

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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.

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Supply Chain Management Minor
2021-2022 Undergraduate New Program Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall
Desired Effective Year* 2021

Program Type*
- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Endorsement
- Minor

If embedded, please list the parent program.

Routing Information
Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

**School/Department**

Department of Management

**Is this a School of Nursing Program?**

Yes ☐ No ☑

**Is this a College of Education Program?**

Yes ☐ No ☑

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

Yes ☐ No ☑

---

**Program Information**

**Program Type**

Minor

**Program Name**

Supply Chain Management Minor

**Degree Type**

Minor

**Program Description**

The Supply Chain Management minor will introduce students to the basic concepts associated with supply chain management.

**Program Location**

Carrollton

**Status**

Active-Visible ☑ Inactive-Hidden ☐

**How will the proposed program be delivered?**

Face-to-Face ☐ Online Only ☑

249/511
**Curriculum Information**

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

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

| Type of Program* | Program | Shared Core |

**PROGRAM CURRICULUM**

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

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

**Step 1**

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

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Prospective Curriculum

Supply Chain Management Minor

MGNT 3600 Management
MGNT 3615 Operations Management
MGNT 3640 Lean Six Sigma
MGNT 4610 Logistics
MGNT 4615 Supply Chain Management

Justification and Assessment

Rationale* The management department is creating a concentration in Supply Chain Management. This minor will allow individuals outside of the management major to learn the essential concepts associated with supply chain management.

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

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Addendum II
Master of Music with a Concentration in Music Education, M.M.

2021-2022 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.

Desired Effective Semester* Fall

Desired Effective Year* 2021

Routing Information
Routes cannot be changed after a proposal is launched.

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<table>
<thead>
<tr>
<th>School/ Department</th>
<th>Department of English, Film, Language, and Performing Arts</th>
</tr>
</thead>
<tbody>
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<td>Is this a School of Nursing Program? *</td>
<td>Yes</td>
</tr>
<tr>
<td>Is this a College of Education Program? *</td>
<td>Yes</td>
</tr>
<tr>
<td>Is this change a Senate ACTION and/or INFORMATION item?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

List of Faculty Senate Action and Information Items

Program Information

Select Program below, unless revising an Acalog Shared Core.

<table>
<thead>
<tr>
<th>Type of Program *</th>
<th>Program</th>
<th>Shared Core</th>
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</thead>
</table>

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.

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
<table>
<thead>
<tr>
<th>Program Name*</th>
<th>Master of Music with a Concentration in Music Education, M.M.</th>
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</thead>
<tbody>
<tr>
<td>Program ID - DO NOT EDIT*</td>
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<td>Program Code - DO NOT EDIT</td>
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<td>Program Type*</td>
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<tr>
<td>Degree Type*</td>
<td>Master of Music</td>
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<tr>
<td>Program Description*</td>
<td>The Master of Music in Music Education program is intended for those individuals who seek advanced training in music and music education as well as those who wish to pursue doctoral study and seek teaching positions in higher education. The program of study includes music education, history, theory, research methods, and elective curricula. Georgia educators who currently hold a valid level four (4) Standard Professional, Performance-Based Professional, Advanced Professional, Lead Professional, Life or Induction teaching certificate in Music Education will qualify for an in-field upgrade to a level 5 certificate upon successful completion of this program. This program is offered 100% online.</td>
</tr>
<tr>
<td>Status*</td>
<td>Active-Visible Inactive-Hidden</td>
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<td>Program Location*</td>
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**Curriculum Information**
Program Requirements

Required Courses

MUSC 6083 Research Methods and Materials
MUSC 6110 History and Philosophy of Music Education
MUSC 6120 Factors of Musical Learning
MUSC 6184 Seminar in Music Education
MUSC 6210 Music History and Literature
MUSC 6220 Music Theory
EDRS 6301 Introduction to Research in the Human Sciences

Electives in Supportive Graduate Courses: 9 Hours

Electives in supportive graduate Music courses and/or approved graduate courses in the College of Education. Up to nine credit hours may be taken in the following:

MUSC 6999 Thesis in Music

Total Program: 30 Hours

Graduate Recital The recital, for which 3 credits are earned, is required in the performance-major program and may be considered for one of the approved electives in the music education program. The recital must consist of 40-60 minutes of music based on studies in Principal Applied. Each recital must be approved in a hearing at least two weeks prior to the performance. The student and accompanist are expected to demonstrate a concert-ready level of performance on all selections, as determined by a majority vote of three or more music faculty members. The performance of the recital is evaluated by the student’s graduate faculty committee. A principal-applied voice recital must include works sung in English, French, German, and Italian. Ensemble Requirements Each graduate student majoring in Performance must participate in a conducted or coached ensemble for a total of 2 credit hours, usually for one credit per semester. The ensemble requirement may be satisfied by participation in any approved graduate instrumental and/or vocal ensemble. The ensemble must meet a minimum of one hour per week with a faculty member and culminate in public performance. The ensemble experience must be in the principal-applied area.
All Master of Music degree programs require approved elective courses at or above the 5000 level, which must be selected in consultation with the student's advisor and/or the department chair. Students may elect to take courses related to their major area of study or other approved supportive courses. Repeating Courses Graduate music students may repeat a course with all grades calculated in the cumulative GPA. The course number and name must be the same as the previous course. Note: MUSC 6210 - Music History and Literature and MUSC 6184 - Seminar in Music Education may be repeated as an elective if the course has a different topic. Application for Graduation The graduate music student must apply for graduation one semester prior to the proposed graduation semester. This is done through the Student Services tab within the student's MyUWG account. Comprehensive Final Examination A comprehensive final examination (CFE) is administered during the final semester of study to all candidates seeking a Master of Music degree. The examination is designed to help determine the student's ability to synthesize a broad body of knowledge gained through graduate study. Students may be asked questions of a practical, theoretical, or historical nature as well as specific and general questions relating to the plan of study. At least three months before the semester of graduation, the MM in music education student should talk to the Head of Graduate Studies (HGS) and their advisors about taking the CFE. The CFE for MM in Music Education candidates consists of questions about student coursework. It is administered as a proctored, three-hour written essay examination of approximately 2000 words. If a student has chosen the thesis-track, their thesis-defense counts as their CFE and they do not need to take the proctored essay exam. The CFE is scheduled near the beginning of each term. Approximately three months before the exam, students who have talked to the HGS will receive prompts for CFE topics. No later than two months before the exam date students should make arrangements to take the exam at UWG (in person or virtually) or at a testing center near their residence, copying in the HGS. In preparation for the exam, students are invited to contact their instructors of record to ask any questions that might aid their preparation for the exam; they may also consult with the HGS. On the date of the exam, students will write their responses (approximately 2000 words total) and electronically submit them to the testing center by the end of the exam: students may use books and notes during the exam and should appropriately cite any information or prose borrowed from another source. Upon receiving the candidate's exam, three graduate faculty from the Music Program will review it and provide feedback to the candidate. Provided that the feedback is positive, a 30-minute review of the student’s exam will be scheduled with a designated music faculty member. If the exam does not meet passing criteria, the student should arrange for a rescheduled exam to be taken at least a month before the end of the term if they still wish to graduate that term. Students in the MM Music Education program may take the CFE a total of three times. Thesis Option Students in the Master of Music program who plan to pursue additional graduate study may wish to consider selecting the Thesis Option as part of their degree requirements. The completion of a Master's Thesis is documentation of one's scholarship and generally is considered to indicate expertise in a given area of study. Students pursuing the thesis option may register for 3, 6, or 9 hours of credit in MUSC 6999 - Thesis in Music, as approved electives. Prior to selecting the Thesis Option, the student must establish his or her graduate faculty committee. The student will work with the committee to develop a thesis topic proposal and complete the thesis document under the direct guidance of the committee chairperson. It is
document under the direct guidance of the committee chairperson. It is expected that the manuscript will demonstrate high standards of scholarship. Once the topic has been chosen, a formal proposal is prepared. The proposal, when fully developed, must be approved by the candidate's committee. During the research and writing of the thesis document, the candidate is advised to consult regularly with the major professor and the other members of the committee. Following approval of the committee, the document must be defended orally. Graduate Assistantships Graduate Assistantships and Graduate Research Assistantships in Music are available on a competitive basis to qualified residential graduate students. In the College of Arts and Humanities, Graduate Research Assistants are employed as either full-time assistants or half-time assistants. Both in-state tuition and out-of-state tuition are waived for qualified Graduate Research Assistants.

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 \( \times \) and proceed.

Next, delete the course from the list of curriculum courses tab. For removing courses click on the \( \times \) 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 \( \downarrow \) 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
Justification and Assessment

Rationale* The program description is added as an asterisked item required for the curriculog submission.

Revisions to the framework and process for the CFE for the MM Music Education Students are incorporated into the catalog text located under the "Total Program: 30 hours" subsection of the Curriculum Schema.

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

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the 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.

2.) Assessment Plan

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

**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.
UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC
Master of Music in Music Education

Student ___________________________  ID number ___________________  Date __________

MASTER OF MUSIC IN MUSIC EDUCATION  (30 credit hours)

<table>
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<th>GRADE(S)</th>
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<td>MUSC 6083 Research Methods and Materials</td>
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<td>MUSC 6110 History and Philosophy of Music Education</td>
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<td>MUSC 6120 Factors of Musical Learning</td>
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<td>MUSC 6184 Seminar in Music Education (may be repeated for credit)</td>
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<td>3</td>
<td>MUSC 6210 Music History and Literature (may be repeated for credit)</td>
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<td>MUSC 6220 Music Theory</td>
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<td>EDRS 6301 Research in Education</td>
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<td>Electives in Supportive Graduate Music Courses and/or approved Graduate Courses in the College of Education.</td>
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**Electives**

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**TOTAL NEEDED:** 9
## Master of Music (MM)
### Concentration: Music Education (509051)

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<th>Y2018</th>
<th>Y2019</th>
<th>Y2020</th>
<th>Justification of Success Criteria</th>
<th>Interpretation &amp; Use of Results</th>
<th>Improvement Plan</th>
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<td>Demonstrate professional competence in the communication and dissemination of knowledge and the ability to produce scholarly works in music and music education.</td>
<td>2D</td>
<td>Students present annotated bibliography and to create meaningful theories from the data; and create an abstract/research bibliography and use of an appropriate style guide; give appropriate suggestions for implications for the discipline. Instructors report composite ratings for students to the Assessment Coordinator, who records results as a percentage of students earning grades of 3 or 4.</td>
<td>80% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td>80% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td>88% of students earned a grade of 4 or 4 on the assessment rubric</td>
<td>90% of students earned a grade of 4 or 4 on the assessment rubric</td>
<td>A rating of 4 demonstrates attainment of essential competencies as determined by the National Association of Schools of Music. A rating of 4 demonstrates exceptional achievement.</td>
<td>90% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td><em><strong>Data used for AY19 summer should have been used in AY 20. Music has been advised to restate this data and update this LO with data from the Summer 2020 class in the assessment for AY21.</strong></em></td>
<td>90% of students met a competency level of 3 or 4. Those with a level of 4 demonstrated exceptional competency in course objectives. Learners receiving a minimum of 3 have met an acceptable level of essential competencies as prescribed by the National Association of Schools of Music. Students submit artifacts in critical areas that demonstrate understanding of problem solving and best practice in teaching and learning. Based on AY18 data, peer discussions and critiques have been incorporated (MUSC 6146) to provide student opportunities to share in scholarly discourse. This course is a seminar class for which the topic change but the outcomes for the course are the guiding principle for the design of activities. Learning activities include discussions, quizzes, research, a paper, and presentations.</td>
</tr>
<tr>
<td>Improve practice in the approach to learning.</td>
<td>2D</td>
<td>Students produce annotated bibliography and restate this information in a meaningful way. Instructors report composite ratings for students to the Assessment Coordinator, who records results as a percentage of students earning grades of 3 or 4.</td>
<td>80% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td>80% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td>100% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td>90% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td>A rating of 3 demonstrates student attainment of essential competencies as determined by the National Association of Schools of Music. A rating of 4 demonstrates exceptional achievement.</td>
<td>Students improved their ratings from AY19 to AY20. The AY20 students in these courses were exceptionally strong and well suited for the rigors of graduate studies.</td>
<td>The use of scholarly academic language and writing has improved. Comprehensive final exams have shown that students continue to miss style requirements, e.g., APA. In the summer 2020 seminar, students will be provided earlier opportunities in MUSC 6184 to apply appropriate styles and receive additional feedback. Activities with multiple stages of the research and writing process will include iterative outlines and drafts that provide peer and instructor guidance on style.</td>
<td>The AY19 plan involved allowing students to submit more drafts of work to identify areas for improvement in their research and writing skills. Improved writing and research skills resulted from this approach in AY 20. In AY21 Students will be encouraged to utilize other resources, such as the University Writing Center and the SmartThinking program to help them become more proficient at recognizing writing issues on their own.</td>
</tr>
<tr>
<td>Demonstrate the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms; and an understanding of different models and approaches to learning.</td>
<td>2D</td>
<td>Students research music education philosophy, psychology, and music learning theory. Students are graded on a 4-point rubric for their ability to present orally, write reports, and create and teach a lesson plan that demonstrates their understanding of and integrates concepts and benefits of the researched material. Instructors report composite ratings for students to the Assessment Coordinator, who records results as a percentage of students earning grades of 3 or 4.</td>
<td>80% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td>100% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td>100% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td>93% of students earned a grade of 3 or 4 on the assessment rubric</td>
<td>A rating of 3 demonstrates student attainment of essential competencies as determined by the National Association of Schools of Music. A rating of 4 demonstrates exceptional achievement.</td>
<td>Students were taught by a professor who recently retired, but an informal, verbal exit exam was in place. Comments from the exit exam were used to make the online courses more accessible and improve overall communication.</td>
<td>For AY20 discussions were in place to begin formal exit surveys to gain indirect insight into improving the course experience. Covid-19 and the retirement of a key Music Education faculty member delayed this plan. We are now planning to begin these surveys starting in January 2021. The survey will be entered around the LOs.</td>
<td></td>
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</tbody>
</table>
Master of Music with a Concentration in Music Performance, M.M.
2021-2022 Graduate Revise Program Request

Introduction

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

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2021

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School/ Department

- Department of English, Film, Language, and Performing Arts

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Is this change a Senate ACTION and/or INFORMATION item? Yes No

Please refer to the link below.*

**List of Faculty Senate Action and Information Items**

**Program Information**

Select Program below, unless revising an Acalog Shared Core.

Type of Program* Program Shared Core

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Program Description
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<th>Master of Music with a Concentration in Music Performance, M.M.</th>
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<td><strong>Degree Type</strong></td>
<td>Master of Music</td>
</tr>
<tr>
<td><strong>Program Description</strong></td>
<td>The Master of Music in Performance is intended for those individuals who seek advanced training in music performance and/or wish to pursue doctoral study and seek teaching positions in higher education.</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Active-Visible [ ]Inactive-Hidden [ ]</td>
</tr>
<tr>
<td><strong>Program Location</strong></td>
<td>Carrollton</td>
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</tbody>
</table>

Curriculum Information
Program Requirements

Required Courses

MUSC 6083 Research Methods and Materials
MUSC 6210 Music History and Literature
MUSC 6220 Music Theory
MUSC 6800 Graduate Recital

9 Hours from:

MUSC 6600A Principal Applied: Piano
MUSC 6600B Principal Applied: Organ
MUSC 6600C Principal Applied: Voice
MUSC 6600D Principal Applied: Strings
MUSC 6600E Principal Applied: Guitar
MUSC 6600F Principal Applied: Flute
MUSC 6600G Principal Applied: Oboe
MUSC 6600H Principal Applied: Clarinet
MUSC 6600I Principal Applied: Bassoon
MUSC 6600J Principal Applied: Saxophone
MUSC 6600K Principal Applied: Horn
MUSC 6600L Principal Applied: Trumpet
MUSC 6600M Principal Applied: Trombone
MUSC 6600N Principal Applied: Euphonium
MUSC 6600P Principal Applied: Tuba
MUSC 6600Q Principal Applied: Percussion

1 Hour from:

MUSC 5850 Applied Conducting
MUSC 6610A Secondary Applied: Piano
MUSC 6610B Secondary Applied: Organ
MUSC 6610C Secondary Applied: Voice
MUSC 6610D Secondary Applied: Strings
MUSC 6610E Secondary Applied: Guitar
MUSC 6610F Secondary Applied: Flute
MUSC 6610G Secondary Applied: Oboe
MUSC 6610I Secondary Applied: Clarinet
MUSC 6610I Secondary Applied: Clarinet
MUSC 6610J Secondary Applied: Bassoon
MUSC 6610K Secondary Applied: Saxophone
MUSC 6610L Secondary Applied: Horn
MUSC 6610M Secondary Applied: Trumpet
MUSC 6610N Secondary Applied: Trombone
MUSC 6610O Secondary Applied: Euphonium
MUSC 6610P Secondary Applied: Tuba
MUSC 6610Q Secondary Applied: Percussion

2 Hours from:

MUSC 5700 Wind Ensemble
MUSC 5710 Symphony Band
MUSC 5720 Marching Band
MUSC 5740 Chamber Winds
MUSC 5750 Concert Choir
MUSC 5760 Chamber Singers
MUSC 5770 Opera Workshop
MUSC 5800A Small Ensemble: Keyboard Ensemble
MUSC 5800B Small Ensemble: Collegium Musicum
MUSC 5800C Small Ensemble: Guitar Ensemble
MUSC 5800D Small Ensemble: Flute Choir
MUSC 5800E Small Ensemble: Clarinet Choir
MUSC 5800F Small Ensemble: Saxophone Choir
MUSC 5800G Small Ensemble: Woodwind Ensemble
MUSC 5800I Small Ensemble: Horn Choir
MUSC 5800J Small Ensemble: Trumpet Choir
MUSC 5800K Small Ensemble: Trombone Choir
MUSC 5800L Small Ensemble: Tuba/Euphonium Ensemble
MUSC 5800M Small Ensemble: Brass Ensemble
MUSC 5800N Small Ensemble: Percussion Ensemble
MUSC 5800O Small Ensemble: Jazz Combo
MUSC 5800P Small Ensemble: Basketball Band
MUSC 5800Q Small Ensemble

Electives in Supportive Graduate Music Courses: 6 Hours

Electives must be approved by the advisor. Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, pedagogy, and thesis. Up to nine credit hours may be taken in the following:
Total Program: 30 Hours

Graduate Recital The recital, for which 3 credits are earned, is required in the performance-major program and may be considered for one of the approved electives in the music education program. The recital must consist of 40-60 minutes of music based on studies in Principal Applied. Each recital must be approved in a hearing at least two weeks prior to the performance. The student and accompanist are expected to demonstrate a concert-ready level of performance on all selections, as determined by a majority vote of three or more music faculty members. The performance of the recital is evaluated by the student's graduate faculty committee. A principal-applied voice recital must include works sung in English, French, German, and Italian.

Ensemble Requirements Each graduate student majoring in Performance must participate in a conducted or coached ensemble for a total of 2 credit hours, usually for one credit per semester. The ensemble requirement may be satisfied by participation in any approved graduate instrumental and/or vocal ensemble. The ensemble must meet a minimum of one hour per week with a faculty member and culminate in public performance. The ensemble experience must be in the principal-applied area. Approved Electives All Master of Music degree programs require approved elective courses at or above the 5000 level, which must be selected in consultation with the student's advisor and/or the department chair. Students may elect to take courses related to their major area of study or other approved supportive courses.

Repeating Courses Graduate music students may repeat a course with all grades calculated in the cumulative GPA. The course number and name must be the same as the previous course. Note: MUSC 6210 - Music History and Literature and MUSC 6184 - Seminar in Music Education may be repeated as an elective if the course has a different topic.

Application for Graduation and The Faculty Committee The graduate music student must apply for graduation one semester prior to the proposed graduation semester. This is done through the Student Services tab within the student's MyUWG account. Before the student applies for graduation, a committee of graduate music faculty is determined in consultation with the Chair of the Department of Music. The committee must consist of three graduate faculty members, including the student's major professor and two additional graduate faculty members who have worked with the student during his or her program of study.

Comprehensive Final Examination A comprehensive final examination is administered during the final semester of study to all candidates seeking a Master of Music degree. The examination is conducted orally and is designed to help determine the student's ability to synthesize a broad body of knowledge gained through graduate study. Students may be asked questions of a practical, theoretical, or historical nature as well as specific and general questions relating to the plan of study. One semester prior to the examination, the student must request examination questions from each member of his or her faculty committee. In addition, the student must coordinate the scheduling of the oral examination with the members of the committee. In preparation for the oral examination, candidates for the Master of Music in Music Education must prepare a written report based on questions from the faculty committee. Each committee member will submit one question for the candidate. Each candidate response
should be between 1000-1500 words in length (exclusive of references). At least one response must directly address research processes and findings from a primary area of interest in music education. The candidate must present copies of this written report to each member of the faculty committee at least one week prior to the scheduled oral examination. Candidates should be prepared to elaborate on the written report as part of the oral examination process. The oral exam will be conducted on the UWG campus or via video-conferencing as approved by the committee. Selections performed on the graduate recital by candidates for the Master of Music in Performance serve as the basis for answering general and specific questions at the final comprehensive oral examination. Candidates should be prepared to demonstrate extensive knowledge-historical, theoretical, stylistic, and pedagogical-of all works and styles performed on the graduate recital. Students are required to provide scores, and per committee request, may be required to submit analyses prior to their comprehensive final oral examination. The oral exam will be conducted on the UWG campus. Thesis Option Students in the Master of Music program who plan to pursue additional graduate study may wish to consider selecting the Thesis Option as part of their degree requirements. The completion of a Master’s Thesis is documentation of one’s scholarship and generally is considered to indicate expertise in a given area of study. Students pursuing the thesis option may register for 3, 6, or 9 hours of credit in MUSC 6999 - Thesis in Music, as approved electives. Prior to selecting the Thesis Option, the student must establish his or her graduate faculty committee. The student will work with the committee to develop a thesis topic proposal and complete the thesis document under the direct guidance of the committee chairperson. It is expected that the manuscript will demonstrate high standards of scholarship. Once the topic has been chosen, a formal proposal is prepared. The proposal, when fully developed, must be approved by the candidate’s committee. During the research and writing of the thesis document, the candidate is advised to consult regularly with the major professor and the other members of the committee. Following approval of the committee, the document must be defended orally. Graduate Assistantships Graduate Assistantships and Graduate Research Assistantships in Music are available on a competitive basis to qualified residential graduate students. In the College of Arts and Humanities, Graduate Research Assistants are employed as either full-time assistants or half-time assistants. Both in-state tuition and out-of-state tuition are waived for qualified Graduate Research Assistants.
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 \( \times \) and proceed. 
Next, delete the course from the list of curriculum courses tab. For removing courses click on the \( \times \) 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 \( \downarrow \) 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 \( \equiv \) "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**  
To clarify presentation of degree program and remove one small unnecessary requirement

1. Added program description as an asterisked (required item) on curriculog.

2. Deleted one sentence from the text in the "total program: 30 hours" subsection of the curriculum schema section in the catalog

"The oral exam will be conducted on the UWG campus." Although this will likely continue to happen, the program doesn't think it should be a requirement.

3. One other paragraph is the subsection was deleted as previously pertaining to the MM Music Ed program and not relevant for the MM Music Performance students:

"In preparation for the oral examination, candidates for the Master of Music in Music Education must prepare a written report based on questions from the faculty committee. Each committee member will submit one question for the candidate. Each candidate response should be between 1000-1500 words in length (exclusive of references). At least one response must directly address research processes and findings from a primary area of interest in music education. The candidate must present copies of this written report to each member of the faculty committee at least one week prior to the scheduled oral examination. Candidates should be prepared to elaborate on the written report as part of the oral examination process. The oral exam will be conducted on the UWG campus or via video-conferencing as approved by the committee."

---

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

**SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](mailto:cjenks@westga.edu)

Send questions to cjenks@westga.edu

Check all that apply to this program*

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

**SACSCOC Comments**
REQUIRED ATTACHMENTS

ATTACH 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.

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

<table>
<thead>
<tr>
<th>Program Map*</th>
<th>I have attached the Program Map/Sheet.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A - I am not making changes to the program curriculum.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Plan*</th>
<th>I have attached the Assessment Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.
UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC
Master of Music in Performance

Student __________________________ ID number __________________________ Date ____________

MASTER OF MUSIC IN PERFORMANCE (30 credit hours)

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>COURSE TITLE</th>
<th>GRADE(S)</th>
<th>TERM(S)</th>
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<tbody>
<tr>
<td>3</td>
<td>MUSC 6083 Research Methods and Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MUSC 6210 Music History and Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MUSC 6220 Music Theory</td>
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<tr>
<td>9</td>
<td>MUSC 6600 Principal Applied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>MUSC 5850 Applied Conducting or 6610 Secondary Applied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>MUSC 5700 Wind Ensemble, MUSC 5710 Symphony Band, MUSC 5720 Marching Band, MUSC 5740 Chamber Winds, MUSC 5750 Concert Choir, MUSC 5760 Chamber Singers, MUSC 5770 Opera Workshop or 5800 Small Ensembles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MUSC 6800 Graduate Recital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Electives in Supportive Graduate Music Courses: Electives must be approved by the advisor. Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, pedagogy, and thesis. Up to nine credit hours may be taken in MUSC 6999 Thesis in Music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>TOTAL</td>
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Electives

<table>
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</tr>
<tr>
<td>TOTAL NEEDED:</td>
<td>6</td>
<td></td>
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</table>
Improvement Plan
End of semester oral
Strategic Plan Connection

Concentration: Performance (500901)
Master of Music (MM)

1. Instructors report composite grades of students earning grades of 3 or 4. As a percentage of students who earned 90-100% of the points, those students who defined in the Fall 2019 semester, 50% of the students had 90% of their grades or 4s in the Fall 2020 semester. 50% got 3s in the Spring 2020 semester. However, 2 of the 6 MM perf. Students were not counted in this list and instead were assessed with their quarter and end exams. In the Spring 2020 semester, Conducting was exemplary, especially in terms of writing and publishing. Pedagogia: One student took an independent study in vocal pedagogy. This student was extremely engaged throughout the semester. The student was limited in his teaching project due to COVID-19. However, the student presented the information and work she was able to do in her own independent project at the end of the semester.

In AY18, we planned to develop more videos to help students to take their portfolios to the individual course’s level. We also expect they work to individual students’ needs whether it is performance, pedagogy, study, or plan general. This plan was implemented in AY19 and was helpful to plan specific goals and research areas for individual students. This plan will continue in AY20.

In AY20, Graduate students in MM (particularly the fall 2020 semester) had strong voices. Comprehension/interpretation are strong with these graduate students. Voice students, in general, are always a little weak in at least one language (as required by NASM). The voice professor plans to work with students to provide extra resources in whichever language is the student’s weakest. The professor will also encourage graduate students to take or submit Principles of Dictation as an elective for the Spring 2020 semester. Conducting: One graduate student in Applied Conducting was exemplary, especially in terms of writing and publishing. Pedagog: One student took an independent study in vocal pedagogy. This student was extremely engaged throughout the semester. The student was limited in her teaching project due to COVID-19. However, the student presented the information and work she was able to do in her own independent project at the end of the semester.

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In AY19, we planned to develop more videos to help students to take their portfolios to the individual course’s level. We also expect they work to individual students’ needs whether it is performance, pedagogy, study, or plan general. This plan was implemented in AY19 and was helpful to plan specific goals and research areas for individual students. This plan will continue in AY20.
School Library Media Certificate in Instructional Technology, Media, & Design

2021-2022 Graduate New Program Request

**General Information**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Desired Effective Semester*</th>
<th>Fall</th>
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</thead>
<tbody>
<tr>
<td>Desired Effective Year*</td>
<td>2022</td>
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<table>
<thead>
<tr>
<th>Program Type*</th>
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</thead>
<tbody>
<tr>
<td>Degree Program</td>
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<tr>
<td>Embedded Certificate</td>
</tr>
<tr>
<td>Stand-Alone Certificate</td>
</tr>
<tr>
<td>Minor</td>
</tr>
<tr>
<td>Endorsement</td>
</tr>
<tr>
<td>Educator Certification</td>
</tr>
</tbody>
</table>

If embedded, please list the parent program.

**Routing Information**
Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

<table>
<thead>
<tr>
<th>School/Department*</th>
<th>Department of Educational Technology and Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a School of Nursing Program?*</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Is this a College of Education Program?*</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
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**Program Information**

<table>
<thead>
<tr>
<th>Program Name*</th>
<th>School Library Media Certificate in Instructional Technology, Media, &amp; Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Type*</td>
<td>Certificate</td>
</tr>
<tr>
<td>Program Description*</td>
<td>The Certificate program in School Library Media is designed to prepare individuals to serve as building-level school library media specialists (also known as “school librarians”) in PK-12 schools.</td>
</tr>
<tr>
<td>Program Location*</td>
<td>Online</td>
</tr>
<tr>
<td>Status*</td>
<td>Active-Visible ☐ Inactive-Hidden ☐</td>
</tr>
<tr>
<td>How will the proposed program be delivered?*</td>
<td>Face-to-Face ☐ Online Only ☑ Hybrid ☐</td>
</tr>
</tbody>
</table>

**Curriculum Information**

Select Program below. unless creating an Acalo 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.
Media Specialist Educator Certification

Certification in School Library Media - SLM Focused Core (21 hrs)

MEDT 7451 Administration of the School Media Center
MEDT 7452 Multiple Literacies for School Library Media
MEDT 7461 Instructional Technology, Media, & Design
MEDT 7455 Selection, Organization, and Curation of Materials in the School Library
MEDT 7454 Promoting Children’s and Young Adult Literature in the School Library Media Program
MEDT 7465 Integrating Technology for Teaching and Learning in the School Library Media Program
MEDT 7487 Practicum

Education Core Pre/Co-Requisites

CURR 6575 Curriculum Trends and Issues
EDRS 6301 Introduction to Research in the Human Sciences
CEPD 6101 Psychology of Classroom Learning
SPED 6706 Special Education in the Regular Classroom

[Right] (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)

Justification and Assessment

Rationale* A stand-alone certificate in School Library Media will allow us to recognize completion of the School Library Media program on the official transcript, provide students with a UWG earned certificate, and have the program recognized on the Georgia Board of Regents Degrees and Majors Authorized list.
Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. Candidates demonstrate content knowledge and skills.
2. Candidates implement learning opportunities for all students.
3. Candidates demonstrate professional dispositions.
4. Candidates demonstrate ability to serve needs of diverse populations including special needs.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*

☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☐ None of these apply

SACSCOC Comments
REQUIRED ATTACHMENTS

ATTACH the 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.

<table>
<thead>
<tr>
<th>Program Map*</th>
<th>✓ I have attached the Program Map.</th>
</tr>
</thead>
<tbody>
<tr>
<td>USGBOR One Step Proposal*</td>
<td>☐ I have attached the USGBOR One Step Proposal. ☑ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).</td>
</tr>
<tr>
<td>Assessment Plan*</td>
<td>✓ I have attached the Assessment Plan. ☐ N/A - Assessment Plan is not required (minor is a part of an existing major).</td>
</tr>
<tr>
<td>Curriculum Map Assessment*</td>
<td>✓ I have attached the Curriculum Map.</td>
</tr>
</tbody>
</table>

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.
University of West Georgia Program Sheet
School Library Media Certificate in Instructional Technology, Media, & Design

Entry Degree: Masters
Exit Degree: No change
Entry Certification: Renewable Professional or no teaching certificate
Exit Certification: SRS-5 Media Specialist (P-12)
All courses are 3 credit hours
Specific courses to be determined collaboratively between student and advisor.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>SLM Focused Core (Media Specialist cert. sequence)</td>
<td>Required (21 hours)</td>
<td></td>
</tr>
<tr>
<td>MEDT 7451</td>
<td>Administration of the School Media Center* (taken first semester)</td>
<td></td>
</tr>
<tr>
<td>MEDT 7452</td>
<td>Multiple Literacies for School Library Media*</td>
<td></td>
</tr>
<tr>
<td>MEDT 7461</td>
<td>Instructional Technology, Media, &amp; Design*</td>
<td></td>
</tr>
<tr>
<td>MEDT 7455</td>
<td>Selection, Organization, and Curation of Materials in the School Library*</td>
<td></td>
</tr>
<tr>
<td>MEDT 7454</td>
<td>Promoting Children’s and Young Adult Literature in the School Library Media Program*</td>
<td></td>
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<tr>
<td>MEDT 7465</td>
<td>Integrating Technology for Teaching and Learning in the School Library Media Program*</td>
<td></td>
</tr>
<tr>
<td>MEDT 7487</td>
<td>Practicum for School Library Media* (must be taken during last semester in program)</td>
<td></td>
</tr>
<tr>
<td>Education Core</td>
<td>Required pre-requisites for candidates without teacher certification</td>
<td></td>
</tr>
<tr>
<td>CURR 6575</td>
<td>Curriculum Trends and Issues</td>
<td></td>
</tr>
<tr>
<td>EDRS 6301</td>
<td>Introduction to Research in the Human Sciences</td>
<td></td>
</tr>
<tr>
<td>CEPD 6101</td>
<td>Psychology for Classroom Learning</td>
<td></td>
</tr>
<tr>
<td>SPED 6706</td>
<td>Special Education in the Regular Education Classroom**</td>
<td></td>
</tr>
</tbody>
</table>

*Required courses for certification through Georgia Professional Standards Commission (GaPSC).
**Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).
Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment.
Students must pass the appropriate GACE content assessment(s) to be eligible for certification.
Subscription to TK20 required (or other program assessment database as directed)
**CURRICULUM MAPPING**

<table>
<thead>
<tr>
<th>DEPARTMENT:</th>
<th>Educational Technology and Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL-SLO 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>PL-SLO 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates demonstrate content, pedagogical, and professional knowledge and skills.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM:</th>
<th>SLM (M.Ed.)</th>
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<table>
<thead>
<tr>
<th></th>
<th>COURSES</th>
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<tbody>
<tr>
<td>1</td>
<td>MEDT 7451</td>
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<tr>
<td>2</td>
<td>MEDT 7452</td>
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<tr>
<td>3</td>
<td>MEDT 7461</td>
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<tr>
<td>4</td>
<td>MEDT 7455</td>
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<tr>
<td>5</td>
<td>MEDT 7465</td>
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<tr>
<td>6</td>
<td>MEDT 7454</td>
</tr>
<tr>
<td>7</td>
<td>MEDT 7487</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th></th>
<th>COURSES</th>
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<tbody>
<tr>
<td>8</td>
<td>EDRS 6301</td>
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<td>9</td>
<td>CEPD 6101</td>
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<tr>
<td>10</td>
<td>CURR 6575</td>
</tr>
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</table>

**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 competency.

<table>
<thead>
<tr>
<th></th>
<th>COURSES</th>
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<tbody>
<tr>
<td>11</td>
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<tr>
<td>12</td>
<td></td>
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<tr>
<td>13</td>
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</table>

**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.

<table>
<thead>
<tr>
<th></th>
<th>COURSES</th>
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<tbody>
<tr>
<td>14</td>
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<td>15</td>
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<td>18</td>
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<td>19</td>
<td></td>
</tr>
</tbody>
</table>

**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...
<table>
<thead>
<tr>
<th>PL-SLO 2</th>
<th>PL-SLO 3</th>
<th>PL-SLO 4</th>
<th>PL-SLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates develop, implement, and evaluate learning opportunities for all students.</td>
<td>Candidates demonstrate professional dispositions and ethics.</td>
<td>Candidates demonstrate ability to serve needs of diverse populations including special needs.</td>
<td></td>
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<td>I</td>
<td>R, A</td>
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<tr>
<td>Assessment Plan</td>
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<td>College of Educa</td>
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<tr>
<td>Degree</td>
<td>Certificate</td>
<td></td>
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<tr>
<td>Program</td>
<td>School Library M</td>
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</table>

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates</td>
<td></td>
</tr>
<tr>
<td>demonstrate ability</td>
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<tr>
<td>to serve needs of</td>
<td></td>
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<tr>
<td>diverse populations</td>
<td></td>
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<tr>
<td>including special</td>
<td></td>
</tr>
<tr>
<td>needs.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Candidates       |                |
| demonstrate ability|              |
| to serve needs of |                |
| diverse populations|              |
| including special |                |
| needs.            |                |
| Candidates demonstrate content knowledge and skills. | 2D |
| Candidates demonstrate professional dispositions. |   |</p>
<table>
<thead>
<tr>
<th>Candidates implement learning opportunities for all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Candidates demonstrate ability to serve needs of diverse populations including special needs.</td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
### Assessment Plan

<table>
<thead>
<tr>
<th>Measure/Method</th>
<th>Success</th>
</tr>
</thead>
</table>
| **How data will be collected:**  **SLM Program Portfolio:**  Students complete a digital portfolio that includes projects (assignments) created throughout the program with written reflections that directly connect their learning to this program outcome. This program outcome aligns to the GaPSC Media Specialist Program Standards and the AASL-CAEP (2019) Standards for Initial Preparation of School Librarians.  
Who will review the portfolio: Throughout the program, instructors evaluate the various projects students may choose to include in the digital Portfolio.  The final portfolio is reviewed by the instructor teaching MEDT 7487 Practicum for School Library Media, which is the final course in the program.  
When data will be collected: Data is collected at the conclusion of each semester within MEDT 7487.  
How Portfolio will be reviewed: A 4-point rubric is used to review the Portfolio (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable).  The rubric is designed to evaluate student performance according to this program outcome.  How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores. | Students score a minimum of 3 on a 4-point rubric. |
| **How data will be collected:**  **SLM Program Near Completer Survey:**  Students are asked to complete this anonymous survey at the completion of their program. The survey asks students to indicate the degree to which they felt the program prepared them to meet each of the GaPSC Media Specialist Program Standards, which are aligned to the SLM program outcomes. Students are also given the opportunity to provide feedback on strengths and areas for improvement within the SLM coursework sequence.  
Who will review the survey: All full-time SLM faculty review the survey report.  
When data will be collected: Data is collected at the conclusion of each semester within the final course in the SLM program, MEDT 7487.  
How the data is reviewed: Students rate each GaPSC Media Specialist Program sub-standard according to a 5-point Likert scale: Very Well Prepared (5), Prepared (4), Somewhat Prepared (3), Poorly Prepared (2), and Completely Unprepared (1). | Students select a rating of 4 or above for each program sub-standard. |
**How data will be collected: SLM Program Portfolio:** Students complete a digital portfolio that includes projects (assignments) created throughout the program with written reflections that directly connect their learning to this program outcome. This program outcome is aligned to the GaPSC Media Specialist Program Standards and the AASL-CAEP (2019) Standards for Initial Preparation of School Librarians.

Who will review the portfolio: Throughout the program, instructors evaluate the various projects students may choose to include in the digital Portfolio. The final portfolio is reviewed by the instructor teaching MEDT 7487 Practicum for School Library Media, which is the final course in the program.

When data will be collected: Data is collected at the conclusion of each semester within MEDT 7487.

How Portfolio will be reviewed: A 4-point rubric is used to review the Portfolio (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable). The rubric is designed to evaluate student performance according to this program outcome.

How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores.

<table>
<thead>
<tr>
<th>Students score a minimum of 3 on a 4-point rubric.</th>
</tr>
</thead>
</table>

**How data will be collected: SLM Program Near Completer Survey:** Students are asked to complete this anonymous survey at the completion of their program. The survey asks students to indicate the degree to which they felt the program prepared them to meet each of the GaPSC Media Specialist Program Standards, which are aligned to the SLM program outcomes. Students are also given the opportunity to provide feedback on strengths and areas for improvement within the SLM coursework sequence.

Who will review the survey: All full-time SLM faculty review the survey report.

When data will be collected: Data is collected at the conclusion of each semester within the final course in the SLM program, MEDT 7487.

How the data is reviewed: Students rate each GaPSC Media Specialist Program sub-standard according to a 5-point Likert scale: Very Well Prepared (5), Prepared (4), Somewhat Prepared (3), Poorly Prepared (2), and Completely Unprepared (1).

<table>
<thead>
<tr>
<th>Students select a rating of 4 or above for each program sub-standard.</th>
</tr>
</thead>
</table>
How data will be collected: **SLM Program Dispositions Assessment**: Students complete an indirect self-assessment of their knowledge of and ability to demonstrate the competencies and dispositions that are essential to the school library media field. Course instructors review each student's self-assessment and provide his/her own direct assessment of the student’s performance according to the same criteria. The assessment is administered as a pre-test in 7452, mid-cycle evaluation in MEDT 7455, and post-test in MEDT 7487. Students are expected to establish and implement a growth plan for improvement between the initial and final administrations.

Who will review the portfolio: The instructors teaching MEDT 7452, MEDT 7455, and MEDT 7487.

How Portfolio will be reviewed: A 4-point rubric is used to review the Portfolio (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable). In MEDT 7487, the final course in the SLM core sequence, students review their pre-test, mid-cycle evaluation, and post-test results and compose a written reflection that describes their growth between each administration of the assessment. The rubric is designed to evaluate student performance according to this program outcome.

How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores on the final administration in MEDT 7487.

<table>
<thead>
<tr>
<th>Students score a minimum of 3 on a 4-point rubric.</th>
</tr>
</thead>
</table>

How data will be collected: **SLM Program Near Completer Survey**: Students are asked to complete this anonymous survey at the completion of their program. The survey asks students to indicate the degree to which they felt the program prepared them to meet each of the GaPSC Media Specialist Program Standards, which are aligned to the SLM program outcomes. Students are also given the opportunity to provide feedback on strengths and areas for improvement within the SLM coursework sequence.

Who will review the survey: All full-time SLM faculty review the survey report.

When data will be collected: Data is collected at the conclusion of each semester within the final course in the SLM program, MEDT 7487.

How the data is reviewed: Students rate each GaPSC Media Specialist Program sub-standard according to a 5-point Likert scale: Very Well Prepared (5), Prepared (4), Somewhat Prepared (3), Poorly Prepared (2), and Completely Unprepared (1).

<table>
<thead>
<tr>
<th>Students select a rating of 4 or above for each program sub-standard.</th>
</tr>
</thead>
</table>
How data will be collected: **Impact on Learning Assignment**: In collaboration with a PK-12 classroom teacher, students design, implement, and assess a unit of instruction. This program outcome is aligned to the GaPSC Media Specialist Program Standards and the AASL-CAEP (2019) Standards for Initial Preparation of School Librarians.

Who will review the assignment: The instructor teaching MEDT 7487 Practicum for School Library Media, which is the final course in the program.

When data will be collected: Data is collected at the conclusion of each semester within MEDT 7487.

How Portfolio will be reviewed: A 4-point rubric is used to review the Impact on Learning Assignment (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable). The rubric is designed to evaluate student performance according to this program outcome.

How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores.

<table>
<thead>
<tr>
<th>How data will be collected:</th>
<th>Students score a minimum of 3 on a 4-point rubric.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLM Program Near Completer Survey</strong>: Students are asked to complete this anonymous survey at the completion of their program. The survey asks students to indicate the degree to which they felt the program prepared them to meet each of the GaPSC Media Specialist Program Standards, which are aligned to the SLM program outcomes. Students are also given the opportunity to provide feedback on strengths and areas for improvement within the SLM coursework sequence.</td>
<td>Students select a rating of 4 or above for each program sub-standard.</td>
</tr>
<tr>
<td>Who will review the survey: All full-time SLM faculty review the survey report.</td>
<td></td>
</tr>
<tr>
<td>When data will be collected: Data is collected at the conclusion of each semester within the final course in the SLM program, MEDT 7487.</td>
<td></td>
</tr>
<tr>
<td>How the data is reviewed: Students rate each GaPSC Media Specialist Program sub-standard according to a 5-point Likert scale: Very Well Prepared (5), Prepared (4), Somewhat Prepared (3), Poorly Prepared (2), and Completely Unprepared (1).</td>
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</tbody>
</table>
Improvement Plan
CISM - 5500 - Advanced Networking: Switching, Routing, and Wireless
2021-2022 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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 Management

Is this a School of Nursing or College of Engineering?* Yes ☐ No ☐
# Course Information

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>CISM</th>
<th>Course Number*</th>
<th>5500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title*</td>
<td>Advanced Networking: Switching, Routing, and Wireless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type*</td>
<td>Management Information Systems</td>
<td></td>
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</tbody>
</table>

**Catalog Course Description**

Advanced Networking: Switching, Routing, and Wireless Essentials will advance your knowledge of the operation of routers and switches in small networks. It will introduce you to wireless local area networks (WLANs) and network security concepts. By the end of this course you will be able to configure advanced functionality in routers and switches. You will also be able to perform basic troubleshooting of these components. Using security best practices, you will troubleshoot and resolve common protocol issues in both IPv4 and IPv6 networks.

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.

<table>
<thead>
<tr>
<th>Is this a variable credit hour course?*</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec Hrs*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lab Hrs*</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Credit Hrs*</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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**

- CISM 3350 or equivalent

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

300/511
Restrictions

Status*  
- Active-Visible
- Inactive-Hidden

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

Grading*  
- Graduate Standard Letter

Type of Delivery (Select all that apply)*  
- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Justification and Assessment

What is the rationale for adding this course?*  
This course will be part of the Business Intelligence and Cyber Security MBA concentration.

Student Learning Outcomes*  
1. Gain advanced knowledge of switch configuration, including frame forwarding, collision, and broadcast domains.
2. Demonstrate the ability to design, segment, and configure large networks using VLANs.
3. Demonstrate the ability to configure STP and to trouble EtherChannel.
4. Demonstrate the ability to program DHCP IPv4 and IPv6 networks.
5. Demonstrate the ability to program networks for First Hop Redundancy Protocols.
6. Demonstrate the ability to configure secure LANs and WLANs.
7. Demonstrate the ability to cable and configure an advanced network using Cisco router and switches.
8. Demonstrate the knowledge and ability to design and configure a secure network for an organization.

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

<table>
<thead>
<tr>
<th>Planning Info*</th>
<th>Library Resources are Adequate</th>
<th>Library Resources Need Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present or Projected Annual Enrollment*</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Will this course have special fees or tuition required?*</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If yes, what will the fee be?*</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Fee Justification</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

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

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
Advanced Networking: Switching, Routing, and Wireless Essentials
CISM 5500
3 Credits

Description

Advanced Networking: Switching, Routing, and Wireless Essentials will advance your knowledge of the operation of routers and switches in small networks. It will introduce you to wireless local area networks (WLANs) and network security concepts.

By the end of this course you will be able to configure advanced functionality in routers and switches. You will also be able to perform basic troubleshooting of these components. Using security best practices, you will troubleshoot and resolve common protocol issues in both IPv4 and IPv6 networks.

Prerequisites: CISM 3350 or equivalent

Contact Information

Meeting Times

Materials

Course Organization: This is a hybrid course. Class meetings will include lectures, hands-on activities, and assignments.

Course Materials: Materials for this course will be hosted through Cisco Netacad. The online chapters exams will be done through the Netacad system. There will be virtual and in-person labs using Cisco's Packet Tracer software, Netlab, and Cisco equipment in the MIS lab.

Outcomes

Learning Objectives:
1. Gain advanced knowledge of switch configuration, including frame forwarding, collision, and broadcast domains.
2. Demonstrate the ability to design, segment, and configure large networks using VLANs.
3. Demonstrate the ability to configure STP and to trouble EtherChannel.
4. Demonstrate the ability to program DHCP IPv4 and IPv6 networks.
5. Demonstrate the ability to program networks for First Hop Redundancy Protocols.
6. Demonstrate the ability to configure secure LANs and WLANs.
7. Demonstrate the ability to cable and configure an advanced network using Cisco router and switches.
8. Demonstrate the knowledge and ability to design and configure a secure network for an organization.

Evaluation

Packet Tracers & Netlabs - 30%
Chapter Exams - 20%
Research Network Challenge Project - 15%
Exam 1 - 15%
Exam 2 - 20%

Criteria

All assignments are individual work and must be “submitted” through Netcad or CourseDen depending on the assignment requirements.
<table>
<thead>
<tr>
<th>Week</th>
<th>Activities Required for Course</th>
<th>Assignment &amp; Due Date:</th>
</tr>
</thead>
</table>
| Week 1| Review Introduction to Networks Chapters 11 & 12  
PT 11.10.1  
PT 12.9.1 | Modules 11-13 exams and Packet Tracers |
| Week 2| Introduction to Networks Chapter 13, 14, & 15  
PT 13.2.7  
PT 13.3.1  
PT 14.8.1 | Modules 14-15 & Modules 16-17 exams and Packet Tracers |
| Week 3| Introduction to Networks Chapter 16 & 17  
PT 16.4.6  
PT 16.5.1  
PT 17.8.2  
PT 17.8.3 | Modules 14-15 & Modules 16-17 exams and Packet Tracers |
| Week 4| Exam 1 | |
| Week 5| Switching, Routers, & Wireless Chapter 1 & 2  
PT 1.3.6  
PT 1.5.10  
PT 1.6.1 | Chapters 1 & 2 packet tracers |
| Week 6| Switching, Routers, & Wireless Chapter 3  
PT 3.4.5  
PT 3.5.5  
PT 3.6.1 | Chapter 3 packet tracers |
| Week 7| Switching, Routers, & Wireless Chapter 4  
PT 4.2.7  
PT 4.4.8  
PT 4.5.1 | Modules 1-4 exam and Chapter 4 Packer Tracers |
| Week 8| Switching, Routers, & Wireless Chapter 5  
PT 5.1.9 | Chapter 5 Packer Tracers |
| Week 9| Switching, Routers, & Wireless Chapter 6  
PT 6.2.4  
PT 6.3.4  
PT 6.4.1 | Modules 5-6 exam and Chapter 6 Packer Tracers |
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Content</th>
<th>Exam or Assessment</th>
</tr>
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<tbody>
<tr>
<td>Week 10</td>
<td>Switching, Routers, &amp; Wireless Chapter 7 &amp; 8</td>
<td>Chapters 7 &amp; 8 exam and Packer Tracers</td>
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<tr>
<td></td>
<td>PT 7.2.10</td>
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<td>Switching, Routers, &amp; Wireless Chapter 9</td>
<td>Modules 7–9 exam and Chapter 9 Packer Tracers</td>
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<td>PT 9.3.3</td>
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<td>Switching, Routers, &amp; Wireless Chapters 10 &amp; 11</td>
<td>Chapter 11 Packer Tracers</td>
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<td>PT 11.1.10</td>
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<td></td>
<td>PT 11.6.1</td>
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<tr>
<td>Week 13</td>
<td>Switching, Routers, &amp; Wireless Chapter 12 &amp; 13</td>
<td>Modules 10-13 exam and Chapters 12 &amp; 13 Packer Tracers</td>
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<td></td>
<td>PT 13.5.1</td>
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<td>Week 14</td>
<td>Switching, Routers, &amp; Wireless Chapter 14</td>
<td>Chapter 14 Packer Tracers</td>
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<td>PT 14.3.5</td>
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<tr>
<td>Week 15</td>
<td>Switching, Routers, &amp; Wireless Chapter 15 &amp; 16</td>
<td>Modules 14 – 16 and Chapters 15 &amp; 16 Packer Tracers</td>
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<td></td>
<td>PT 15.6.1</td>
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<td>PT 16.3.1</td>
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<tr>
<td>Week 16</td>
<td>Research Project</td>
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<td>Exam 2</td>
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Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

CISM - 5600 - Advanced Enterprise Networking, Security, and Automation
2021-2022 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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 Management

Is this a School of Nursing or Yes ☐ No ☐

Is this a College of ☐ ☐
**Course Information**

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>CISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number*</td>
<td>5600</td>
</tr>
<tr>
<td>Course Title*</td>
<td>Advanced Enterprise Networking, Security, and Automation</td>
</tr>
<tr>
<td>Course Type*</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>Catalog Course Description*</td>
<td>This course describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks, and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation. By the end of this course, students will have gained practical, hands-on experience preparing them for the CCNA certification exam and career-ready skills for associate-level roles in the Information &amp; Communication Technologies (ICT) industry.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Is this a variable credit hour course?*</th>
<th>Yes ☐ No ☑</th>
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</thead>
<tbody>
<tr>
<td>Lec Hrs*</td>
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</tr>
<tr>
<td>Lab Hrs*</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hrs*</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

| Yes ☐ No ☑ | 311/511 |

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

**Prerequisites**  
CISM 5500

**Concurrent Prerequisites**
Justification and Assessment

What is the rationale for adding this course?*
This course is part of the Business Intelligence and Cyber Security MBA concentration.

**Student Learning Outcomes***

1. Demonstrate how single-area OSPF operates in both point-to-point and broadcast multiaccess networks. Verify single-area OSPFv2 in both point-to-point and broadcast multiaccess networks.
2. Describe how vulnerabilities, threats, and exploits can be mitigated to enhance network security. Describe how ACLs are used as part of a network security policy.
3. Implement standard IPv4 ACLs to filter traffic and secure administrative access. Configure NAT services on the edge router to provide IPv4 address scalability.
4. Explain how WAN access technologies can be used to satisfy business requirements. Explain how VPNs secure site-to-site and remote access connectivity.
5. Define how networking devices implement QoS. Implement protocols to manage the network.
6. Explain the characteristics of scalable network architectures. Troubleshoot enterprise networks.
7. Explain the purpose and characteristics of network virtualization.
8. Demonstrate how network automation is enabled through RESTful APIs and configuration management tools.
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

<table>
<thead>
<tr>
<th>Planning Info*</th>
<th>Library Resources are Adequate</th>
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<tr>
<td></td>
<td>Library Resources Need Enhancement</td>
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</tbody>
</table>

| Present or Projected Annual Enrollment* | 20 |

<table>
<thead>
<tr>
<th>Will this course have special fees or tuition required?*</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

| If yes, what will the fee be?* | n/a |

| Fee Justification | n/a |

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

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
Advanced Enterprise Networking, Security, and Automation
CISM 5600
3 Credits

Description
This course describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks, and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation.

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Prerequisites: CISM 5500

Contact Information

Meeting Times

Materials
Course Organization: This is a hybrid course. Class meetings will include lectures, hands-on actives, and assignments.

Course Materials: Materials for this course will be hosted through Cisco Netacad. Online chapter exams are completed through the Netacad system. There will be virtual and in-person labs using Cisco’s Packet Tracer software, Netlab, and Cisco equipment in the MIS lab.

Outcomes

Learning Objectives:

- Demonstrate how single-area OSPF operates in both point-to-point and broadcast multiaccess networks. Verify single-area OSPFv2 in both point-to-point and broadcast multiaccess networks.
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- Explain the characteristics of scalable network architectures. Troubleshoot enterprise networks.
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- Demonstrate how network automation is enabled through RESTful APIs and configuration management tools.
- Demonstrate knowledge of emerging technology in enterprise networks, security, and automation.
Evaluation

Packet Tracers & Netlabs - 40%
Chapter Exams - 20%
Research Project - 20%
Final - 20%

Criteria
Assignments. They are all individual work assignments, the online exams and the packet tracers/netlabs. All individual assignments must be "submitted" through Netcad or CourseDen, depending on the assignment requirements.

Breakdown

Assignments

Schedule

<table>
<thead>
<tr>
<th>Activities Required for Course</th>
<th>Assignment &amp; Due Date</th>
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</thead>
<tbody>
<tr>
<td>Week 1 Course Introduction &amp; Module 1</td>
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<tr>
<td>Week 2 Module 2</td>
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<tr>
<td>Week 3 Module 3</td>
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<td>Week 4 Module 4</td>
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<td>Week 14 Module 14</td>
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<tr>
<td>Week 15 Review</td>
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<td>Week 16 Hands-on Skills Exam Final Exam</td>
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Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the Student FAQ webpage ([https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php)).

Additional Items
Master of Business Administration, M.B.A.

2021-2022 Graduate Revise Program Request

**Introduction**

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

**Modifications (Check all that apply)**

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

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2021

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.

<table>
<thead>
<tr>
<th>School/ Department</th>
<th>*Department of Management</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is this a School of Nursing Program?</th>
<th>Yes</th>
<th>No</th>
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<table>
<thead>
<tr>
<th>Is this a College of Education Program?</th>
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</table>

<table>
<thead>
<tr>
<th>Is this change a Senate ACTION and/or INFORMATION item?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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</tbody>
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List of Faculty Senate Action and Information Items

Program Information

Select Program below, unless revising an Acalog Shared Core.

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>*Program</th>
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<tbody>
<tr>
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<td>Shared Core</td>
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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.

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
<table>
<thead>
<tr>
<th><strong>Program Name</strong></th>
<th>Master of Business Administration, M.B.A.</th>
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<td><strong>Program Type</strong></td>
<td>Master's</td>
</tr>
<tr>
<td><strong>Degree Type</strong></td>
<td>Master of Business Administration</td>
</tr>
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</table>
Master of Business Administration with a Concentration in Data Analytics, M.B.A.

Program Requirements
To earn the Master of Business Administration degree with a Concentration in Data Analytics, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 hours):
- MKTG 6815 - Marketing Strategy
- ACCT 6232 - Managerial Accounting
- ECON 6450 - Managerial Economics
- FINC 6532 - Finance
- MGNT 6670 - Organizational Theory and Behavior
- MGNT 6681 - Strategic, Ethical, and Global Management

Data Analytics (12 hours): Select 4 courses from the following:
- CISM 5390 - Business Intelligence and Data Mining
- ECON 6430 - Business Forecasting
- ECON 5475* - Applied Econometrics and Analytics
- ECON 6485** - Special Topics in Economics (Analytics focus)
- MKTG 6868 - Marketing Models

*Students who have completed the undergraduate econometrics course (ECON 4475) are not allowed to take ECON 5475 as part of the Data Analytics Concentration.
**At most, two of the courses in the concentration may be the special topics course (ECON 6485).

One Elective Course (3 hours):
Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be at the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

Master of Business Administration with a Concentration in IoT, Networking, and Cyber Security, M.B.A.

Program Requirements
To earn the Master of Business Administration degree with a Concentration in IoT, Networking, and Cyber Security, a student must successfully complete 33 graduate credit hours. The completion of this concentration provides the student the opportunity to earn 3 Cisco digital badges and 2 Cisco certification vouchers.

Core Courses Required (18 hours):
- MKTG 6815 - Marketing Strategy 3
- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3

Business Intelligence and Cyber Security (12 hours):
- CISM 5500 - Advanced Networking: Switches, Routers & Wireless *
- CISM 5600 - Advanced Enterprise Networking, Security, and Automation
- CISM 5355 - Cyber Security
- CISM 6331 - Strategic Management of Information Technology

One Elective Course (3 hours):
Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

*If a student has taken CISM 4330, they cannot take CISM 5330.
*If a student has taken CISM 4390, they cannot take CISM 5330.
*If a student has taken CISM 4355, they cannot take CISM 5355.
Master of Business Administration, M.B.A.

Degree Requirements

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas.

Content Areas

- (ACCT 2101) Financial Accounting
- (ACCT 2102) Managerial Accounting
- (ECON 2105 or ECON 2106) Economics
- (ECON 3402) Statistics for Business and Economics
- (FINC 3511) Corporate Finance

Graduate Coursework (30 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Office of Graduate Student Services. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

Required Graduate Courses (18 credit hours)

- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3
- MKTG 6815 - Marketing Strategy 3

Elective Courses (12 credit hours)

Working with the Office of Graduate Student Services, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor. Two elective courses must be taken in the Richards College of Business.
Degree Requirements

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency, if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas. Content Areas (ACCT 2101) Financial Accounting (ACCT 2102) Managerial Accounting (ECON 2105 or ECON 2106) Economics (ECON 3402) Statistics for Business and Economics (FINC 3511) Corporate Finance

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Required Graduate Courses (18 credit hours)

ACCT 6232 Managerial Accounting
ECON 6450 Managerial Economics
FINC 6532 Finance
MGNT 6670 Organizational Theory and Behavior
MGNT 6681 Strategic, Ethical, and Global Management
MKTG 6815 Marketing Strategy
Elective Courses (12 credit hours)

Working with the Office of Graduate Student Services, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Two elective courses must be taken in the Richards College of Business.

Early Executive Track

The Early Executive Track is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA and enhance their professionalism and leadership skills and want to gain real world experience. Upon completion of this track, the MBA student will earn an Early Executive Track digital badge. The goals of this track are the following: • Provide students the opportunity to develop their professionalism skills • Further develop students' leadership and communication skills needed to be successful in today's business world • Provide opportunities to gain real world experience locally or internationally that will strengthen the student's business skills, leadership skills, and will ultimately increase their marketability in today's competitive workforce

Degree Requirements

MGNT 6675 Work Practicum

International Master of Business Administration Track

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

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* IoT, Networking, & Cyber Security Concentration
Currently, there are 3.5MM unfillable jobs in cyber security worldwide. The U.S. federal government has stated that the lack of cyber security professionals in the U.S. is a national security threat. Developing an MBA with a Concentration in IoT, Networking, & Cyber Security will help fill this gap.

Data Analytics Concentration
The MBA Concentration in Data Analytics is aimed at providing our students with the skills to use proven analytical tools to highlight and address complex questions facing business and society. Multiple sources suggest the speed at which data are collected has continued to increase. Many businesses (and other entities in society) are collecting and storing data, but have yet to make effective use of this recently identified resource they have in their possession. What is clear is that higher education has not kept pace in graduating capable analysts, resulting in unfilled jobs even during an economic downturn. According to Indeed.com, there are currently thousands of open job postings for data-related positions in the Atlanta area alone, and almost 200 job postings for Data Analyst just in the last 14 days. The RCOB’s new MBA concentration aims to satisfy a portion of the widening backlog of demand for data-savvy, business-minded graduates.

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

SACSCOC Substantive Change
Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

SACSCOC Comments
REQUIRED ATTACHMENTS

ATTACH the 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.

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

<table>
<thead>
<tr>
<th>Program Map*</th>
<th>I have attached the Program Map/Sheet.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A - I am not making changes to the program curriculum.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Assessment Plan*</th>
<th>I have attached the Assessment Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.
Master of Business Administration, M.B.A.

Degree Requirements
Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas.

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Required Graduate Courses (18 credit hours)
- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3
- MKTG 6815 - Marketing Strategy 3

Elective Courses (12 credit hours)
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Master of Business Administration with a Concentration in Data Analytics, M.B.A.

Program Requirements
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- ACCT 6232 - Managerial Accounting
- ECON 6450 - Managerial Economics
- FINC 6532 - Finance
- MGNT 6670 - Organizational Theory and Behavior
- MGNT 6681 - Strategic, Ethical, and Global Management

Data Analytics (12 hours): Select 4 courses from the following:
- CISM 5390----Business Intelligence and Data Mining
- ECON 6430---Business Forecasting
- ECON 5475* ----Applied Econometrics and Analytics
- ECON 6485**- Special Topics in Economics (Analytics focus)
- MKTG 6868---Marketing Models

*Students who have completed the undergraduate econometrics course (ECON 4475) are not allowed to take ECON 5475 as part of the Data Analytics Concentration.

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Master of Business Administration with a Concentration in IoT, Networking, and Cyber Security, M.B.A.

Program Requirements
To earn the Master of Business Administration degree with a Concentration in IoT, Networking, and Cyber Security, a student must successfully complete 33 graduate credit hours. The completion of this concentration provides the student the opportunity to earn 3 Cisco digital badges and 2 Cisco certification vouchers.

Core Courses Required (18 hours):
- MKTG 6815 - Marketing Strategy 3
- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3

Business Intelligence and Cyber Security (12 hours):
- CISM 5500 - Advanced Networking: Switches, Routers & Wireless *
- CISM 5600 - Advanced Enterprise Networking, Security, and Automation
- CISM 5355 - Cyber Security
- CISM 6331 - Strategic Management of Information Technology

One Elective Course (3 hours):
Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

*If a student has taken CISM 4330, they cannot take CISM 5330.
*If a student has taken CISM 4390, they cannot take CISM 5330.
*If a student has taken CISM 4355, they cannot take CISM 5355.

*Introduction to IoT and Networking – Prereq taken as CISM 3350, bootcamp through UWG, or equivalent coursework
### MBA Learning Goal Assessment Timeline (Academic Years 2020-2021 & 2021-2022)
Assessments should be done each academic year the course is taught in Newnan

<table>
<thead>
<tr>
<th>MBA - Learning Goal/Objective</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LG1 Communicate at a professional level in oral presentations and in writing.</strong></td>
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<tr>
<td>LO1.1 Students will be able to create effective written business documents.</td>
<td>MGNT 6681 Exit Exam 2020</td>
<td>MGNT 6681 Exit Exam 2020</td>
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<tr>
<td>LO1.2 Students will be able to prepare and deliver effective business presentations.</td>
<td>MKTG 6815 Oral Presentation 2021</td>
<td>MKTG 6815 Oral Presentation 2021</td>
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<tr>
<td><strong>LG2 Work effectively with others and lead in organizational situations.</strong></td>
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<tr>
<td>LO2.1 Students will demonstrate effective group collaboration behavior in accomplishment of tasks.</td>
<td></td>
<td>MGNT 6670 Peer Evaluation 2022</td>
<td>MGNT 6670 Peer Evaluation 2021</td>
</tr>
<tr>
<td>LO2.2 Students will be able to evaluate effective leadership behavior.</td>
<td>MGNT 6670 Embedded Test Questions 2022</td>
<td>MGNT 6670 Embedded Test Questions 2021</td>
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<tr>
<td><strong>LG3 Identify how globalization affects organizations and their environment.</strong></td>
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<tr>
<td>LO3.1 Students will be able to identify trends in the global marketplace.</td>
<td></td>
<td>ECON 6450 Embedded Test Questions 2022</td>
<td>ECON 6450 Embedded Test Questions 2020</td>
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<tr>
<td>LO3.2 Students will assess the role that the global business environment plays in business decisions.</td>
<td>ACCT 6232 Case Study 2020</td>
<td>ACCT 6232 Case Study 2020</td>
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<td><strong>LG4 Recognize the importance of ethical decision making.</strong></td>
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<tr>
<td>LO4.1 Students will be able to identify ethical theories and concepts and their importance.</td>
<td>MKTG 6815 Embedded Test Questions 2021</td>
<td>MKTG 6815 Embedded Test Questions 2021</td>
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<tr>
<td>LO4.2 Students will evaluate managerial decisions using an ethical framework.</td>
<td>MKTG 6815 Essay Questions 2021</td>
<td>MKTG 6815 Essay Questions 2021</td>
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<tr>
<td><strong>LG5 Integrate analytical and problem solving skills with concepts and theories from all functional areas of business.</strong></td>
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<td></td>
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<tr>
<td>LO5.1 Students will be able to apply decision-making processes to define the problem, identify and collect needed information, and analyze the information to reach appropriate decisions.</td>
<td>MGNT 6681 Exit Exam 2020 FINC 6532 Embedded Test Questions 2021</td>
<td>MGNT 6681 Exit Exam 2020</td>
<td></td>
</tr>
<tr>
<td>LO5.2 Students will be able to analyze and reach an appropriate decision when presented with multi-functional issues.</td>
<td>MGNT 6681 Exit Exam 2020</td>
<td>MGNT 6681 Exit Exam 2020</td>
<td></td>
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### 2021-2022
#### Program Map
**MBA with a Concentration in Data Analytics**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall</th>
<th>Course</th>
<th>Credits</th>
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<td></td>
<td></td>
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**Milestones**
* Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor.

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<th>Spring</th>
<th>Course</th>
<th>Credits</th>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>ECON 6450**</td>
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<td></td>
<td></td>
<td>Elective Course*</td>
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<tr>
<td></td>
<td>Semester Total</td>
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**Milestones**
* Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor.

<table>
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<tr>
<th>YEAR 1</th>
<th>Summer</th>
<th>Course</th>
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<tr>
<td></td>
<td></td>
<td>MGMT 6670</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>MGMT 6681**</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective Course*</td>
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<tr>
<td></td>
<td>Semester Total</td>
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<td></td>
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</table>

**Milestones**
* Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor.

**TERM 2 | Course | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>MGT 6815, FINC 6532 and within 15 hours of graduation</strong></td>
</tr>
<tr>
<td></td>
<td>Semester Total</td>
<td>12</td>
</tr>
</tbody>
</table>

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.
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*ECON 5475 — Applied Econometrics and Analytics
*ECON 6485— Special Topics in Economics (Analytics focus)
*MKTG 6868— Marketing Models
**MGNT 6681 - MKTG 6815, FINC 6532 and within 15 hours of graduation
*** Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor.
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General Information

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School/Department*  Department of Civic Engagement and Public Service

Is this a School of Nursing or * Yes  * No

Is this a College of  " " " "
Course Information

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>POLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number*</td>
<td>5222</td>
</tr>
<tr>
<td>Course Title*</td>
<td>Leadership in the Public and Nonprofit Sectors</td>
</tr>
<tr>
<td>Course Type*</td>
<td>Political Science</td>
</tr>
</tbody>
</table>

Catalog Course Description* Organized activities need effective leaders. Thus, becoming an effective, successful leader in the public service requires gaining a solid understanding of the nature of organizations and the factors that influence human behavior within those organizations. This course examines leadership theories and their practical application in modern public and nonprofit organizations. This course provides opportunities for students to develop their leadership knowledge and skills that can help them guide employees to deliver services and products effectively and efficiently in both the public and nonprofit sectors. In addition, this course will consider organizational and leadership challenges and how to meet these with improved leadership strategies.

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.

<table>
<thead>
<tr>
<th>Is this a variable credit hour course?*</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec Hrs*</td>
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</tr>
<tr>
<td>Lab Hrs*</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hrs*</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Concurrent Prerequisites

Corequisites
Cross-listing

Restrictions

Status* ○ Active-Visible ○ Inactive-Hidden

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

1

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)* ○ Carrollton or Newnan Campus: Face-to-Face ○ Entirely Online ○ Hybrid ○ Fully Online

Justification and Assessment

What is the rationale for adding this course?*

This elective course offers a more nuanced study of leadership theories and their practical application in modern public and nonprofit organizations. The course builds upon foundational core courses within the program and provides more insight into effective leadership. This course provides opportunities for students to develop their leadership knowledge and skills that can help them guide employees to deliver services and products effectively and efficiently in both the public and nonprofit sectors. In addition, this course considers organizational and leadership challenges and how to meet these with improved leadership strategies. Finally, this course is a much desired and needed elective course for the graduate program and to offer additional training within our public management certificate program.

Student Learning Outcomes*

• Identify and describe the principles and theories of leadership.
• Identify and analyze motivation and leadership theories and how their similarities and differences apply at the federal, state, and local levels of government and within the nonprofit sector.
• Explain the unique political and legal environment in the public and nonprofit sectors and its implications for public motivation and leadership.
• Describe and evaluate the similarities and differences in intergovernmental and intragovernmental leadership and management.
• Identify and analyze the leadership challenges facing current administrators.

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/UWG SYllabusPolicies/
I have attached the REQUIRED syllabus.

### Resources and Funding

<table>
<thead>
<tr>
<th>Planning Info*</th>
<th>Library Resources are Adequate</th>
<th>Library Resources Need Enhancement</th>
</tr>
</thead>
</table>

| Present or Projected Annual Enrollment* | 20 |

| 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.
Leadership in the Public & Nonprofit Sectors
Political Science (POL) 5985, EO1
Summer Session I Semester 2020
Online Course

Professor: Dr. Karen Owen
Office: 125 Pafford Building
Office Hours: Mondays 9 am to 10:30 (online)
Or By Appointment

Office Phone: 678-839-2364
Email: kowen@westga.edu

Course Description

Organized activities need effective leaders. Thus, becoming an effective, successful leader in the public
service requires gaining a solid understanding of the nature of organizations and the factors that influence
human behavior within those organizations. This course examines leadership theories and their practical
application in modern public and nonprofit organizations. This course provides opportunities for students
to develop their leadership knowledge and skills that can help them guide employees to deliver services
and products effectively and efficiently in both the public and nonprofit sectors. In addition, this course will
consider organizational and leadership challenges and how to meet these with improved leadership
strategies.

Required Books/Materials

Riccucci, Norma. 2012. Serving the Public Interest: Profiles of Successful and Innovative
Public Servants. New York: M.E. Sharpe, Inc.

Additional Readings available on Course Den.

Recommended Books

Miner, John B. 2005. Organizational Behavior I: Essential Theories of Motivation and

Publishing.

Prentice-Hall.
NASPAA Universal Required Competencies

Students will demonstrate the ability to:

1. lead and manage in public governance.
2. participate in and contribute to the policy process.
3. analyze, synthesize, think critically, solve problems and make decisions.
4. articulate and apply a public service perspective.
5. communicate and interact productively with a diverse and changing workforce and citizenry.

Course Student Learning Outcomes

Upon successful completion of this course, students will be prepared to:

- Identify and describe the principles and theories of leadership.
- Identify and analyze motivation and leadership theories and how their similarities and differences apply at the federal, state, and local levels of government and within the nonprofit sector.
- Explain the unique political and legal environment in the public and nonprofit sectors and its implications for public motivation and leadership.
- Describe and evaluate the similarities and differences in intergovernmental and intragovernmental leadership and management.
- Identify and analyze the leadership challenges facing current administrators.

Course Expectations and Evaluation

This course is an online graduate seminar with multiple learning formats. The course will include discussion, lecture materials, classroom/forum exercises, case study analyses, and group presentations. Students are expected to share their knowledge and opinions of lectures, required readings, discussion postings, and related materials. You are responsible for all material in the textbook, supplemental readings, video presentations, and discussion in the online seminars. All assignments should be read by the first date listed for them on the syllabus. Reading and active participation are necessary to succeed in this course!

Success today in this class and success in the future depend on your abilities, skills, and actions to be professional, competent, and genuinely credible. Professionalism, for many, is the strict adherence to courtesy, honesty, and responsibility when dealing with individuals and other agencies in society. It is characterized by a higher level of excellence going above and beyond basic requirements. This professionalism usually contains a good and strong work ethic. Understanding the culture and climate of the environment (e.g. higher education, the workplace, or civic/religious organizations), meeting expectations, communicating (written, verbally and nonverbally) clearly and competently, and building credibility through authenticity stem not only from the desires to be professional and succeed, but should be an integral piece of a higher purpose. I expect that each student will behave professionally. The way we conduct ourselves communicates the reality of our lives and our character.

Preparation

My experience, education, and ongoing professional development enable me to provide meaningful content, leadership, and evaluation for this class. I take that responsibility seriously
and with intentional purpose. But the quality of our classes is directly related and proportional to the time both you and I dedicate to preparation.

Just as I prepare diligently for each class, I expect you to prepare. **Reading is necessary to succeed in this course!**

**Engagement**
Classes will be conducted primarily in a lecture/discussion format. Engagement is an important feature of the educational experience. We are active partners in learning and this educational endeavor. I will be innovative in our learning opportunities, interested in your insights, and attentive to your feedback. Our partnership in engagement requires you to be attentive to me and your classmates, ask relevant questions, and provide informed insights. **I expect you to be positive and engaged in this class, as well as to be open in your mind and approach to seeking knowledge and respecting others.** I also expect that you are most concerned with your progress in learning and not just your grades.

**Communication via Technology**
All professionals designate appropriate ways to communicate formally and informally via technology. Formal communication is appropriate through your University of West Georgia email account, and informal communication is appropriate through various forms of social media.

Email messages to the professor should include: (1) A subject line with Class Name/Title and the subject (e.g. “POLS 6203: Study Question”); (2) Clear questions and/or comments with the pertinent details and be specific if a response is needed within a certain time frame; (3) Appropriate email formatting; (4) Complete sentences – no jargon or abbreviations; and (5) no spelling and grammatical errors.

I will respond to most email messages received by 4:00 pm Monday-Friday on the same day. All emails will be responded to within 24 hours (barring no illness or other extenuating circumstances). Emails received after 4:00 pm on Friday will receive a response on Monday.
Grade Evaluation

1. Class Participation – Reading Questions
Students will be required to participate actively in the classroom discussions and course work. Obviously if you are absent or do not log into the course room, you cannot participate. You must participate in the discussions and classroom exercises to do well on this component.

You are expected to read all of the assigned material, to analyze it seriously, and to demonstrate that you have read and mastered that material by sharing your views and evaluations with the class (you want to understand what the author is trying to say and do, and to assess the strengths and weaknesses of the author’s theoretical framework, methodology, and substantive conclusions).

Additionally, students are expected to submit questions related to the assigned readings. These questions should concern leadership theories and how to apply pragmatic assessments and solutions. What would you ask in terms of how to lead, what is needed in leadership, and what can be studied further to practice better leadership in the public and nonprofit sectors? What from the readings piqued your curiosity, and what do you want to learn more about? Students are expected to submit a minimum of five questions at the end of each module. Deadlines for submissions are clearly posted within the modules of the course.

If you do not actively participate and show a mastery of the subject, you will not be able to receive an “A” in the class. Remember that this class is a collaborative enterprise. For the online seminar to be a useful learning experience you must be prepared to participate in discussions and submit valuable learning postings. You alone are responsible for taking an active role in shaping your intellectual development. Both energetic and thoughtful participation in graduate seminars is a necessary step in that process.

2. Situational Scenarios
Students will read, analyze, and respond to two organizational scenarios. These scenarios involve a topic and/or issue within the public or nonprofit setting. Each scenario centers on a current development within the organization that requires the leader and/or manager to engage actively in providing strategies and solutions. The leader will be required to lead in these situations. Students will be asked to analyze the situation and apply relevant leadership theories and skills to assess and manage the situation. Students will act as the leaders, writing an action plan and discussing with applicable knowledge and skills how they will address the topic/issue of the scenario. Papers should be approximately two pages in length and follow a format similar to a policy memo/white paper. Papers are due May 13 and May 20 by 11:59 pm EST.

3. Analytical Paper
Students will write a short analytical paper that focuses on the leaders presented in the Riccucci book. You will write a comparative/contrasting analytical paper where you will highlight three respective leaders from the book. You will select three leaders, and then I ask that you describe their leadership styles, discuss how they worked within their organization – did they transform the organization, its culture, the people, and/or the processes? Why were these leaders successful in their work? Compare these leaders to one another – how were they similar in their leadership – and/or contrast the leaders – how were they different in their leadership? Be specific and detailed in your analysis. Lastly, I want you to think critically about what can be learned from these
leaders. What styles, theories, or strategies can you use as a leader? How would you follow his/her leadership style or practice? Where could you implement these learned lessons into your current organization?

These papers should be **approximately 6-8 pages** in length. Thus, be specific, but be precise and concise in your discussion. **Papers are due Tuesday, May 26, 2020 by 11:59 pm EST.**

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation &amp; Reading Questions</td>
<td>20 percent</td>
</tr>
<tr>
<td>Situational Scenarios</td>
<td>50 percent</td>
</tr>
<tr>
<td>Analytical Paper</td>
<td>30 percent</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 percent</strong></td>
</tr>
</tbody>
</table>

**Final course grades will be assigned as follows:**

A: Excellent work for 90-100%.
B: Good work for 80-89%.
C: Below Graduate Average for 70-79%.
F: Failure: Below 69%.

**Note on Late Submissions of Assignments**

Any late submission of an assignment is subject to a penalty of one letter grade per day following the due date. Submission after two days will not be accepted. If you are aware of possible conflicts before they occur, please notify me in advance of due dates to discuss options to remain in good academic standing.

**There will be no extra credit given. Please do not ask!**
University of West Georgia Academic Policies

Students should review the following information each semester.

UWG Academic Policies can be found at:
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

ACADEMIC SUPPORT

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

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

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

ONLINE COURSES

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

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

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.
HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

Moreover, all students are expected to adhere to the highest standards of academic integrity and to abide by the university’s honor code. Cheating and/or plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) will not be tolerated in this course. To avoid such academic dishonesty, you must use a citation (footnote or in text) for all ideas drawn from your reading and research. Students caught cheating or plagiarizing will receive an F on the assignment and potentially for the course, and their names will be forwarded to the university. Any student whose behavior is judged to be in violation of the university’s standards can be disciplined.

UWG EMAIL POLICY

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

CREDIT HOUR POLICY

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings,
observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams). Political Science 6203 is a graduate core course for three academic credit hours.

**HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional_information#](http://www.usg.edu/hb280/additional_information#)
You may also visit our website for help with USG Guidance: [https://www.westga.edu/police/campus-carry.php](https://www.westga.edu/police/campus-carry.php)

**Instructor Availability**

If you would like to speak with me outside of class time, feel free to stop by my office (123 Pafford) during scheduled office hours or schedule an appointment. To ensure that I am in my office on a given day, please email me ahead of time to set up a specific time to meet. I generally respond quickly to email inquiries.
Course Schedule

May 8-10  Introduction to Leadership
          Examining Leadership
          Riccucci, Chapters, Introduction, 1 and 10
          Northouse, Chapter 1

          Activity: Reading Questions

May 11-14  Approaches to Leadership
          Trait, Skills, Behavioral, and Situational
          Riccucci, Chapters 2, 4, 5
          Northouse, Chapters 2-5

          Activity: Reading Questions
          Situational Scenario #1 due May 13

May 15-16  Motivation
          Riccucci, Chapters 3, 6, 16
          Miner, Chapters 4-5 (skim)
          Useful Theory of Goal Setting and Task Motivation: A 35-Year
          Odyssey.” American Psychologist. 57 (Sept 1, 2002).
          Perry, James, Debra Mesch, and Laurie Paarlberg. 2006. “Motivating
          Employees in a New Governance Era: The Performance
          Paradigm Revisited.” Public Administration Review.

          Activity: Reading Questions

May 18-20  Theories of Leadership
          Riccucci, Chapters 11, 13, 14
          Northouse, Chapters 6-11
          Hoch, Julia, William H. Bommer, James H. Dulebohn, and Dongyuan
          Explain Variance Above and Beyond Transformational
          Management.

          Activity: Reading Questions
          Situational Scenario #2 due May 20
May 21-22  **Leadership Ethics and Team Leadership**

Ricucci, Chapters 9, 12, 15  
Northouse, Chapters 13-14  
Svara, James. 2015. *The Ethics Primer*. Jones & Bartlett. Chapters 1, 2, 4

Activity: Reading Questions

May 23-26  **Leadership Culture**

Ricucci, Chapters 7, 8, and conclusion  
Northouse, Chapter 16  

Activity: Reading Questions  
**Analytical Paper due May 26**

The course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.
COMM - 6055 - Seminar - Topics in Digital and Social Media Communication
2021-2022 Graduate New Course Request

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

School/Department* Department of Mass Communications

Is this a School of Nursing or Yes ☐ No ☐
### Course Information

**Course Prefix**

| COMM |

**Course Number**

| 6055 |

**Course Title**

Seminar - Topics in Digital and Social Media Communication

**Course Type**

Mass Communications

**Catalog Course Description**

A seminar class with specific titles announced at time of offering. Special topics and current issues in digital and social media communication will be examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments. Seminars will vary according to topic and the specialty of the professor offering the course. May be repeated for credit as topic varies.

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

**Prerequisites**

Admission to the M.S. in Digital and Social Media Communication or permission of instructor

**Concurrent Prerequisites**

356/511
Justification and Assessment

**What is the rationale for adding this course?**
The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment. COMM 6055-Seminar - Topics in Digital and Social Media Communication is one of eight new courses required of students enrolled in the program and serves as an elective course that is repeatable up to six credit hours.

**Student Learning Outcomes**

1. Demonstrate advanced understanding of paramount economic, legal/policy, ethical, social, and effects issues and trends facing digital and social media communication

2. Demonstrate advanced understanding of the way information and digital media function in multiple cultural contexts, from local to global perspectives, across platforms

3. Synthesizing applied digital and social media communication learning activities from concept through final delivery of a scholarly product

**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: [link]http://www.westga.edu/1WGSyllabusPolicies/)
**Syllabus** I have attached the REQUIRED syllabus.

## Resources and Funding

### Planning Info
- Library Resources are Adequate
- Library Resources Need Enhancement

### Present or Projected Annual Enrollment
40

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

### If yes, what will the fee be?
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.
COMM 6055: Seminar – Topics in Digital and Social Media Communication

Sample Topic: Digital Media and Global Agenda

100% Online
Fall 2022

GENERAL INFORMATION

Instructor: Soo Moon, Ph.D.
Office: Humanities 142
Department of Mass Communications
University of West Georgia
Office Hours: Monday/Wednesday 2:00-3:30 p.m. (Virtually)
Tuesday 12:00-3:00 p.m. (In-person)
By Appointment
Google Meet Link
Telephone: (678) 839-4936
Email: smoon@westga.edu

Important Note: Read this entire course syllabus carefully. You are responsible for all the information contained herein. Ignorance of the policies of the class will not be an acceptable excuse.

TEXT & ADDITIONAL MATERIALS

1. No text required.
2. This course is based on multiple book chapters, articles and websites. All reading materials and relevant information are placed in the matching modules of CourseDen.
3. NOTE. THE MATERIALS ARE MADE AVAILABLE THROUGH FAIR USE AND FURTHER COPYING AND REDISTRIBUTING THE MATERIAL IS A VIOLATION OF THE COPYRIGHT LAW.

ABOUT THE COURSE

A seminar class with specific titles announced at time of offering. Special topics and current issues in digital and social media communication will be examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments. Seminars will vary according to topic and the specialty of the professor offering the course. May be repeated for credit as topic varies.

Prerequisite: Admission to the M.S. in Digital and Social Media Communication program or permission of instructor.

Student Learning Outcomes:

• Demonstrate advanced understanding of paramount economic, legal/policy, ethical, social, and effects issues and trends facing digital and social media communication
• Demonstrate advanced understanding of the way information and digital media function in multiple cultural contexts, from local to global perspectives, across platforms
• Synthesizing applied digital and social media communication learning activities from concept through final delivery of a scholarly product

Topic: Digital Media and Global Agenda Learning Outcomes

• Explain ways in which new media intersects with globalization
• Describe key media effects theories and apply these theories to cases involving global issues
• Assess the role of social media as a mobilizer of civic and political participation
• Debate the negative phenomenon led by the new media environment represented by fake news, bias, fragmentation and polarization
• Discuss the function of journalism in the digital era

Digital and Social Media Communication Program Learning Outcomes

359/511
• Create engaging digital and social media content within ethical and legal parameters
• Identify foundational theories in digital and social media communication
• Apply effective digital and social media campaign strategies
• Evaluate metrics and interpret digital and social media analytics
• Design and execute a rigorous, portfolio-building, capstone project

GRADING POLICY
Grades earned in this class are based solely on the following:

Weekly reading reflections (5) – 30 points
Discussions (5) 30 - points
Discussion facilitation – 10 points
*Pre-proposal presentation and proposal – 30 points

Grading Scale
A = 90-100; B = 80-89.99; C = 70-79.99; D = 60-69.99; F = below 60 points

*Note: Because of the diverse background and stages in your graduate careers, you may be more interested in different projects than a writing research paper. For example, you might propose a plan to conduct a campaign to help refugees using social media or build a website to mobilize your community members to understand climate change. If you have an exciting idea, do not hesitate to share it with me as early as possible.

ASSIGNMENTS

Weekly reading reflections
Students will submit a response paper for the week's readings. As our readings range from short news to comprehensive academic papers, I will mark two or three materials that you can pick from the weekly assignments. The response paper should be 500 to 700 words and should include analytic reflections on the texts, not just a summary. You may relate the readings to a current debate about political/social issues and provide an argument with evidence for or against the reading material.

Discussions
While the minimum requirement is one original posting and two replies, I value the quality of your comments rather than the number of postings. In-class discussions that stimulate your intellectual energy and challenge your perspective are the core of graduate courses. The discussion boards are open from Monday to Friday of the designated week.

Discussion facilitation
As part of your role as a facilitator, you should provide three thought-provoking questions. The leader should try to make the discussion active, informative and interesting by encouraging classmates to participate, raising follow-up questions and replying to posts. I will lead the first discussion about media effects theories.

Pre-proposal presentation
This assignment will help prepare your final project, a research proposal. Considering various academic disciplines of students in this class, I do not limit the area of your research. You can select any that is relevant to this course's central theme. We will have a class discussion about your pre-proposal, and I will have individual meetings with each of you.
You will need to submit PowerPoint slide(s) that includes the following elements:

- Research Title and five keywords of your study
- Identification of the key problem: Why you think this topic is important? Briefly explain the background.
- Research question(s)
- Main theories/concepts
- Research method and procedure
- Three references

Proposal
You will write a 12-15 page research proposal. There are several requirements besides length: First, you may use some news and information periodicals, but the primary sources should be academic journals and books. I recommend that you find at least ten academic articles/books in addition to other items. Second, use APA style. The paper length does not include the section on references. Third, write the paper using the third-person voice.

Following is a suggested structure of your proposal:

- Introduction: Clear statement of your research topic. Why you’re interested in the subject and why it is crucial. Try to gain the attention of your readers.
- Literature review: Explain theories your study relies on, and summarize previous studies relevant to your project.
- Research questions or Hypothesis
- Method: How will you investigate your research questions? You may use a quantitative method (content analysis, survey, experiments, etc.), a qualitative approach (focus group interview, in-depth interview, text analysis, etc.) or both methods.
- References: APA style

COURSE POLICIES AND RESOURCES

CourseDen Resources and Technical Support
For CourseDen assistance, including tutorials, troubleshooting, and online support resources, I encourage you to reference the CourseDen Desire2Learn (D2L) Resources link on the course homepage, or contact the UWG Online Helpdesk Services via email at online@westga.edu, or via the Internet at http://uwgonline.westga.edu/students.php.

If you experience technical difficulties, it is very important that you contact the CourseDen support staff - Distance Education & Distributed Center (first choice) or GeorgiaVIEW Help Center. The staff will document your case, and verify whether it is a personal or campus technology issue. Personal technology issues do not justify due date extensions; and due dates will be extended only in cases of campus technology issues or cases of unavoidable situations substantiated with documentation. To request an extension for qualified cases, you should e-mail me within two hours of the due date. However, if you do not contact CourseDen support staff, late online assignments or exams may not qualify for credit.

Important CourseDen Tools
• Announcements: While it would be hard to miss Announcements, make sure to read each post whenever it’s updated. This is a key tool that keeps you on track. I post Weekly Announcements every Monday to remind you of To-Do items with links.
• Grades: Use the Grades tool to view your grades. Exam scores will be automatically posted as soon as online exams are completed.
• CourseDen Email: The Email tool allows you to send emails to, and receive email from, me and your classmates. It is important to check your email on a regular basis. With the exception of Friday afternoons, weekends, and holidays, I will respond to emails through CourseDen within 24 hours. DO NOT send an email to my westga.edu email address (unless CourseDen is unavailable).
• Assignments: This tool is your dropbox for the writing assignments and case presentations.
• Discussions: Your class discussions will be conducted through Discussions tool. Each Discussion board will be closed after designed cut-off time.

Communication
Email: You are encouraged to use CourseDen email for all class related correspondence. I will try to respond within 24 hours, though messages sent during weekends (or Friday afternoons) may not receive such a prompt response.

Google Meet: If you prefer video chatting or text chatting, use Google Meet Office Hours

Academic Dishonesty
The penalties for academic dishonesty range from receiving 0 points on the exam or the assignment to receiving an “F” grade in the course.

All the work you do must be your own. Do not present the work of another as if it were your own. Use quotation marks to indicate the exact words of someone else, and cite the source. Cite sources of ideas that are not your own, even if you did not use their exact words. Summarizing OK – it is considered paraphrasing, but do not just rearrange a sentence or change some of the words. Still, each time a source is paraphrased, a credit for the source needs to be included in the text.

• Cheating: Using or attempting to use unauthorized materials, information or study aids
• Fabrication: Falsification or unauthorized invention of any information or citation
• Plagiarism: Representing the words or ideas of another as one’s own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged

STUDENT RIGHTS AND RESPONSIBILITIES
Students, please carefully review the following information at this link: UWG Syllabus Policies. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

STUDENT SUPPORT
There are several resources available to students to help them navigate through the course learning systems you are using with your courses, as well as information on how students can access a wealth of student services virtually.

o UWG Online Help Desk (8 a.m. until 8 p.m., Monday through Thursday; until 5 p.m. on Friday)
o online@westga.edu • 678-839-6248 • Live Chat
All students are auto-enrolled in a CourseDen course on how to use the D2L tools.
You can ask UWG Online if you’d like to include a quiz in your course to test students’ knowledge.

USG 24-Hour D2L Help
UWG Online Knowledge Base for FAQs & Tutorials
  - See the New to Online and Student Success sections
Orientation Options (Live, Recorded, Interactive, and Asynchronous)

ACCESSIBILITY ACCOMMODATIONS
I will make accommodations for students who submit a UWG SAR (student accommodation report) from Accessibility Services. Students requiring short-term accommodations may work through Health Services Patient Advocates. If unusual circumstances arise, let me know as soon as you can, not a few days before an assignment or test/quiz is due. Don’t wait until after the first assignment or test/quiz to talk with me! I am here to facilitate your learning, but I need to be informed to do so.

COURSE SCHEDULE
- The course schedule and assignments are subject to change in order to accommodate special guests, speakers, reinforce course material, and maintain some flexibility.
- Additional reading, listening, and viewing assignments will be made throughout the semester.
- You are responsible for all material assigned.
- All assignments below are either submitted via the CourseDen Assignments dropbox, a designated assessment tool, or they are completed in a CourseDen discussion board unless otherwise specified. Tests will be administered via the Quizzes tool.

<table>
<thead>
<tr>
<th>Week (Mon-Sun)</th>
<th>Modules /Reading</th>
<th>Due on Sunday @11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aug 8-14</td>
<td>Overview</td>
<td>Introduction</td>
</tr>
<tr>
<td>2. Aug 15-21</td>
<td>New Media</td>
<td></td>
</tr>
<tr>
<td>3. Aug 22-28</td>
<td>Media Effects: Agenda Setting</td>
<td>Weekly reading reflection 1</td>
</tr>
<tr>
<td>4. Aug 29-Sep 4</td>
<td>Media Effects: Framing</td>
<td></td>
</tr>
<tr>
<td>5. Sep 5-11</td>
<td>Media Effects: Knowledge Gap &amp; Digital Divide</td>
<td>Discussion1: Media effects theories</td>
</tr>
<tr>
<td>7. Sep 19-25</td>
<td>Epidemics (cont.)</td>
<td>Discussion2: Epidemics</td>
</tr>
<tr>
<td>8. Sep 26-Oct 2</td>
<td>Issue 2: Climate Change</td>
<td>Weekly reading reflection 3</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Oct 3-9</td>
<td>Climate Change (cont.)</td>
<td>Discussion 3: Climate Change</td>
</tr>
<tr>
<td>Oct 10-16</td>
<td>*Pre-proposal</td>
<td>Pre-proposal presentation (ppt)</td>
</tr>
<tr>
<td>Oct 17-23</td>
<td>Issue 3: Terrorism</td>
<td>Discussion 4: Critique pre-proposal</td>
</tr>
<tr>
<td>Oct 24-30</td>
<td>Terrorism (cont.)</td>
<td>Weekly reading reflection 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sign-up for meeting</td>
</tr>
<tr>
<td>Oct 31-6</td>
<td>Issue 4: Immigration &amp; Refugees</td>
<td>Weekly reading reflection 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Virtual Meeting with Instructor</td>
</tr>
<tr>
<td>Nov 7-13</td>
<td>Immigration (cont.)</td>
<td>Discussion 5: Terrorism &amp; Immigration</td>
</tr>
<tr>
<td>Nov 14-20</td>
<td>*Proposal Writing</td>
<td></td>
</tr>
<tr>
<td>Nov 28-Dec 4</td>
<td>Proposal (or Final Project) Submission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall classes end</td>
<td></td>
</tr>
</tbody>
</table>
COMM - 6056 - Digital & Social Media Communication Storytelling
2021-2022 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Routing Information

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

Desired Effective Semester* Fall
Desired Effective Year* 2022

School/Department* Department of Mass Communications

Is this a School of Nursing or Yes ☐ No ☐

Is this a College of ☐ Yes ☐ No ☐
### Course Information

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>COMM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number*</td>
<td>6056</td>
</tr>
<tr>
<td>Course Title*</td>
<td>Digital &amp; Social Media Communication Storytelling</td>
</tr>
<tr>
<td>Course Type*</td>
<td>Mass Communications</td>
</tr>
<tr>
<td>Catalog Course Description*</td>
<td>This course is designed to teach students advanced storytelling techniques to not only create quality digital content, but to simultaneously leverage the affordances of social platforms to engage users online. Students will be tasked with creating both audio/visual content and written copy, as well as posting it across a wide variety of social channels. In part, the course will also focus on understanding how best to use contemporary digital platforms for disseminating content, while at the same time internalizing foundational principles associated with the online environment that will be adaptable to social channels that emerge in the future.</td>
</tr>
</tbody>
</table>

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* | 3 |

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

N/A

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

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

**Prerequisites** Admission to the M.S. in Digital and Social Media Communication program or permission of instructor.
The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment. COMM 6056-Digital and Social Media Communication Storytelling is one of eight new courses required of students enrolled in the program and is a core course within the degree.

1. Acquire an advanced understanding of storytelling like tone, aesthetics, applicability of various modes of communication, and other nuances designed to engage individuals online.
2. Develop a mastery of digital media literacy.
3. Evaluate both effective and ineffective forms of digital and social media storytelling.
4. Understand how best to meld digital/social strategy and expert storytelling through online content for maximum narrative impact.

**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: 367/511
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?* 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.
GENERAL INFORMATION

Instructor: Kyle Lorenzano, Ph.D.
Office: Humanities 149
Department of Mass Communications
University of West Georgia

Virtual Office Hours*: Monday/Wednesday 12–2:00 p.m.
Tuesday/Thursday 10:00–11:00 a.m., 1:00 – 3:00 p.m.
By Appointment (in-person)
*To start a Google Hangouts conversation, sign in to your UWG Gmail account, visit hangouts.google.com, click ‘New Conversation’ near the top of the page, enter my UWG email (klorenza@westga.edu), and send an invitation to start the call. I will be available to talk via Google Hangouts during the virtual office hours dates/times listed above.

Telephone: (678) 839-4933
Email: klorenza@westga.edu

ABOUT THE COURSE

This course is designed to teach students advanced storytelling techniques to not only create quality digital content, but to simultaneously leverage the affordances of social platforms to engage users online. Students will be tasked with creating both audio/visual content and written copy, as well as posting it across a wide variety of social channels. In part, the course will also focus on understanding how best to use contemporary digital platforms for disseminating content, while at the same time internalizing foundational principles associated with the online environment that will be adaptable to social channels that emerge in the future. Prerequisite: Admission to the M.S. in Digital and Social Media Communication program or permission of instructor.

Materials

Required Textbook:

1. Student Learning Outcomes
   Acquire an advanced understanding of storytelling like tone, aesthetics, applicability of various modes of communication, and other nuances designed to engage individuals online.
   2. Develop a mastery of digital media literacy.
   3. Evaluate both effective and ineffective forms of digital and social media storytelling.
   4. Understand how best to meld digital/social strategy and expert storytelling through online content for maximum narrative impact.
Evaluation

90-100 A
80-89 B
70-79 C
60-69 D
0-59 F

Assignments

- Project Proposals 50
- Social Platform Assignment 100
- Discussion Facilitator Assignments 100
- Tutorials 150
- Projects
  - Photoshop Project 200
  - Audition Project 200
  - Premiere Project 200

Total 1000 points

STUDENT RIGHTS AND RESPONSIBILITIES (Common Language for Course Syllabi)

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- USG 24-Hour D2L Help
- UWG Online Knowledge Base for FAQs & Tutorials
  - See the New to Online and Student Success sections
- Orientation Options (Live, Recorded, Interactive, and Asynchronous)

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COURSE SCHEDULE

- The course schedule and assignments are subject to change in order to accommodate special guests, speakers, reinforce course material, and maintain some flexibility.
- Additional reading, listening, and viewing assignments will be made throughout the semester.
- You are responsible for all material assigned.
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COMM 6056 Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due Dates &amp; Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Storytelling for the 21st Century</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Story Structure</td>
<td>Project Proposals due</td>
</tr>
<tr>
<td>Week 3</td>
<td>Visual Storytelling</td>
<td>PS Tutorials due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Building Blocks of Visual Storytelling</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>The Visual Storyteller's Toolbox</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>1st Wave of Digital Storytelling</td>
<td>PS Project due</td>
</tr>
<tr>
<td>Week 7</td>
<td>Next Wave of Storytelling Platforms</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Story Flow</td>
<td>Audition Tutorials due</td>
</tr>
<tr>
<td>Week 9</td>
<td>Communities &amp; Resources</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Week 10</td>
<td>Web 2.0 Storytelling</td>
<td>Audition Project due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Social Media Storytelling</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Strat Comm. Storytelling</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Audio Storytelling</td>
<td>Premiere Tutorials due</td>
</tr>
<tr>
<td>Week 14</td>
<td>The Networked Story</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Storytelling &amp; Mobile</td>
<td>Social Platform Assignment due</td>
</tr>
<tr>
<td>Week 16</td>
<td>Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>Week 17</td>
<td>Storytelling &amp; Augmented Reality/VR</td>
<td>All outstanding Discussion Facilitator Assignments due</td>
</tr>
<tr>
<td>Week 18</td>
<td>Towards the Next Wave of Digital Storytelling</td>
<td>Premiere Project due</td>
</tr>
</tbody>
</table>
COMM - 6057 - Digital & Social Media Communication Strategies
2021-2022 Graduate New Course Request

General 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* Department of Mass Communications

Is this a School of Nursing or || Yes No

Is this a College of ||
Course Information

Course Prefix*  COMM

Course Number*  6057

Course Title*  Digital & Social Media Communication Strategies

Course Type*  Mass Communications

Catalog Course Description*  Digital and Social Media Communication Strategies provides students with a framework for creating communication strategies and prepares them to become strategic communicators for digital and social media. Students will learn how to integrate digital, social and mobile platforms into a strategic communications plan through practical application. Course content will help students identify challenges, develop solutions, and use appropriate communication strategies to solve organizational problems.

Key concepts include identifying social media communication objectives, defining target audiences, communication audits, basic protocol for social and digital communication and evaluation methods. Sessions include lectures, discussions, practical instruction, group projects and online analysis.

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

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

Lec Hrs*  0

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 Curriculog Terminology/Icon Guide.
permission of instructor.

Concurrent
Prerequisites

Corequisites

Cross-listing

Restrictions

Status*  Active-Visible  Inactive-Hidden

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

Grading*  Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?*
The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment. COMM 6056-Digital and Social Media Communication Storytelling is one of eight new courses required of students enrolled in the program and is a core course within the degree.

Student Learning Outcomes*

- Create and execute strategic digital and social media communication plans
- Develop metrics for evaluating and assessing communication strategies
- Identify and demonstrate the primary components of an effective digital and social media communication strategy
- Engage meaningfully with digital audiences through successful curation and tailoring of content to specific social platforms
- Build awareness of contemporary platform affordances, while also learning theoretical principles of social and digital communication that will extend beyond the life cycle of individual platforms
- Develop a professional commitment to the field by learning to work creatively and collaboratively in a digital media environment
REQUIRED ATTACHMENTS

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

1.) Syllabus

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

![Syllabus](image)

I have attached the REQUIRED syllabus.

Resources and Funding

![Planning Info](image)

Library Resources are Adequate

Library Resources Need Enhancement

![Present or Projected Annual Enrollment](image)

20

![Will this course have special fees or tuition required?](image)

Yes

No

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

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.
COMM 6057: Digital and Social Media Communication Strategies
Fall 2022 Section 01 – 3 Credits
100% Online

**Instructor:** Kyle Lorenzano, Ph.D.
**Office:** Humanities 149
Department of Mass Communications
University of West Georgia

**Virtual Office Hours**: Monday/Wednesday 12–2:00 p.m.
Tuesday/Thursday 10:00–11:00 a.m., 1:00 – 3:00 p.m.
By Appointment (in-person)

*To start a Google Hangouts conversation, sign in to your UWG Gmail account, visit hangouts.google.com, click ‘New Conversation’ near the top of the page, enter my UWG email (klorenza@westga.edu), and send an invitation to start the call. I will be available to talk via Google Hangouts during the virtual office hours dates/times listed above.*

**Telephone:** (678) 839-4933
**Email:** klorenza@westga.edu

**Course Description**
Digital and Social Media Communication Strategies provides students with a framework for creating communication strategies and prepares them to become strategic communicators for digital and social media. Students will learn how to integrate digital, social and mobile platforms into a strategic communications plan through practical application. Course content will help students identify challenges, develop solutions, and use appropriate communication strategies to solve organizational problems.

Key concepts include identifying social media communication objectives, defining target audiences, communication audits, basic protocol for social and digital communication and evaluation methods. Sessions include lectures, discussions, practical instruction, group projects and online analysis.

**Prerequisites and Corequisites**
Admission to the M.S. in Digital and Social Media Communication program or permission of instructor.

**Meeting Times**
100% online
Materials
Required Textbook:


Outcomes
● Create and execute strategic digital and social media communication plans
● Develop metrics for evaluating and assessing communication strategies
● Identify and demonstrate the primary components of an effective digital and social media communication strategy
● Engage meaningfully with digital audiences through successful curation and tailoring of content to specific social platforms
● Build awareness of contemporary platform affordances, while also learning theoretical principles of social and digital communication that will extend beyond the life cycle of individual platforms
● Develop a professional commitment to the field by learning to work creatively and collaboratively in a digital media environment

Evaluation
90-100 A
80-89 B
70-79 C
60-69 D
0-59 F

Assignments
- Reflection Papers 250 points
- Participation 200 points
- Analytics Assignments 100 points
- Strategic Plan
  ○ Presentation 100 points
  ○ Proposal (Draft) 100 points
  ○ Proposal (Final) 250 points

1000 points
STUDENT RIGHTS AND RESPONSIBILITIES
(Common Language for Course Syllabi)
Students, please carefully review the following information at this link: UWG Syllabus Policies. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

STUDENT SUPPORT
There are several resources available to students to help them navigate through the course learning systems you are using with your courses, as well as information on how students can access a wealth of student services virtually.

• UWG Online Help Desk (8 a.m. until 8 p.m., Monday through Thursday; until 5 p.m. on Friday)
• online@westga.edu • 678-839-6248 • Live Chat
• All students are auto-enrolled in a CourseDen course on how to use the D2L tools
• You can ask UWG Online if you’d like to include a quiz in your course to test students’ knowledge.
• USG 24-Hour D2L Help
• UWG Online Knowledge Base for FAQs & Tutorials
  o See the New to Online and Student Success sections
• Orientation Options (Live, Recorded, Interactive, and Asynchronous)

ACCESSIBILITY ACCOMMODATIONS
I will make accommodations for students who submit a UWG SAR (student accommodation report) from Accessibility Services. Students requiring short-term accommodations may work through Health Services Patient Advocates. If unusual circumstances arise, let me know as soon as you can, not a few days before an assignment or test/quiz is due. Don’t wait until after the first assignment or test/quiz to talk with me! I am here to facilitate your learning, but I need to be informed to do so.
Course Schedule

- The course schedule and assignments are subject to change in order to accommodate special guests, speakers, reinforce course material, and maintain some flexibility.
- Additional reading, listening, and viewing assignments will be made throughout the semester.
- You are responsible for all material assigned.
- All assignments below are either submitted via the CourseDen Assignments dropbox, a designated assessment tool, or they are completed in a CourseDen discussion board unless otherwise specified.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due Dates &amp; Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus/Introductions</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Social Crowds, Voice, &amp; Branding</td>
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<tr>
<td>Week 3</td>
<td>Audience Targeting/Segmentation</td>
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<tr>
<td>Week 4</td>
<td>Concepts and Campaigns</td>
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<tr>
<td>Week 5</td>
<td>SNS Measurement &amp; Management</td>
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<tr>
<td>Week</td>
<td>Course</td>
<td>Notes</td>
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<td>--------</td>
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<tr>
<td>Week 6</td>
<td>Social Metrics &amp; Tools</td>
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<tr>
<td>Week 7</td>
<td>Digital/Social Analytics</td>
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<tr>
<td>Week 8</td>
<td>Social Media Research</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>PR, Advertising, &amp; Marketing Plans</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Content Management</td>
<td>- Analytics Assignment due</td>
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<tr>
<td>Week 11</td>
<td>Social Media Data Law &amp; Ethics</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Customer Relationships &amp; Content</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Employee Engagement</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Future of Social Media Measurement &amp; Management</td>
<td>- Strategic Plan (Draft) due</td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Due Date</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------</td>
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<tr>
<td>Week 15</td>
<td>Wrap-up Week</td>
<td>Reflection Papers due</td>
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<td>Week 16</td>
<td>Thanksgiving Break</td>
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<td>Week 17</td>
<td>Strategic Plan Presentations (Group A)</td>
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<td>Week 18</td>
<td>Strategic Plan Presentations (Group B)</td>
<td>Strategic Plan (Final) due</td>
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</table>
COMM - 6058 - Digital and Social Media Communication Analytics & Evaluation

2021-2022 Graduate New Course Request

General Information

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Routing Information

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School/Department* Department of Mass Communications
### Course Information

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<td>Course Number*</td>
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<tr>
<td>Course Title*</td>
<td>Digital and Social Media Communication Analytics &amp; Evaluation</td>
</tr>
<tr>
<td>Course Type*</td>
<td>Mass Communications</td>
</tr>
</tbody>
</table>

**Catalog Course Description**

In this course, students will examine digital and social media analytics strategies, identify key metrics used for measuring communication performance, compare and implement native and third-party analytics tools, and practice evaluating and reporting analytics results.

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.

<table>
<thead>
<tr>
<th>Is this a variable credit hour course?*</th>
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<tr>
<td>Credit Hrs*</td>
<td>3</td>
</tr>
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</table>

**Prerequisites**

- Admission to the M.S. in Digital and Social Media Communication or permission of instructor.
Justification and Assessment

What is the rationale for adding this course?*  
The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment. COMM 6058-Digital and Social Media Communication Analytics and Evaluation is one of eight new courses required of students enrolled in the program and is a core course within the degree.

Student Learning Outcomes*  
1. Understand the significance of social media data metrics and analytics in helping individuals and institutions examine and enhance their communication with audiences  
2. Identify data metrics and select key performance indicators (KPIs) for assessment of digital and social media efforts  
3. Compare native (e.g., Facebook, Twitter, Instagram) and third-party social media analytics tools (e.g., Hootsuite, Google Analytics)  
4. Understand and apply Google Analytics tool for website optimization  
5. Analyze digital and social media data to obtain insights and recommendations  
6. Evaluate and effectively communicate findings and report conclusions based on results of digital and social media data analysis
**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/UWGSSyllabusPolicies/](http://www.westga.edu/UWGSSyllabusPolicies/))

<table>
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### Resources and Funding

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<th>Library Resources are Adequate</th>
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<td>Library Resources Need Enhancement</td>
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| Present or Projected Annual Enrollment* | 30 |

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<tr>
<th>Will this course have special fees or tuition required?*</th>
<th>Yes</th>
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<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

| 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.
COMM 6058-01 – Digital and Social Media Analytics & Evaluation

Semester: Fall 2022

Credit Hours: 3 credit hours

Contact Information: Patrick Hadley, Ph.D.
- Physical Office: Humanities Bldg: 214
- Office Phone: 678-839-4931
- Google Voice Phone: 404-919-7349
- Physical Office Hours: Mon/Wed 10:00 am - 11:00 am, 2:00 pm - 3:30 pm
- Virtual Office Hours: Mon - Thurs 10:00 am - 11:00 am, 2:00 pm - 3:30 pm (other times by appointment)

Course Description: In this course, students will examine digital and social media analytics strategies, identify key metrics used for measuring communication performance, compare and implement native and third-party analytics tools, and practice evaluating and reporting analytics results.

Prerequisites and Corequisites: Admission to the M.S. in Digital and Social Media Communication or permission of instructor.

Meeting Times: Course delivery is 100% online

Materials: There is no physical textbook assigned for this course. Links to assigned content for reading and viewing will be posted on CourseDen. Content resources include Google Analytics Academy and Hootsuite Academy.

Learning Outcomes:
- Understand the significance of social media data metrics and analytics in helping individuals and institutions examine and enhance their communication with audiences
- Identify data metrics and select key performance indicators (KPIs) for assessment of digital and social media efforts
- Compare native (e.g., Facebook, Twitter, Instagram) and third-party social media analytics tools (e.g., Hootsuite, Google Analytics)
- Understand and apply Google Analytics tool for website optimization
- Analyze digital and social media data to obtain insights and recommendations
- Evaluate and effectively communicate findings and report conclusions based on results of digital and social media data analysis

Evaluation

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

Discussion/Blog Posts: 15%
Google Analytics for Beginners Certification = 20%
Analytics Exercises: 25%
Final Analytics Project: 30%
Narrate Screencast of Analytics Project Presentation: 10%

Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Wk 1</td>
<td>Introduction and Significance of Digital and Social Media Analytics</td>
</tr>
<tr>
<td>Wk 2</td>
<td>Basic Data Analysis Concepts/Techniques</td>
</tr>
<tr>
<td>Wk 3</td>
<td>Setting Goals, Objectives, Benchmarks</td>
</tr>
<tr>
<td>Wk 4</td>
<td>Introduction to Google Analytics</td>
</tr>
<tr>
<td>Wk 5</td>
<td>Google Analytics: Basic Reports</td>
</tr>
<tr>
<td>Wk 6</td>
<td>Google Analytics: Campaign and Conversion Tracking</td>
</tr>
<tr>
<td>Wk 7</td>
<td>Social Media Analytics and Evaluation: Overview</td>
</tr>
<tr>
<td>Wk 8</td>
<td>Social Media - Native Analytics Tools</td>
</tr>
<tr>
<td>Wk 9</td>
<td>Social Media- 3rd Party Analytics Tools</td>
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<tr>
<td>Wk 10</td>
<td>Interpreting and Reporting Analytics Results</td>
</tr>
<tr>
<td>Wk 11</td>
<td>Visualizing Analytics</td>
</tr>
<tr>
<td>Wk 12</td>
<td>Discussion of Analytics Project Proposals</td>
</tr>
<tr>
<td>Wk 13</td>
<td>Project Updates</td>
</tr>
<tr>
<td>Wk 14</td>
<td>Project Updates</td>
</tr>
<tr>
<td>Wk 15</td>
<td>Project Presentations</td>
</tr>
</tbody>
</table>

Link to the common language
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
COMM - 6600 - Digital and Social Media Communication Theories
2021-2022 Graduate New Course Request

General 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* Department of Mass Communications

Is this a School of Nursing or Yes ☐ No ☐

Is this a College of ☐ ☐ 389/511
Course Information

Course Prefix*  COMM  Course Number*  6600

Course Title*  Digital and Social Media Communication Theories

Course Type*  Mass Communications

Catalog Course Description*  A survey course that explores a variety of communication theories to understand how communication, technology, and ideology work interconnectedly to shape our perceptions of reality, politics, the self and "the other" in the context of digital and social media. Consideration is given to how ontological, epistemological, and axiological assumptions guide theory development.

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 Curriculog Terminology/Icon Guide.

Prerequisites  Admission to M.S. in Digital and Social Media program or permission of instructor

Concurrent Prerequisites  390/511

Corequisites
**Justification and Assessment**

**What is the rationale for adding this course?**
The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment. COMM 6600-Digital and Social Media Communication Theories is one of eight new courses required of students enrolled in the program and is part of the foundational offerings of the degree.

**Student Learning Outcomes**
1. Demonstrate advanced understanding of communication theories.
2. Use communication theories to analyze current trends in media.
3. Apply communication theories to produce effective content in a given context.

**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/](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*  30

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.
COMM 6600: Digital and Social Media Communication Theories  
Fall 2022  
3 Credit Hours

Instructor: Dr. Melanie Conrad  
Email: mconrad@westga.edu  
Office: HUM 218  
Office Hours: M/W 8:30-9:30, 12:30-2:00  
(other times by appointment)  
Phone: 678-839-4930

Prerequisites/Corequisites: Graduate Student or Special Permission

Meeting Times: This course is 100% online.  
Course Description:

A survey course that explores a variety of communication theories to understand how communication, technology, and ideology work interconnectedly to shape our perceptions of reality, politics, the self and "the other" in the context of digital and social media. Consideration is given to how ontological, epistemological, and axiological assumptions guide theory development.

Learning Outcomes:

1. Demonstrate advanced understanding of communication theories.  
2. Use communication theories to analyze current trends in media.  
3. Apply communication theories to produce effective content in a given context.

Grades: Final grades will be based on a total of 450 points. Grades will be computed on a percentage basis such that 90-100% = A, 80-89.9 = B, etc.

Textbook:

Text #1  
Title: Understanding Communication Theory: A Beginner’s Guide  
Author: Stephen Croucher  
Publisher: Routledge

Text #2  
Title: Media and Cultural Studies Keyworks  
Editors: Meenkashi Gigi Durham and Douglas M. Kellner.  
Publisher: Blackwell Publishing.
Assessments:

**Discussions:** For each unit students will write a discussion post in which they will describe one of the theories discussed in the unit, either in class or the textbook. They will apply this theory to an artifact of their choosing (personal experience, TV show, movie, speech, news article, cartoon, social media post, etc.). They will critique, comment or extend on a classmate’s post. When necessary, sources should be cited in the post. Students will then lead a class discussion on the theory and analysis on their assigned class date. More details will be provided as the semester progresses.

**Midterm Exam:** Midway through the semester, students will complete an essay exam which will test their knowledge on foundational concepts covered in the class to date. More details will be provided as the semester progresses.

**Research Paper:** For this assignment each student will write an essay of 2000-2500 words applying a Communication theory to analyze a communication artifact in depth. The final essay will include an in-depth explanation of the theory, literature review, application of the theory, and interpretation of results. Students will present their research to the class. Portions of the paper will be turned in for a grade throughout the semester. They must be turned in on time to receive credit. These include the Idea/Rationale Statement, Annotated Bibliography, and Review of Literature. Additional details will be discussed in class and posted on Course Den. The point breakdown for this assignment is as follows:

- Idea/Rationale 25 pts
- Annotated Bibliography 25 pts
- Review of Literature 25 pts
- Presentation 25 pts.
- Final paper 100 pts
### Schedule

*This is a tentative schedule. Deviations may be necessary.*

<table>
<thead>
<tr>
<th>Unit/Date</th>
<th>Tasks</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1: Introduction to Communication Theory</strong> 1/7-1/18</td>
<td>Read Ch. 1-4 (Croucher) Durham &amp; Kellner Part 1</td>
<td>Discussion: 1/18</td>
</tr>
<tr>
<td><strong>Unit 2: Digital and Social Media in Interpersonal and Small Group Communication Theory</strong> 1/21-2/8</td>
<td>Read Ch. 5 &amp; 8 (Croucher) Durham &amp; Kellner Part 2</td>
<td>Idea/Rationale: 2/6 Discussion: 2/8</td>
</tr>
<tr>
<td><strong>Unit 3: Digital and Social Media in Organizational, Health, Mass Communication Theory</strong> 2/11-3/1</td>
<td>Read Ch. 6, 9, 10 (Croucher) Durham &amp; Kellner Part 3</td>
<td>Discussion: 3/1</td>
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<tr>
<td><strong>Unit 5: Digital and Social Media in Persuasion, Rhetorical Communication Theory</strong> 4/1-4/19</td>
<td>Read Ch. 11-12 (Croucher) Durham &amp; Kellner Parts 5-6</td>
<td>Lit. Review: 4/3 Discussion: 4/29</td>
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COMM - 6654 - Digital and Social Media Communication Law
2021-2022 Graduate New Course Request

General Information

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School/Department* Department of Mass Communications

Is this a School of Nursing or Yes ☐ No ☐
### Course Information

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<table>
<thead>
<tr>
<th>Course Title*</th>
<th>Digital and Social Media Communication Law</th>
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</thead>
<tbody>
<tr>
<td>Course Type*</td>
<td>Mass Communications</td>
</tr>
</tbody>
</table>

| Catalog Course Description* | This course examines the legal context that applies to digital and social media communication. You will explore how digital and social media communication technologies have transformed the legal framework in areas such as freedom of speech and press, libel, privacy, copyright, and obscenity. |

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.

<table>
<thead>
<tr>
<th>Is this a variable credit hour course?*</th>
<th>Yes  No</th>
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<tr>
<td>Lec Hrs*</td>
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<tr>
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<tr>
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<th>Yes  No</th>
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<tbody>
<tr>
<td>If yes, indicate maximum number of credit hours counted toward graduation.*</td>
<td>N/A</td>
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</table>

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

**Prerequisites**
Admission to the M.S. in Digital and Social Media Communication or permission of instructor.

**Concurrent Prerequisites**

**Corequisites**

397/511
Justification and Assessment

What is the rationale for adding this course?*
The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment. COMM 6654 - Digital and Social Media Communication Law is one of eight new courses required of students enrolled in the program and is part of the foundational offerings of the degree.

Student Learning Outcomes*
1. Students will understand the constitutional, statutory, and common laws, as well as administrative rules, that apply to digital and social media communication.
2. Students will explore the philosophy supporting freedom of speech and press in the digital and social media context and the legal principles that protect and constrain that freedom.
3. Students will develop practical frameworks to analyze and evaluate legal issues likely to confront digital and social media communicators in the areas of freedom of speech and press, censorship, libel, invasion of privacy, obscenity, indecency, copyright, and advertising.

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/WWCSyllabusPolicies/
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*  30

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.
COMM 6654-01 - Digital and Social Media Communication Law

Semester: Fall 2022

Credit Hours: 3 credit hours

Contact Information: Patrick Hadley, Ph.D.
- Physical Office: Humanities Bldg, Room 214
- Office Phone: 678-839-4931
- Google Voice Phone: 404-919-7349
- Email: phadley@westga.edu (CourseDen email preferred for course-related communication)

Course Description: This course examines the legal context that applies to digital and social media communication. You will explore how digital and social media communication technologies have transformed the legal framework in areas such as freedom of speech and press, libel, privacy, copyright, and obscenity.

Prerequisites and Corequisites: Admission to the M.S. in Digital and Social Media Communication or permission of instructor.

Meeting Times: Course delivery is 100% online


In addition to the book cited above, links will be posted on CourseDen to other required content.

Learning Outcomes:
- Students will understand the constitutional, statutory, and common laws, as well as administrative rules, that apply to digital and social media communication.
- Students will explore the philosophy supporting freedom of speech and press in the digital and social media context and the legal principles that protect and constrain that freedom.
- Students will develop practical frameworks to analyze and evaluate legal issues likely to confront digital and social media communicators in the areas of freedom of speech and press, censorship, libel, invasion of privacy, obscenity, indecency, copyright, and advertising.

Evaluation
- 90% - 100% - A
- 80% - 89% - B
- 70% - 79% - C
- 60% - 69% - D
- Below 60% - F
Assignments

- Discussion Posts: 15%
- Abstracts of Law Journal Articles: (2 x 10%) = 20%
- Exam: 25%
- Final Research Paper: 40%

Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Course Overview</td>
</tr>
<tr>
<td>2</td>
<td>The First Amendment, Section 230, and Online Speech Restrictions</td>
</tr>
<tr>
<td>3</td>
<td>Student Speech</td>
</tr>
<tr>
<td>4</td>
<td>Obscenity, Revenge Pornography and Cyberbullying</td>
</tr>
<tr>
<td>5</td>
<td>Libel</td>
</tr>
<tr>
<td>6</td>
<td>Copyright</td>
</tr>
<tr>
<td>7</td>
<td>Ownership and Control of Content</td>
</tr>
<tr>
<td>8</td>
<td>Exam</td>
</tr>
<tr>
<td>9</td>
<td>Privacy and Terms of Use</td>
</tr>
<tr>
<td>10</td>
<td>Social Media Policies for Journalists</td>
</tr>
<tr>
<td>11</td>
<td>Social Media Policies for Advertising and Public Relations</td>
</tr>
<tr>
<td>12</td>
<td>Digital Media Law Considerations for Websites and Email</td>
</tr>
<tr>
<td>13 - 15</td>
<td>Updates and Discussions on Final Research Paper</td>
</tr>
</tbody>
</table>

Common Language for Course Syllabi

https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
COMM - 6655 - Digital and Social Media Communication Capstone
2021-2022 Graduate New Course Request

**General Information**

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

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

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

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

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

**Routing Information**

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

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

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

**Desired Effective Semester**

- **Fall**

**Desired Effective Year**

- **2022**

**School/Department**

- Department of Mass Communications

**Is this a School of Nursing or College?**

- Yes
  - No
Course Information

**Course Prefix**
COMM

**Course Number**
6655

**Course Title**
Digital and Social Media Communication Capstone

**Course Type**
Mass Communications

**Catalog Course Description**
The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital & Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice.

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

**Is this a variable credit hour course?**
- Yes
- No

**Lec Hrs**
2

**Lab Hrs**
2

**Credit Hrs**
3

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

**Prerequisites**
Admission to M.S. in Digital and Social Media Communication program or permission of instructor

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

What is the rationale for adding this course?
The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment. COMM 6655-Digital and Social Media Communication Capstone is one of eight new courses required of students enrolled in the program and is the culmination of the degree.

Student Learning Outcomes
1. Use research to develop realistic communication goals
2. Successfully develop a comprehensive and thoughtful communication campaign featuring digital strategy and/or social media
3. Design strategic campaign materials that meet a target client's needs
4. Deliver a professional pitch to a target client
5. Produce a professional digital portfolio that demonstrates competency and mastery of digital and social media communication concepts and skills
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?*  N/A

Fee Justification  N/A

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

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
COMM 6655: Digital and Social Media Communication Capstone
100% Online
Fall 2022

GENERAL INFORMATION
Instructor: Brad Yates, Ph.D.
Office: Humanities 151
Department of Mass Communications
University of West Georgia
Office Hours: TWR 2:00-4:00 p.m.
By Appointment and Virtually
Available via UWG e-mail or Google Voice Text: (678) 752-7239
Google Meet Link
Telephone: (678) 839-4938
Email: byates@westga.edu

Important Note: Read this entire course syllabus carefully. You are responsible for all the information contained herein. Ignorance of the policies of the class will not be an acceptable excuse.

OFFICE HOURS
I am available to address matters of concern. Please schedule an appointment with me or use my virtual office hours. If you visit my office at other times, I may not be available because of other duties I must attend to each day.

If you have problems in the class, it is YOUR responsibility to initiate contact with me. I cannot help you if you do not communicate with me. Let me know of any problems early in the semester. I will not accept excuses for poor performance or missing assignments/tests/quizzes, especially late in the semester.

TEXT & ADDITIONAL MATERIALS
1. No Text Required
2. Supplemental readings from selected textbooks, newspapers, magazines and online sites will be assigned throughout the semester as well as the viewing or listening of various online, radio, and television programs or examining selected online sites.

ABOUT THE COURSE
The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital & Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design.
Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice.

Student Learning Outcomes:
• Use research to develop realistic communication goals
• Successfully develop a comprehensive and thoughtful communication campaign featuring digital strategy and/or social media
• Design strategic campaign materials that meet a target client’s needs
• Deliver a professional pitch to a target client
• Produce a professional digital portfolio that demonstrates competency and mastery of digital and social media communication concepts and skills

**Digital and Social Media Communication Program Learning Outcomes**
- Create engaging digital and social media content within ethical and legal parameters
- Identify foundational theories in digital and social media communication
- Apply effective digital and social media campaign strategies
- Evaluate metrics and interpret digital and social media analytics
- Design and execute a rigorous, portfolio-building, capstone project

**GRADING POLICY**
Grades _earned_ in this class are based solely on the following:
- Campaign Design – 25%
- Campaign Pitch – 25%
- Portfolio – 50%

Grading Scale:
- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=59% and below

*Note: I reserve the right to change the assignments and point values in an effort to meet the objectives of the course. Ample notice will be provided if such changes are made.

**COMMUNICATION & VIRTUAL OFFICE HOURS**

<table>
<thead>
<tr>
<th>Communication Tools</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>CourseDen</td>
<td>Use this account as the primary method of communication for the duration of this course. Class-related inquiries should be sent in CourseDen e-mail.</td>
</tr>
<tr>
<td>UWG E-mail Account</td>
<td>Use this account for all non-class related inquiries. General class-related inquiries may be copied to this address. The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important information from the university.</td>
</tr>
<tr>
<td>My Response Time</td>
<td>Necessary responses to your e-mail inquiries will be sent <em>within 48 hours</em> or less assuming there is no extenuating circumstance that does not allow for a response within the designated timeframe.</td>
</tr>
<tr>
<td>Google Voice</td>
<td>Use this number to leave class-related voicemails or texts.</td>
</tr>
<tr>
<td>Office Phone</td>
<td>Use this number for all non-class related inquiries unless we have made special arrangements to converse via phone.</td>
</tr>
<tr>
<td>Emergencies</td>
<td>If you have to contact me because of an emergency, you may use CourseDen e-mail, my e-mail, office phone, or Google Voice.</td>
</tr>
<tr>
<td>Office Hours</td>
<td>I will maintain <em>virtual office hours from 2:00-4:00 p.m. Tuesdays, Wednesdays, and Thursdays</em> during the semester and will be accessible via e-mail and Google Meet. You may also schedule a face-to-face, phone, or virtual appointment outside of office hours.</td>
</tr>
</tbody>
</table>
STUDENT RIGHTS AND RESPONSIBILITIES
Students, please carefully review the following information at this link: UWG Syllabus Policies. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

STUDENT SUPPORT
There are several resources available to students to help them navigate through the course learning systems you are using with your courses, as well as information on how students can access a wealth of student services virtually.

- UWG Online Help Desk (8 a.m. until 8 p.m., Monday through Thursday; until 5 p.m. on Friday)
- online@westga.edu • 678-839-6248 • Live Chat
- All students are auto-enrolled in a CourseDen course on how to use the D2L tools
- You can ask UWG Online if you’d like to include a quiz in your course to test students’ knowledge.
- USG 24-Hour D2L Help
- UWG Online Knowledge Base for FAQs & Tutorials
  - See the New to Online and Student Success sections
- Orientation Options (Live, Recorded, Interactive, and Asynchronous)

LATE/MAKE-UP ASSIGNMENTS & TESTS/QUIZZES
Late assignments: Late assignments will be accepted at my discretion. If a late assignment is deemed acceptable, it will suffer a half a letter grade penalty for each day it is late.

Make-up assignments and tests/quizzes: Any make-up assignments or tests/quizzes will be administered at my discretion. All requests to make-up assignments or tests/quizzes must be substantiated with official documentation as to why you were unable to complete your work. Acceptable situations include a serious incapacitating illness or a death in your family, among others. See Health Services Patient Advocates when relevant to obtain official documentation.

ACADEMIC DISHONESTY
Academic dishonesty is NOT tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) in accordance with the academic misconduct policy as stated in the latest Student Handbook. University of West Georgia Honor Code defines academic dishonesty as cheating, fabrication, plagiarism and facilitating or allowing academic dishonesty in any academic exercise.

Cheating: using or attempting to use unauthorized materials, information or study aids

Fabrication: falsification or unauthorized invention of any information or citation

Plagiarism: representing the words or ideas of another as one’s own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

Academic dishonesty in any form compromises your grade and lowers the quality of your diploma. A fellow student who cheats may actually lower your grade, sometimes causing unfair and inflated grading scales. I hope each of you values your college education enough to protect yourself from dishonest classmates. If you are aware of cheating taking place, please contact me or the Associate Vice President for Academic Affairs, Dr. Jill Drake, and proper action will be taken.
ACCESSIBILITY ACCOMMODATIONS
I will make accommodations for students who submit a UWG SAR (student accommodation report) from Accessibility Services. Students requiring short-term accommodations may work through Health Services Patient Advocates. If unusual circumstances arise, let me know as soon as you can, not a few days before an assignment or test/quiz is due. Don’t wait until after the first assignment or test/quiz to talk with me! I am here to facilitate your learning, but I need to be informed to do so.

COURSE SCHEDULE
- The course schedule and assignments are subject to change in order to accommodate special guests, speakers, reinforce course material, and maintain some flexibility.
- Additional reading, listening, and viewing assignments will be made throughout the semester.
- You are responsible for all material assigned.
- All assignments below are either submitted via the CourseDen Assignments dropbox, a designated assessment tool, or they are completed in a CourseDen discussion board unless otherwise specified. Tests will be administered via the Quizzes tool.

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Module</th>
<th>Topic or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation Module</td>
<td>Overview of Course</td>
</tr>
<tr>
<td>Weeks 2 &amp; 3</td>
<td>Module 1 – Communication Plan</td>
<td>Identify Target Client Develop Communication Plan</td>
</tr>
<tr>
<td>Weeks 4, 5 &amp; 6</td>
<td>Module 2 – Campaign Design</td>
<td>Digital Strategy Social Media Campaign Principles Design Campaign</td>
</tr>
<tr>
<td>Weeks 7 &amp; 8</td>
<td>Module 3 – Pitch Development</td>
<td>Pitch Principles Outline Pitch</td>
</tr>
<tr>
<td>Weeks 9, 10, 11</td>
<td>Module 4 – Portfolio Development</td>
<td>Portfolio Best Practices</td>
</tr>
<tr>
<td>Weeks 12, 13, 14</td>
<td>Module 5- Pitch Evaluation</td>
<td>Make Pitch to Target Client Client Feedback &amp; Evaluation</td>
</tr>
<tr>
<td>Weeks 15 &amp; 16</td>
<td>Module 6 – Portfolio Evaluation</td>
<td>Submit Portfolio Final Evaluation</td>
</tr>
</tbody>
</table>
COMM 6684-01 – Research Methods in Digital and Social Media Communication

Semester: Fall 2022

Credit Hours: 3 credit hours

Contact Information: Patrick Hadley, Ph.D.
- Physical Office: Humanities Bldg: 214
- Office Phone: 678-839-4931
- Google Voice Phone: 404-919-7349
- Physical Office Hours: Mon/Wed 10:00 am - 11:00 am, 2:00 pm - 3:30 pm
- Virtual Office Hours: Mon - Thurs 10:00 am - 11:00 am, 2:00 pm - 3:30 pm (other times by appointment)

Course Description: This course examines common research methods and strategies used when evaluating online communication tools. Emphasis will be on digital and social media applications and their implications for content, user-creators, and user-audiences.

Prerequisites and Corequisites: Admission to the M.S. in Digital and Social Media Communication or permission of instructor.

Meeting Times: Course delivery is 100% online

Materials: There are no required physical textbooks for this course. All required content will be available online. Recommended resources are listed below:

Learning Outcomes:
- Understand the structure and methodology of research studies conducted on issues involving digital and social media applications
- Apply appropriate communication research methods to design a research study examining digital and social media issues
- Analyze and evaluate digital and social media data
- Apply appropriate numerical and statistical concepts in evaluating digital and social media data
- Create effective presentations to report results of research on digital and social media issues
- Apply tools and methods to generate data visualizations that accurately and vividly illustrate digital and social media research findings

Evaluation
- 90% - 100% - A
- 80% - 89% - B
- 70% - 79% - C
- 60% - 69% - D
- Below 60% - F
Assignments

- Discussion Posts: 15%
- Applied Research Exercises: 2 @ 10% = 20%
- Exam: 25%
- Final Research Paper/Project - 40%

Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Overview - Journalists and Media Professionals as Researchers</td>
</tr>
<tr>
<td>2</td>
<td>Conceptualizing &amp; Designing Digital and Social Media Research</td>
</tr>
<tr>
<td>3</td>
<td>Data Collection and Storage</td>
</tr>
<tr>
<td>4 - 5</td>
<td>Quantitative Approaches to Digital and Social Media Data</td>
</tr>
<tr>
<td>6 - 7</td>
<td>Qualitative Approaches to Digital and Social Media Data</td>
</tr>
<tr>
<td>8</td>
<td>Exam</td>
</tr>
<tr>
<td>9</td>
<td>Research and Analytical Tools</td>
</tr>
<tr>
<td>10</td>
<td>Twitter Research</td>
</tr>
<tr>
<td>11</td>
<td>Instagram and Facebook Research</td>
</tr>
<tr>
<td>12</td>
<td>Research on Other Digital and Social Media Platforms</td>
</tr>
<tr>
<td>13</td>
<td>Project Updates</td>
</tr>
<tr>
<td>14</td>
<td>Project Updates</td>
</tr>
<tr>
<td>15</td>
<td>Project Presentations and Course Conclusion</td>
</tr>
</tbody>
</table>

Link to the common language
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
COMM - 6684 - Research Methods in Digital and Social Media Communication

2021-2022 Graduate New Course Request

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

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>COMM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number*</td>
<td>6684</td>
</tr>
</tbody>
</table>

| Course Title* | Research Methods in Digital and Social Media Communication |

| Course Type* | Mass Communications |

| Catalog Course Description* | This course examines common research methods and strategies used when evaluating online communication tools. Emphasis will be on digital and social media applications and their implications for content, user-creators, and user-audiences. |

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.

<table>
<thead>
<tr>
<th>Is this a variable credit hour course?*</th>
<th>Yes ☑ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec Hrs*</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hrs*</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hrs*</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can a student take this course multiple times, each attempt counting separately toward graduation?*</th>
<th>Yes ☑ No</th>
</tr>
</thead>
</table>

| 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 M.S. in Digital and Social Media Communication or permission of instructor.
Justification and Assessment

What is the rationale for adding this course?*
The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment. COMM 6684 - Research Methods in Digital and Social Media Communication is one of eight new courses required of students enrolled in the program and is part of the foundational offerings of the degree.

Student Learning Outcomes*
1. Understand the structure and methodology of research studies conducted on issues involving digital and social media applications
2. Apply appropriate communication research methods to design a research study examining digital and social media issues
3. Analyze and evaluate digital and social media data
4. Apply appropriate numerical and statistical concepts in evaluating digital and social media data
5. Create effective presentations to report results of research on digital and social media issues
6. Apply tools and methods to generate data visualizations that accurately and vividly illustrate digital and social media research findings
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/UWGSSyllabusPolicies/

<table>
<thead>
<tr>
<th>Syllabus*</th>
<th>I have attached the REQUIRED syllabus.</th>
</tr>
</thead>
</table>

Resources and Funding

<table>
<thead>
<tr>
<th>Planning Info*</th>
<th>Library Resources are Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library Resources Need Enhancement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present or Projected Annual Enrollment*</th>
<th>30</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Will this course have special fees or tuition required?*</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If yes, what will the fee be?*</th>
<th>N/A</th>
</tr>
</thead>
</table>

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.
**Student Learning Outcome** | **Strategic Plan Connection**  
--- | ---  
Create engaging digital and social media content within ethical and legal parameters | Priority 1 - Relevance: UWG will continue to evolve to be more relevant to students’ needs (both inside and outside the classroom), as well as adapting to a changing world and economy.
<table>
<thead>
<tr>
<th>Apply foundational theories in digital and social media communication</th>
<th>Priority 1 - Relevance: UWG will continue to evolve to be more relevant to students’ needs (both inside and outside the classroom), as well as adapting to a changing world and economy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply effective digital and social media campaign strategies</td>
<td>Priority 1 - Relevance: UWG will continue to evolve to be more relevant to students’ needs (both inside and outside the classroom), as well as adapting to a changing world and economy.</td>
</tr>
<tr>
<td>Evaluate metrics and interpret digital and social media analytics</td>
<td>Priority 1 - Relevance: UWG will continue to evolve to be more relevant to students’ needs (both inside and outside the classroom), as well as adapting to a changing world and economy.</td>
</tr>
<tr>
<td>Design and execute a rigorous, portfolio-building, capstone project</td>
<td>Priority 1 - Relevance: Launch or advance each students’ career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete.</td>
</tr>
</tbody>
</table>
All students will be required to complete COMM 6655 – Digital & Social Media Communication Capstone. The course description and program learning outcomes are as follows: The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital & Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice. The program learning outcomes will be assessed through an evaluation of the final research-based portfolio by a committee of graduate faculty. Students will be evaluated on a rubric that measures the five program learning outcomes on a five-point scale: Highly Developed = 5; Developed = 4; Emerging = 3; Beginning = 2; Insufficient = 1. Criteria include communication goals, research support, application of theory, campaign strategies, metrics for digital success, interpretation of digital and social media analytics, project design, and project execution (e.g., pitch). Additionally, all graduates will be administered an exit survey assessing their learning experience and collecting data on job placement, job promotion, or other benefits as a result of their graduate program success.

*Measure/Method* | *Success Criterion* | *AY18*
---|---|---

Students must achieve an overall average score of 4/5 or 80%. Additionally, students will complete a comprehensive examination that will be scored by graduate faculty on a pass/fail basis using a similar version of the portfolio project rubric.
<table>
<thead>
<tr>
<th>AY19</th>
<th>AY20</th>
<th>Interpretation &amp; Use of Results</th>
<th>Improvement Plan</th>
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<tbody>
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</tbody>
</table>
# M.S. in Digital and Social Media Communication

## Academic Year 2022-2023

### Program Map without Summer Option

### M.S. in Digital and Social Media Communication

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>TERM 1 (Fall)</th>
<th>Credits</th>
<th>TERM 2 (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>COMM 6684 – Research Methods in Digital and Social Media Communication</td>
<td>3</td>
<td>COMM 6056 – Digital and Social Media Communication Storytelling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6600 – Digital and Social Media Communication Theories</td>
<td>3</td>
<td>COMM 6057 – Digital and Social Media Communication Strategies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6055 – Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
<td>COMM 6055 – Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
</tr>
<tr>
<td>SEMESTER TOTAL</td>
<td>9</td>
<td>SEMESTER TOTAL</td>
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<td></td>
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</table>

### Milestones

- Electives – 9 hours: Must take at least one COMM 6055. Additional six hours may be COMM 6055 (repeatable as topics vary) or 5/6xxx outside the program.

### YEAR 2

<table>
<thead>
<tr>
<th>TERM 1 (Fall)</th>
<th>Credits</th>
<th>TERM 2 (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>COMM 6055 – Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
<td>COMM 6655 – Digital and Social Media Communication Capstone*</td>
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<tr>
<td></td>
<td>COMM 6654 – Digital and Social Media Communication Law</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 6058 – Digital and Social Media Communication Analytics and Evaluation</td>
<td>3</td>
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<tr>
<td>SEMESTER TOTAL</td>
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<td>SEMESTER TOTAL</td>
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</table>

### Milestones

- Complete Foundational Courses: COMM 6600, COMM 6654, and COMM 6684

### Milestones

- Electives – 9 hours: Must take at least one COMM 6055. Additional six hours may be COMM 6055 (repeatable as topics vary) or 5/6xxx outside the program.

- *Capstone: Submit Portfolio Project and complete Comprehensive Exams

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

The program courses do not have to be taken sequentially. A 6-hour course load will be considered full-time enrollment, but courses will be offered so students may take additional credit hours if desired. The program may be completed in two years with or without summer courses.

### Academic Year 2022-2023

**Program Map with Summer Option**

**M.S. in Digital and Social Media Communication**

#### YEAR 1

<table>
<thead>
<tr>
<th>Term 1 (Fall)</th>
<th>Credits</th>
<th>Term 2 (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6684 – Research Methods in Digital and Social Media Communication</td>
<td>3</td>
<td>COMM 6056 – Digital and Social Media Communication Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6600 – Digital and Social Media Communication Theories</td>
<td>3</td>
<td>COMM 6057 – Digital and Social Media Communication Strategies</td>
<td>3</td>
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<tr>
<td>SEMESTER TOTAL</td>
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#### YEAR 1 – Summer Option

<table>
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<tr>
<th>Term 3 (Summer)</th>
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<td>COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
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<tr>
<td>SEMESTER TOTAL</td>
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**Milestones**

Electives – 9 hours: Must take at least one COMM 6055. Additional six hours may be COMM 6055 (repeatable as topics vary) or 5/6xxx outside the program.

#### YEAR 2

<table>
<thead>
<tr>
<th>Term 1 (Fall)</th>
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<th>Term 2 (Spring)</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMM 6654 – Digital and Social Media Communication Law</td>
<td>3</td>
<td>COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6058 – Digital and Social Media Communication Analytics and Evaluation</td>
<td>3</td>
<td>COMM 6655 – Digital and Social Media Communication Capstone*</td>
<td>3</td>
</tr>
<tr>
<td>SEMESTER TOTAL</td>
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<td>SEMESTER TOTAL</td>
<td>6</td>
</tr>
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</table>

**Milestones**

Complete Foundational Courses: COMM 6600, COMM 6654, and COMM 6684

*Capstone: Submit Portfolio Project and complete Comprehensive Exams

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Graduate Catalog, which is the official guide for completing degree requirements.
Digital and Social Media Communication
2021-2022 Graduate New Program Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

 Desired Effective Semester*  Fall

 Desired Effective Year*  2022

Program Type*  
- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program.

Routing Information
Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

**School/Department**

Department of Mass Communications

---

**Is this a School of Nursing Program?**

- Yes
- No

---

**Is this a College of Education Program?**

- Yes
- No

---

**Is this a Department of Mass Communications Program?**

- Yes
- No

---

**Program Information**

**Program Name**

Digital and Social Media Communication

---

**Degree Type**

Master of Science

---

**Program Description**

The Master of Science in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career or pursue further graduate studies. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment.

---

**Program Location**

Carrollton

---

**Status**

- Active-Visible
- Inactive-Hidden
How will the proposed program be delivered?*

- [ ] Face-to-Face
- [x] Online Only
- [ ] Hybrid

### Curriculum Information

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

#### Type of Program*

- [x] 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](image.png) 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 ![icon](image.png) "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.
Digital and Social Media Communication Foundational Courses (9 Hours)

Nine hours of foundational courses provide students the building blocks of graduate study in digital and social media communication in the areas of law, theory, and research.

COMM 6654 Digital and Social Media Communication Law
COMM 6684 Research Methods in Digital and Social Media Communication
COMM 6600 Digital and Social Media Communication Theories

Digital and Social Media Communication Core Courses (9 hours)

Nine hours of core program courses train students in digital and social media communication storytelling, strategies, and analytics and evaluation. The knowledge and skills learned in these courses will be synthesized and applied in a final capstone portfolio project.

COMM 6056 Digital and Social Media Communication Storytelling
COMM 6057 Digital and Social Media Communication Strategies
COMM 6058 Digital and Social Media Communication Analytics and Evaluation

Digital and Social Media Communication Electives (9 hours)

Digital and Social Media Communication elective courses are seminar-style courses that provide students the opportunity to explore critical issues and trending topics within digital and social media communication. Students must earn three hours of COMM 6055 Seminar - Topics in Digital and Social Media Communication, and 6 additional hours of digital and social media elective courses or courses selected from graduate courses outside of the Digital and Social Media Communication degree program. Students may take up to six hours of courses from any 5000 or 6000-level courses in ANTH, CRIM, MGNT, MKTG, POLS, PSYC, or SOCI. Additional elective options must be approved by the graduate coordinator. COMM 6055 Seminar - Topics in Digital and Social Media Communication is repeatable as topics vary up to nine hours.

COMM 6055 Seminar - Topics in Digital and Social Media Communication
Digital and Social Media Communication Capstone (3 hours)

The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital & Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice. Must complete Comprehensive Exams as part of this course.

COMM 6655 Digital and Social Media Communication Capstone

Justification and Assessment

Rationale* The proposed degree program is one of the first of its kind in the USG because it emphasizes digital and social media communication via an online delivery mode. Of the 18 graduate degrees and certificate programs in the USG, only three are dedicated to digital media. Georgia Tech offers an in-person Master of Science degree in Digital Media, but its focus is "advanced study in digital media design and critique." The degree used to be known as Information Design and Technology, and it relies on a "studio and seminar-based curriculum." It is quite different from the proposed degree program. Georgia State offers a Digital Media Strategies concentration within its Master of Arts in Communication program. The program is delivered on-campus. Kennesaw State University offers a post-baccalaureate certificate in digital and social media in a fully online format. The four-course certificate program delivers each course in seven-week increments. The proposed 100% online master’s degree in digital and social media communication offers much more depth than KSU's certificate program and centers on digital content creation for multiple digital and social media platforms. Further, the new degree program is designed to train students in communication theories, strategies, and analytics to ensure effective messaging to key stakeholders. Moreover, UWG’s mission includes its commitment "to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online" (UWG Mission, 2021). The proposed degree program readily aligns with the University’s pledge to offer educational opportunities that will enable students to receive high-quality training at the graduate level in an online environment. Furthermore, the degree program builds on the existing strengths of the Mass Communications program and its faculty to offer graduate students learning opportunities that will impact economic development and address the demands of the job market in the digital and social media communication arena. The relevance of this program is extremely high given the digital communication landscape that permeates across multiple disciplines and career fields. Additionally, the program will keep UWG highly competitive in the graduate degree area since, as noted before, a digital and social media communication degree will be the only fully online degree of its kind in the state and among a limited few that focus on digital communication in the USG. Mass Communications alumni are among the target audiences for the program, and these individuals already feel a sense of place at UWG based on their undergraduate experiences. A graduate program will only serve to
1. Create engaging digital and social media content within ethical and legal parameters
2. Apply foundational theories in digital and social media communication
3. Apply effective digital and social media campaign strategies
4. Evaluate metrics and interpret digital and social media analytics
5. Design and execute a rigorous, portfolio-building, capstone project

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

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

SACSCOC Comments
Per discussions in Fall 2020, this program will constitute substantive change for two reasons: new course content at a different level than currently offered (prospectus), and the program requires notification because it is 100% online.
REQUIRED ATTACHMENTS

ATTACH 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.
M.S. in Digital and Social Media Communication

Purpose

The M.S. in Digital and Social Media Communication in the Department of Mass Communications/School of Communication, Film, and Media seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment.

Objectives

1) Create engaging digital and social media content within ethical and legal parameters
2) Apply foundational theories in digital and social media communication
3) Apply effective digital and social media campaign strategies
4) Evaluate metrics and interpret digital and social media analytics
5) Design and execute a rigorous, portfolio-building, capstone project

Required Admission Criteria:

- Graduate application
- Resume/CV (two pages)
- Official transcripts from all colleges/universities attended
- Earned baccalaureate degree; 3.0 overall undergraduate GPA or higher preferred
- Two letters of recommendation from individuals who can evaluate the applicant’s potential for advanced professional growth through graduate studies in digital and social media communication
- 500-word statement of educational or professional goals
- Portfolio/sample work which demonstrates evidence of professional competence
- Evidence of English language proficiency
- Admission will be restricted to fall term only (full-time or part-time)

Supplemental Material – Not Required

- GRE, MAT, or LSAT (In lieu of standardized test scores, academic credentials and/or professional experience will be considered)
- For international applicants, a minimum score of 69 on the internet-based (IBT) TOEFL or 523 on the paper-based TOEFL examination is required
## Program of Study – 30 Hours

### Foundational Courses – 9 hours

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Existing or New</th>
</tr>
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<tbody>
<tr>
<td>COMM 6654</td>
<td>Digital and Social Media Communication Law</td>
<td>3</td>
<td>New</td>
</tr>
<tr>
<td>COMM 6684</td>
<td>Research Methods in Digital and Social Media Communication</td>
<td>3</td>
<td>New</td>
</tr>
<tr>
<td>COMM 6600</td>
<td>Digital and Social Media Communication Theories</td>
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### Digital and Social Media Core Courses – 9 hours

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMM 6056</td>
<td>Digital and Social Media Communication Storytelling</td>
<td>3</td>
<td>New</td>
</tr>
<tr>
<td>COMM 6057</td>
<td>Digital and Social Media Communication Strategies</td>
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<td>COMM 6058</td>
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### Digital and Social Media Communication Electives – 9 hours

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### Capstone Project or Exit Paper – 3 hours

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<th>Course Prefix and Number</th>
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<th>Credit Hours</th>
<th>Existing or New</th>
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<tbody>
<tr>
<td>COMM 6655</td>
<td>COMM 6655 – Digital and Social Media Communication Capstone*</td>
<td>3</td>
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</tr>
</tbody>
</table>

*Must complete Comprehensive Exams
<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
<th>CURRICULUM MAPPING TEMPLATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</td>
<td></td>
</tr>
<tr>
<td>2. Insert your specific Degree Program (Ex: BA English, BS ED Special Education, BS Biology, MA Criminology, etc.)</td>
<td></td>
</tr>
<tr>
<td>3. Under the “Courses” Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIO 2107, CRIM 6010, etc.)</td>
<td></td>
</tr>
<tr>
<td>4. Under each “PL-SLO”, list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</td>
<td></td>
</tr>
<tr>
<td>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO’s) are taught throughout your offered courses.</td>
<td></td>
</tr>
<tr>
<td>6. Go through and mark with an “X”, which courses you will be collecting Assessment Data in.</td>
<td></td>
</tr>
</tbody>
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<table>
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<tr>
<th>DEPARTMENT: Mass Communications</th>
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<th>PL-SLO 1</th>
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<th>PL-SLO 3</th>
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</tbody>
</table>

**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.**
USG Academic Degree Program

Application

Released
December 1, 2020
Point of Contacts
Dr. Martha Venn
Vice Chancellor for Academic Affairs
martha.venn@usg.edu

Dr. Rebecca Corvey
Associate Vice Chancellor for Academic Affairs
rebecca.corvey@usg.edu

Version Control

<table>
<thead>
<tr>
<th>Date</th>
<th>Changes</th>
<th>USG Approved date</th>
<th>Website update date</th>
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</tbody>
</table>

NOTE:
Italicization indicates a question or field on the in-take form
^= indicates accreditation related content

USG Routing
☐ Program was part of the Annual Academic Forecast (will be part of FY22 Academic Forecast)
☐ This proposal can be expedited (Nexus, established concentration with strong enrollment)
☐ This proposal requires USG integrated review
USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW
   To be completed as part of SharePoint Submission

1. Request ID: (SharePoint Generated unique ID) (Jill Drake will add upon submission)

2. Institution Name: University of West Georgia

3. USG Sector: Regional Comprehensive

4. School/Division/College: Academic Affairs

5. Academic Department: Mass Communications

6. Proposed Program Name: Digital and Social Media Communication

7. Major: Digital and Social Media Communication

8. CIP Code (6 digit): 09.0702

9. Degree Level: Master’s

10. Anticipated Implementation Semester and Year: Fall 2022

11. Was this program listed in the most recent Academic Forecast?
    ☑ Yes (FY22)
    ☐ No (If no, explain why below)

12. Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):
    The Master of Science in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career or pursue further graduate studies. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment.
13. Accreditation\(^\wedge\): Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

N/A

14. Specify SACSCOC or other accreditation organization requirements\(^\wedge\).

Mark all that apply.

☐ Substantive change requiring notification only \(^1\)

☒ Substantive change requiring approval prior to implementation \(^2\)

☐ Level Change \(^3\)

☐ None

B. STRATEGIC PLAN

15. How does the program align with your institutional mission and function\(^\wedge\)?

If the program does not align, provide a compelling rationale for the institution to offer the program.

UWG’s mission includes its commitment “to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online” (UWG Mission, 2021). The proposed degree program readily aligns with the University’s pledge to offer educational opportunities that will enable students to receive high-quality training at the graduate level in an online environment. Moreover, the degree program builds on the existing strengths of the Mass Communications program and its faculty to offer graduate students learning opportunities that will impact economic development and address the demands of the job market in the digital and social media communication arena. The relevance of this program is extremely high given the digital communication landscape that permeates across multiple disciplines and career fields. Moreover, the program will keep UWG highly competitive in the graduate degree area since a digital and social media communication degree will be the only fully online degree of its kind in the state and among a limited few that focus on digital communication in the USG. Mass Communications alumni are among the target audiences for the program, and these individuals already feel a sense of place at UWG based on their undergraduate experiences. A graduate program will only serve to enhance the feeling of belonging and reinforce the third pillar of UWG’s strategic plan.

16. How does the program align with your institution’s strategic plan and academic program portfolio?

Identify the number of existing and new courses to be included in the program.

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

\(^1\) See page 22 (Requiring Notification Only) of SACSCOC Substantive Change Policy and Procedures document.

\(^2\) See page 17 (Requiring Approval Prior to Implementation) of SACSCOC Substantive Change Policy and Procedures document.

\(^3\) See page 3 (Level Change Application) of SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document for level change requirements.
8 new courses
Up to two (2) existing courses outside of the unit may be taken (0-6 credit hours), but a student may take all courses within the unit by repeating the seminar course that covers multiple topics.

C. NEED

17. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives?

☐ No

☒ Yes (If yes, use the space below to explain how their input informed this proposal)

Mass Communications has hosted its signature event, Media Day, for approximately 40 years. This event connects student with professionals (often our alumni) in communication, film, and media and provides students and faculty the opportunity to learn about the knowledge and skills necessary to succeed in careers in these industries. From information gathered from alumni, employers, and community leaders at recent Media Days, it became clear to faculty and staff that digital and social media communication training is paramount for those entering or seeking to advance in their careers. This realization was reinforced by guest speakers who present in our classes or share their career advice to our student organizations. Additionally, internship site supervisors provided valuable feedback in their evaluation of our interns, noting the key skills necessary to advance and grow in the field. Moreover, our recent accreditation self-study and site visit emphasized the need to be at the forefront of digital and social media communication training to give our students the best opportunity to succeed. To adhere to the accreditation team’s recommendation, we plan to formalize the network of alumni, employers, and community leaders and establish a Professional Advisory Board to help inform curriculum design so that our courses remain current and relevant.

18. Does the program align with any local, regional, or state workforce strategies or plans?

☐ No

☒ Yes (If yes, please explain below)

The M.S. in Digital and Social Media Communication includes a variety of learning outcomes that align directly with the Georgia Film Consortium (formerly Georgia Film Academy), which noted “Industry growth is projected to generate 40,000 jobs in Georgia over the next 18 months with a $2 billion investment. Television & Film production jobs in GA pay an average salary of $84,000.” Similarly, Qlik data indicates a 37.5% increase in Media and Communication jobs in the next five years throughout the state.

19. Provide any additional evidence of regional demand for the program^ (e.g. prospective student interest survey data, community needs, letters of support from employers)

As noted in question 18, demand for the program’s graduates will be increasing dramatically over the next decade, and often we will be preparing students for an industry that is expanding annually. Linked directly to this growth, research supports that student demand is increasingly linked to career related programs. The M.S. in Digital and Social Media Communication provides an avenue for advancement for over 1,000 graduates already in the field who
want to advance in their careers. Further, community partners who participate in our annual Media Day stress the need for graduates with advanced training in digital and social media.

20. **Identify the partners you are working with to create a career pipeline with this program**

*Mark all that apply*

☐ High School CTAE  ☒ Employers  leading to employment: CNN, Cox Media Group, iHeart Media, Southwire, Tanner Health System, WRBL-TV  ☐ None

☐ High School STEM  ☒ Community partnerships

☐ Career academies  ☒ Professional associations

☐ TCSG programs  ☒ Other (specify below)

☐ Other USG institutions  ☒ Annual Media Day partners offer internships to students, often

☐ Other universities

21. **Are there any competing programs at your own institution?**

☒ No

☐ Yes (If yes, provide additional information about the competing program(s) below).

22. **The program service area is used as the basis for labor market supply and demand analysis.** What is the program’s service area (local, regional, state, national)? If outside of the institution’s traditional service area, provide a compelling rationale for the institution to offer the program. If the program’s service area is a region within the state, include a map showing the counties in the defined region.

The program’s service area is primarily, but not exclusively, the State of Georgia.

23. **Do any other higher education institutions in close proximity offer a similar program?**

☐ No

☒ Yes (If yes, provide a rationale for the institution to offer the program)

The proposed degree program is one of the first of its kind in the USG because it emphasizes digital and social media communication via an online delivery mode. Of the 18 graduate degrees and certificate programs (see table below) in the USG, only three are dedicated to digital media. Georgia Tech offers an in-person Master of Science degree in Digital Media, but its focus is “advanced study in digital media design and critique.” The degree used to be known as Information Design and Technology, and it relies on a “studio and seminar-based curriculum.” It is quite different from the proposed degree program. Georgia State offers a Digital Media Strategies concentration within its Master of Arts in Communication program. The program is delivered on-campus. Kennesaw State University offers a post-baccalaureate certificate in digital and social media in a fully online format. The four-course certificate program delivers each course in seven-week increments. The proposed 100% online master’s degree in digital and social media communication offers much more depth than KSU’s certificate program and centers on digital content creation for multiple digital and social media platforms. Further, the new degree program is designed to train students in communication theories, strategies, and analytics to ensure effective messaging to key stakeholders.

---

4 Provide letters of support and explain the collaboration and how partners will share or contribute resources. (Consider internal pipeline programs—“off-ramp program” Nursing to integrated health or MOUs for pathways with other USG institutions (pipelines—keep them in state for grad school if we can)
<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Major</th>
<th>Delivery Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus State University</td>
<td>Master of Arts</td>
<td>Communication</td>
<td>Hybrid</td>
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<tr>
<td></td>
<td></td>
<td>Concentrations</td>
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<tr>
<td></td>
<td></td>
<td>*Strategic Communication Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Creative Services Management</td>
<td></td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>Master of Science</td>
<td>Digital Media</td>
<td>On Campus</td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>Master of Science</td>
<td>Global Media and Cultures</td>
<td>On Campus</td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>Doctor of Philosophy</td>
<td>Digital Media</td>
<td>On Campus</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>Master of Arts</td>
<td>Professional Communication and Leadership</td>
<td>On Campus</td>
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<tr>
<td>Georgia State University</td>
<td>Master of Arts</td>
<td>Communication</td>
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<td>*Digital Media Strategies</td>
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<td>*Human Communication</td>
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<tr>
<td></td>
<td></td>
<td>*Mass Communication</td>
<td></td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>Post-Baccalaureate</td>
<td>Digital and Social Media</td>
<td>Online</td>
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<tr>
<td></td>
<td>Certificate</td>
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</tr>
<tr>
<td>Kennesaw State University</td>
<td>Master of Arts</td>
<td>Integrated Global Communication</td>
<td>On Campus</td>
</tr>
<tr>
<td>Middle Georgia State University</td>
<td>Post-Baccalaureate</td>
<td>Technical Writing and Digital Communication</td>
<td>Online</td>
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<td></td>
<td>Certificate</td>
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<tr>
<td>University of Georgia</td>
<td>Master of Fine Arts</td>
<td>Film, Television and Digital Media</td>
<td>On Campus</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>Post-Baccalaureate</td>
<td>Media Industry Research</td>
<td>On Campus</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
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<td></td>
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<tr>
<td>University of Georgia</td>
<td>Master of Fine Arts</td>
<td>Narrative Media Writing</td>
<td>On Campus</td>
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<tr>
<td>University of Georgia</td>
<td>Post-Master's Certificate</td>
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<td>On Campus</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>Master of Arts</td>
<td>Communication Studies</td>
<td>On Campus</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>Master of Arts</td>
<td>Journalism and Mass Communication</td>
<td>On Campus/Online</td>
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<td>University of Georgia</td>
<td>Doctor of Philosophy</td>
<td>Communication Studies</td>
<td>On Campus</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>Doctor of Philosophy</td>
<td>Mass Communication</td>
<td>On Campus</td>
</tr>
<tr>
<td>Valdosta State</td>
<td>Master of Arts</td>
<td>Communication</td>
<td>On Campus</td>
</tr>
</tbody>
</table>

24. Based on the program’s study area, what is the employment outlook for occupations related to the program, according to the CIP to SOC crosswalk in the Qlik IPEDS Application`. An Excel version of the CIP to SOC crosswalk is also available from NCES. If data for the study area is not available, then use state- or national-level data.
a. Click [here](#) for US and Georgia occupation projections

b. Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)

c. For a custom Georgia geography – request a Jobs EQ report from [USG Academic Affairs office](#).

<table>
<thead>
<tr>
<th>Related Occupation</th>
<th>SOC code</th>
<th>Current Employment [2018 Year]</th>
<th>Projected Employment [2028]</th>
<th># Change</th>
<th>% Change</th>
<th>Average Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film and Video Editors</td>
<td>27-4032</td>
<td>1,300</td>
<td>1,880</td>
<td>580</td>
<td>3.8</td>
<td>210</td>
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<tr>
<td>Fundraisers</td>
<td>13-1131</td>
<td>2,670</td>
<td>3,170</td>
<td>500</td>
<td>18.9</td>
<td>360</td>
</tr>
<tr>
<td>Managers, All Other (Digital Content Managers)</td>
<td>11-9199</td>
<td>28,430</td>
<td>30,750</td>
<td>2,320</td>
<td>8.2</td>
<td>2,470</td>
</tr>
<tr>
<td>Public Relations Managers</td>
<td>11-2032</td>
<td>1,920</td>
<td>2,200</td>
<td>280</td>
<td>14.6</td>
<td>200</td>
</tr>
<tr>
<td>Public Relations Specialists</td>
<td>27-3031</td>
<td>5,250</td>
<td>5,990</td>
<td>740</td>
<td>14.0</td>
<td>660</td>
</tr>
</tbody>
</table>

25. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.^

<table>
<thead>
<tr>
<th>Similar or Related Programs</th>
<th>CIP Code</th>
<th>Supply¹</th>
<th>Competitor Institutions²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Media Studies</td>
<td>09-0100</td>
<td>3</td>
<td>Brenau</td>
</tr>
<tr>
<td>Communication, Journalism, and Related Programs</td>
<td>09-9999</td>
<td>2</td>
<td>Georgia Southern</td>
</tr>
<tr>
<td>Digital Communication and Media/Multimedia</td>
<td>09-0702</td>
<td>90</td>
<td>Savannah College of Art and Design</td>
</tr>
<tr>
<td>Digital Communication and Media/Multimedia</td>
<td>09-0702</td>
<td>10</td>
<td>Georgia Institute of Technology</td>
</tr>
</tbody>
</table>

¹ Supply = Number of program graduates last year within the study area
² Competitors = List other institutions that offer this program or a similar program in the area (see Question 23)

26. Based on the data provided in questions 24 and 25, discuss how this program will help address a need or gap in the labor market.^

Job projections in question 24 indicate a demand of 3,800 new jobs in the next 7 years while the state produces 105 graduates per year as noted in question 25. This results in an unmet demand of 3,065 jobs in the field by 2028.
27. Using data from O*-Net, identify the average salary for the related occupations identified in question 24. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org. (Standard Occupation Code = SOC)

<table>
<thead>
<tr>
<th>SOC Code (6 digit)</th>
<th>Average Salary (O-Net data)</th>
<th>Occupation specific technology skills &amp; KSAs</th>
</tr>
</thead>
</table>
| 11-2032           | Workers on average earn $105,080 (Georgia) | **Technical Skills via O-Net**  
• Desktop publishing software  
• Graphics or photo imaging software  
• Video creation and editing software  
**Knowledge, Skills and Abilities**  
• Write interesting and effective press releases, prepare information for media kits, and develop and maintain company internet or intranet web pages.  
• Identify main client groups and audiences, determine the best way to communicate publicity information to them, and develop and implement a communication plan.  
• Manage special events, such as sponsorship of races, parties introducing new products, or other activities the firm supports, to gain public attention through the media without advertising directly. |
|                   | Workers on average earn $116,180 (U.S.) |                                             |
| 27-4032           | Workers on average earn $52,530 (Georgia) | **Technical Skills via O-Net**  
• Customer relationship management CRM software  
• Desktop publishing software  
• Electronic mail software  
• Presentation software  
**Knowledge, Skills and Abilities**  
• Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This |
includes alternative ways to inform and entertain via written, oral, and visual media.

- **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

<table>
<thead>
<tr>
<th>27-3031</th>
<th>Workers on average earn $54,670 (Georgia)</th>
<th><strong>Technical Skills via O-Net</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workers on average earn $61,150 (U.S.)</td>
<td><strong>Knowledge, Skills and Abilities</strong></td>
</tr>
</tbody>
</table>

- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **Coordination** — Adjusting actions in relation to others' actions.
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.

<table>
<thead>
<tr>
<th>11-9199</th>
<th>Workers on average earn $101,770 (Georgia)</th>
<th><strong>Technical Skills via O-Net</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workers on average earn $110,630 (U.S.)</td>
<td><strong>Knowledge, Skills and Abilities</strong></td>
</tr>
</tbody>
</table>

- **Analytical or scientific software**
- **Electronic mail software**
- **Project management software**

- **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling,
leadership technique, production methods, and coordination of people and resources.

- **Active Listening** – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.

<table>
<thead>
<tr>
<th>13-1131</th>
<th>Workers on average earn $49,560 (Georgia)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workers on average earn ($57,970)</td>
</tr>
</tbody>
</table>

**Technical Skills via O-Net**

- Customer relationship management CRM software
- Desktop publishing software
- Electronic mail software
- Presentation software

**Knowledge, Skills and Abilities**

- **Communications and Media** — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- **Persuasion** — Persuading others to change their minds or behavior.
- **Written Expression** — The ability to communicate information and ideas in writing so others will understand.

Notes:

28. Using **GOSA Earning and Learnings data**, what is the typical salary range 5 years after graduation from the program?

<table>
<thead>
<tr>
<th>Average Salary</th>
<th>75&lt;sup&gt;th&lt;/sup&gt; Percentile</th>
<th>50&lt;sup&gt;th&lt;/sup&gt; Percentile</th>
<th>25&lt;sup&gt;th&lt;/sup&gt; Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year after graduation</td>
<td>$60,647</td>
<td>$47,345</td>
<td>$34,424</td>
</tr>
<tr>
<td>5 years after graduation</td>
<td>$81,394</td>
<td>$60,429</td>
<td>$43,420</td>
</tr>
</tbody>
</table>
Provide any additional comments, if needed:

Per US Bureau of Labor: Note that the average salary is lower because the category is broader and covers lower earning areas, like journalism.

29. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^  

According to O*Net Online, the future is bright in all of these categories (film and video editors, fundraisers, managers – specifically, digital content managers, public relations managers, and public relations specialists) in the State of Georgia.
D. CURRICULUM

30. Enter the number of credit hours required to graduate

31. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual here for more information).

☐ No
☐ Yes (If yes, explain the rationale for the request in the space below)

32. Related to SACSCOC accreditation, specify if the program format of the proposed program is a:

<table>
<thead>
<tr>
<th>Format (Check 1)</th>
<th>50% or more of the program is delivered online</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Combination of on-campus and online</td>
<td>☒ Yes</td>
</tr>
<tr>
<td>☐ Combination of off-campus and online</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>☒ Hybrid, combination delivery</td>
<td>☒ Yes</td>
</tr>
</tbody>
</table>

33. Is the program synchronous or asynchronous? Mark one of the options below.

☐ Synchronous

The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

☒ Asynchronous

34. If the proposed program awards undergraduate degrees, which High Impact Practices (HIPs) will faculty embed into the program? Mark all that apply. N/A

☐ First-Year Experiences
☐ Common Intellectual Experiences
☐ Learning Communities
☐ Writing-Intensive Courses
☐ Collaborative Assignments and Projects
☐ Undergraduate Research
☐ Diversity/Global Learning
☐ ePortfolios
☐ Service Learning, Community Based Learning
☐ Internships
☐ Capstone Courses and Projects

35. Discuss how HIPs will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required. N/A (i.e. “Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in... etc.”).

36. Does the program take advantage of any USG initiatives? N/A

Mark all that apply, and provide a letter of support from applicable initiatives’ leadership.

[ ] eCampus
[ ] Georgia Film Academy
[ ] FinTECH
[ ] Other: Specify Initiative Here

37. For associate’s, Nexus, and bachelor’s degree proposals, list the specific occupational technical skills, and KSAs identified in question 27 and show how they related to the program learning outcomes. Insert more rows as needed. N/A

Complete this chart for the upper division or major curriculum only.

¹ Direct measures may include assessments, HIPs, exams, etc.

<table>
<thead>
<tr>
<th>Alignment of Occupational KSAs ¹</th>
<th>Student Learning Outcome(s)</th>
<th>Direct Measure(s)</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
For associate's, Nexus, and bachelor's degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**. Insert more rows as needed. **N/A**

<table>
<thead>
<tr>
<th>Career Ready Competencies (NACE)</th>
<th>Student Learning Outcomes</th>
<th>Direct Measure(s)¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral/Written Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Work/ Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism/Work Ethic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global/Intercultural Fluency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Direct measures may include assessments, HIPs, exams, etc.

How will learning outcomes for the program be assessed? ^ Attach the curriculum map for the upper division or major curriculum. All students will be required to complete COMM 6655 – Digital & Social Media Communication Capstone. The course description and program learning outcomes are as follows:

The *capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital & Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice.*

1) Create engaging digital and social media content within ethical and legal parameters
2) Apply foundational theories in digital and social media communication
3) Apply effective digital and social media campaign strategies
4) Evaluate metrics and interpret digital and social media analytics
5) Design and execute a rigorous, portfolio-building, capstone project

The program learning outcomes will be assessed through an evaluation of the final research-based portfolio by a committee of graduate faculty. Students will be evaluated on a rubric that measures the five program learning outcomes (see below) on a five-point scale: Highly Developed = 5; Developed = 4; Emerging = 3; Beginning = 2; Insufficient = 1. Criteria include communication goals, research support, application of theory, campaign strategies, metrics for digital success, interpretation of digital and social media analytics, project design, and project execution
(e.g., pitch). Students must achieve an overall average score of 4/5 or 80%. Additionally, students will complete a comprehensive examination that will be scored by graduate faculty on a pass/fail basis using a similar version of the portfolio project rubric.

40. How will outcomes for graduates of the program be assessed?

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

All graduates will be administered an exit survey assessing their learning experience and collecting data on job placement, job promotion, or other benefits as a result of the graduate program success.

41. List the entire course of study required to complete the academic program.\(^\)

Include course: prefixes, numbers, titles, and credit hour requirements
Indicate the word “new” beside new courses
Include a program of study

<table>
<thead>
<tr>
<th>Digital and Social Media Communication Foundational Courses – 9 hours</th>
<th>Course Prefix and Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Existing or New</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6654</td>
<td>Digital and Social Media Communication Law</td>
<td>3</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>COMM 6684</td>
<td>Research Methods in Digital and Social Media Communication</td>
<td>3</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>COMM 6600</td>
<td>Digital and Social Media Communication Theories</td>
<td>3</td>
<td>New</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Digital and Social Media Communication Core Courses – 9 hours</th>
<th>Course Prefix and Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Existing or New</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6056</td>
<td>Digital and Social Media Communication Storytelling</td>
<td>3</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>COMM 6057</td>
<td>Digital and Social Media Communication Strategies</td>
<td>3</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>COMM 6058</td>
<td>Digital and Social Media Communication Analytics and Evaluation</td>
<td>3</td>
<td>New</td>
<td></td>
</tr>
</tbody>
</table>
### Digital and Social Media Communication Electives – 9 hours

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Existing or New</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6055</td>
<td>Seminar – Topics in Digital and Social Media Communication (Repeatable)</td>
<td>3-9</td>
<td>New</td>
</tr>
<tr>
<td>5xxx/6xxx</td>
<td>Courses outside of degree program</td>
<td>0-6</td>
<td>Existing</td>
</tr>
</tbody>
</table>

### Digital and Social Media Communication Capstone – 3 hours

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Existing or New</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6655</td>
<td>Digital and Social Media Communication Capstone*</td>
<td>3</td>
<td>New</td>
</tr>
</tbody>
</table>

*Must complete Comprehensive Exams

The program courses do not have to be taken sequentially. A 6-hour course load will be considered full-time enrollment, but courses will be offered so students may take additional credit hours if desired. The program may be completed in two years with or without summer courses.

### Sample Program of Study – 6 credit hours (with summer option)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course/Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>COMM 6684 – Research Methods in Digital and Social Media Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6600 – Digital and Social Media Communication Theories</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>COMM 6056 – Digital and Social Media Communication Storytelling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6057 – Digital and Social Communication Strategies</td>
<td>3</td>
</tr>
<tr>
<td>Summer</td>
<td>COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>COMM 6058 – Digital and Social Media Communication Analytics and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6654 – Digital and Social Media Communication Law</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6655 – Digital and Social Media Communication Capstone*</td>
<td>3</td>
</tr>
</tbody>
</table>
### Sample Program of Study – 9 credit hours (no summer classes)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course/Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Fall&lt;br&gt;COMM 6684 – Research Methods in Digital and Social Media Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6600 – Digital and Social Media Communication Theories</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring&lt;br&gt;COMM 6056 – Digital and Social Media Communication Storytelling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6057 – Digital and Social Media Communication Strategies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Fall&lt;br&gt;COMM 6058 – Digital and Social Media Communication Analytics and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6654 – Digital and Social Media Communication Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring&lt;br&gt;COMM 6655 – Digital and Social Media Communication Capstone*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Must complete Comprehensive Exams
E. IMPLEMENTATION

42. Provide an enrollment projection for the next four academic years

<table>
<thead>
<tr>
<th>Fiscal Year (Fall to Summer)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base enrollment(^1)</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Lost to Attrition (should be negative)</td>
<td>-5</td>
<td>-5</td>
<td>-5</td>
<td></td>
</tr>
<tr>
<td>New to the institution</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Shifted from Other programs within your institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>35</td>
<td>45</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Carry forward base enrollment for next year</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

\(^1\)Total enrollment for year 1 becomes the base enrollment for year 2

a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

Enrollment estimates are based on the strong demand for this program as noted earlier in questions 18-19, and projected job growth as noted in questions 22-26. The program will be cohort-based enrolling 20 per year during the first five years of establishing the program. Resource estimates below reflect this projection. There is no reason to believe that applications and enrollment cannot meet this threshold given the data presented here.

b. If projections are significantly different than enrollment growth for the institution overall, please explain.

Enrollment growth in graduate programs at UWG matches this projection.

43. If projected program enrollment is not realized in year two, what actions are you prepared to take?

While there is no evidence that such a high demand program will not meet projected enrollment, should the cohort not meet enrollment targets the program will be placed on the low producing programs report after year two. That will necessitate a detailed program analysis by the AVP for academic programming, which will in turn inform an action plan to either increase enrollment or deactivate the program.
44. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

New online programs are marketed via GeorgiaOnMyLine and UWG Online. GeorgiaOnMyLine.org includes the program description, admissions information, and accreditation details. UWG Online highlights online and partially online degrees including program description, cost, courses, faculty, admissions criteria, admissions dates, and program objectives. UWG has excelled in the last seven years in graduate education, predominantly online. Students are well aware of the opportunities that are being developed and all of our 40+ partners from Media Day have been notified of our plans and they will market internally. University Communications and Marketing will also promote the new program.

45. Provide a brief marketing description for the program that can be used on the Georgia OnMyLine website.

The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment.

46. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs

N/A

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

<table>
<thead>
<tr>
<th>Reviewer 1 Name</th>
<th>Reviewer 2 Name</th>
<th>Reviewer 3 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer 1 Title</td>
<td>Reviewer 2 Title</td>
<td>Reviewer 3 Title</td>
</tr>
<tr>
<td>Reviewer 1 Institution</td>
<td>Reviewer 2 Institution</td>
<td>Reviewer 3 Institution</td>
</tr>
<tr>
<td>Reviewer 1 Email Address</td>
<td>Reviewer 2 Email Address</td>
<td>Reviewer 3 Email Address</td>
</tr>
<tr>
<td>Reviewer 1 Phone Number</td>
<td>Reviewer 2 Phone Number</td>
<td>Reviewer 3 Phone Number</td>
</tr>
</tbody>
</table>
USG Reviewer Name

USG Reviewer Title

USG Reviewer Institution

USG Reviewer Email Address

USG Reviewer Phone Number
F. RESOURCES

F1. Finance*: Complete and submit the Excel budget template, supporting Excel worksheets, and the questions below (Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

47. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

☒ No (Move to answer question 48)
☐ Yes (If yes, answer question 47a)

a. What is the requested differential rate being requested?
   In-State per Semester: $Enter Amount
   Out-of-State per Semester: $Enter Amount

48. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.
   N/A

49. If student fees are being charged (excluding mandatory fees), explain the benefit to students, by fee.
   N/A

50. Are there any additional financial costs that students will have to take on as part of this program? If so, what strategies have you considered to offset the cost burden? (e.g. software licenses, equipment, travel, etc.)
   N/A

51. How will the institution cover increased indirect costs associated with the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, and replacing or upgrading technology or other infrastructure.

   Program growth and the associated indirect costs at the University of West Georgia will be monitored moving forward through a budget process that allocates resources in accordance with enrollment. Therefore, when a full cohort is enrolled in the first year, semester credit hours will increase and the revenues produced will be returned to the program. Funding to launch the program was built into the School’s budget upon inception in July 2021.
F2. Faculty^ – Explain your faculty and staff plan for the program

52. Discuss how existing courses may be incorporated into this new program:

   a. Course Development
      
      # of total courses in the curriculum: 10
      
      # of existing courses to be part of the new program 0-2
      
      Net number of new courses to be developed 8

   b. Comment on the costs and workload related to the new course development.

      Faculty workload will be distributed in accordance with standard policy such that new preps are disbursed to manage workload. Costs associated with this development are built in to the faculty expectations.

53. Explain how current faculty and staff will contribute to the program.^

   a. How many faculty will be re-directed to this program from existing programs?

      Sixteen (16) faculty are available to teach in this program and are interested in contributing. Opportunities will be distributed based on student demand and faculty performance to ensure the long-term success of students, the program, and workforce demands. Should enrollment balloon, faculty demands will be assessed.

   b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

      In the first year, six faculty members will be assigned to deliver one graduate course in either fall or spring. In the second year, two additional faculty members will be added to the rotation so that at least four graduate courses are offered in the fall. Faculty assigned to graduate courses will maintain a three-course load each semester (two undergraduate and one graduate). Faculty will rotate course delivery each year so that as many faculty can contribute to the graduate program as possible based on their expertise. Administrative staff will add application processing, transcript verification, and other tasks to their current duties.

   c. List the faculty that will be redirected from their current teaching load assignments to support this new program.

      In the first year and second year of the program the following faculty will be redirected to teach graduate courses:

      Taylor Bryant, Assistant Professor
      Hazel Cole, Associate Professor
      Patrick Hadley, Associate Professor
      Kyle Lorenzano, Assistant Professor
d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

<table>
<thead>
<tr>
<th>Course</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6684 – Research Methods in Digital and Social Media Communication</td>
<td>Kelly Williams, Assistant Professor</td>
</tr>
<tr>
<td>COMM 6600 – Digital and Social Media Communication Theories</td>
<td>John Sewell, Associate Professor</td>
</tr>
<tr>
<td>COMM 6056 – Digital and Social Media Communication Storytelling</td>
<td>Kyle Lorenzano, Assistant Professor</td>
</tr>
<tr>
<td>COMM 6057 – Digital and Social Media Communication Strategies</td>
<td>Taylor Bryant, Assistant Professor</td>
</tr>
<tr>
<td>COMM 6055 – Seminar: Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program</td>
<td>Hazel Cole, Associate Professor (All Faculty Rotate)</td>
</tr>
<tr>
<td>COMM 6058 – Digital and Social Media Analytics and Evaluation</td>
<td>Patrick Hadley, Associate Professor</td>
</tr>
<tr>
<td>COMM 6654 – Digital and Social Media Communication Law</td>
<td>Patrick Hadley, Professor</td>
</tr>
<tr>
<td>COMM 6655 – Digital and Social Media Communication Capstone*</td>
<td>Soo Moon, Professor (All Faculty Rotate)</td>
</tr>
</tbody>
</table>

Minimal part-time faculty monies will be required so that undergraduate courses are covered, and current faculty can be assigned to graduate courses. Additionally, minimal funding for graduate teaching assistants will help with undergraduate course coverage.

e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

Quality Matters Training $7,000 ($7,000 per faculty) – Institutionally provided

f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>Courses Taught (including term, course number &amp; title, credit hours, D, UN, UT, G)</th>
<th>Academic Degrees &amp; Coursework (relevant to courses taught, including institution &amp; major; list specific graduate coursework, if needed)</th>
<th>Current Workload</th>
<th>Other Qualifications &amp; Comments (related to courses taught)</th>
</tr>
</thead>
</table>
| Taylor Bryant (F) | Assistant Professor | Spring & Summer, COMM 1154 Intro. to Mass Comm., 3, UT; Fall, COMM 3313 Public Relations Principles, 3, UN; Summer, COMM 3354 Digital Social Media & Society, 3, UN; Fall, COMM 4413 Public Relations Cases, 3, UN; Spring, COMM 4414, Public Relations Management, 3, UN; Fall COMM 4421P Practicum: bluestone, 3, UN; Spring, COMM 4451 Public Relations Writing, 3, UN | M.S., Kennesaw State University, Communication and Information Design  
M.A., Columbia University, Higher and Postsecondary Education  
B.S., Alabama State University, Business Education | 3/3               |                                                            |                                                            |                                                            |
| Dr. Hazel Cole (F)| Associate Professor | Summer & Fall, COMM 2254 Media Ethics, 3, UN; Spring & Summer & Fall, COMM 3313 Public Relations Principles, 3, UN; Spring, COMM 4421P, Practicum: bluestone, 3, UN; Fall COMM 4444 Public Relations Campaigns, 3, UN; Spring, COMM 4451 Public Relations Writing, 3, UN | Ph.D., The University of Southern Mississippi, Mass Communication and Journalism  
M.S., The University of Southern Mississippi, Public Relations  
B.S., The University of Southern Mississippi, Journalism/Public Relations | 3/3               | Public Relations Concentration Head                        |                                                            |                                                            |
| Dr. Melanie Conrad (F) | Senior Lecturer | Spring & Summer & Fall, COMM 1110 Public Speaking, 3, UT; Fall, COMM 3320 Small Group Communication, 3, UN | Ph.D., Wayne State University, Rhetorical Theory  
M.A., Mankato State University, Speech Communication  
B.A., University of Nebraska-Lincoln, Speech Communication | 4/3               |                                                            |                                                            |                                                            |
<p>| Dr. Camilla Gant (F) | Professor | Spring &amp; Fall, COMM 3357 Diversity &amp; Mass Media, 3, UN | Ph.D., The Ohio State University, Communication | 1/1               | Chief Administrative Officer &amp; Executive                  |                                                            |                                                            |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Courses</th>
<th>Degree</th>
<th>Concentration</th>
<th>Head or Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Patrick Hadley (F)</td>
<td>Associate Professor</td>
<td>Summer, COMM 1154 Intro. to Mass Comm., 3, UT; Summer &amp; Fall, COMM 3350 Telecom &amp; Electronic Media Industry, 3, UN; Spring &amp; Fall, COMM 4454 Media Law, 3, UN; Spring, COMM 4484 Mass Comm Research Methods, 3, UN; Spring &amp; Summer &amp; Fall, 4486 Internship, 3, UN</td>
<td>Ph.D., The Ohio State University, Communication J.D., University of California Los Angeles School of Law, Law B.S., Northwestern University, Industrial Engineering</td>
<td>Digital Media &amp; Telecommunication Concentration Head</td>
<td></td>
</tr>
<tr>
<td>Dr. Michael Hester (F)</td>
<td>Lecturer</td>
<td>Spring &amp; Summer &amp; Fall, COMM 1110 Public Speaking, 3, UT; Spring, COMM 3200 Rhetoric and Social Influence, 3, UN</td>
<td>Ph.D., Georgia State University, Communications M.A., University of Georgia, Speech Communication B.S., West Georgia College, Political Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deon Kay (F)</td>
<td>Associate Professor</td>
<td>Fall, COMM 3305 Short-Form Screenwriting &amp; Analysis, 3, UN; Spring, COMM 3353 Fundamentals of Film &amp; Video Production, 3, UN; Spring &amp; Fall, COMM 4407 Film &amp; Video Post-Production, 3, UN; Fall, COMM 4408 Producing for Film and Video, 3, UN; Spring, COMM 4426 Fiction Film Production, 3, UN</td>
<td>M.F.A., University of Iowa, Film and Video Production B.A., Brown University, Art Semiotics B.A., Brown University, English Literature</td>
<td>Film &amp; Video Production Concentration Head</td>
<td></td>
</tr>
<tr>
<td>Dr. Kyle Lorenzano (F)</td>
<td>Assistant Professor</td>
<td>Fall, COMM 1154 Intro. to Mass Comm., 3, UT; Spring, 3350 Telecom &amp; Electronic Media Industry, 3, UN; Spring &amp; Summer &amp;</td>
<td>Ph.D., Washington State University, Communication M.A., Washington State University, Communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Version 12/1/2020
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Courses</th>
<th>Degree(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Soo Moon</td>
<td>Professor</td>
<td>Fall, COMM 3354 Digital Social Media &amp; Society, 3, UN; Summer, COMM 3355 Media Programming &amp; Management, 3, UN; Spring, COMM 4485 Podcasting, 3, UN; Fall, COMM 4485 Digital Content Creation, 3, UN</td>
<td>B.S., Arizona State University, Communication Studies</td>
<td>3/3</td>
</tr>
<tr>
<td>Dr. Tonia Phanor</td>
<td>Lecturer</td>
<td>Spring &amp; Summer &amp; Fall, COMM 1110 Intro. to Mass Comm., 3, UT; Spring, COMM 2254 Media Ethics, 3, UN; Spring &amp; Summer, COMM 3301 Writing &amp; Reporting for Newspaper, 3, UN; Fall, COMM 3302 Public Affairs Reporting, 3, UN; Fall, COMM 3303 Layout &amp; Design, 3, UN; Spring, COMM 4485 Global Media, 3, UN; Fall, COMM 5585 Digital Media &amp; Global Agenda, 3, G</td>
<td>Ph.D., University of Texas Austin, Journalism M.A., Korea University, Journalism &amp; Mass Communication B.A., Korea University, Journalism &amp; Mass Communication</td>
<td>4/4</td>
</tr>
<tr>
<td>Christopher Renaud</td>
<td>Associate Professor</td>
<td>Spring, COMM 1154 Intro. to Mass Comm., 3, UT; Summer, COMM 3353 Fundamentals of Film &amp; Video Production, 3, UN; Fall, COMM 3356 Film &amp; Culture, 3, UN; Spring &amp; Summer, COMM 4403 Photojournalism, 3, UN; Fall, COMM 4405</td>
<td>M.F.A., The University of Iowa, Mass Communications: Film &amp; Video Production B.A., The University of Iowa, Cinema &amp; Comparative Literature: Film &amp; Video Production</td>
<td>3/3</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Courses</td>
<td>Degrees</td>
<td>Courses</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dr. John Sewell</td>
<td>Associate Professor</td>
<td>Sound Design, 3, UN; Spring, COMM 4406 Digital Cinema &amp; Image Design, 3, UN; Fall, COMM 4425 Documentary Production Practices, 3, UN</td>
<td>Ph.D., Georgia State University, Public Communication: Cultural Studies/Critical Theory M.A., East Tennessee State University, Professional Communication B.S., The University of Tennessee Knoxville, Communication</td>
<td>3/3</td>
</tr>
<tr>
<td>Andrew Will (F)</td>
<td>Lecturer</td>
<td>Summer, COMM 1154 Intro. to Mass Comm., 3, UT; Spring &amp; Fall, COMM 3301 Writing &amp; Reporting for Newspaper, 3, UN; Summer, COMM 4402 Feature Writing, 3, UN; Spring &amp; Fall, COMM 4421N Practicum: <em>The West Georgian</em>, 3, UN; Fall, COMM 4455 Critical Issues in Mass Comm., 3, UN</td>
<td>M.A., Southern University and A&amp;M College, Mass Communications B.A., Southern University and A&amp;M College, Mass Communications: Radio &amp; Television</td>
<td>4/4</td>
</tr>
<tr>
<td>Kelly Williams (F)</td>
<td>Assistant Professor</td>
<td>Spring, COMM 4413 Public Relations Cases, 3, UN; Fall, COMM 4414 Public Relations Management, 3, UN; Spring, COMM 4444 Public Relations Campaigns, 3, UN; Summer &amp; Fall,</td>
<td>M.A., Auburn University, Communication B.A., University of West Georgia, Mass Communications</td>
<td>3/3</td>
</tr>
</tbody>
</table>
54. Explain your plan for new faculty and staff for the program:

a. How many new faculty will be needed for this program over the next four years? 2

Explanation:

In order to cover the courses in our accredited Mass Communications undergraduate program, our recently approved Film & Video Production undergraduate program, and the new graduate program we need at least two additional full-time tenure-track faculty members in the next four years. One of our full professors, whose area of expertise is in the area of digital media, is on an extended administrative appointment. Therefore, we need to recover the class coverage and service commitment by adding a tenure-track assistant professor line. Further, given the anticipated growth of the graduate program and the robustness of our two undergraduate programs will dictate an additional tenure-track assistant professor line to cover all of our programs.

55. How many new staff will be needed for this program over the next four years?

Zero (0) - Staff allocations were built into the development of the School.
a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

There is a possibility that we could add a Graduate Assistant to assist with the administrative needs of the graduate program that is expected to grow exponentially in the next four years. These needs include application processing, assistantship management, communication, and promotion and marketing of the program. This would align with our experiential learning initiatives for students who want more hands-on experience.

F3. Facilities – complete the questions below:

56. Where will the program be offered? \(^{\wedge} \) Mark all that apply

☐ Main campus
☐ Satellite campus: Specify Here
☐ Other: Specify Here
☒ 100% Online

57. Will new or renovated facilities or space be needed for this program over the next four years?

☒ No
☐ Yes (If yes, complete the table below, inserting additional rows as needed).

<table>
<thead>
<tr>
<th>Capital Costs for Needed Facilities and Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility/Space Name</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>New Construction</td>
</tr>
<tr>
<td>Renovations and Infrastructure*</td>
</tr>
<tr>
<td>Purchases: Land, Buildings etc.</td>
</tr>
<tr>
<td>Lease space</td>
</tr>
<tr>
<td>TOTAL Cost</td>
</tr>
</tbody>
</table>

\(^*\) Include the name of the building or location being impacted and what will need to be done. Infrastructure includes new systems such as: water, electrical, IT networks, HVAC etc.
58. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

N/A

59. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.

No

60. Are any of these new facilities or major renovations listed in the table above (Question 57) NOT included in the institution-level facilities master plan?

N/A

61. Will any of the following types of space (Labs, Fine Arts Spaces Meeting Rooms, Student Study Spaces) be required?

☒ No (Move to Question 63).
☐ Yes (If yes, complete question 62. Insert additional rows as needed).

62. Complete the table below. Specify if these spaces are existing or new in the table below. If new, provide the semester and year of completion.

<table>
<thead>
<tr>
<th>Space</th>
<th>New Space (ASF)</th>
<th>Use Existing Space (as is) (ASF)</th>
<th>Use Existing Space (Renovated) (ASF)</th>
<th>Semester/Year of Occupancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dry Labs (STEM related)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wet Labs (STEM related)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dedicated Offices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts Spaces¹</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting Rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Study Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.
63. Are there facility needs related to accreditation? Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

N/A
F4. Technology

64. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over $5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

Start-up costs for faculty members for computer and software are standard procedure at UWG. Since existing faculty will be utilized, all resources for technology are already present.

<table>
<thead>
<tr>
<th>Technology and Equipment</th>
<th>Start-up Costs</th>
<th>On-going Costs</th>
<th>Est. Start Date of Operations/Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Technology Costs | 0 | 0 |

G. RISKS AND ASSUMPTIONS

In the table below, list any risks to the program’s implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

<table>
<thead>
<tr>
<th>Risk</th>
<th>Severity</th>
<th>Probability</th>
<th>Risk Mitigation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

65. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

SACSCOC approval – 2022-23 launch – The program is a substantive change, but it is well within the scope of the institution.

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?
Mathematics with a Concentration in Applied Mathematics, M.S.

2021-2022 Graduate Delete Program Request

### General Information

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

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

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

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

<table>
<thead>
<tr>
<th>Desired Effective Semester</th>
<th>Summer</th>
</tr>
</thead>
</table>

| Desired Effective Year     | 2021   |

<table>
<thead>
<tr>
<th>What would you like to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deactivate Existing Program</td>
</tr>
<tr>
<td>Terminate Existing Program</td>
</tr>
</tbody>
</table>

### Routing Information

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

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

**School/Department**
Program Information

Select Program below, unless deleting an Acalog 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.

Type of Program*  Program
Shared Core

Program Name*  Mathematics with a Concentration in Applied Mathematics, M.S.

Program Type*  Master’s

Degree Type*  Master of Science

Program Description*  This program is designed for those who seek enhanced employment opportunities in industry, government, or two-year college teaching, as well as those who desire to enter a doctoral program. Mathematics has always played an important role in understanding and predicting real-world phenomena, and that role has increased rapidly as many areas of technology and science have advanced in recent years. There has also been an increase in new areas of mathematics used to model these phenomena. A wealth of applications can be found in areas such as economics, biology, computation, social and management sciences, and engineering. The Department of Mathematics at the University of West Georgia has a strong contingent of faculty in applied areas. The program is designed to expose students to a broad range of mathematical subjects that are important in applied fields. The program includes (i) a set of core courses fundamental to the study of applied mathematics, (ii) a broad range of elective courses in several applied areas, and (iii) a research project class.

Program Location*  Carrollton

Status*  Active-Visible
Inactive-Hidden
Degree Requirements

A candidate for the M.S. Degree with Concentration in Applied Mathematics must complete a minimum of 30 semester hours of graduate work approved by the department graduate committee. These include: Required Courses (9 semester hours) Electives (21 semester hours) Comprehensive Examination

Each candidate for the Concentration in Applied Mathematics must perform satisfactorily on a final comprehensive examination.

Required Courses

MATH 6253 Mathematical Analysis I
MATH 6263 Mathematical Analysis II
MATH 6363 Partial Differential Equations

Total Required: 9 Hours

Electives

(Choose 7 courses)

MATH 6003 Dynamical Systems and Applications
MATH 6043 Topics in Number Theory
MATH 6103 Discrete Optimization
MATH 6213 Statistical Methods
MATH 6233 Geometry
MATH 6303 Introduction to Mathematical Control Theory
MATH 6403 Signal Processing
MATH 6413 Advanced Modern Algebra I
MATH 6423 Advanced Modern Algebra II
MATH 6473 Combinatorial Analysis
MATH 6483 Theory of Graphs
MATH 6503 Numerical Methods in Applied Mathematics
MATH 6513 Applied Linear Algebra
MATH 6613 Inverse Problems
MATH 6743 Advanced Perspective on Secondary Mathematics 468/511
MATH 6903 BioMathematics
MATH 6903 BioMathematics
MATH 6982 Directed Readings
MATH 6983 Graduate Research Project

Total Electives: 21 Hours

Total Program: 30 Hours

Justification and Assessment

Rationale* The program has suffered from low enrollment for a few years.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@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 as required.

Administrative Use Only - DO NOT EDIT

Program ID* 16

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.
Mathematics with a Concentration in Teaching, M.S.
2021-2022 Graduate Delete Program Request

General Information

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Desired Effective Semester * Summer
Desired Effective Year * 2021

What would you like to do?*
☐ Deactivate Existing Program
☐ Terminate Existing Program

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

470/511
Program Information

Select Program below, unless deleting an Acalog 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.

Type of Program*  
- Program
- Shared Core

Program Name*  Mathematics with a Concentration in Teaching, M.S.

Program Type*  Master's

Degree Type*  Master of Science

Program Description*  This program is designed for teachers and aspiring teachers with an undergraduate degree in Mathematics or Mathematics Education who wish to obtain an advanced degree that will make them more qualified and marketable as mathematics teachers at the high school and junior college level. This would also be appropriate for those seeking to enroll in a doctoral program in Mathematics Education or Mathematics. The major elements of the program are (i) mathematics education courses that are specifically designed to address current needs of teachers of secondary mathematics in Georgia and (ii) advanced mathematics courses which promote a greater depth of understanding of concepts relevant to in-class teaching. The Department of Mathematics has graduate faculty with expertise in Mathematics Education and Mathematics who will lead the students in these areas.

Program Location*  Carrollton

Status*  
- Active-Visible
- Inactive-Hidden
Degree Requirements

A candidate for the M.S. Degree with Concentration in Teaching must complete a minimum of 30 semester hours of graduate work approved by the department graduate committee. These include: Required Courses (9 semester hours) Electives (15-21 semester hours) Students have the option of completing 6 hours of approved coursework at the 6000-level outside of the department or completing a Masters thesis under the direction of a mathematics faculty.

Required Courses

MATH 5653 Problem solving 1: Counting and Combinatorics
MATH 6663 Problem Solving 2: Geometry and Graphs
MATH 6743 Advanced Perspective on Secondary Mathematics

Total Required: 9 Hours

Electives

(Choose at least 5 courses)

MATH 5013 Numerical Analysis
MATH 6043 Topics in Number Theory
MATH 6203 Applied Probability
MATH 6213 Statistical Methods
MATH 6233 Geometry
MATH 6473 Combinatorial Analysis
MATH 6513 Applied Linear Algebra

Total Electives: 15-21 Hours

Total Program: 30 Hours
Justification and Assessment

Rationale*  The program has suffered from low enrollment for several years.

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

REQUIRED ATTACHMENTS

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Program ID*  16

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.
After the closing date of January 3, 2022, the Masters Program will observe a two-year teach out plan during which graduate courses will continue to be offered each semester in accordance with the needs of the students in the program. Courses will be offered as independent studies when necessary to be sure each student has the opportunity to complete their degree requirements. There are 10 students in the program, 9 of whom are actively enrolled.

Mathematics faculty and staff have been notified via email and in department meetings of the impending closure. Students enrolled in the program were notified via email on 2/12/2020.

The teach-out plan will not incur any additional charges or expenses for students and current faculty workloads will not be affected.
Georgia WebMBA®
2021-2022 Graduate Revise Program Request

Introduction

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

Modifications (Check all that apply)*

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

If other, please identify. Admission Requirement

Desired Effective Semester* Summer

Desired Effective Year* 2021

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

<table>
<thead>
<tr>
<th>School/ Department</th>
<th>Department of Management</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is this a School of Nursing Program?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is this a College of Education Program?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is this change a Senate ACTION and/or INFORMATION item?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Please refer to the link below.

**List of Faculty Senate Action and Information Items**

**Program Information**

Select Program below, unless revising an Acalog Shared Core.

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Program</th>
<th>Shared Core</th>
</tr>
</thead>
</table>

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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
<table>
<thead>
<tr>
<th><strong>Program Name</strong></th>
<th>Georgia WebMBA®</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program ID</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Program Code</strong></td>
<td>DO</td>
</tr>
<tr>
<td><strong>Program Type</strong></td>
<td>Master's</td>
</tr>
<tr>
<td><strong>Degree Type</strong></td>
<td>Master of Business Administration</td>
</tr>
</tbody>
</table>
The Georgia WebMBA® is a 30 semester hour program that offers professionals the opportunity to earn an accredited online MBA degree. As one of the six collaborating institutions, the University of West Georgia admits students into this program each Spring and Fall. All participating institutions are accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting body for business degree programs.

Admission requirements for the Georgia WebMBA® are the same as those for the traditional MBA program with the additional requirements of a minimum of two years professional work experience. All Georgia WebMBA® courses are offered completely online. The Georgia WebMBA® is a lockstep program in that all students in each cohort complete all courses together. The program is part-time (6 credits per semester). If all coursework is completed on schedule, students earn the degree in 22 months.

Prior to entering the WebMBA program, students must demonstrate competency in the principles and practices of business. This can be demonstrated by successfully completing undergraduate courses or through the completion of learning modules in the following areas:

- Financial Accounting
- Managerial Accounting
- Corporate Finance
- Business Statistics

Learning Outcomes
Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.

Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.

Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.

Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.

Apply team-development and leadership skills in group settings to produce, evaluate and present business decision

Georgia WebMBA® Admission Criteria
The WebMBA® program in the Richards College of Business relies on a competitive admission process. In all cases, final admission decisions are made by the Richards College of Business Graduate Admissions Committee. Applicants must meet the following criteria:

Complete the online graduate application, including a paid application fee.

An Undergraduate degree from an accredited institution (official transcripts from all credit-granting institutions must be submitted) with a minimum GPA of 2.5 or higher.

A minimum of two years of professional work experience.
Program Location*  Online

Curriculum Information

Prospective Curriculum*

Required Graduate Coursework

WMBA 1000 - WebMBA® Orientation (two-day orientation required of all students) WMBA 6000 - Human Behavior in Organizations WMBA 6010 - Managerial Accounting WMBA 6030 - Global and International Business WMBA 6040 - Managerial Decision Analysis WMBA 6050 - Strategic Marketing WMBA 6100 - Productions and Operations Management WMBA 6060 - Managerial Finance WMBA 6070 - Entrepreneurship-New Venture Analysis WMBA 6080 - Management Information Systems WMBA 6110 - Business Strategy (Capstone)
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 \( \times \) and proceed.

Next, delete the course from the list of curriculum courses tab. For removing courses click on the \( \times \) 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* The University of West Georgia is one of the consortium institutions in the Georgia WebMBA program; therefore, to align with other participating institutions, we are waiving the GMAT requirement for the WebMBA program and will maintain the 2.5 GPA minimum. The UWG WebMBA program will continue to require two years of professional work experience.
If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](mailto:cjenks@westga.edu)

Send questions to cjenks@westga.edu

Check all that apply to this program:

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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH 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.

2.) Assessment Plan

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

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

Program Map

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

Assessment Plan

- [ ] I have attached the Assessment Plan.
- [x] N/A
LAUNCH proposal by clicking the arrow icon 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.
Master of Business Administration, M.B.A.
2021-2022 Graduate Revise Program Request

**Introduction**

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

<table>
<thead>
<tr>
<th>Modifications (Check all that apply)*</th>
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<td>Other</td>
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If other, please identify. Admission Requirement

<table>
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<th>Desired Effective Semester*</th>
<th>Summer</th>
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<tr>
<td>Desired Effective Year*</td>
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</table>

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.

<table>
<thead>
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<th>Department of Management</th>
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<tr>
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<tr>
<td>Is this a College of Education Program?</td>
<td>Yes ☑️ No ☐</td>
</tr>
<tr>
<td>Is this change a Senate ACTION and/or INFORMATION item?</td>
<td>Yes ☑️ No ☐</td>
</tr>
</tbody>
</table>

**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 ☐ |

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.

**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
<table>
<thead>
<tr>
<th><strong>Program Name</strong></th>
<th>Master of Business Administration, M.B.A.</th>
</tr>
</thead>
<tbody>
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</tr>
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<td><strong>Program Type</strong></td>
<td>Master's</td>
</tr>
<tr>
<td><strong>Degree Type</strong></td>
<td>Master of Business Administration</td>
</tr>
</tbody>
</table>
Program Description

Master of Business Administration Degree
https://www.westga.edu/mba/
678-839-6467

Through a rigorous and intellectually challenging experience, the Master of Business Administration (MBA) program engages students in the process of solving business problems. The MBA program prepares students to perform effectively in management positions or to pursue further studies. The objectives of the MBA program are to enhance the student's ability to:

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

The MBA program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting agency for management education. The MBA serves working professionals through evening courses on the main campus in Carrollton, and our satellite locations in Newnan and Douglasville. Full time MBA students enrolled for the Fall semester on the Carrollton campus can complete the MBA program in one year. The online Georgia WebMBA® program is also available as a separate program (listed below).

MBA Admission Criteria

The MBA program in the Richards College of Business relies on a competitive admission process. In all cases, final admission decisions are made by the appropriate Richards College of Business Graduate Program Director.

Applicants who have an undergraduate GPA of a 2.80 or greater will be granted a regular admission. Applicants with a GPA between a 2.50 and a 2.79 will be granted a provisional* admission.

Applicants can submit a GMAT score to improve their admission status. Applicants must attain a score of 950 points based on the formula: (undergraduate GPA (on a 4.0 scale) x 200) + the applicant's Graduate Management Admissions Test (GMAT) score, and a 3.0 or higher on the analytical writing section of the GMAT: OR

Attain a score of 1000 points based on the formula: (the upper division undergraduate GPA (last 60 hours, on a 4.0 scale) x 200) + the applicant's GMAT score, and a 3.0 or higher on the analytical writing section of the GMAT: OR

In a limited number of cases, prospective students with substantial management experience (in rank and tenure) and a strong academic background may apply for and be granted a GMAT Waiver. To be considered for a GMAT waiver, applicants must submit the GMAT Test Score Waiver Form with supporting documentation. This form is available through the Richards College of Business Office of Graduate Student Services.

* Please see the Graduate School Section for details on regular and provisional admission policies.
Degree Requirements

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency, if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas. Content Areas

ACCT 2101 Financial Accounting
ACCT 2102 Managerial Accounting
ECON 2105 or ECON 2106 Economics
ECON 3402 Statistics for Business and Economics
FINC 3511 Corporate Finance

Graduate Coursework (30 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Office of Graduate Student Services. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

Required Graduate Courses (18 credit hours)

ACCT 6232 Managerial Accounting
ECON 6450 Managerial Economics
FINC 6532 Finance
MGNT 6670 Organizational Theory and Behavior
MGNT 6681 Strategic, Ethical, and Global Management
MKTG 6815 Marketing Strategy
Elective Courses (12 credit hours)

Working with the Office of Graduate Student Services, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Two elective courses must be taken in the Richards College of Business.

Early Executive Track

The Early Executive Track is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA and enhance their professionalism and leadership skills and want to gain real world experience. Upon completion of this track, the MBA student will earn an Early Executive Tack digital badge. The goals of this track are the following:

- Provide students the opportunity to develop their professionalism skills
- Further develop students' leadership and communication skills needed to be successful in today's business world
- Provide opportunities to gain real world experience locally or internationally that will strengthen the student's business skills, leadership skills, and will ultimately increase their marketability in today's competitive workforce

Degree Requirements

MGNT 6675 Work Practicum

International Master of Business Administration Track

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

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

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

### Justification and Assessment

**Rationale** To remain competitive in the MBA marketplace. We are extending the GMAT waiver to all students with a 2.80 or higher GPA for a regular admission and for students with a 2.50 to a 2.79 for a provisional admission.
If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

**SACSCOC Substantive Change**

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

Send questions to cjenks@westga.edu

Check all that apply to this program:

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**SACSCOC Comments**

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

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**Assessment Plan**

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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.
Addendum III
Honors College Graduation Requirements:

- UWG Honors College course requirements are based on credit hours completed or transferred in to UWG at the time of the student’s application and semester of entry into the program. See the Honors College Course requirements listed below.

- Submit an e-portfolio (This will be produced through HONR prefix required courses)

- Participate in undergraduate research.

- Submit and have approved an Honors Thesis Proposal in the second semester of your Junior year (between 75 and 90 credit hours).

- Submit an Honors Thesis prior to the week of finals in the semester of your graduation (see Honors Student Handbook for specifics about the Honors Thesis).

- Have at least a 3.2 Overall GPA

Honors College Course Requirements:
(updated November 2020)

The Honors College course requirements for incoming first-year students with fewer than 15 credit hours of earned college credit have the following requirements:

- Complete XIDS 2002 WDYKA the Honors College, HONR 2102, HONR 3102, HONR 4102 for a total of 5 credit hours. (XIDS 2002 may be waived with approval of the Honors Dean, but student will need an additional 2 hours of Honors Course Credit)

- Complete at least 24 additional hours of Honors course credit, including at least 6 hours at the 3000/4000 level. At least 6 hours should also be regular Honors Courses, not Honors Conversions.
  Note, scores of 4 or higher on AP exams and scores of 6 or higher on IB exams will count for Honors course credit.

Students with at least 15 college credit hours will have the following course requirements:

- **Students Entering with 15-29 Credit Hours:**
  o Complete HONR 2102, HONR 3102, HONR 4102
  o Complete at least 24 additional hours of Honors course credit, including at least 6 hours at the 3000/4000 level. At least 6 hours should also be regular Honors Courses, not Honors Conversions.

- **Students Entering with 30-44 Credit Hours:**
  o Complete HONR 2102, HONR 3102, HONR 4102
Complete at least 21 additional hours of Honors course credit, including at least 6 hours at the 3000/4000 level. At least 3 hours should also be regular Honors Courses, not Honors Conversions.

- Note, scores of 4 or higher on AP exams and scores of 6 or higher on IB exams will count for Honors course credit

- **Students Entering with 45-59 Credit Hours:**
  - Complete HONR 2102, HONR 3102, HONR 4102
  - Complete at least 18 additional hours of Honors course credit by completing Honors courses and/or converting regular courses for Honors credit, including at least 6 hours at the 3000/4000 level.
  - Note, scores of 4 or higher on AP exams and scores of 6 or higher on IB exams will count for Honors course credit

- **Students Entering with 60 plus Credit Hours:**
  - Complete HONR 2102, HONR 3102, HONR 4102
  - Complete at least 15 additional hours of Honors course credit by completing Honors courses and/or converting regular courses for Honors credit.
  - Note, scores of 4 or higher on AP exams and scores of 6 or higher on IB exams will count for Honors course credit

**Continuing and Transfer Student Honors College Graduation Requirements:**

- Same as above with the following requirements:
  - In order to complete the Honors College curriculum requirements, students need to have four full-time semesters remaining prior to the intended graduation date.
  - UWG Honors College Curriculum Requirements are based on credit hours completed at the time of the student’s application and the semester of entry into the program.
  - Transfer Students: The number of credits earned will be determined based on the calculation of hours earned prior to matriculation at University of West Georgia as they appear in a student’s DegreeWorks/WolfWatch audit.
  - Transfer students who completed Honors Coursework at other Honors Programs or Colleges may be eligible to have those Honors credits used for their UWG Honors College graduation Requirements. However, students must complete a minimum of 5 Honors courses or conversions at University of West Georgia in addition to the HONR course requirements. (Note—this is for students who may have a lot of Honors transfer credits—they would need to complete at least our HONR courses according to their hours and a minimum of 15 hours.

Approved by the Honors College Advisory Committee November 11, 2020.
Addendum IV
Incomplete Grade Form

Student Name: ____________________________  Student ID: __________________

Instructions: A faculty member may assign a grade of “Incomplete” for medical reasons, personal/family reasons, or government obligations (e.g., jury duty, military service). The faculty member must provide the student and department chair with a detailed description of the work that remains to be completed. The Department office will maintain this form on file until the student completes the course. It is the responsibility of the faculty member to submit the grade change to the Registrar’s office when the work is completed.

Course Prefix and Number: _________________ CRN: ____________  Semester/Year: _______________

Name of Course: _______________________________________________________________________

Student’s grade to date, excluding work required to complete the course: _____________________

Reason for Incomplete Grade: □ Medical  □ Personal/Family  □ Government Obligation (e.g., jury duty, military service)

Note: It is the student’s responsibility to complete the work within the University’s time frame or the grade will automatically convert to an F.

Undergraduate Students: A student must remove an “I” grade during the succeeding semester of enrollment or within one year, which-ever comes first; otherwise, the grade will be changed to “F”. For more information, see the Undergraduate Catalog: https://catalog.westga.edu/content.php?catoid=14&navoid=938#grades-grade-points

Graduate Students: An “I” must be removed by the completion of work within one calendar year or the “I” will become an “F”. For more information, see the Graduate Catalog: https://catalog.westga.edu/content.php?catoid=15&navoid=997#grading-system-for-graduate-students

<table>
<thead>
<tr>
<th>Description of work to be completed</th>
<th>Due date(s)</th>
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</tbody>
</table>

Faculty Member
By signing below, the faculty member indicates the student has been assigned the grade of Incomplete and that the faculty member will submit the grade change when the work is completed within the required time frame.

Printed Name: ____________________________
Signature: ______________________________

Department Chair
By signing below, the department chair attest to being made aware of the assignment of a grade of Incomplete by the faculty member.

Printed Name: ____________________________
Signature: ______________________________

Routing:  Department – Original Student – Copy  Revised April 2021
Incomplete Grade Form

Student Name: ___________________ Student ID: ___________________

_Instructions:_ A faculty member may assign a grade of “Incomplete” for medical reasons, personal/family reasons, or government obligations (e.g., jury duty, military service). The instructor of record must provide the student and department chair with a detailed description of the work that remains to be completed, using this Incomplete Grade Form. The Department office will maintain the Incomplete Grade Form on file until the student completes the course. It is the responsibility of the faculty member to submit the grade change to the Registrar’s office when the work is completed.

Course Prefix and Number: __________________ CRN: _____________ Semester/Year: ______________

Name of Course: _______________________________________________________________________

Student’s grade to date, excluding work required to complete the course: ______________________

Reason for Incomplete Grade:

☐ Medical  ☐ Personal/Family  ☐ Government Obligation (e.g., jury duty, military service)

Note: It is the student’s responsibility to complete the work within the University’s time frame (see the Undergraduate or Graduate Catalog) or the grade will automatically convert to an F.

Date when work must be completed: ______________________

_Description of work to be completed:_

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<th>Instructor</th>
<th>Department Chair</th>
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<tbody>
<tr>
<td>Instructor’s signature indicates he or she assigned the grade of Incomplete and will submit the grade change when the work is completed within the required time frame.</td>
<td>Department Chair’s signature indicates he or she is aware that the grade of Incomplete was assigned.</td>
</tr>
<tr>
<td>Printed Name: ___________________</td>
<td>Printed Name: ___________________</td>
</tr>
<tr>
<td>Signature: ___________________</td>
<td>Signature: ___________________</td>
</tr>
</tbody>
</table>
Addendum V
Existing Policy:

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

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

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

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

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

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

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

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

   a. **Department Chair,** or the associate dean if a chair of the department does not exist. Upon receipt of the written grade appeal, the Chair (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available documentation and (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing **within 20 days of receiving the Student Grade Appeal Form and supporting documentation.** If the Chair denies the appeal, the written notification to the student should explain the student’s right to appeal to the Dean (or Dean’s designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean’s designee).

b. **Dean (or Dean’s Designee).** The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing **within 20 days of receiving the Student Grade Appeal Form and all related documentation.** If the Dean/designee denies the appeal, the written notification to the student should explain the student’s right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost’s designee).

c. **Provost (or Provost’s Designee).** The Provost/designee submits the appeal to the chairperson of the Grade Appeals committee **within 5 days of receiving the Student Grade Appeal Form and all related documentation for a hearing to be scheduled.**

d. **Grade Appeals committee.** At the conclusion of the hearing of the Grade Appeals committee, the chairperson of the committee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). The Chair shall only vote to break a tie. If a majority of the members of the Grade Appeals committee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. (**See Section 4.7.1, Board of Regents Policy Manual, University System of Georgia**).
INSTRUCTIONS: Read the procedure for filing a GRADE APPEAL and the approval/decision process (See Page 3). Complete the first page of this form and attach the required support documentation.

The documents required include a description of the nature of appeal, the course syllabus, and any evidence or information to support your claim(s) such as emails, rubrics, graded assignments, and/or exams as appropriate.

This form may be completed online and printed for submission, or you may print the form and complete it (PRINT or TYPE) for submission. The student should first discuss concerns over awarded grades with the faculty member, prior to filing a formal grade appeal. If the grade appeal is unresolved, submit this form to the department chair.

Please submit the form and ALL documentation NO later than the end of the semester following the assignment of the grade. Grade appeal forms will not be accepted after this deadline for any reason. This policy applies to Fall, Spring, and Summer semesters.

Student Name: ________________________________ ID Number: ________________________________

Contact Number: ____________________________ Local Address: ____________________________

UWG Email: ________________________________

Is this submission being filed to appeal your academic suspension or dismissal? (Circle one) Yes or No

If YES, indicate your academic status: Suspension One Term [ ] or One Year [ ] or Academic Dismissal [ ]

Course Number and Section: ____________________________ Course Title: ____________________________

Semester and Year: ____________________________ Grade Awarded: ____________________________

Instructor(s) Name: ____________________________ Department: ____________________________

Please indicate the type of appeal:

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

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

I have read and understand the policy and have attached to this form a copy of my written appeal and any supporting documents. I also understand that I may accept a decision at any point in this process or withdraw this appeal at any time.

Student Signature ____________________________ Date: ____________________________
STUDENT GRADE APPEAL FORM
University of West Georgia

FACULTY USE ONLY:

<table>
<thead>
<tr>
<th>Faculty Member Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have met with the student and considered the basis for the appeal and stand by the grade.</td>
<td>□</td>
</tr>
<tr>
<td>I have met with the student and considered the basis for the appeal and grant the grade appeal.</td>
<td>□</td>
</tr>
</tbody>
</table>

**Faculty Signature** ___________________________ **Date** ________________

*Student: Please indicate if you accept the decision by initialing below.*

<table>
<thead>
<tr>
<th>I accept the decision.</th>
<th>I do NOT accept the decision and want my appeal forwarded to the next level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

DEPARTMENT CHAIR USE ONLY:

<table>
<thead>
<tr>
<th>Department Chair Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have met with the student and considered the basis for the appeal and deny the grade appeal.</td>
<td>□</td>
</tr>
<tr>
<td>I have met with the student and considered the basis for the appeal and grant the grade appeal.</td>
<td>□</td>
</tr>
</tbody>
</table>

**Department Chair Signature** ___________________________ **Date** ________________

*Student: Please indicate if you accept the decision by initialing below.*

<table>
<thead>
<tr>
<th>I accept the decision.</th>
<th>I do NOT accept the decision and want my appeal forwarded to the next level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

DEAN or DESIGNEE USE ONLY:

<table>
<thead>
<tr>
<th>Dean or Designee Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have met with the student and considered the basis for the appeal and deny the grade appeal.</td>
<td>□</td>
</tr>
<tr>
<td>I have met with the student and considered the basis for the appeal and grant the grade appeal.</td>
<td>□</td>
</tr>
</tbody>
</table>

**Dean or Designee Signature** ___________________________ **Date** ________________

*Student: Please indicate if you accept the decision by initialing below.*

<table>
<thead>
<tr>
<th>I accept the decision.</th>
<th>I do NOT accept the decision and want my appeal forwarded to the next level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

PROVOST USE ONLY:

<table>
<thead>
<tr>
<th>Forwarded to the Provost Office on:</th>
<th>Subcommittee Hearing Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Written Subcommittee Conclusions and Recommendations: Submitted to Provost/designee for information, review, and additional action. (Includes hearing transcripts/documentation)

**Grade Appeal Subcommittee Chair Name (Please Print):** ______________________________________________________

**Signature:** ___________________________ **Date:** ___________________________

Revised: March 23, 2021
**STUDENT GRADE APPEAL FORM**  
University of West Georgia

**Procedure for Filing a Grade Appeal and the Approval/Decision Process**  
(*The complete policy regarding Grade Appeals can be found in the UWG Faculty Handbook, Section 207.04*)

Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal (UWG Faculty Handbook 207.04). Grade appeals must be received no later than the end of the semester following the assignment of the grade concluded no later than one year (12 calendar months) after the assignment of the grade. This policy applies to Fall, Spring, and Summer semesters.

Grade appeals due to an allegation of Academic Dishonesty may be made as soon as a grade penalty has been levied against a student based on such an allegation (UWG Faculty Handbook 207.04.F.2.a). Grade Determination Appeals must be made after the final course grade is assigned (UWG Faculty Handbook 207.04.F.2.b). All Appeals must be submitted in writing, using the UWG Student Grade Appeal Form, available from the Provost’s website, and following the procedures outlined below.

Note: Academic Suspension (term or one year) or Academic Dismissal may only be reviewed through the grade appeal or hardship withdrawal process. A Suspension or Dismissal will not be overturned until the grade appeal or hardship withdrawal is processed. (UWG Faculty Handbook, Section 207.05)

**Approval and Decision Process**

Upon receipt of a Grade Appeal Form and required documents, each reviewer listed below will complete the following:

1. consult with the student,
2. determine whether the grade appeal is appropriately categorized as Academic Dishonesty Grade Appeal or a Grade Determination Appeal,
3. examine the available documentation and request additional documentation as deemed necessary, and
4. deny or grant the appeal and change the grade if appropriate and submit a narrative and/or support documentation for the decision.

**Step 1: Present concerns to the Faculty Member**

The student should begin this appeals process by first presenting their concerns to the faculty member regarding their grade. Within 10 business days, written notification of the decision will be sent to the student, explaining the student’s right to appeal to the Department Chair level. If dissatisfied with the discussion with the faculty member the student can initiate a grade appeal using the Student Grade Appeal Form.

**Step 2: Department Chair Review**

Within 20 business days, written notification of the decision will be sent to the student, explaining the student’s right to appeal to the College/School Dean. The decision may be to either deny or grant the appeal and change the grade. The student may accept the denial decision that will halt the appeal process or request the appeal and all associated documentation to be forwarded to the Dean.

Note: Students must indicate their decision in writing on the Grade Appeal Form within 10 business days after the initial notification is received.

**Step 3: College/School Dean**

Within 20 business days, the Dean or their designee will review the appeal, all associated documentation, and available evidence to render a decision. The decision may be to either deny or grant the appeal and change the grade. Written notification of the decision will be sent to the student, explaining the student’s right to appeal to the Office of the Provost and Vice President for Academic Affairs. The student may accept the denial decision that will halt the appeal process or request the appeal and all associated documentation to be forwarded to the Provost.

Note: Students must indicate their decision in writing on the Grade Appeal Form within 10 business days after the initial notification is received.

**Step 4: Provost**

The Provost or their designee shall submit the appeal to the chairperson of the Grade Appeals Subcommittee within 5 business days for a hearing and subsequent decision. All documentation forwarded to the Provost’s Office should include all forms, documentation, and decision statements from the previous levels.

**Step 4: Grade Appeals Subcommittee**

The Grade Appeals Subcommittee will hold a hearing to review the appeal and all forwarded documentation. After the hearing, the Subcommittee chairperson will submit their written conclusion and recommendations to the Provost or designee within 10 business days (For example, change of grade or further judicial sanctions.). An official letter indicating the decision of the Grade Appeals Subcommittee will be mailed to the student’s address on file.

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

Revised: March 23, 2021

504/511
# Old Form

## STUDENT GRADE APPEAL FORM
UNIVERSITY OF WEST GEORGIA

**INSTRUCTIONS:** Read the Procedure for Filing a Grade Appeal and Process for Reviewing and Decision (See Pg. 2) and complete the first and second sections of this form. This form may be completed online and printed for submission, or you may print the form and complete it (print or type) for submission. Compose a short letter or memo (type-written) stating the exact nature of the appeal and the reason for the appeal and attach any supporting materials. This appeal form and the supporting documents must be filed with the Department Chair and must be initiated by the student no later than the end of the semester following the assignment of the grade.

### Course Information:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Section</th>
<th>CRN</th>
<th>Semester</th>
<th>Year</th>
<th>Instructor Name</th>
</tr>
</thead>
</table>

Assignment Grade if appeal is being filed before the final course grade has been assigned: ____________ Final Course Grade: ____________

Is this submission being made to appeal your Academic Suspension or Dismissal?  
☐ Yes  ☐ No

If yes, please indicate your academic status:  
☐ Suspension One Term  ☐ Suspension One Year  ☐ Academic Dismissal

### Student Information:

- **Student Name:**  
  - Last  
  - First  
  - Middle  
  - UWG ID: 917
- **Local Address:**  
  - Street and Number  
  - City  
  - State  
  - Zip  
  - UWG Email: ____________
- **Contact Phone Number(s):** ____________________________

**STUDENT:** I have read and understand the policy and have attached to this form a copy of my written appeal and any supporting documents. I also understand that I may accept a decision at any point in this process or withdraw this appeal at any time.

---

**Student Signature**  
**Date**

### DEPARTMENT CHAIR and Faculty:

**Category of Appeal:**  
☐ Dishonesty Grade Appeal  ☐ Grade Determination Appeal

- **Faculty Name (print):** ____________________________  
  I have reviewed the student's grade appeal and stand by the grade. ____________________________

- **Chair's Decision:**  
  _____Grant the appeal and change the grade to: ____________  
  _____Deny the Appeal (See attached decision statement.)

---

**Department Chair – Please Print**  
**Signature**  
**Date**

**Student:**  
_____I accept the decision.  
_____I do not accept the decision. Please forward my appeal to the Dean.  
_________(Please initial here.)

### DEAN OR DESIGNEE:

**Decision:**  
_____Grant the appeal and change the grade to: ____________  
_____Deny the Appeal (Decision statement is attached.)

---

**Dean/Designee Name – Please Print**  
**Signature**  
**Date**

**Student:**  
_____I accept the decision.  
_____I do not accept the decision. Please forward my appeal to the Provost/Grade Appeals Subcommittee.  
_________(Please initial here.)

### GRADE APPEALS SUBCOMMITTEE (VIA THE OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS)

- **Forwarded to committee by Provost's Office:** ____________________________  
  **Subcommittee Hearing Date:** ____________________________

- **Written Subcommittee Conclusions and Recommendations:** Submitted to Provost/designee for information, review and additional action. (Includes hearing transcripts/documentation.)

---

**Grade Appeal Subcommittee Chair – Please Print**  
**Signature**  
**Date**

Revised: April 30, 2015

505/511
Procedure for Filing a Grade Appeal and Process for Reviewing and Decision

(The complete policy regarding Grade Appeals can be found in the UWG Faculty Handbook, Section 208.)

Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal with the chair of the department that offers the course. Grade appeals must be submitted in writing, using the UWG Student Grade Appeal Form, available from the Provost’s website, and following the procedures outlined below.

Please Note: Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal or hardship withdrawal. The suspension or dismissal will not be overturned until the grade appeal or hardship withdrawal has been processed. (UWG Faculty Handbook, Section 208.05)

All grade appeals, regardless of their nature, shall be initiated by the student no later than the end of the semester following the assignment of the grade and concluded no later than one year (12 calendar months) after the assignment of the grade. (UWG Faculty Handbook 208.04.A.3)

Grade appeals due to an allegation of Academic Dishonesty may be made as soon as a grade penalty has been levied against a student based on such an allegation (UWG Faculty Handbook 208.04.F.2.a). Grade Determination Appeals must be made after the final course grade is assigned (UWG Faculty Handbook 208.04.F.2.b).

Procedure for Filing the Grade Appeal:

- The student must complete and sign the form, attach a short memo or letter stating the exact nature of the appeal and reason, attach any supporting documentation, and submit the entire packet to the Department Chair of the department in which the course is taught.
- It is the responsibility of the Chair to consult with the student and with the faculty member and determine the type of appeal as defined here:
  - Academic Dishonesty Grade Appeal - If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, his or her case should be considered an Academic Dishonesty Grade Appeal.
  - Grade Determination Appeal - If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

Review and Decision Procedures

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

- **College Dean (Dean’s Designee) Level:** All appeals forwarded to the appropriate dean or designee should include the Student Grade Appeal Form (complete information, decision indicated, and signatures/initials from both the student and the Chair) and all associated documentation provided by the student and the faculty member, along with a brief statement from the Chair regarding her/his decision. The Dean or his/her designee will review the appeal and all associated documentation and available evidence and will render a decision: Either grant the appeal and change the grade, or deny the appeal. The Dean/designee notifies the student of the decision in writing. If the Dean/designee denies the appeal, the written notification to the student should explain the student’s right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost’s designee.) Note: The student must indicate his/her decision in writing on the Grade Appeal Form.

- **Provost (Provost’s Designee) Level:** The Provost/designee submits the appeal to the chairperson of the Grade Appeals Subcommittee for a hearing and subsequent decision.

- **Grade Appeals Subcommittee Level:** All appeals forwarded to the Provost’s Office for referral to the Grade Appeals Subcommittee should include all forms, documentation and decision statements from the previous levels. At the conclusion of the hearing of the Grade Appeals Subcommittee, the chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions.)

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

Revised: April 30, 2015
Addendum VI
Points of Information from Facilities and Information Technology Committee

Changes in the Parking Policy for 2021/2022

There will be an increase in parking fees in the 2021-2022 academic year. Comparing the financials for year 2019 with that for year 2021 the revenues from fees and citations are shown below:

<table>
<thead>
<tr>
<th></th>
<th>Fy2019</th>
<th>*Fy2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>$1,618,231</td>
<td>$1,472,475</td>
</tr>
<tr>
<td>Citations</td>
<td>$255,725</td>
<td>$135,000</td>
</tr>
<tr>
<td></td>
<td>$1,873,956</td>
<td>$1,607,475</td>
</tr>
</tbody>
</table>

While the debt service for 6243 parking spaces, operations, equipment, and staffing came to

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Spaces</td>
<td>$486,000</td>
<td>$520,000</td>
</tr>
<tr>
<td>Operations/Equip.</td>
<td>$329,954</td>
<td>$273,475</td>
</tr>
<tr>
<td>Staffing</td>
<td>$1,054,802</td>
<td>$814,000</td>
</tr>
<tr>
<td>Surplus / Loss</td>
<td>$3,200</td>
<td>$0</td>
</tr>
</tbody>
</table>

*Number of drivers for 2021 have been reduced from 23 to 12.

UWG’s administrative parking fees are not in alignment with that of comparable universities in the state. The list below shows comparisons.

- UWG $15 annual
- Georgia Southern: $100
- Kennesaw State: $276 Premium, or Economy $120
- Valdosta State: $85 Faculty and Administration
- $45 Staff
- Augusta: $180 (Summerville location)
- $1020 (reserved), $60 (part-time)
- Georgia College: $120
- North Georgia: $200 for full time, $100 for part time
- Columbus State: $90, Reserved Spaces: $180
To help cover projected costs in 2022 a sliding parking fee is being implemented, where the parking fee will be adjusted to salary, shown in the table below.

### Fy2022 Parking Fees for Faculty and Staff

**Sliding Scale Model**

<table>
<thead>
<tr>
<th>Annual Pay/Salary Scale</th>
<th>Fall/Spring</th>
<th>At Current ($15)</th>
<th>Annual Fee (approx.)</th>
<th>Annual Fee Revenue Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 34,999</td>
<td>299</td>
<td>$4,485</td>
<td>$15</td>
<td>$ 4,485</td>
</tr>
<tr>
<td>35,000 to 34,999</td>
<td>386</td>
<td>$5,790</td>
<td>$35</td>
<td>$13,510</td>
</tr>
<tr>
<td>50,000 to 74,999</td>
<td>518</td>
<td>$7,770</td>
<td>$50</td>
<td>$25,900</td>
</tr>
<tr>
<td>75,000 to 99,999</td>
<td>150</td>
<td>$2,250</td>
<td>$75</td>
<td>$11,250</td>
</tr>
<tr>
<td>100,000 to 124,999</td>
<td>66</td>
<td>$990</td>
<td>$100</td>
<td>$6,600</td>
</tr>
<tr>
<td>125,000 to 149,999</td>
<td>23</td>
<td>$345</td>
<td>$125</td>
<td>$2,875</td>
</tr>
<tr>
<td>150,000 to 174,999</td>
<td>10</td>
<td>$150</td>
<td>$150</td>
<td>$1,500</td>
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<tr>
<td>175,000 to 199,999</td>
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<td>$45</td>
<td>$175</td>
<td>$525</td>
</tr>
<tr>
<td>199,000 to 250,000</td>
<td>8</td>
<td>$120</td>
<td>$200</td>
<td>$1,600</td>
</tr>
<tr>
<td></td>
<td>1,463</td>
<td>$21,945</td>
<td></td>
<td>$68,245</td>
</tr>
</tbody>
</table>

509/511
Addendum VII
Rationale: With the restructuring of the University of West Georgia, the Senate has tasked each committee to reexamine their charge and make adjustments as necessary to reflect the work being done in that committee and the membership comprising that committee.

PROPOSED MODIFIED VERSION

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, equity, and inclusion into curricula as appropriate; as well as to review comprehensive program reviews; and to develop policies regarding graduate faculty.

Membership: five senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, CACSI, RCOB, COE, and University College), the School of Nursing, Mass Communications, 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)

PROPOSED REVISED VERSION

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, equity, and inclusion into curricula as appropriate; as well as to review comprehensive program reviews, and to develop policies regarding graduate faculty.

Membership: five Senators; seven faculty, one elected from each of the four colleges (CACSI, COE, RCOB, and University College), the School of Nursing, Mass Communications, 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)