

Memorandum

To: General Faculty

Date: November 12, 2025

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

1. Call to Order

2. Roll Call

3. Minutes

A) The October 17, 2025 Faculty Senate Meeting Minutes were approved electronically on November 5, 2025.

4. Discussion with Leadership

A) Note: The President and Provost are unable to attend this meeting.

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

- 1) General Information Updates
- 2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Charles Sicignano, Chair)

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

A) College of Humanities, Arts, and Social Sciences

1) School of the Humanities

a) [Certificate of Professional Writing and Editing](#)

Request: Add

This four-course certificate prepares students to be able to analyze, compose, edit, design, translate, and/or promote texts from diverse genres and media in diverse venues. Learning the fundamentals of the relationships between the ethical use of technology and content development, editing and effective communication, and language and comprehension will help ready students to find careers in many fields, including but not limited to: • Writing and Content

Creation • Editing and Copyediting • Publishing • Technical Communication •
Marketing and Advertising • Public Relations • Print and Digital Design •
Professional Translation and Interpretation • AI Consultation

RATIONALE: We seek to make the current 12-hour Publishing and Editing Certificate embedded within the English Program a standalone certificate that would appeal to students from a wide variety of majors and career aspirations. To do this, we will be changing the Internship requirement to an open elective that will allow students to supplement the certificate's unique focus on the relationship between reading, writing, language, and technology with diverse interests. The certificate addresses workplace needs in multiple ways. First, it encourages students to develop many of the professional abilities current employers suggest that they lack. According to an August 2024 Intelligent.com survey of 966 business leaders involved in hiring, for instance, "75% of companies report that some or all of the recent college graduates they hired this year were unsatisfactory," "6 in 10 companies fired a recent college graduate they hired this year," and "1 in 7 companies may refrain from hiring recent college graduates next year [2025]." The most frequently mentioned reasons for these difficulties were "a lack of motivation or initiative (50%), poor communication skills (39%), and a lack of professionalism (46%)." In a similar study from 2023, forty percent of 1,243 surveyed business leaders think that students who graduated between 2020 and 2023 are unprepared for the workforce: "Of the business leaders who said that recent grads were unprepared, 88% said it was more true now than three years ago and 94% admitted that they even avoided hiring recent grads." The main reasons for this unpreparedness were, according seventy percent of those surveyed, "work ethic and communication skills," with "technological skills" also being listed. Second, it helps students see how what they do in the classroom applies to their future careers, thereby increasing their confidence in their ability to transition from student to employee. According to a Cengage Group 2022 Graduate Employability Report, forty-nine percent of the 1000 surveyed recently graduated students did not apply for an entry level job

because “they felt unqualified or unsure of their skills.” More specifically still, graduates “are confused about how to weigh their skills and credentials against job descriptions,” which led to skepticism about the usefulness of their degrees to “career readiness.” The sequence of the Professional Writing and Editing Certificate alleviates much of this anxiety by focusing on skill development and professional application.

b) International Language and Cultures

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

RATIONALE: International Languages and Cultures’ modifications to the Certification Tracks in French and Spanish promote UWG’s initiative to improve retention and graduation rates by providing clearly outlined sequencing in this professional degree pathway. To reinforce the division between the stand-alone B.A. and the Teaching Certification, we propose a 30 credit Professional Courses area of study that will house education and second language pedagogy courses specific to the professional outcome of the degree, in addition to the 25 major requirements of the stand-alone B.A. This Professional Course area also delineates the point at which students are required to apply for admission into the Teacher Education program in the College of Education. The changes to the undergraduate teacher certification tracks in French and Spanish are mostly organizational, with slight updates in courses. The organizational modifications clarify student’s progression in the program and align with equivalent certification tracks in other disciplines at UWG. Both tracks continue to offer content-specific pedagogical training and field experience in the concentration language within 120 credit hours. The

course modifications are informed by current course offerings within the College of Education, our partner in this degree through which we offer field experiences, process certifications, and maintain teacher education program accreditation. These changes are also informed by updates to the state requirements and recommendations for teacher education in French and Spanish. Course selection and organization is sequenced and designed to meet the Georgia Professional Standards Commission's (GaPSC) recommendations as well as to promote successful completion of the Georgia Assessment for Certified Educators. The modifications represent updated guidance from the GaPSC and data-informed decisions that leverage enrollment trends. Providing a clearly sequenced and updated degree pathway responds to the current critical need for language teachers in Georgia. The American Council on the Teaching of Foreign Languages recognizes the current shortage of world language teachers as critical and estimates a hiring gap of 100,000 teachers annually (ACTFL). The modifications will contribute to workforce development in the state as the historical turnover rate for teachers in Georgia is higher than the national average (Flamini and Steed, 2022), with attrition rates highest in world languages and math (Stephens, et al, 2015). In sum, the proposed modifications to the Certification Track in French and Spanish will: Solidify scaffolded teacher education at UWG; Produce knowledgeable and experienced graduates ready to enter today's workforce; Empower UWG students in their degree completion by clearly defining areas of studies, including Professional Courses.

c) International Language and Cultures, French Track, B.A.

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and

cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

RATIONALE: We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics. Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world." Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite. In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

d) International Languages and Cultures, German Track, B.A.

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communications and research.

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proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

e) International Language and Cultures, Spanish Track, B.A.

Request: Revision

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, and Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

RATIONALE: Last year we submitted a proposal requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles. That request was approved by the USG. We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics. Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their

language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world." Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite. In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

2) School of the Social Sciences

a) [Social & Behavioral Health 4613 – Interviews and Observations](#)

Request: Add

This course introduces students to foundational qualitative research methods used in sociology, with special attention to interviewing and observation studies.

RATIONALE: Other sociology courses (SOCI 4000 and SOCI 4003) have Social and Behavioral Health equivalents (SABH 4000 and SABH 4003), which ensures that Social & Behavioral Health majors will be able to get seats in the course (we always offer them cross-listed). Now that the Sociology program plans to offer SOCI 4613 more regularly, we would like to do the same with SABH 4613, which counts in the same area of the Social & Behavioral Health major as the other cross-listed courses.

b) [Sociology 4453 – Sociology of Education](#)

Request: Add

This course examines education from a sociological perspective. Topics covered include education as a social institution, the changing contexts of schools and schooling, social organization within the school and the classroom, and relationships between education and inequality.

RATIONALE: We have offered this course multiple times as a special-topics course and it is of great interest to students. Sociology of Education will be relevant to students' future careers, particularly those who may be working as school social workers or as health or counseling professionals in schools.

B) School of Communications, Film, and Media

1) Mass Communications

a) [COMM 3300 – Introduction to A.I. in Media](#)

Request: Add

This course teaches how to use AI in practical ways for business and communication. Students will practice writing clear instructions, called prompts, to get the best results from AI tools—skills that matter for journalists, public relations practitioners, marketers, social media managers, and creators. By the end, students will know how to ask AI the right questions, sharpen their writing and editing, turn data into charts, create images, and save time by automating their work. This course helps students work more efficiently, communicate clearly, and succeed in an AI-powered world.

RATIONALE: The rapid rise of artificial intelligence is transforming how media is created, distributed, and consumed. For mass communication students, understanding AI is no longer optional—it is essential for career readiness. This course has already been offered once as a special topics course. In an effort to provide students with an additional credential, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

b) [COMM 3304 – Data Storytelling and Visualization](#)

Request: Add

Data Storytelling & Visualization identifies stories inferred by datasets and presents key ideas in visual contexts using Tableau and Excel. As data-driven business reports, news stories, and public presentations become increasingly prevalent, students will learn how to make these reports, stories, and presentations more accessible and persuasive by creating visually appealing

charts, maps, infographics, and other visual elements. This course will expand students' knowledge and skill set in data storytelling and visualization, and improve their career readiness for any media-related field.

RATIONALE: In today's media and business environments, professionals are increasingly expected not only to gather and interpret data but also to communicate insights effectively to diverse audiences. Data storytelling and visualization bridge this gap by transforming complex datasets into clear, compelling narratives through visuals such as charts, maps, and infographics. This course has already been successfully offered as a special topics course, drawing strong student interest and demonstrating its value. To better serve students' career readiness and ensure consistent access, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

c) [COMM 3306 – Creating Immersive Media with AR/VR/XR Technologies](#)

Request: Add

This course introduces students to the foundations of extended reality (XR) technologies, with a focus on virtual reality (VR) and augmented reality (AR) as tools for digital media content creation. Designed for students without prior coding or design experience, the course emphasizes hands-on learning with intuitive, accessible platforms such as online and mobile applications.

Students will explore how XR can be applied to create engaging content for various forms of digital media, such as social media, websites, digital advertising, and immersive entertainment, while gaining an understanding of the creative and technical possibilities XR brings to the professional media environments. Through practical projects, students will develop skills in creating immersive XR digital media content.

RATIONALE: Extended reality (XR) technologies, including virtual reality (VR) and augmented reality (AR), are increasingly adopted across digital and professional media fields to create more engaging and immersive audience experiences. In this course, students will learn how to use accessible, low-

barrier XR tools, including smartphone applications and online platforms, that make it possible to design and produce immersive content without requiring prior coding or design expertise. As the demand for innovative media experiences continues to grow, providing students with hands-on XR knowledge and skills will prepare them to meet emerging industry expectations and align their learning with current practices in digital media production. In an effort to provide students with an additional credential, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

C) University College

1) Department of Civic Engagement and Public Service

a) [Criminology and Criminal Justice, B.S.](#)

Request: Revision

RATIONALE: There are 2 curriculum changes being made: 1) streamlining the way students complete 12 credit hours of 22XX courses and 2) removing the policing concentration.

The first change to the program is done to improve flexibility for students and to allow them to progress towards graduation more easily. Last year we removed the requirement that students take two courses in four different areas, instead requiring that they take 24 credit hours of upper level Criminology classes. This current change removes the requirement that students take our 22XX courses in a similar manner. Previously it was required that students complete CRIM 2272, CRIM 2273 OR CRIM 2274, CRIM 2275 OR CRIM 2245, CRIM 2276. By removing the OR, students will now be able to take any combination of 4 of the 6 22XX courses in order to meet the 12 credit hour requirement.

The second change is the removal of the policing concentration. It was originally thought that this concentration would be required for ALETE students when it was created in 2022. Other, more streamlined avenues ended up being used instead. Further, a policing concentration for our students is

redundant now that we have eliminated areas and allowed students to more easily focus on courses of interest to them. If students wish to concentrate their studies by taking policing related courses, they may easily do so. It has been confirmed with the registrar that there are 0 students in this concentration, so no teach out plan is necessary.

Committee II: Graduate Programs Committee (Kim Green, Chair)

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

A) College of Humanities, Arts, and Social Sciences

1) School of Humanities

a) [English M.A.](#)

Request: Revise

This proposal reduces the number of required letters of recommendation from three to two to streamline the process for students while still providing insight from faculty who know the student and can vouch for their ability to do graduate level work.

2) School of Social Sciences

a) [Psychology M.A.](#)

Request: Revise

This proposal simplifies the application process. Instead of compulsory interviews we will ask applicants to record themselves answering several questions designed to assess their fit and interest in our specific program. We will use Vid-recruiter to capture their answers.

3) School of Visual and Performing Arts

a) [Post-Baccalaureate Certificate in Conducting](#)

Request: Revise

This program revision has two components:

1. Change modality of the Post-Bac Certificate in Conducting to completely online from the hybrid certificate initially approved. In summer 2025, in response to student need, we successfully taught MUSC 6300 100% online. We will continue to offer it 100% online, which allows us to offer the certificate entirely online.

2. Add the following admissions requirements for the certificate:

Applicants must hold a baccalaureate degree in music or the equivalent.

Submit official transcripts from all post-secondary schools attended. An undergraduate GPA of 2.5 or higher.

Personal statement of no fewer than 200 words discussing applicant's goals for musical leadership through conducting.

The first two requirements mirror the most basic requirements for our MM program allowing for a streamlined transition to a master's program. The focused personal statement allows applicants to identify their goals for enrolling in the certificate and allows us to respond to their perceptions as they align with our program.

B) Graduate School

1) Post-Baccalaureate Certificate in Professional Development

Request: Revise

The curriculum was revised in accordance with USG guidelines to ensure that core courses do not require prerequisites and are not restricted to specific graduate programs, since students are expected to take at least one core course during their first semester of enrollment.

The following courses were removed from the original approved program curriculum due to prerequisite or specific graduate program requirements: POLS 5222, ECON 5475, ECON 6450, EDRS 7000.

The following four courses have been added: ENGL 5425, CS 5251, MKTG 5805, MKTG 5818.

6. Old Business

- a. None

7. New Business

- a. Focused discussion on the graduation rate.

8. Announcements

9. Adjourn

Addendum I

Certificate of Less than One Year in Professional Writing and Editing Certificate

2026-2027 Undergraduate New Program Request

General Information

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

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2026

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 routing¹⁵ of your proposal please contact

School/ Department*

School of Humanities

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

☐ Yes ☒ No

Is this a College of Education Program?*

☐ Yes ☒ No

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

☐ Yes
☒ No

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

☐ Yes
☒ No

Program Information

Program Type*

Certificate

Program Name* Certificate of Less than One Year in Professional Writing and Editing Certificate

Degree Type*

Certificate

Program Description* This four-course certificate prepares students to be able to analyze, compose, edit, design, translate, and/or promote texts from diverse genres and media in diverse venues. Learning the fundamentals of the relationships between the ethical use of technology and content development, editing and effective communication, and language and comprehension will help ready students to find careers in many fields, including but not limited to:

- Writing and Content Creation
- Editing and Copyediting
- Publishing
- Technical Communication
- Marketing and Advertising
- Public Relations
- Print and Digital Design
- Professional Translation and Interpretation
- AI Consultation

Program Location*

Carrollton

Online

Status*

☒ Active-Visible ☐ Inactive-Hidden

How will the proposed program be delivered?*

- ☐ On Campus - A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).
- ☒ Hybrid - A program of study leading to a degree completed with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.
- ☐ Online - A program of student which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).
- ☐ On Campus or Hybrid
- ☐ On Campus or Online
- ☐ Hybrid or Online
- ☐ On Campus or Hybrid or Online

Curriculum Information

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

A *Shared Core* is a group of courses shared by multiple entitites. 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.

Requirements

Some courses may count both in the core or major and for the certificate.

Certification is awarded upon graduation after the following requirements are met.

[Before]There are three required classes for the certificate. ENGL 3410 and ENGL 4300 or 4304 should be taken ahead of ENGL 4405.

ENGL 3410 Technology for Editors/Writers

[Before]Grammar Course (choose one):

ENGL 4300 Studies in the English Language

[Before]Or

ENGL 4304 Advanced Writing in Disciplines

ENGL 4405 Publishing and Editing

[Before]In addition to the three required courses, students should choose one of the following electives, which can be taken at point while working on the certificate. The list of possible electives includes courses from multiple programs and Schools so that the certificate can accommodate diverse career interests.

ART 3403 History of Graphic Design

COMM 3200 Rhetorical Theory and Analysis

COMM 3310 Persuasion and Social Influence

COMM 3360 Communicating across Cultures

COMM 4221 Health Communication Campaigns

ENGL 3200 Intermediate Creative Writing

ENGL 3405 Professional and Technical Writing

ENGL 3415 Multimodal Composition in the Workplace

ENGL 4106 Studies in Genre

ENGL 4108 Studies in the Novel

ENGL 4170 Studies in African-American Literature

ENGL 4210 Advanced Creative Writing

ENGL 4295 Studies in Young Adult Literature

ENGL 4386 Internship

ENGL 4415 Ethics and Practice of Workplace Writing

ENGL 4425 Dynamic Writing

ENGL 4430 Ethics and Writing with AI

FREN 3100 Composition and Conversation

FREN 3450 Business French

FREN 4000 Advanced French Translation

FREN 4150 Advanced Grammar and Linguistics

GRMN 3102 German Composition

GRMN 3450 German for Careers

GRMN 4170 Advanced Language Skills

HIST 4403 Introduction to Museum Studies

MKTG 3809 Advertising in the Digital Age

MKTG 3810 Social Media and Online Marketing

MKTG 4815 Digital Marketing Strategy

MKTG 4818 Business Web Design

PHIL 3300 Biomedical Ethics

PHIL 4120 Professional Ethics

POLS 4215 Management of Non-Profit Organizations

POLS 4217 Grant Writing for Nonprofit Organizations

SOCI 3273 Managing Cultural Differences

SPAN 3015 Spanish for Professions

SPAN 3102 Spanish Composition

SPAN 3450 Spanish for Business

SPAN 4040 Spanish Linguistics

SPAN 4170 Advanced Language Skills

SPAN 4250 Translation

Justification and Assessment

Rationale* We seek to make the current 12-hour Publishing and Editing Certificate embedded within the English Program a standalone certificate that would appeal to students from a wide variety of majors and career aspirations. To do this, we will be changing the Internship requirement to an open elective that will allow students to supplement the certificate's unique focus on the relationship between reading, writing, language, and technology with diverse interests.

The certificate addresses workplace needs in multiple ways. First, it encourages students to develop many of the professional abilities current employers suggest that they lack. According to an August 2024 Intelligent.com survey of 966 business leaders involved in hiring, for instance, "75% of companies report that some or all of the recent college graduates they hired this year were unsatisfactory," "6 in 10 companies fired a recent college graduate they hired this year," and "1 in 7 companies may refrain from hiring recent college graduates next year [2025]." The most frequently mentioned reasons for these difficulties were "a lack of motivation or initiative (50%), poor communication skills (39%), and a lack of professionalism (46%)." In a similar study from 2023, forty percent of 1,243 surveyed business leaders think that students who graduated between 2020 and 2023 are unprepared for the workforce: "Of the business leaders who said that recent grads were unprepared, 88% said it was more true now than three years ago and 94% admitted that they even avoided hiring recent grads." The main reasons for this unpreparedness were, according to seventy percent of those surveyed, "work ethic and communication skills," with "technological skills" also being listed.

Second, it helps students see how what they do in the classroom applies to their future careers, thereby increasing their confidence in their ability to transition from student to employee. According to a Cengage Group 2022 Graduate Employability Report, forty-nine percent of the 1000 surveyed recently graduated students did not apply for an entry level job because "they felt unqualified or unsure of their skills." More specifically still, graduates "are confused about how to weigh their skills and credentials against job descriptions," which led to skepticism about the usefulness of their degrees to "career readiness." The sequence of the Professional Writing and Editing Certificate alleviates much of this anxiety by focusing on skill development and professional application.

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

1. Develop and edit professional documents using discipline-specific technologies (ENGL 3410);
2. Critically evaluate how writers and speakers inform or persuade audiences according to context (ENGL 4405).

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☒ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI 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 undergraduate 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 it to this proposal.

4.) Curriculum Map Assessment

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

USGBOR One Step Proposal*

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

Program Map* ☒ I have attached the Program Map.

Assessment Plan* ☒ I have attached the Assessment Plan.

☐ Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

Curriculum and Assessment Map* ☒ I have attached the Curriculum and Assessment 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.

Professional Writing and Editing Certificate
English

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY25	AY27	AY28	Interpretation & Use of Results	Improvement Plan
Develop and edit professional documents using discipline-specific technologies	Relates to relevance by training students to have specific, desirable skills for employment; relates to competitiveness by offering a standalone certificate open to any major that is unique to UWG	Work in ENGL 3410	Rubric-based assessment of ability to develop and edit professional documents as well as justify field-specific technology choice					
Critically evaluate how writers and speakers inform or persuade audiences according to context	Relates to relevance by training students to have specific, desirable skills for employment; relates to competitiveness by offering a standalone certificate open to any major that is unique to UWG	Work in ENGL 4405	Rubric-based assessment of ability to understand purpose and audience, identify and evaluate rhetorical strategies, and identify and evaluate context via projects and self-reflective process					

The short concept proposal provides a means by which potential programs may achieve consensus and support from relevant UWG constituencies prior to generating a full proposal. Once a program is approved in concept, the full proposal review process is utilized.

College/School: **College of Humanities, Arts, and Social Sciences**

Department: **School of Humanities**

Name of Proposed Program: **Professional Writing and Editing Certificate**

Degree Level: **Undergraduate**

Major and CIP Code: **N/A**

Desired Start Date: **Fall 2026**

1) Briefly describe how the proposed program consistent with the mission and strategic plan of the University. Please address placemaking, relevance, and competitiveness.

This standalone certificate will offer students across UWG disciplines a distinct credential to complement their majors that will prepare them for a variety of in-demand careers.

2) Provide the rationale for developing the proposed new academic program. Consider including information regarding preliminary market demand analyses and potential student populations. Does it have characteristics that are distinctive from similar programs offered by the USG.

We seek to make the professional writing component of our English program accessible to a wider group of students. Our current Certificate in Publishing and Editing is an embedded certificate and thus only available to English majors. This new standalone certificate will be available to students from fields with a direct interest in professional writing credentials, including but not limited to the following: Business/Marketing; Communications/Public Relations; International Languages and Cultures (especially translation and localization); Computing and other STEM fields (technical and professional writing); Graphic design.

Georgia State offers a standalone [Technical and Professional Communication Certificate](#), its focus is more on technical and professional writing, while our certificate also addresses publishing, editing, translation and localization, social media, etc. In short, our certificate is more flexible and inclusive of more career pathways. Other universities in the system, such as Georgia Southern, integrate professional writing pathways into their major as a concentration, but we want to make this credential available to students from a variety of majors. A standalone certificate offers the advantage of stackable credentials that do not add time to degree.

Market analysis

Projections Central gives the below estimates for careers related to the certificate we are proposing:

Long-term employment projections for Georgia (2022 – 2032) – Projections Central

Profession	2022 base	2032 projection	change	% change
Graphic Designers	6,940	7,510	570	+8.2%
Human Resource Managers	5,920	6,700	780	+13.2%
Human Resource Specialists	27,750	31,440	3,690	+13.3%
Interpreters and Translators	1,960	2,150	190	+9.7%
Public Relations Managers	1,200	1,360	160	+13.3%
Public Relations Specialists	5,300	6,000	700	+13.2%
Technical Writers	970	1,110	140	+14.4%
Writers and Authors	3,280	3,570	290	+8.8%

Together, 5,250 openings are expected annually in these fields. A credential in our proposed certificate will equip students to enter these high-demand fields. Not represented here are professions where this credential would also be relevant: law, public policy, education leadership, etc.

The proposed certificate addresses **workplace needs** in multiple ways. First, it encourages students to develop many of the professional abilities current employers suggest that they lack. According to an August 2024 Intelligent.com survey of 966 business leaders involved in hiring, for instance, “75% of companies report that some or all of the recent college graduates they hired this year were unsatisfactory,” “6 in 10 companies fired a recent college graduate they hired this year,” and “1 in 7 companies may refrain from hiring recent college graduates next year [2025].” The most frequently mentioned reasons for these difficulties were “a lack of motivation or initiative (50%), poor communication skills (39%), and a lack of professionalism (46%).”¹ In a similar study from 2023, forty percent of 1,243 surveyed business leaders think that students who graduated between 2020 and 2023 are unprepared for the workforce: “Of the business leaders who said that recent grads were unprepared, 88% said it was more true now than three years ago and 94% admitted that they even avoided hiring recent grads.” The main reasons for this unpreparedness were, according seventy percent of those surveyed, “work ethic and communication skills,” with “technological skills” also being listed.²

¹ “1 in 6 Companies are Hesitant to Hire Recent College Graduates,” Intelligent.Com, September 13, 2024 (<https://www.intelligent.com/1-in-6-companies-are-hesitant-to-hire-recent-college-graduates/>).

² Hunter Geisel, “Survey: 4 in 10 business leaders say recent college grads are not ready for workforce,” CBS News Miami, August 8, 2023 (<https://www.cbsnews.com/miami/news/survey-4-in-10-business-leaders-say-recent-college-grads-not-ready-for-workforce/>).

Second, it helps students **see how what they do in the classroom applies to their future careers, thereby increasing their confidence in their ability to transition from student to employee.** According to a Cengage Group 2022 Graduate Employability Report, forty-nine percent of the 1000 surveyed recently graduated students did not apply for an entry level job because “they felt unqualified or unsure of their skills.” More specifically still, graduates “are confused about how to weigh their skills and credentials against job descriptions,” which led to skepticism about the usefulness of their degrees to “career readiness.”³ The sequence of the Professional Writing and Editing Certificate alleviates much of this anxiety by **focusing on skill development and professional application.**

Search engines such as Jobs.com, Indeed.com, and LinkedIn regularly list hundreds of jobs for editors, translators, interpreters, publishing personnel, web curation, social media managers and content creators, marketing analysts, marketing strategists, communications analysts, and public relations specialists. Moreover, skills such as effective communication, time management, and attention to detail—all of which are honed throughout certificate coursework—are consistently mentioned in postings from fields as diverse as computer coding and nurse practitioner to elementary teachers and technical writers. Simply put, polished communication and editorial skills, especially when combined with an aptitude for technology and multitasking, are central to most careers.

3) What is the anticipated delivery method(s) and projected enrollment for the program? On what basis were those enrollment estimates developed?

We anticipate hybrid delivery, with a mix of in-person and online options.

We project an enrollment of 40 on the low end and 80 on the high end. The high-end number is based on 20% of current English majors, 10% of majors in Communications (including Public Relations), 10% of Marketing majors, an estimate of 10 students from STEM fields, and 10 students from other fields that contribute at least one course to the certificate electives. The low-end number is half of the high-end estimate.

4) Is it consistent with the strength and core competencies of the department?

Yes, we have several faculty who are experienced in professional writing and editing. Dr. Leah Haught mentors *LURe*, our undergraduate research journal and has taught our Publishing and Editing capstone course for years. Dr. Laura Miller teaches Technology for Writers and Editors and, like Dr. Haught, engages in digital publishing and editing through her scholarship. Dr. Maria Doyle also possesses expertise in digital publishing and has taught Professional and Technical Writing, as has Dr. Kevin Casper (disciplinary expertise in Rhetoric and Composition). Drs. Doyle

³ “Regret, Confusion, and Lack of Confidence: Cengage Group’s 2022 Graduate Employability Report Exposes the Reality of Entering Today’s Workforce,” Cengage Group, June 7, 2022 (<https://www.cengagegroup.com/news/press-releases/2022/cg-2022-employability-survey/>).

and Casper handle two core courses in the certificate (History of the English Language and Advanced Writing in the Disciplines). The program just hired Dr. Claudia Mitchell, whose main expertise is in Professional Writing and Rhetoric, and who has begun teaching these courses in Fall 2025. **In short, Professional Writing and Editing are areas of strength in UWG's English program.**

5) Briefly describe the anticipated resources needs for the proposed program. Consider including information about faculty workload, program administration, campus facilities, specialized equipment, and accreditation.

Current English staffing is sufficient to staff courses for this certificate, though if the program grows, we may need to consider an LTI position. For now, we have five full-time faculty who can teach required certificate courses and can manage our English offerings to cover these. Students enrolled in this program typically need access to Adobe Acrobat Pro. We would need for the library to order approximately \$300 in books to launch the program and support student research/projects. Program administration will be part of one full-time faculty member's service load.

6) Discuss in general terms the budgetary impact of delivering the program. Consider including the realignment of resources.

We anticipate minimal budget impact in the initial phase. If the program grows and faculty cannot be reassigned from other teaching assignments, we would consider requests for part-time/LTI or other full-time positions.

7) Is the program free from duplication or competition with a current or planned program within the university? Is an existing program or major being recommended for termination or deletion?

This program duplicates to some extent our current embedded Certificate in Publishing and Editing. However, we would recommend termination of that embedded certificate once this program is approved. Our proposed standalone does not duplicate existing standalone certificates at UWG. While there is a small amount of overlap in terms of elective courses with [Communication in the Workforce](#), our standalone is more focused on writing.

8) How will this program enhance the reputation of UWG? Please list business or other community partners who may be prepared to provide advocacy and support for the proposed program.

The impact of this certificate would not be limited to a small number of organizations. Indeed, learning the fundamentals of the relationships between the ethical use of technology and content development, editing and effective communication, and language and comprehension will help ready students to find careers in many fields, including but not limited to:

- Writing and Content Creation
- Editing and Copyediting

- Publishing
- Technical Communication
- Marketing and Advertising
- Public Relations
- Print and Digital Design
- Professional Translation and Interpretation
- AI Consultation

Thus, the certificate would enhance UWG's reputation nationally as well as locally, since these jobs regularly hire in the Southeast as well as other parts of the country. Graduates of our embedded certificate have gone on to careers in the following fields:

- AI Consultation
- Marketing for HarperCollins Español
- Elementary School Teaching
- Proposals Editor at Renaissance Learning
- Reporter and Editor for Greenville News

We would expect regional businesses and government agencies to support our expanded standalone certificate, since their operations rely on successful written communication. Specific examples close to Carrollton would include the Carroll County Chamber of Commerce, Tanner Health System, and governmental agencies. UWG also boasts a record of placing students for paid translation and localization internships with Across Healthcare (a healthcare software firm in Carrollton). Finally, we have placed teachers in numerous schools in the region, and several of these have gone on to become school administrators. Our certificate would position UWG as unique source for the recruitment of carefully trained, ethically minded writing professionals who can drive our region's economy forward.

Approval by Dean and Date:

Approval by President or Senior Vice President for Academic Affairs and Date:

**Academic Year
Program Map
Professional Writing and Editing Certificate Map**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
Complete ENGL 1102 with C or higher		Complete ENGL 1102 with C or higher	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
		ENGL 4405	
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
Complete 1000 and/or 2000-level major requirements		Complete 1000 and/or 2000-level major requirements	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 3410	3	ENGL 4304 (Grammar option 2) or Elective	3
ENGL 4300 (Grammar option 1) or Elective	3	ENGL 4405	3
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
*Students only need to take 4300 OR 4304, not both, and they only need one elective			

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE											
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	College of Humanities/English				PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5		
	PROGRAM:	Professional Writing and Editing Certificate			COURSES	Develop and edit professional documents using discipline-specific technologies	Critically evaluate how writers and speakers inform or persuade audiences according to context					
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)					1		ENGL 3410 (Core)	M, A	I			
					2		ENGL 4300 (Core)	R	R			
					3		ENGL 4304 (Core)	R	R			
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.				4		ART 3403 (elective)	R	I			
					5		COMM 3200 (elective)	R	I			
					6		COMM 3310 (elective)	R	I			
					7		COMM 3360 (elective)	R	I			
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.				8		COMM 4221 (elective)	R	R			
					9		ENGL 3200 (elective)	R	I			
10						ENGL 3405 (elective)	R	I				
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.					11		ENGL 4106 (elective)	R	R			
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.				12		ENGL 4170 (elective)	R	R			
					13		ENGL 4210 (elective)	R	R			
					14		ENGL 4295 (elective)	R	R			
					15		ENGL 4386 (elective)	R	R			
					16		ENGL 4425 (elective)	R	R			
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.					17		ENGL 4430 (elective)	R	R			
					18		FREN 3100 (elective)	R	I			
	**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.				19		FREN 3450 (elective)	R	I			
					20		FREN 4000 (elective)	R	R			
					21		FREN 4150 (elective)	R	R			
					22		GRMN 3102 (elective)	R	I			
					23		GRMN 3405 (elective)	R	I			
					24		GRMN 4170 (elective)	R	R			

25	HIST 4403 (elective)	R	R
26	MKTG 3809 (elective)	R	I
27	MKTG: 3810 (elective)	R	I
28	MKTG 4818 (elective)	R	R
29	PHIL 3300 (elective)	R	i
30	PHIL 4120 (elective)	R	R
31	SOCI 3273 (elective)	R	I
32	SPAN 3015 (elective)	R	I
33	SPAN: 3102 (elective)	R	I
34	SPAN 3450 (elective)	R	1
35	SPAN 4040 (elective)	R	R
36	SPAN 4170 (elective)	R	R
37	SPAN 4260 (elective)	R	R
38	POLS 4215 (elective)	R	R
39	POLS 4217 (elective)	R	R
40	ENGL 4405 (Core)	R	M, A

International Languages and Cultures

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* International Languages and Cultures

Program ID - DO NOT EDIT* 4945

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures.

We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Unless students begin the program with a strong background in the target language, they may require five years to complete the major with certification program.

Students majoring in Spanish or French and seeking P-12 certification must take the Georgia Educator Ethics Assessment (Test 360) and the following courses prior to being admitted to the College of Education.

See Professional Courses.

**EDUC 2120 Exploring Sociocultural
Perspectives on Diversity in Educational
Contexts**

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

Concentration in Spanish with P-12 Certification

SPAN 1001 Elementary Spanish I
SPAN 1002 Elementary Spanish II
SPAN 2001 Intermediate Spanish I
[Before]AND

9

FREN 1001 Elementary French I
FREN 1002 Elementary French II
FREN 2001 Intermediate French I
[Before]OR

9

GRMN 1001 Elementary German I
GRMN 1002 Elementary German II
GRMN 2001 Intermediate German I

FREN 1001 Elementary French I	
FREN 1002 Elementary French II	
FREN 2001 Intermediate French I	
[Before]AND	9
GRMN 1001 Elementary German I	
GRMN 1002 Elementary German II	
GRMN 2001 Intermediate German I	
[Before]OR	9
SPAN 1001 Elementary Spanish I	
SPAN 1002 Elementary Spanish II	
SPAN 2001 Intermediate Spanish I	

Spanish Majors must take:

Spanish majors must complete 25 semester hours: 15 credit hours of required SPAN courses and 6 credit hours of SPAN electives above SPAN 3015 and 3 credit hours of FORL 3000 Global Languages and Cultures (or future cross listed FREN/GRMN/SPAN and 1 credit hour from SPAN 4484 Senior Capstone.

25 major credit hours from required SPAN courses

SPAN 3015 Spanish for Professions
SPAN 3030 Introduction to Hispanic Literature
SPAN 3102 Spanish Composition
SPAN 4012 Spanish Culture and Civilization
[After] (or)

SPAN 4013 Latin American Culture and Civilization
[After] (and)

SPAN 4040 Spanish Linguistics
[After] (or)

SPAN 4170 Advanced Language Skills
[After] (and)

SPAN 4484 Senior Capstone
[After] (and)

FORL 3000 Global Languages and Cultures Colloquium
[After] (and)

[After] 6 credit hours of SPAN electives above SPAN 3015

French Majors must take:

25 major credit hours from required FREN courses: 9 credit hours of required FREN courses + 12 hours from FOUR 3000/4000 level FREN courses + 3 credit hours of FORL 3000 + 1 credit hour from FREN 4484 Capstone.

25 major credit hours from required FREN courses

FREN 3100 Composition and Conversation

FREN 3211 Topics in French Culture

FREN 4000 Advanced French Translation

[Before](or)

FREN 4310 Francophone Civilization

[After] (or)

FREN 4320 French Civilization and Culture

[After] (and)

FORL 3000 Global Languages and Cultures
Colloquium

[After] (and)

FREN 4484 Senior Capstone

[After] (and)

[After] 12 credit hours from 4 FREN courses at FREN
3000 and 4000 level

30 hours from the following Professional Courses for both French and Spanish majors:

EDUC 2120 Exploring Sociocultural
Perspectives on Diversity in Educational
Contexts

[Before]AND

choose 1 from below

6

EDUC 2130 Exploring Learning and Teaching

[Before]OR

MEDT 2501 Multiple Literacies for Ed.

[Before]OR

FORL 2100 Language and Identity

[Before]AND

SEED 4271 Instruction, Assessment, and

24

Management in the Secondary Classroom

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

SPED 3715 The Inclusive Classroom: Differentiating Instruction

MEDT 3401 Integrating Technology into the Curriculum

FORL 4501 Foundations of Language Development

FORL 4502 Methods of Foreign Language Teaching

FORL 4586 Teaching Internship

Note:

They must complete through the 2001 level in a second language unless they complete a second major or a second degree. In that case, 9 hours of approved courses for the additional Field of Study may replace this requirement. Certification candidates must have a GPA of 2.7 or higher.

5 credit hours from electives

ILC strongly recommends to its majors that electives be courses at the 3000 level or above in their major language

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* International Languages and Cultures' modifications to the Certification Tracks in French and Spanish promote UWG's initiative to improve retention and graduation rates by providing clearly outlined sequencing in this professional degree pathway. To reinforce the division between the stand-alone B.A. and the Teaching Certification, we propose a 30 credit Professional Courses area of study that will house education and second language pedagogy courses specific to the professional outcome of the degree, in addition to the 25 major requirements of the stand-alone B.A. This Professional Course area also delineates the point at which students are required to apply for admission into the Teacher Education program in the College of Education. The changes to the undergraduate teacher certification tracks in French and Spanish are mostly organizational, with slight updates in courses. The organizational modifications clarify student's progression in the program and align with equivalent certification tracks in other disciplines at UWG. Both tracks continue to offer content-specific pedagogical training and field experience in the concentration language within 120 credit hours.

The course modifications are informed by current course offerings within the College of Education, our partner in this degree through which we offer field experiences, process certifications, and maintain teacher education program accreditation. These changes are also informed by updates to the state requirements and recommendations for teacher education in French and Spanish. Course selection and organization is sequenced and designed to meet the Georgia Professional Standards Commission's (GaPSC) recommendations as well as to promote successful completion of the Georgia Assessment for Certified Educators.

The modifications represent updated guidance from the GaPSC and data-informed decisions that leverage enrollment trends. Providing a clearly sequenced and updated degree pathway responds to the current critical need for language teachers in Georgia. The American Council on the Teaching of Foreign Languages recognizes the current shortage of world language teachers as critical and estimates a hiring gap of 100,000 teachers annually (ACTFL). The modifications will contribute to workforce development in the state as the historical turnover rate for teachers in Georgia is higher than the national average (Flamini and Steed, 2022), with attrition rates highest in world languages and math (Stephens, et al, 2015).

In sum, the proposed modifications to the Certification Track in French and Spanish will:
Solidify scaffolded teacher education at UWG;
Produce knowledgeable and experienced graduates ready to enter today's workforce;
Empower UWG students in their degree completion by clearly defining areas of studies, including Professional Courses.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

Program Map*

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

Assessment Plan*

- ☐ I have attached the Assessment Plan.

 N/A

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

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

Academic Year 2026			
Program Map: International Languages and Cultures			
DEGREE and MAJOR: BA Foreign Languages / International Languages			
Concentration (if applicable): Spanish Teacher Certification			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101 [CW]	3	ENGL 1102 [CW]	3
SPAN 1001 [FOS]	3	SPAN 1002 [FOS]	3
ART or ANTH or COMM or ENGL or THEA or PHIL or FR GR SP or BUSA or CS or LIBR, or MUSC [I]	3	HIST 2111 OR 2112 [P]	3
MATH 1001 OR 1111 [M]	3	SOCIAL SCIENCE [SS]	3
HIST 1111 OR 1112 [SS]	3	SCIENCE + LAB [TMS]	4
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher.	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SPAN 2001 [FOS]	3	SPAN 3015 [MAJOR]	3
SECONDARY FL 1001 (GRMN OR FREN) [FOS]	3	SECONDARY FL 1002 (GRMN OR FRENCH) [FOS]	3
ARTS, HUMANITIES, ETHICS [A]	3	POLS 1101 [P]	3
NON – LAB SCIENCE [TMS]	3	MATH, SCIENCE, QUANT TECH [TMS]	3
ELECTIVE	3	EDUC 2120	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SECONDARY FL 2001 (GRMN OR FREN) [FOS]	3		SPAN 3030 [MAJOR]	3
FORL 3000 [MAJOR]	3		SPAN 4012 or 4013 [MAJOR]	3
SPAN 3102 [MAJOR]	3		XIDS 2002 [I]	2
SPED 3715	3		SEED 4271/4271L	3
FORL 4501	3		FORL 4502	3
ARTS, HUMANITIES, ETHICS [A]	3		ELECTIVE	2
SEMESTER TOTAL	18		SEMESTER TOTAL	16
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SPAN 4040 OR 4170 [MAJOR]	3		SPAN 4484 [MAJOR]	1
SPAN 3000 OR 4000 [MAJOR]	3		FORL 4586 Internship	9
SPAN 3000 OR 4000 [MAJOR]	3			
EDUC 2130 or MEDT 2501 or FORL 2100	3			
MEDT 3401	3			
SEMESTER TOTAL	15		SEMESTER TOTAL	10
Milestones			Milestones	

Academic Year 2026			
Program Map: International Languages and Cultures			
DEGREE and MAJOR: BA Foreign Languages / International Languages			
Concentration (if applicable): French Teacher Certification			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101 [CW]	3	ENGL 1102 [CW]	3
FREN 1001 [FOS]	3	FREN 1002 [FOS]	3
ART or ANTH or COMM or ENGL or THEA or PHIL or FR GR SP or BUSA or CS or LIBR or MUSC [I]	3	HIST 2111 OR 2112 [P]	3
MATH 1001 OR 1111 [M]	3	SOCIAL SCIENCE [SS]	3
HIST 1111 OR 1112 [SS]	3	SCIENCE + LAB [TMS]	4
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher.	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
FREN 2001 [FOS]	3	FREN 3100 (may be taken up to three times for credit with different content) [MAJOR]	3
SECONDARY FL 1001 (GRMN OR SPAN) [FOS]	3	SECONDARY FL 1002 (GRMN OR SPAN) [FOS]	3
ARTS, HUMANITIES, ETHICS [A]	3	POLS 1101 [P]	3
NON-LAB SCIENCE [TMS]	3	MATH, SCIENCE, QUANT TECH [TMS]	3
ELECTIVE	3	EDUC 2120	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SECONDARY FL 2001 (GRMN OR SPAN) [FOS]	3		FREN 3000 OR 4000 [MAJOR]	3
FORL 3000 [MAJOR]	3		FREN 4000 OR 4310 OR 4320 [MAJOR]	3
FREN 3211 [MAJOR]	3		XIDS 2002 [I]	2
ARTS, HUMANITIES, ETHICS [A]	3		SEED 4271/4271L	3
SPED 3715	3		FORL 4502	3
FORL 4501	3		ELECTIVE	2
SEMESTER TOTAL	18		SEMESTER TOTAL	16
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
FREN 3000 OR 4000 [MAJOR]	3		FREN 4484 [MAJOR]	1
FREN 3000 OR 4000 [MAJOR]	3		FORL 4586 Internship	9
FREN 3000 OR 4000 [MAJOR]	3			
EDUC 2130 or MEDT 2501 or FORL 2100	3			
MEDT 3401	3			
SEMESTER TOTAL	15		SEMESTER TOTAL	10
Milestones			Milestones	

International Languages and Cultures, French Track B.A.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* International Languages and Cultures, French Track B.A.

Program ID - DO NOT EDIT* 4930

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

FREN 1001 Elementary French I	
FREN 1002 Elementary French II	
FREN 2001 Intermediate French I	
[Before](And)	9
GRMN 1001 Elementary German I	
GRMN 1002 Elementary German II	
GRMN 2001 Intermediate German I	
[Before](Or)	9
SPAN 1001 Elementary Spanish I	
SPAN 1002 Elementary Spanish II	
SPAN 2001 Intermediate Spanish I	

Courses Required for the Degree: 25 Hours

French majors need to complete 13 semester hours of required French courses and 12 semester hours from 4 FREN courses at FREN 3000 and 4000 level. The required 13 semester hours include:

FREN 3100 Composition and Conversation	
[Right] (may be taken 3 times for credit with different content)	13
FREN 3211 Topics in French Culture	
FREN 4000 Advanced French Translation	
[Before](Or)	
FREN 4310 Francophone Civilization	
[Before](Or)	
FREN 4320 French Civilization and Culture	
[Before](And)	
FORL 3000 Global Languages and Cultures	

Colloquium

[Before](And)

FREN 4484 Senior Capstone

[Before](And)

[Before]12 credit hours from 4 FREN courses at FREN
3000 and 4000 level.

12

Electives: 35 Hours

The International Languages and Cultures Program strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language.

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Last year we submitted a proposal requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles. That request was approved by the USG.

We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics.

Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite.

In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

Program Map*

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

Assessment Plan*

- ☐ I have attached the Assessment Plan.
- ☒ N/A

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

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

Academic Year 2026			
Program Map: International Languages and Cultures			
DEGREE and MAJOR: BA Foreign Languages / International Languages			
Concentration (if applicable): French Track			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101 [CW]	3	ENGL 1102 [CW]	3
FREN 1001 [FOS]	3	FREN 1002 [FOS]	3
ART or ANTH or COMM or ENGL or THEA or PHIL or FR GR SP or BUSA or CS or LIBR or MUSC [I]	3	HIST 2111 OR 2112 [P]	3
MATH 1001 OR 1111 [M]	3	SOCIAL SCIENCE [SS]	3
HIST 1111 OR 1112 [SS]	3	SCIENCE + LAB [TMS]	4
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher.	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
FREN 2001 [FOS]	3	FREN 3100 (may be taken up to three times for credit with different content) [MAJOR]	3
SECONDARY FL 1001 (GRMN OR SPAN) [FOS]	3	SECONDARY FL 1002 (GRMN OR SPAN) [FOS]	3
ARTS, HUMANITIES, ETHICS [A]	3	POLS 1101 [P]	3
NON-LAB SCIENCE [TMS]	3	MATH, SCIENCE, QUANT TECH [TMS]	3
ELECTIVE / MINOR	3	ELECTIVE / MINOR	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SECONDARY FL 2001 (GRMN OR SPAN) [FOS]	3		FREN 4000 OR 4310 OR 4320 [MAJOR]	3
FORL 3000 [MAJOR]	3		FREN 3000 OR 4000 [MAJOR]	3
FREN 3211 [MAJOR]	3		XIDS 2002 [I]	2
ARTS, HUMANITIES, ETHICS [A]	3		ELECTIVE / MINOR	3
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
SEMESTER TOTAL	15		SEMESTER TOTAL	14
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
FREN 3000 OR 4000 [MAJOR]	3		FREN 3000 OR 4000 [MAJOR]	3
FREN 3000 OR 4000 [MAJOR]	3		FREN 4484 [MAJOR]	1
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
			ELECTIVE / MINOR	3
SEMESTER TOTAL	15		SEMESTER TOTAL	16
Milestones			Milestones	

International Languages and Cultures, German Track B.A.

2026-2027 Undergraduate Revise Program Request

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* International Languages and Cultures, German Track B.A.

Program ID - DO NOT EDIT* 4931

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communications and research.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

GRMN 1001 Elementary German I
GRMN 1002 Elementary German II
GRMN 2001 Intermediate German I
[Before](And)
FREN 1001 Elementary French I
FREN 1002 Elementary French II
FREN 2001 Intermediate French I
[Before](Or)
SPAN 1001 Elementary Spanish I
SPAN 1002 Elementary Spanish II
SPAN 2001 Intermediate Spanish I

Courses Required for the Degree: 25 Hours

German majors need to complete 13 required semester hours of German courses and 12 semester hours from 4 GRMN courses at GRMN 3000 and 4000 level. The 13 required credit hours include:

GRMN 3101 Conversational German
[Right] (Can be taken twice for credit with different content)
[Before](And)
GRMN 3102 German Composition
[Right] (Can be taken twice for credit with different content)
[Before](And)
[Before]Any 4000 GRMN course
FORL 3000 Global Languages and Cultures Colloquium

[Before](And)
GRMN 4484 Senior Capstone

[Before](And)
**[Before]12 credit hours from 4 GRMN courses at GRMN
3000 or GRMN 4000 level**

In Addition

Students are required to have either done an internship or language program in a German-speaking country. This is NOT necessarily a credit hour or course requirement, as participation in a study abroad program satisfies it and certain non-credit-bearing internships, with the permission of the German faculty, could as well. No more than 5 of the required hours may come from internships and no more than 9 of the required hours may be transferred from a pre-approved overseas program. At least 12 hours of 3000- and 4000-level German courses must be taken at the University of West Georgia.

Electives: 35 Hours

The International Languages and Cultures Program strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language. The German Section further recommends that its majors take electives that support their major, including German or European history, German philosophy, music, and/or art, and English courses on periods, topics, theory, and writing. Majors are required to seek advisement from the German faculty.

Total: 120 Hours

Note

Students must complete through the 2001 level in a second language unless they complete a second major or a second degree. In that case, 9 hours of approved courses for the additional Field of Study may replace this requirement. (Applies only after completing a second major or degree)

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Last year we submitted a proposal requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles. That request was approved by the USG.

We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics.

Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite.

In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

Program Map*

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

Assessment Plan*

- ☐ I have attached the Assessment Plan.
- ☒ N/A

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

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

Academic Year 2026			
Program Map: International Languages and Cultures			
DEGREE and MAJOR: BA Foreign Languages / International Languages			
Concentration (if applicable): German Track			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101 [CW]	3	ENGL 1102 [CW]	3
GRMN 1001 [FOS]	3	GRMN 1002 [FOS]	3
ART or ANTH or COMM or ENGL or THEA or PHIL or FR GR SP or BUSA or CS or LIBR or MUSC [I]	3	HIST 2111 OR 2112 [P]	3
MATH 1001 OR 1111 [M]	3	SOCIAL SCIENCE [SS]	3
HIST 1111 OR 1112 [SS]	3	SCIENCE + LAB [TMS]	4
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher.	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
GRMN 2001 [FOS]	3	GRMN 3101 (may be taken up to three times for credit with different content) [MAJOR]	3
SECONDARY FL 1001 (FREN OR SPAN) [FOS]	3	SECONDARY FL 1002 (FREN OR SPAN) [FOS]	3
ARTS, HUMANITIES, ETHICS [A]	3	POLS 1101 [P]	3
NON-LAB SCIENCE [TMS]	3	MATH, SCIENCE, QUANT TECH [TMS]	3
ELECTIVE / MINOR	3	ELECTIVE / MINOR	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SECONDARY FL 2001 (FREN OR SPAN) [FOS]	3		GRMN 4000 [MAJOR]	3
FORL 3000 [MAJOR]	3		GRMN 3000 OR 4000 [MAJOR]	3
GRMN 3102 [MAJOR]	3		XIDS 2002 [I]	2
ARTS, HUMANITIES, ETHICS [A]	3		ELECTIVE / MINOR	3
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
SEMESTER TOTAL	15		SEMESTER TOTAL	14
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
GRMN 3000 OR 4000 [MAJOR]	3		GRMN 3000 OR 4000 [MAJOR]	3
GRMN 3000 OR 4000 [MAJOR]	3		GRMN 4484 [MAJOR]	1
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
			ELECTIVE / MINOR	3
SEMESTER TOTAL	15		SEMESTER TOTAL	16
Milestones			Milestones	

International Languages and Cultures, Spanish Track B.A.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* International Languages and Cultures, Spanish Track B.A.

Program ID - DO NOT EDIT* 4940

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

Program Description*

The program in International Languages and Cultures prepares students to thrive in an increasingly multicultural and globally-connected world. We offer degrees and minors in French, German, and Spanish as well as a Stand-Alone Certificate in Global Languages and Cultures. We also offer a BA in Teaching Certification in French and Spanish. Students who study languages and cultures become more engaged global citizens while developing valuable skills in intercultural communication and research.

Status*

☒

Active-Visible

☐

Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

SPAN 1001 Elementary Spanish I

SPAN 1002 Elementary Spanish II

SPAN 2001 Intermediate Spanish I

[Before](And)

9

FREN 1001 Elementary French I

FREN 1002 Elementary French II

FREN 2001 Intermediate French I

[Before](Or)

9

GRMN 1001 Elementary German I

GRMN 1002 Elementary German II

GRMN 2001 Intermediate German I

Courses Required for the Degree: 25 Hours

Spanish majors need to complete 15 credit hours of required Spanish courses and 3 credit hours of FORL 3000 and 6 credit hours of SPAN electives above SPAN 3015 and 1 credit hour of Spanish Capstone

SPAN 3015 Spanish for Professions

SPAN 3030 Introduction to Hispanic Literature

SPAN 3102 Spanish Composition

SPAN 4012 Spanish Culture and Civilization

[Before](Or)

SPAN 4013 Latin American Culture and Civilization

[Before](And)

SPAN 4040 Spanish Linguistics

[Before](Or)

SPAN 4170 Advanced Language Skills

[Before](And)

**FORL 3000 Global Languages and Cultures
Colloquium**

[Before](Or)

[Before]Future cross-listed FREN/GRMN/SPAN courses

[Before](And)

[Before]6 credit hours of SPAN 3000 or 4000 level
courses

SPAN 4484 Senior Capstone

Electives: 35 Hours

The International Languages and Cultures Program strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language.

Total: 120 Hours

Students may retake a course in French, Spanish, or German for credit at the 1000 or 2000 level only if they have not completed a course with a higher number for credit.

Note

Students must complete through the 2001 level in a second language unless they complete a second major or a second degree. In that case, 9 hours of approved courses for the additional Field of Study may replace this requirement. (Applies only after completing a second major or degree)

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Last year we submitted a proposal requesting a change in degree name from Foreign Languages and Literatures to International Languages and Cultures to align with our program name and our principles. That request was approved by the USG.

We also proposed and received approval to lower our major requirements from 28 to 25 credit hours. Now, rather than require completion of FREN/GRMN/SPAN 2002 we are requiring completion of 2001 as a prerequisite to some of the 3000 and 4000 level courses. This streamlines the pathway to completing the major in two ways: 1) it helps reduce bottlenecks related to scheduling, allowing students to access a wider range of upper-level courses that fulfill their major; and 2) it aligns with recent changes in prerequisites for certain courses that allow students to enter into content-based courses earlier in their degree, thereby applying their knowledge of language and culture to a range of topics.

Additionally, we proposed and received approval to make FORL 3000 Global Lang. & Cult. Colloquium a prerequisite to our capstone. FORL 3000 allows students to analyze, interpret and apply the relevance of their knowledge of global languages and cultures to a wide range of professional and academic contexts. The inclusion of FORL 3000 as a requirement for the degree thus ensures that students have an academic framework for applying and articulating their language and intercultural skills and knowledge prior to graduating. This course connects to USG's goal of Career-Ready-Competencies and further emphasizes the goal of helping students "build essential skills that are highly valued in the workforce and in central to being prepared to lead in a complex, interconnected and changing world."

Now, in the spirit of making sure that we comply with all UWG and USG requirements, we are including FR 1001, GR 1001, SP 1001 in the Field of Studies since we cannot require FR GR SP 1002 without counting its prerequisite.

In sum, the changes that were approved last year and our current proposal to include FR GR SP 1001 in the Field of Studies streamline the requirements for a major while keeping the standards and rigor of what a BA in International Languages and Cultures should be.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered

- ☐ Change in credit hours required to complete the program
☒ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Academic Year 2026			
Program Map: International Languages and Cultures			
DEGREE and MAJOR: BA Foreign Languages / International Languages			
Concentration (if applicable): Spanish Track			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101 [CW]	3	ENGL 1102 [CW]	3
SPAN 1001 [FOS]	3	SPAN 1002 [FOS]	3
ART or ANTH or COMM or ENGL or THEA or PHIL or FR GR SP or BUSA or CS or LIBR, or MUSC [I]	3	HIST 2111 OR 2112 [P]	3
MATH 1001 OR 1111 [M]	3	SOCIAL SCIENCE [SS]	3
HIST 1111 OR 1112 [SS]	3	SCIENCE + LAB [TMS]	4
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		Milestones	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher.	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SPAN 2001 [FOS]	3	SPAN 3015 [MAJOR]	3
SECONDARY FL 1001 (GRMN OR FREN) [FOS]	3	SECONDARY FL 1002 (GRMN OR FRENCH) [FOS]	3
ARTS, HUMANITIES, ETHICS [A]	3	POLS 1101 [P]	3
NON-LAB SCIENCE [TMS]	3	MATH, SCIENCE, QUANT TECH [TMS]	3
ELECTIVE / MINOR	3	ELECTIVE / MINOR	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SECONDARY FL 2001 (GRMN OR FREN) [FOS]	3		SPAN 3030 [MAJOR]	3
FORL 3000 [MAJOR]	3		SPAN 4012 or 4013 [MAJOR]	3
SPAN 3102 [MAJOR]	3		XIDS 2002 [I]	2
ARTS, HUMANITIES, ETHICS [A]	3		ELECTIVE / MINOR	3
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
SEMESTER TOTAL	15		SEMESTER TOTAL	14
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SPAN 4170 [MAJOR]	3		SPAN 3000 OR 4000 [MAJOR]	3
SPAN 3000 OR 4000 [MAJOR]	3		ELECTIVE /MINOR	3
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
ELECTIVE / MINOR	3		ELECTIVE / MINOR	3
			SPAN 4484 [MAJOR]	1
SEMESTER TOTAL	15		SEMESTER TOTAL	16
Milestones			Milestones	

SABH - 4613 - Interviews and Observations

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

College - School/
Department*

School of Social Sciences

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix* SABH

Course Number* 4613

Course Title* Interviews and Observations

Long Course Title

Course Type* Social & Behavioral Health

Catalog Course Description* This course introduces students to foundational qualitative research methods used in sociology, with special attention to interviewing and observation studies.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites SOCI 1101 or SOCI 1160

Concurrent Prerequisites

Corequisites

Restrictions

Is this a General Education course? ☐ Yes ☒ No

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* Other sociology courses (SOCI 4000 and SOCI 4003) have Social and Behavioral Health equivalents (SABH 4000 and SABH 4003), which ensures that Social & Behavioral Health majors will be able to get seats in the course (we always offer them cross-listed). Now that the Sociology program plans to offer SOCI 4613 more regularly, we would like to do the same with SABH 4613, which counts in the same area of the Social & Behavioral Health major as the other cross-listed courses.

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

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

1. Demonstrate understanding of foundational qualitative research methods used in Sociology.
2. Evaluate central qualitative research methods for studying society.
3. Design research studies using interviewing and observational methods.
4. Collect and analyze qualitative data and present 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/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?* NA

Fee Justification

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

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

NEW SYLLABUS

SABH 4613 Interviews and Observations

Course Description:

This course introduces students to foundational qualitative research methods used in sociology, with special attention to interviewing and observation studies.

Course Objectives:

1. Demonstrate understanding of foundational qualitative research methods used in Sociology.
2. Evaluate central qualitative research methods for studying society.
3. Design research studies using interviewing and observational methods.
4. Collect and analyze qualitative data and present findings.

Connection to Program Learning Outcomes:

The above objectives contribute to the following program-level learning outcomes:

- Communicate in writing how sociology contributes to an understanding of social reality
- Demonstrate an understanding of methodological approaches within sociology

This course will consider some of the central methodological issues relevant to doing qualitative research. Because an understanding of qualitative research is best gained through experience in the social world, this course emphasizes a “learning by doing” approach. Students will learn the basic techniques for different data collection methods. In addition, students will gain experience using qualitative computer software for analyzing data. We will explore some of the critical ethical and political questions that arise within qualitative research practice. **Expect to spend considerable time on your projects both inside and outside class.**

Course Requirements

Required Course Materials:

Interpreting Qualitative Data, 6th edition (paperback) by David Silverman. Sage Publications (ISBN: 9781526467249)

- Articles available on CourseDen as assigned.

Recommended Additional Reading:

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Lofland, John and Lyn H. Lofland. 1995. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, 3rd ed. Wadsworth.

ASSIGNMENTS

1. **Attendance and attention** in class are assumed. **Attendance will be taken each class period.** Students who arrive late or leave early will be counted as absent. Students cannot accrue points for attendance and participation; however, you will lose out on points for in-class assignments if you are not in attendance, and these points may not be made up. There will be six (6) of these in-class assignments worth 10 points each. They might include quizzes, writing assignments, demonstration of skills learned, or group activities. Missing just two days could bring your in-class assignment grade down to a D (Only completing 4 out of the 6 activities brings you to a 67% for the total number of assignments). Three absences will bring this grade to a 50% (F).

Inappropriate behavior will also result in a deduction of points. It is important that you bring your textbooks to class.

It is expected that you will have read and are prepared to talk about the assigned readings for that day and are able to relate the readings to your own research projects. Willingness to discuss and reflect on your own projects is also expected. We will be doing a lot of helping one another during class time with our respective projects.

2. **Book** We will all be reading and reviewing an ethnography. Your reviews you should note at least the following: 1) the author's research question; 2) research design (including description of the data, sampling, methods of data collection, and related issues); 3) data analysis; 4) conclusions and 5) contribution to the sociological literature. See issues of *Contemporary Sociology* (in the Ingram Library and on JSTOR at the following web address: <http://www.jstor.org/journals/00943061.html>) for an example of how to write a book review. It

is imperative that you do not work together on this project. Individual work must be done. **Plagiarism in any form will result in a failing grade for the class and reported to the Provost's office.**

3. In-Class Discussion Activities

4. Research Mini-Projects: You will select a topic of research for the semester. Once you have identified your topic of interest, you will conduct a series of mini-projects using qualitative methods. You are NOT to change topics once you've started the mini-projects (beginning with the completion of an IRB Form). These projects are noted on the class schedule. Detailed instructions will be provided for each as the deadline draws nearer. Make sure you download these from WebCT and keep them handy in a folder and bring them to class each day.

► **Field Observation (Field Notes)**

Early in the semester you will select a field site for observation. Once the research site is secured you will be expected to submit **1 set of fieldnotes**, which will record in detail your observations and observer comments (These are not papers, in that you will not be developing an analytical argument). Your fieldnotes should be typed and **single spaced** and **3 pages in length**. You are also required to **code your fieldnotes** (after original fieldnotes have been read by me). You will save and submit to me your recorded fieldnotes (in handwritten form and, if applicable, your cassette tape or digital file).

► **Content Analysis**

From your field site, or in relation to your topic of interest, you will collect recorded material for content analysis. This can be a brochure (for an organization), a set of meeting minutes, magazine advertisements, and much more. You will be expected to submit the material (if feasible) and a **3 page typed double-spaced paper analyzing the content of the material**.

► **Interview Project**

Continuing with the same topic, you will be expected to conduct 1 interview (**which will be at least 3-4 pages typed**). You are required to **transcribe and code the interview**. You will save and submit to me your recorded interview (your cassette tape and, if applicable, any handwritten notes).

5. Drafts of Paper

You will provide me with two early drafts of your final paper on two specified dates. Note that while there are no points assigned to this draft, if you fail to turn in each of these drafts by the due date, 20 points will be deducted from your final paper for each draft late.

6. Final Papers: You will submit a final paper (10-12 pages in length), based on your data collection and analysis. The final paper will provide an overview and summary of your research project for the semester, and should include: 1) an introduction where the topic of research is described; 2) a methods section where the qualitative methods used in this project are presented – this will be the longest section of the paper and will include your experiences as a qualitative researcher (more information will be provided in class); 3) an analysis section where you describe how you analyzed the data; and 4) a findings section where you give an overview of the themes you found in the data.

7. Final Paper Presentation: Each student will give a 10-15 minute presentation of their final paper to the class.

Assignment		Possible Points
Intro Discussion Post		5 points
In-Class Activities	10 @ 5 points each =	50 points
Homework	5 @ 10 points each	50 points
One-page statement		5 points
Field Notes		30 points
Interview Questions		10 points
Transcribed Interview		30 points
Codes for Field Notes		5 points
Codes for Interview		5 points
Final Paper		100 points
Total Possible Points		290 points

Grading Scale

Grades will be based on a point scale

General Policies

Link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

SOCI - 4453 - Sociology of Education

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

School of Social Sciences

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course? * ☒ No

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

Course Information

Course Prefix *

SOCI

Course Number * 4453

Course Title * Sociology of Education

Long Course Title

Course Type *

Sociology

Catalog Course Description *

This course examines education from a sociological perspective. Topics covered include education as a social institution, the changing contexts of schools and schooling, social organization within the school and the classroom, and relationships between education and inequality.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites SOCI 1101 or SOCI 1160

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

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

Status * ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply) *

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

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

Grading *

Undergraduate Standard Letter

Justification and Assessment

Rationale * We have offered this course multiple times as a special-topics course and it is of great interest to students. Sociology of Education will be relevant to students' future careers, particularly those who may be working as school social workers or as health or counseling professionals in schools.

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

1. Students will demonstrate sociological understanding of the relationship between education and society and, in particular, between education and social inequality.
2. Students will demonstrate understanding of the social organization of education and the relationships between education and other social institutions.
3. Students will demonstrate familiarity with sociological research methods used in the study of education.

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

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

If yes, what will the fee be?* NA

Fee Justification

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

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



Sociology of Education

SOCI-4453

Spring 2023 Section E01 3 Credits 01/09/2023 to 05/09/2023 Modified 02/13/2023



Description

This course examines education from a sociological perspective. Topics covered include education as a social institution, the changing contexts of schools and schooling, social organization within the school and the classroom, and relationships between education and inequality.

Prerequisites:

SOCI 1101 or SOC 105

Corequisites:



Contact Information

Instructor: Dr. Neema Noori

Class Time and Place: Fully Online

Email address: nnoori@westga.edu

Office hours: Tuesdays and Thursdays 11:00-1:00 pm or by appointment (please call the number listed below to reach me during office hours)

Office phone: 678-310-8532



Meeting Times



Materials

Paying for the Party, Armstrong and Hamilton

Unequal Childhoods: Class, Race, and Family Life, 2nd Edition with an Update a Decade Late, Annette Lareau

Privilege, Shamus Khan

Outcomes

I. Learning Outcomes

Students will demonstrate sociological understanding of the relationship between education and society and, in particular, between education and social inequality.

Students will demonstrate understanding of the social organization of education and the relationships between education and other social institutions.

Students will demonstrate familiarity with sociological research methods used in the study of education.

Evaluation

Criteria

Breakdown

Assignments

Assignments

This course is divided into 10 modules. The course ends on May 1st. Please find a detailed description of the course requirements below.

Discussions: You cannot contribute and learn if you do not read all the materials and comment on the readings. Therefore, an important component of the course is to read carefully and comment on the discussion board. **To receive maximum credit, you must post at least three times and your posts should demonstrate substantive engagement with readings** Your first post is always due on Thursday. For more information on how discussion posts will be graded, please refer to the discussion grading rubric posted on CourseDen.

Quizzes: The quizzes will be completed online under the CourseDen assessment tool. Students will be able to take a module quiz any time after the designated start time. To complete the quizzes, students will login and be given a time limit to complete all of the questions. Therefore, it is very important that students complete all readings before taking the quizzes. Each quiz has a designated end time and no extensions will be granted. Any student not taking the quiz in the specified period will receive a zero. These assessments will consist of either essay or multiple choice questions and will test for knowledge of topics covered in the book and readings.

Writing Assignment and Final Exam: I will post specific guidelines and instructions on Courseden early in the semester for the writing assignments. Moreover, late submissions will not be accepted for any assignment.

Assignment Schedule and Grade Calculation

Requirement	Total	Value	Due Date	Points
Course Discussions	11	30%	See Class Schedule	20 per post
Module Quizzes	11	30%	See Class Schedule	20 per quiz
Short Papers	2	40%	See Class Schedule	100 per paper
Letter Grade				
A				90%-100%
B				80%-89%
C				70%-79%
D				60%-69%
F				-59%

Schedule

COURSE SCHEDULE

1	1/9	1/15	Module 1: Introduction	
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			Read Academically Adrift Watch the NPR video Watch my introductory video Complete Discussion 1 by 1/15 Complete Quiz 1 by 1/15	
2	1/16	1/22	Module 2: Critical Race Theory	
			Read "The Man Behind Critical Race Theory" Read "Understanding the Backlash Against Critical Race Theory" Watch Noori Lecture on Critical Race Theory Watch Critical Race Theory Explained Complete Discussion 2 by 1/22 Complete Quiz 2 by 1/22	
3	1/23	1/29	Module 3: Social and Cultural Capital	
			Read Pierre Bourdieu's "Forms of Capital" Read Coleman on "Social Capital" Read Seidman on Bourdieu Watch Noori Lecture Complete Quiz 3 Complete Discussion 3	

4	1/30	2/12	Module 4: Cultural Capital, Race, Class Part I	
			Read Chapters 1-3 (Pp. 1-65) Complete Discussion 4 by 2/12 Complete Quiz 4 by 2/12 Watch Noori Lecture	
5	2/13	2/19	Module 5: Cultural Capital, Race, Class Part II	
			Read Chapters 4-7 (Pp.66-133) Complete Quiz 5 by 2/19 Complete Discussion 5 by 2/19 Watch Noori Lecture	
6	2/20	2/26	Module 6: Cultural Capital, Race, Class Part III	
			Read Chapters 8-11 (Pp.134-220) Complete Quiz 6 by 2/26 Complete Discussion 7 by 2/26 Watch Noori Lecture	
7	2/27	3/5	Module 7: Cultural Capital, Race, Class Part IV	

			Read Chapters 12-14 (Pp.221-332) Complete Quiz 7 by 3/5 Complete Discussion 7 by 3/5 Watch Noori Lecture Paper 1 Assigned	
8	3/6	3/12	Module 8: Theorizing Inequality, Hierarchy, and Elites I	
			Watch Noori Lecture Read Shamus Khan, Introduction and Chapters 1-2 Complete Quiz 8 by 3/12 Complete Discussion 8 3/12 Paper 1 Due on 3/12	
9	3/13	3/26	Module 9: Theorizing Inequality, Hierarchy, and Elites I	
			Read Shamus Khan, Chapters 3-Conclusion Complete Discussion 9 by 3/26 Complete Quiz 9 by 3/26 Watch Noori Lecture	
10	3/27	4/2	Module 10: Higher Education and Social Class I	
			Read Chapters 1-3 Complete Quiz 10 by 4/2 Complete Discussion 10 by 4/2 Watch Noori Lecture	

11	4/3	4/16	Module 11: Higher Education and Social Class II	
			Read Chapters 4-6 Complete Quiz 11 by 4/16 Complete Discussion 11 by 4/16 Watch Noori Lecture Paper 2 Assigned	
12	4/17	4/30	Module 12: Higher Education and Social Class III	
			Read Chapters 7-9 Watch Noori Lecture Paper 2 Due 4/30	

* Course Policies and Resources

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this online class, students are required to post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Academic Honesty:

Students who improperly use source material from the internet or copy material from another student will receive a zero on the assignment. Plagiarism on any assignment, including quizzes, discussion, posts, will result in a zero on the assignment and disciplinary action from the university.

Communication Policy:

"Ask your Instructor Discussion Board": There is a discussion board called "Ask your Instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you need to contact me on a different matter, please contact me through the email tab of the course website.

Email: I prefer that you send me your questions via CourseDen email as I rarely check my voicemail. I will return all emails in 36-hours during the week and within 48 hours over the weekends.

Online Etiquette

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional

Expected Response Times

Students can expect me to be in the online discussion at least three days per week, primarily during weekdays, but I will check in once during the weekend. Online discussions will be graded within 3 days of the due date. Homework assignments will be graded within 5 days of the due date. I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

College/School Policies

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

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

Center for Academic Success: The [Center for Academic Success \(http://www.westga.edu/cas/\)](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 \(https://www.westga.edu/writing/\)](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 help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: 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](#).

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

ELL Resources

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

COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

Additional Items

COMM - 3300 - Introduction to AI in Media

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

Desired Effective
Semester*

Spring

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

School of Communication, Film and Media

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

☒ Yes

☐ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

COMM

Course Number* 3300

Course Title* Introduction to AI in Media

Long Course Title

Course Type*

Mass Communications

Catalog Course Description* This course teaches how to use AI in practical ways for business and communication. Students will practice writing clear instructions, called prompts, to get the best results from ChatGPT and other AI tools—skills that matter for journalists, public relations practitioners, marketers, social media managers, and creators. By the end, students will know how to ask AI the right questions, sharpen their writing and editing, turn data into charts, create images, and save time by automating their work. This course helps students work more efficiently, communicate clearly, and succeed in an AI-powered world.

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

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 Prerequisite: COMM 1154 with a minimum grade of C and ENGL 1102 with a minimum grade of C

**Concurrent
Prerequisites**

Corequisites

Cross-listing

Restrictions

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

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

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

Grading*

Justification and Assessment

Rationale* The rapid rise of artificial intelligence is transforming how media is created, distributed, and consumed. For mass communication students, understanding AI is no longer optional—it is essential for career readiness. This course has already been offered once as a special topics course.

In an effort to provide students with an additional credential, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

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

1. Create effective AI prompts for business and communication tasks.
2. Reflect critically on AI's role and ethical implications.
3. Use AI tools for writing, editing, and brainstorming.
4. Analyze data using AI-powered platforms.
5. Generate visual content with generative AI tools.
6. Automate tasks using workflow tools like Zapier.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

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

If yes, what will the fee be?* 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.



Introduction to AI in Media

COMM-4485

Fall 2025 Section 01 3 Credits 08/13/2025 to 12/12/2025 Modified 08/08/2025

Description

Variable topic courses offered on a limited or pilot basis to explore or extend study of select, contemporary mass media and public relations issues.

Requisites

Prerequisites:

Corequisites:

Contact Information

Instructor	Soo Jung Moon
Office / Telephone	Miller 2312 / (678) 839-4936
Office Hours	M 11:00 a.m.-1:30 p.m.
	(Virtual) F 2:30 - 5:00 p.m. or by Appointment
	MS Team for Office Hours (https://teams.microsoft.com/l/meetup-join/19%3Ameeting_MTJjNjlzZWUtYTk2Yi00ZjE1LWlzMzItYjExNzQzMmYwMTIm%40thread.v2/0?context=%7B%22Tid%22%3A%228de19331-cc30-459f-8443-6a4b68734b50%22%2C%22Oid%22%3A%22f0b786de-7a65-4eae-b474-acfe9edc2f7e%22%7D)
Email	smoon@westga.edu
* You are encouraged to use CourseDen email for individual inquiries. * If your question may benefit other students as well, please post it on the Discussion Board. Sharing inquiries and responses publicly can provide helpful information to the entire class.	

Meeting Times

Hybrid Class: We meet every **Monday (3:00-4:15 p.m.)** at RCOB (Business building) 123.

Online Weekly Assignments will be available **from Tuesday to Sunday**.

Materials

Software and Tools

This course will incorporate a range of digital tools and platforms, including ChatGPT (AI language model), Microsoft Copilot (AI-powered productivity assistant), Zapier (workflow automation tool), Adobe Firefly (generative AI for creative content), and Microsoft Excel (data analysis and spreadsheet software).

Outcomes

COURSE OVERVIEW

This course equips students with the skills to craft effective business prompts that generate high-quality responses from ChatGPT and other AI platforms. It is especially valuable for journalists, public relations professionals, social media managers, marketers, and independent content creators.

The course is organized into five key sections:

1. AI Overview and Critical Reflection
2. Writing, Editing, and Brainstorming
3. Data Analysis
4. Image Generation
5. Automation

COURSE LEARNING OUTCOMES

Upon completion of the course, students will be able to

- Create effective AI prompts for business and communication tasks.
- Reflect critically on AI's role and ethical implications.
- Use AI tools for writing, editing, and brainstorming.
- Analyze data using AI-powered platforms.
- Generate visual content with generative AI tools.
- Automate tasks using workflow tools like Zapier.

Evaluation

Criteria

Grading Scale

A = 90-100

B = 80-89.99

C = 70-79.99

F = below 70 points

Breakdown

ADA Report	10 points
Automation	10 points
Refining Prompts	10 points
Resume & Cover letter	5 points
Image creation	5 points
Classroom and At-Home Tasks	60 points
	Total 100 points

Assignments

All assignment instructions are provided in the “**Assignment Handout**” module.

Each Tuesday morning, a **Weekly Announcement** will outline the week’s tasks and include direct links to the relevant assignments. Regularly reviewing these announcements will help ensure you stay organized and never miss a deadline.

Classroom and At-Home Tasks (60%)

Throughout the semester, you will complete a range of in-class work and homework. These are designed to build your understanding and practical use of AI tools. Please monitor all due dates and carefully follow the instructions for each task.

Refining Prompts (10%)

In this assignment, you will explore how the structure and phrasing of prompts impact the quality of AI-generated responses. You will experiment with multiple prompts based on a chosen topic or task, analyze the results, and submit your most effective prompt(s) along with a short reflection on your learning process.

ADA Report (10%)

You will select a dataset relevant to your interests or professional field and use AI tools to assist in its analysis. Your goal is to identify meaningful trends, patterns, or correlations. You are encouraged to iteratively refine your prompts and ask follow-up questions to extract deeper insights. Your findings should be compiled into a brief report following the guidelines provided in the handout.

Image Creation (5%)

Using Adobe Firefly, you will generate an original image connected to your work or an area of interest. Your submission should include the image itself along with a short explanation of the prompt used and the intended purpose or context of the image.

Automation (10%)

This assignment involves identifying a repetitive task within your workflow and using an automation tool such as Zapier to streamline the process. You will document your setup, describe the tool used and steps taken, and explain the potential benefits of this automation. Screenshots should be included to illustrate your process.

Using AI to Land the Job (5%)

You will locate a real job posting that aligns with your career goals—preferably a position you would genuinely pursue. Based on the job description, you will revise your résumé, write a tailored cover letter using AI tools, and generate a list of possible interview questions. Your final submission will include the revised résumé, the customized cover letter, and the list of interview questions and responses.

Schedule

Weekly Schedule (subject to change)

Hybrid Course – In-Person on Mondays

Weekly Online Assignments Available Tuesday to Sunday

In-Person on Mondays	Topics	Assignments (Due Sundays by 11:59 p.m.)
Week 1: Aug. 13	Course Orientation What Is AI? A Beginner's Introduction Best Practices: AI Dos & Don'ts	Weekly Assignments
Week 2: Aug. 18	Getting Started with ChatGPT Prompt Engineering Essentials	Weekly Assignments

Week 3: Aug. 25	Writing, Brainstorming & Planning	Weekly Assignments
Week 4: Sep. 1	Labor Day Holiday	Weekly Assignments
Week 5: Sep. 8	Writing, Brainstorming & Planning (cont.)	Refining Prompts (10p)
Week 6: Sep. 15	Smart Marketing & Advanced Data Analysis	Weekly Assignments
Week 7: Sep. 22	ADA (cont.)	Weekly Assignments
Week 8: Sep. 29	ADA (cont.)	ADA Report (10p)
Week 9: Oct. 6	Text Analysis	Weekly Assignments
Week 10: Oct. 13	Multimedia Content Creation	Weekly Assignments
Week 11: Oct. 20	Multimedia (cont.)	Image creation (5p)
Week 12: Oct. 27	Practical Automation with AI	Weekly Assignments
Week 13: Nov. 3	Automation (cont.)	Weekly Assignments
Week 14: Nov. 10	Automation (cont.)	Automation (10p)
Week 15: Nov. 17	AI Add-ons: Extensions & Platforms Using AI to Land the Job	Resume, Cover letter etc. (5p) Weekly Assignments
Week 16: Nov. 24	Thanksgiving	
Week 17: Dec. 1	Critical Reflection	Weekly Assignments

* Course Policies and Resources

Attendance & Late Work

Attendance is essential for success in this course. However, I recognize that occasional absences may be necessary. **You are allowed two absences**, whether excused or unexcused. Beyond these, two points will be deducted from your final score for each additional absence. Students with more than **four absences will receive a failing grade (F) for the semester**.

Late Work Policy

- **F2F classes:** You cannot make up for any in-class activities.
- **Online assignments:** All late assignments should be submitted to the folder "**Late Work**" in the Assignments section of CourseDen. While each original folder would be closed after its deadline, students can access the "Late Work" folder anytime. You can find the instructions in the "**Assignment Handout**" module. You do not need to obtain my approval for the late submissions. Please turn in your work ASAP to minimize the daily penalty.

Note. If we work on the previous week's assignment together in class during the following session, you will not be permitted to submit that specific assignment.

A late penalty of 10% per calendar day will be applied.

Excused Late Work

Excused late works are limited to the following reasons:

- Court appearances in which you are not the defendant.
- Field trips or UWG-sponsored travel.
- Military service.
- Family emergency.
- Technical problems with CourseDen (not your computer or internet connection)

Students must submit the relevant documentation for excused make-up exams/assignments within 24 hours after the due date.

Academic Dishonesty

In this AI Skills course, academic dishonesty includes, but is not limited to, submitting work completed by someone else, including assignments or projects created by other students. It also applies to submitting AI-generated content without proper review, revision, or meaningful personal input. Unauthorized collaboration or copying prompts and responses from classmates is also considered a violation. All submitted work must reflect your own critical thinking, understanding, and active engagement with the tools used in this course. Violations of academic integrity may result in a zero for the specific assignment and may lead to a failing grade for the course.

Generative Artificial Intelligence Course Policy

Unlike traditional classes, this course requires you to make full use of various AI tools and applications. However, it is important to understand that while AI can significantly support your work, it should not replace your own judgment or creativity. Relying solely on AI-generated output without critical evaluation may result in subpar work.

Your ability to assess the quality of AI-generated content is essential. The highest-quality results typically emerge when human insight is applied to refine and personalize the output. For instance, if you ask an AI tool to generate a cover letter, you may notice that many of the letters begin with nearly identical phrasing. From an employer's perspective, such uniformity can make your application less compelling.

Therefore, throughout the course, you will occasionally be asked to review, revise, and finalize AI-generated materials. As the final decision-maker, your role is to enhance the output by adding your unique perspective, voice, and professionalism

College/School Policies

Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of digital media and entertainment, film and video production, journalism, and public relations

Vision

The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School of Communication, Film, and Media is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. To that end, the School has adopted as its program learning outcomes ACEJMC's 10 professional values and competencies, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog \(https://catalog.westga.edu/preview_program.php?catoid=18&poid=3421\)](https://catalog.westga.edu/preview_program.php?catoid=18&poid=3421) or [ACEJMC - Standard 2. Curriculum and Instruction \(http://www.acejmc.org/policies-process/nine-standards/\)](http://www.acejmc.org/policies-process/nine-standards/).

Professional Values & Competencies

1. Apply Principles of Freedom of Speech & Press
2. Understand History
3. Demonstrate Culturally Proficient and Inclusive Communication
4. Present Images and Information Creatively and Effectively
5. Write Effectively
6. Work Ethically in Pursuit of Truth, Fairness, and Diversity
7. Conduct Research and Evaluate Information
8. Accurately Apply Numerical and Statistical Concepts
9. Critically Evaluate Work
10. Apply Tools and Technology

Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

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

2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

M.S. in Digital and Social Media Communication Learning Outcomes

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

Institutional Policies

Academic Support

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

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

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

Accessibility Services: Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_query=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_query=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vhm-Y9CAGpzHoFZpHnqPF).

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

Mental Health Support

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

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

ELL Resources

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

Additional Items

COMM - 3304 - Data Storytelling and Visualization

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Spring

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

School of Communication, Film and Media

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

☒ Yes

☐ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

COMM

Course Number* 3304

Course Title* Data Storytelling and Visualization

Long Course Title

Course Type*

Mass Communications

Catalog Course Description* Data Storytelling & Visualization identifies stories inferred by datasets and presents key ideas in visual contexts using Tableau and Excel. As data-driven business reports, news stories, and public presentations become increasingly prevalent, students will learn how to make these reports, stories, and presentations more accessible and persuasive by creating visually appealing charts, maps, infographics, and other visual elements. This course will expand students' knowledge and skill set in data storytelling and visualization, and improve their career readiness for any media-related field.

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

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 COMM 1154 with a minimum grade of C and ENGL 1102 with a minimum grade of C

Concurrent

**Concurrent
Prerequisites**

Corequisites

Cross-listing COMM6055

Restrictions

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* In today's media and business environments, professionals are increasingly expected not only to gather and interpret data but also to communicate insights effectively to diverse audiences. Data storytelling and visualization bridge this gap by transforming complex datasets into clear, compelling narratives through visuals such as charts, maps, and infographics. This course has already been successfully offered as a special topics course, drawing strong student interest and demonstrating its value. To better serve students' career readiness and ensure consistent access, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance and impact.

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

1. Identify key stories and insights from datasets.
2. Present data-driven reports and stories persuasively.
3. Enhance skills in data visualization for media-related careers.
4. Create compelling visual content to communicate data insights.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

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

If yes, what will the fee be?* 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.



Data Storytelling & Visualizat

COMM-4485

Fall 2024 Section 02 3 Credits 08/14/2024 to 12/13/2024 Modified 10/19/2024

Contemporary media professionals need to understand how to effectively analyze, interpret, and disseminate data to a variety of audiences. Data Storytelling & Visualization identifies stories inferred by datasets and presents key ideas in visual contexts using Tableau and Excel. Since data-driven business reports, news stories, and public presentations are prevalent, students will learn how to make reports, stories, and presentations more accessible and persuasive by creating visually appealing charts, maps, infographics, etc. This course will expand students' knowledge and skill set in data storytelling and visualization and improve their career readiness for any media-related field, including digital strategy, journalism, public relations, and social media management.



Description

Variable topic courses offered on a limited or pilot basis to explore or extend study of select, contemporary mass media and public relations issues.

Requisites

Prerequisites:

Corequisites:



Contact Information

Instructor	Soo Jung Moon
Office / Telephone	Miller 2312 / (678) 839-4936
Office Hours	M 12:00-3:00 p.m.
	(Virtual) F 3:00 - 5:00 p.m. or by Appointment
	Google Meet for Office Hours
	Dial-in: (US) +1 408-831-2244 / PIN: 942 937 032#

Email	smoon@westga.edu
If you have any class-related questions, please post them on the discussion board "Class Questions." Your inquiries and my responses will likely be helpful to other students as well. For personal issues, contact me via CourseDen email. Please avoid using Gmail, as the MS migration may hinder our communication.	

Meeting Times

Hybrid Class-We will meet every **Monday (3:30-4:45 p.m.) at Miller 2327.**

Online Weekly Assignments will be open on **Wednesday.**

Materials

Tableau Software

UWG students can download the program for free. Follow the instructions below.

Each student should visit the landing page to download Tableau Desktop and enter the provided product key.

1. [Download the latest version of Tableau Desktop here \(https://www.tableau.com/tft/activation\)](https://www.tableau.com/tft/activation)
2. Click on the link above and select "Download Tableau Desktop" and "Download Tableau Prep Builder". On the form, enter your school email address for Business E-mail and enter the name of your school for Organization.
3. Activate with your product key:
4. Already have a copy of Tableau Desktop installed? Update your license in the application: Help menu → Manage Product Keys

Visit [Student Resource Page \(https://community.tableau.com/s/students\)](https://community.tableau.com/s/students) to help them get started.

USB drive

Please save all your Tableau worksheets, whether from in-class activities or homework, on a USB drive. Your weekly assignments will serve as the raw material for your final project.

The Guardian's Data Visualization

<https://www.theguardian.com/data>

I strongly recommend visiting the newspaper's webpage dedicated to data visualization. It's insightful.

Learning Tableau 2020 : Create effective data visualizations, build interactive visual analytics, and transform your organization

Author: Joshua N. Milligan

Publisher: Packt Publishing

Optional

Availability: eBook is available via UWG Library

Tableau Your Data! : Fast and Easy Visual Analysis with Tableau Software

Author: Daniel G. Murray and Christian Chabot

Optional

Availability: eBook is available via UWG Library

Outcomes

- Identify key stories and insights from datasets.
- Present data-driven reports and stories persuasively.
- Enhance skills in data visualization for media-related careers.
- Create compelling visual content to communicate data insights.

Evaluation

Criteria

Grading Scale

A = 90-100

B = 80-89.99

C = 70-79.99

D = 60-69.99

F = below 60 points

Breakdown

Please submit any questions about your grades within one week of receiving them.

Final project	20 points
2 Quizzes	10 points
Proposal & Revision	14 points
Dashboard Draft	10 points
Narrated PowerPoint Slide	8 points
Weekly Assignments	38 points
Total 100 points	

Assignments

Quizzes (5 points each, 2 quizzes = 10 %): Each week, you are required to complete two online quizzes based on lectures, assignments, and readings. Each quiz will include multiple choice, true/false, and short answer questions.

Final Project (20 %): For your final project, you will create an interactive Tableau dashboard and a PowerPoint presentation to tell a compelling data story based on the dataset you selected. The dashboard will utilize the charts and analyses from your weekly assignments, and you will present your findings and insights in a professional PPT format. Detailed instructions are available in the Assignment Handout module.

Proposal, Narrated Story, and Dashboard Presentation (32 %): These items are steps toward completing the final project. Refer to the final project handout for the timeline.

Weekly Assignments (38 %): This course follows a hybrid format with face-to-face classes on Mondays only. Students need to complete each week's assignments by Sunday. The assignments include reading summaries, Tableau charts, and peer reviews.

Schedule

Updated Class Schedule

Week 11: Oct. 21-27	Advanced Charts	Weekly Assignment
---------------------	-----------------	-------------------

Week 12: Oct. 28 - Nov. 3	Building Interactive Dashboards	Narrated PowerPoint (8p)
Week 13: Nov. 4-10	Dashboards (cont.)	Weekly Assignment
Week 14: Nov. 11-17	Dashboards (cont.)	Dashboard submission
Week 15: Nov. 18-24	Meeting with the instructor 3:30 Jazmin 4:00 Jared	
Week 16: Nov. 25 - Dec. 1	Thanksgiving	
Week 17: Dec. 2-6	Work on Final Project.	Quiz 5p (Fri, CourseDen)
Dec. 8	Final Project Submission (20p)	

Dates	Topics / In-Class Activities	Homework (Due on Sunday @11:59 p.m.)
Week 1: Aug. 14-18	Online class- Course Overview	Weekly Assignments
Week 2: Aug. 19-25	-Intro to Data Storytelling & Visualization -Intro to Tableau	Weekly Assignments

Week 3: Aug. 26 - Sep. 1	-Short Presentation (W2 Assignment) -Exploring Data in Tableau -Final Project Handout	Work on proposal
Week 4: Sep. 3-8	Labor day	Final Project Proposal (10p)
Week 5: Sep. 9-15	Basic Charts	Weekly Assignments Proposal Revision (4p)
Week 6: Sep. 16-22	Basic Charts (cont.)	Quiz 1 (5p)
Week 7: Sep. 23-29	Basic Charts & Formatting	Proposal Pitch
Week 8: Sep. 30 - Oct. 6	Proposal Pitch Filters& Working with Aggregations	Weekly Assignments
Week 9: Oct. 7-13	Maps	Weekly Assignments
Week 10: Oct. 14-20	Maps (cont.)	Weekly Assignments
Week 11: Oct. 21-27	Advanced Charts	Quiz2 (5p)
Week 12: Oct. 28 - Nov. 3	Building Interactive Dashboards	Narrated PowerPoint (8p)
Week 13: Nov. 4-10	Dashboards (cont.)	Weekly Assignments
Week 14: Nov. 11-17	Dashboard Critique (W13 Assignment) Work on Your Dashboards	Creating Dashboard (10p)

Week 15: Nov. 18-24	Present Your Dashboard & Story	Weekly Assignments
Week 16: Nov. 25 - Dec. 1	Thanksgiving	
Week 17: Dec. 2-6	Work on Final Project	
Dec. 8	Final Project Submission (20p)	

* Course Policies and Resources

Attendance Policy

Attendance is essential for success in this course. However, I recognize that occasional absences may be necessary. **You are allowed two absences**, whether excused or unexcused. Beyond these, two points will be deducted from your final score for each additional absence. Students with more than **four absences will receive a failing grade (F) for the semester.**

Definition of Absence:

1. Not attending class
2. Arriving late
3. Leaving early
4. Engaging in non-class activities (e.g., sleeping, texting, web surfing)

Class participation is vital, so an open environment is encouraged. Ask questions and help each other. If you miss a class, check with a classmate. Exchange emails with the person next to you now.

Note: No distinction is made between excused and unexcused absences.

Late Work Policy

This class has a straightforward late policy.

- **F2F classes:** You cannot make up for any in-class activities.
- **Online assignments:** All late assignments should be submitted to the folder "**Late Work**" in the Assignments section of CourseDen. While each original folder would be closed after its deadline, students can access the "Late Work" folder anytime. You can find the instructions from the "**Assignment Handout**" module. You do not need to obtain my approval for the late submissions. Please turn in your work ASAP to minimize the daily penalty.

A late penalty of 20% per calendar day will be applied for written works and quizzes.

However, you may not submit any late work on most Tableau-related assignments because we will have review sessions on Monday, the day after the due date. Once we have shared the solutions, there is no point in turning in answers.

Excused Late Works

Excused late works are limited to the following reasons:

- Court appearances in which you are not the defendant.
- Field trips or the UWG -sponsored travel.
- Military service.
- Family emergency.
- Technical problems with CourseDen (not your computer or internet connection)

Students need to send me the relevant documentation for the excused make-up exams/assignments within 24 hours after the due date.

ACADEMIC DISHONESTY

Using information generated by AI or Wikipedia is not acceptable

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 is 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

Generative AI Use Policy

As this is a practical skills course, the use of generative AI tools, including ChatGPT, is permitted. For instance, you may seek Tableau-related solutions, identify appropriate datasets, or generate creative ideas for your dashboard. However, it is essential to:

1. Clearly disclose which parts of your work were created or modified by AI.
2. Thoroughly review and revise the final content. Submission of raw AI-generated content is not allowed.
3. Make independent decisions. Do not rely solely on AI algorithms.
4. Always fact-check and verify the accuracy of the information generated.

College/School Policies

Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of digital media and entertainment, film and video production, journalism, and public relations

Vision

The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the School of Communication, Film, and Media is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. To that end, the School has adopted as its program learning outcomes ACEJMC's 10 professional values and competencies, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog](http://www.uwg.edu/catalog/preview_program.php?catoid=18&poid=3421) (https://catalog.westga.edu/preview_program.php?catoid=18&poid=3421) or [ACEJMC - Standard 2. Curriculum and Instruction](http://www.acejmc.org/policies-process/nine-standards/) (<http://www.acejmc.org/policies-process/nine-standards/>).

Professional Values & Competencies

1. Apply Principles of Freedom of Speech & Press
2. Understand History
3. Demonstrate Culturally Proficient and Inclusive Communication
4. Present Images and Information Creatively and Effectively
5. Write Effectively
6. Work Ethically in Pursuit of Truth, Fairness, and Diversity
7. Conduct Research and Evaluate Information
8. Accurately Apply Numerical and Statistical Concepts
9. Critically Evaluate Work
10. Apply Tools and Technology

Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Academic Support

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

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

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

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

Online Course Content

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

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vhm-Y9CAGpzHoFZpHngPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=AOvVaw2vhm-Y9CAGpzHoFZpHngPF).

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

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

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

Mental Health Support

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

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

ELL Resources

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

Additional Items

COMM - 3306 - Creat Immers Media with AR/VR

2026-2027 Undergraduate New Course Request

Introduction

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

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

Desired Effective
Semester*

Spring

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

School of Communication, Film and Media

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

☒ Yes

☐ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

Course Number* 3306

Course Title* Creat Immers Media with AR/VR

Long Course Title Creating Immersive Media with AR/VR/XR Technologies

Course Type*

Catalog Course Description* This course introduces students to the foundations of extended reality (XR) technologies, with a focus on virtual reality (VR) and augmented reality (AR) as tools for digital media content creation. Designed for students without prior coding or design experience, the course emphasizes hands-on learning with intuitive, accessible platforms such as online and mobile applications. Students will explore how XR can be applied to create engaging content for various forms of digital media, such as social media, websites, digital advertising, and immersive entertainment, while gaining an understanding of the creative and technical possibilities XR brings to the professional media environments. Through practical projects, students will develop skills in creating immersive XR digital media content.

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

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

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

Prerequisites COMM 1154 with a minimum grade of C and ENGL 1102 with a minimum grade of C

**Concurrent
Prerequisites**

Corequisites

Cross-listing

Restrictions

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

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

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

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

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

Grading*

Justification and Assessment

Rationale* Extended reality (XR) technologies, including virtual reality (VR) and augmented reality (AR), are increasingly adopted across digital and professional media fields to create more engaging and immersive audience experiences. In this course, students will learn how to use accessible, low-barrier XR tools, including smartphone applications and online platforms, that make it possible to design and produce immersive content without requiring prior coding or design expertise. As the demand for innovative media experiences continues to grow, providing students with hands-on XR knowledge and skills will prepare them to meet emerging industry expectations and align their learning with current practices in digital media production.

In an effort to provide students with an additional credential, we propose this course as an elective option in the Film & Video Production and Mass Communications degree programs and in our new Emerging Digital Media Practitioner certificate to ensure long-term relevance

and in our new Emerging Digital Media Practitioner Certificate to ensure long-term relevance and impact.

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

1. Explain the foundational concepts of extended reality (XR), which includes virtual reality (VR) and augmented reality (AR), and articulate their key distinctions.
2. Explore and compare accessible XR platforms, devices, and applications used to create immersive media content.
3. Analyze current trends and professional applications of XR within digital media industries.
4. Apply XR to create media projects for specific digital media platforms and communication needs.
5. Evaluate XR-based media content for its effectiveness in audience engagement, storytelling, and overall user experience.
6. Integrate responsible practices into AR, VR, and other XR content creation, with attention to ethics, accessibility, and privacy.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

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

If yes, what will the fee be?* 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.



Creating Immersive Media with AR/VR/XR Technologies

COMM-3306

□ Description

This course introduces students to the foundations of extended reality (XR) technologies, with a focus on virtual reality (VR) and augmented reality (AR) as tools for digital media content creation. Designed for students without prior coding or design experience, the course emphasizes hands-on learning with intuitive, accessible platforms such as online and mobile applications. Students will explore how XR can be applied to create engaging content for various forms of digital media, such as social media, websites, digital advertising, and immersive entertainment, while gaining an understanding of the creative and technical possibilities XR brings to the professional media environments. Through practical projects, students will develop skills in conceptualizing, designing, and producing immersive XR digital media content.

Requisites

Prerequisites:

COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C

Corequisites:

□ Materials

Reality media: Augmented and virtual reality

Author: Bolter, J. D., Engberg, M., & MacIntyre, B

Publisher: MIT Press

Edition: First Edition

Software and Tools

Adobe Aero, Zappar, WebAR, TikTok Effect House/Snapchat Lens Studio, ThingLink, CoSpaces Edu, Mozilla Hubs, 8th Wall, or similar accessible platforms and tools. These platforms and tools will be freely accessible.

□ Outcomes

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

1. Explain the foundational concepts of extended reality (XR), which includes virtual reality (VR) and augmented reality (AR), and articulate their key distinctions.
2. Explore and compare accessible XR platforms, devices, and applications used to create immersive media content.
3. Analyze current trends and professional applications of XR within digital media industries.

4. Apply XR to create media projects for specific digital media platforms and communication needs.
5. Evaluate XR-based media content for its effectiveness in audience engagement, storytelling, and overall user experience.
6. Integrate responsible practices into AR, VR, and other XR content creation, with attention to ethics, accessibility, and privacy.

□ Evaluation

Criteria

Course Requirements	Assignments	Points	Percentage of Final Grade
Reading, Attendance, & Participation	• Chapter quizzes • In-Class activities • Case studies • Online activities	80 points	40%
Lab Activities	• Hands-on labs • Mini XR projects	30 points	15%
Exam	• Exam #1 • Exam #2	20 points	20%
Final Project - Final XR Content Creation Project	• Topic proposal • Progress check report • Class presentation/showcase • Final project submission	50 points	25%
	Total:	200 points	100%

Breakdown

Grade	Range	Notes
A	90% to 100%	
B	80% to 89.99%	
C	70% to 79.99%	
D	60% to 69.99%	
F	59.99% and lower	

▣ Assignments

Reading, Attendance, & Participation

- **Chapter Quizzes:** You will need to complete chapter quizzes prior to the class meeting. Chapters indicated in the class schedule below are from the required textbook. Students will complete quizzes based on assigned textbook chapters and supplemental readings. The reading quizzes are designed to assess comprehension and ensure students understand key concepts, terminology, and ideas presented in the readings. *All quizzes require the use of LockDown Browser and Respondus Monitor for proctoring. It is the responsibility of students to ensure that their device is properly set up and tested before attempting each quiz. A practice quiz will be available for this purpose. Details and instructions will be provided in CourseDen.
- **In-Class activities:** Your attendance is essential to your success and you are expected to participate in class discussions and activities. Thus, a portion of your grade will reflect your contributions during in-class discussions and activities. Please note that your comments, ideas, and contributions are important to the academic achievement of your peers. Sometimes you will be asked to submit your class activity outcomes to the instructor before leaving class. Physical attendance is mandatory to complete this portion of the course; therefore, make-up is not permitted without being present in class.

Case Study Reviews and Online Activities

- Students will analyze real-world examples of XR use in digital media and entertainment industries, such as advertising campaigns, entertainment projects, educational experiences, or journalism. Each review will require identifying the project's goals, describing the XR approach used, and evaluating its effectiveness in audience engagement and storytelling.
- Students will also complete a series of online activities designed to provide opportunities to apply what is covered in class using accessible digital tools and platforms. Examples include exploring AR and VR demos, experimenting with 3D environments, conducting device feature comparisons, and analyzing audience perception and immersion in digital experiences.

Exam

- There will be two in-class exams during the semester. These exams will cover the readings from the chapters and lecture materials. Each exam will feature a combination of multiple-choice, true/false, and fill-in-the-blank questions. Please note that there are no make-up exams for any reason if you miss a test. However, a full-credit make-up exam may be offered only to those who have unexpected medical excuses, provided they present appropriate supporting documents.

Hands-On Labs

- Hands-on lab activities introduce students to accessible XR tools and platforms for digital media production. Lab activities will provide opportunities to apply concepts covered in class through

practical, creative exploration using mobile devices and web-based applications.

- Each lab focuses on a specific skill area within extended reality media, and the outcomes will include short-form XR projects such as designing an AR experience for an interactive product or event promotion, building a 360° or interactive VR scene, and/or developing a web-based or social media XR experience using tools like 8th Wall or Meta Spark.
- These lab assignments are designed to build progressively toward the Final XR Content Creation Project. Skills gained from each lab will serve as the foundation for the final project. By the end of the course, students will integrate these hands-on experiences to create an original XR media project that demonstrates both creative and engaging storytelling and applied technical knowledge.

Final XR Content Creation Project

- The Final XR Content Creation Project will allow students to demonstrate their creative, technical, and conceptual understanding of extended reality media learned through the semester. Working individually or in small groups, students will create an original XR media project using one or more of the accessible tools introduced in class. The project may take the form of an augmented reality (AR) experience, a virtual reality (VR) scene, or a web-based XR interactive designed for a specific digital platform or communication goal (e.g., a social media campaign, website feature, or educational demo).
- This project will be completed in four main parts:
 - Step 1: Topic Proposal – Students will submit a short proposal outlining their chosen topic or concept, intended audience, purpose, and the XR tool(s) they plan to use.
 - Step 2: Progress Check Report – Students will create a draft or prototype version of their project for instructor feedback. The prototype should demonstrate initial technical setup, design layout, and interactivity and engagement experience designed.
 - Step 3: Class Presentation/Showcase – Near the end of the semester, students will deliver a brief presentation of their XR project concept and process, explaining the creative choices, highlighting storytelling, and how their project achieves its goals.
 - Step 4: Final Project Submission – The completed project will include the final XR media file or public access link, a one-page production brief summarizing objectives, platform choice, target audience profile, and creative strategy, and a short written reflection discussing key lessons learned, challenges faced, and ethical or accessibility considerations in their content production.

Schedule

Week	Topic	Reading	Assignment Due
Part I	Foundations and Contexts		
I	Introduction to Extended Reality in Digital Media	- Course Syllabus - D2L	- Course Syllabus and D2L review

2	What Are Augmented Reality and Virtual Reality?	Ch. 1	- Ch Reading & Quiz - Exploring AR and VR demos
3	The History of Reality Media	Ch. 2	- Ch Reading & Quiz - Discuss key milestones and XR pioneers
Part II XR Technologies and Design Fundamentals			
4	3D Graphics and the Construction of Visual Reality	Ch. 3	- Ch Reading & Quiz - Exploring 3D space in CoSpaces Edu or Sketchfab
5	Degrees of Freedom: Spatial Tracking and Sensing	Ch. 4	- Ch Reading & Quiz - Device demos
6	Hands-On Workshop I: Creating AR with Mobile Tools <i>*Introduction to Adobe Aero, Zappar, WebAR or TikTok Effect House/Snapchat Lens Studio</i>		- Create a simple AR experience for product or event promotion
Part III Experience Design and Storytelling			
7	Presence and Immersion in Digital Media	Ch. 5	- Ch Reading & Quiz - Analyze audience perception and sense of presence
8	The Genres of AR and VR	Ch. 6	- Ch Reading & Quiz - Case studies of XR in marketing, digital journalism, media and entertainment
9	Hands-On Workshop II: Creating Immersive Storytelling in VR <i>*Introduction to ThingLink, CoSpaces Edu, or Mozilla Hubs/Hubs Foundation</i>		- Create a 360° or interactive VR scene
Part VI The Expanding XR Landscape			
10	Mirror Worlds, AR Cloud, and Spatial Web	Ch. 7	- Ch Reading & Quiz - Discussion and visualization of spatial web
11	The Metaverse: Opportunities and Challenges	Ch. 8	- Ch Reading & Quiz - Exploration of metaverse environments (Meta Horizon, Spatial.io)
12	Hands-On Workshop III: Designing XR for Social Media and Web Platforms <i>*Introduction to Final Project: Final XR Content Creation Project</i>		- Create ideas for XR applications (e.g., 8th Wall) in social media - Final project proposal: Concept, platform, audience plan
Part V Ethics, Evaluation, and Future Directions			
13	Privacy, Public Space, and Ethics in XR	Ch. 9	- Ch Reading & Quiz - Case study review
14	The Future of XR and Digital Media Careers	Ch. 10	- Career reflection: Identify XR-related roles or skills - Career pathway discussion
15	Final Project Presentations		- Showcase of AR/VR content projects
16	Final Project Submission		- Final Project Submission: XR content prototype, production brief, and reflection

□ Common Language for Course Syllabi

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

Criminology and Criminal Justice, B.S.

2026-2027 Undergraduate Revise Program Request

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

Modifications (Check all that apply)*

- ☐ Program Name
- ☐ Track/Concentration
- ☒ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☒ Program Curriculum
- ☐ Other

Desired Effective Semester *

Fall

Desired Effective Year *

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

Department of Civic Engagement and Public Service

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* Criminology and Criminal Justice, B.S.

Program ID - DO NOT
EDIT*

5058

Program Code - DO
NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science

Program Description*

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

Learning Objectives for Criminology Students

Upon graduation from the undergraduate program in criminology, a student will be able to describe, explain, and critically evaluate/apply the role of...

1. Corrections and social services in criminal justice and criminology
2. Policing in criminal justice and criminology
3. Law and legal systems in criminal justice and criminology
4. Diversity and global perspectives in criminal justice and criminology
5. Theory and philosophy in criminal justice and criminology
6. Social scientific research and analytic methods in criminal justice and criminology

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

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Online

Curriculum Information

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study - 18 Hours

CRIM 1100 Introduction to Criminal Justice
CRIM 2000 Survey of Criminology

CRIM Classes 12 Hours

CRIM 2245 Juvenile Delinquency
CRIM 2272 Introduction to Law Enforcement
CRIM 2273 Criminal Procedure
CRIM 2274 American Criminal Courts
CRIM 2275 Introduction to Corrections
CRIM 2276 Global Crime and Justice

Major Courses: 12 Hours

[Before]Students must take CRIM 3240, CRIM 4000,
and CRIM 4284. Students must take one of the
following: CRIM 4003 or CRIM 4004.

CRIM 3240 Criminological Theory
CRIM 4000 Research Methodology
CRIM 4003 Statistics for Social Sciences
CRIM 4004 Managing Data
CRIM 4284 Senior Capstone

Upper Level Criminology and Criminal Justice Courses: 24

Hours

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

Supporting Courses (share with minor): 12 Hours

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

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

1. POLS 6200 Public Budgeting and Financial Management FOR POLS 4204 Public Finance
2. POLS 6206 Public Human Resource Management FOR POLS 4219 Public Human Resource Management

General Electives: 12 Hours

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

1. POLS 6205 Administrative Law and Procedures FOR POLS 4220 Administrative Law and Government
2. POLS 6201 Theory of Public Administration and Ethics FOR POLS 4221 Government Organization and Administrative Theory

Total: 120 Hours

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

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* There are 2 curriculum changes being made: 1) streamlining the way students complete 12 credit hours of 22XX courses and 2) removing the policing concentration.

The first change to the program is done to improve flexibility for students and to allow them to progress towards graduation more easily. Last year we removed the requirement that students take two courses in four different areas, instead requiring that they take 24 credit hours of upper level Criminology classes. This current change removes the requirement that students take our 22XX courses in a similar manner. Previously it was required that students complete CRIM 2272, CRIM 2273 OR CRIM 2274, CRIM 2275 OR CRIM 2245, CRIM 2276. By removing the OR, students will now be able to take any combination of 4 of the 6 22XX courses in order to meet the 12 credit hour requirement.

The second change is the removal of the policing concentration. It was originally thought that this concentration would be required for ALETE students when it was created in 2022. Other, more streamlined avenues ended up being used instead. Further, a policing concentration for our students is redundant now that we have eliminated areas and allowed students to more easily focus on courses of interest to them. If students wish to concentrate their studies by taking policing related courses, they may easily do so. It has been confirmed with the registrar that there are 0 students in this concentration, so no teach out plan is necessary.

The only change to the program description made was cleaning up the spacing and numbering the outcomes.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

Check all that apply to this program*

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

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

B.S.**Criminology and Criminal Justice**

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

AY26	AY27	Interpretation & Use of Results	Improvement Plan

INSTRUCTIONS	B.S. IN CRIMINOLOGY AND CRIMINAL JUSTICE												
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.) 2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.) 3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.) 4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.) 5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course. 6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	DEPARTMENT:	Civic Engagement and Public Service				PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO		
	PROGRAM:	B.S. in Criminology and Criminal Justice		COURSES		Describe, explain, and critically evaluate/apply the role of corrections and social services in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of policing in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of law and legal systems in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of diversity and global perspectives in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of theory and philosophy in criminal justice and criminology	Describe, explain, and critically evaluate/apply the role of social scientific research and analytical methods in criminal justice and criminology		
				1	CRIM 1100	I	I	I	I	I	I		
				2	CRIM 2000	I	I	I	I	I	I		
				3	CRIM 2245				R				
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.			4	CRIM 2272		R						
				5	CRIM 2273			R					
				6	CRIM 2274			R					
				7	CRIM 2275	R							
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.			8	CRIM 2276					R			
				9	CRIM 3000								
				10	CRIM 3240						R		
				11	CRIM 3241	R							
				12	CRIM 3242					R			
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.			13	CRIM 3323				R				
				14	CRIM 3333					R			
				15	CRIM 3411		R						
				16	CRIM 3501		R						
				17	CRIM 3705		R						
				18	CRIM 3900				R				
				19	CRIM 3983								
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.			20	CRIM 4000							R	
				21	CRIM 4001								R
				22	CRIM 4002	R							
				23	CRIM 4003								R
				24	CRIM 4004								R
				25	CRIM 4005						R		
				26	CRIM 4006	R							
27				CRIM 4007								R	
28				CRIM 4068		R							

29	CRIM 4200		R				
30	CRIM 4211		R				
31	CRIM 4230				R	R	
32	CRIM 4231				R		
33	CRIM 4232	R					
34	CRIM 4233			R			
35	CRIM 4248				R		
36	CRIM 4250		R				
37	CRIM 4251		R				
38	CRIM 4255	R					
39	CRIM 4260	R					
40	CRIM 4265				R		
41	CRIM 4270			R			
42	CRIM 4275		R				
43	CRIM 4277		R				
44	CRIM 4279				R		
45	CRIM 4280						
46	CRIM 4284	M (A)	M (A)	M (A)	M (A)	M (A)	M (A)
47	CRIM 4286						
48	CRIM 4290						
49	CRIM 4293	R					
50	CRIM 4295	R					
51	CRIM 4296				R		
52	CRIM 4300				R		
53	CRIM 4334	R					
54	CRIM 4402	R					
55	CRIM 4650		R				
56	CRIM 4693				R		
57	CRIM 4712			R			
58	CRIM 4911				R		
59	CRIM 4981						
60	CRIM 4983						

Academic Year 2026-2027
Program Map
BS in Criminology & Criminal Justice

YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Core Impacts C: ENGL 1101	3		Core Impacts C: ENGL 1102	3
Core Impacts I: XIDS 2002	2		Core Impacts M: Math 1001	3
FOS: CRIM 1100	3		FOS: CRIM 2000	3
Core Impacts SP: US History	3		Core Impacts S: Social Science	3
Core Impacts T: Science + Lab	4		Core Impacts I: Oral Communication	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
- Complete ENGL 1101; Required to earn C or higher. - Complete lab science - Declare major		- Complete ENGL 1102; Required to earn C or higher. - Complete Area A2 math - Earn 15 or more credit hours		

YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
Core Impacts P: POLS 1101	3		Core Impacts A: Humanities	3
Core Impacts A: Fine Arts	3		Core Impacts S: World History	3
Core Impacts T: Non-Lab Science	3		Core Impacts T: Math 1401	3
CRIM 22XX	3		CRIM 22XX	3
CRIM 22XX	3		CRIM 22XX	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			Milestones	
Earn 15 or more credit hours		Complete Core Earn 15 or more credit hours		

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

Addendum II

English, M.A.

2026-2027 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

If other, please identify. Admission requirements

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

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

Is this a College of Education Program? * ☐ Yes ☒ No

Is 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

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

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

Program Name

Program Description

Program Name * English, M.A.

Program ID - DO NOT 4796
EDIT*

Program Code - DO
NOT EDIT

Program Type*

Master's

Degree Type*

Master of Arts

Program Description* The M.A. program in English equips students with the skills to engage with, interpret, and analyze multiple forms of texts as they create original forms of scholarship, theory, pedagogy, and creative and professional writing. The graduate faculty in English prepare graduate students whose knowledge of texts and their languages informs their intellectual and ethical understanding, and whose critical thinking and communication skills (in digital as well as print formats) allow them to contribute to their regional, national, and international communities in a variety of careers and positions. For regular admission to the program, a student must present an undergraduate major in English or equivalent coursework in English (3.20 GPA) from an accredited institution, two letters of recommendation from sources qualified to address the candidate's specific disciplinary strengths, and a persuasive narrative statement that articulates the candidate's reasons for pursuing a graduate degree in English. All decisions on admission will be made by the Coordinator of Graduate Studies in consultation, as needed, with members of the graduate program committee, subject to final administrative approval.

Students accepted into the program may choose from the following tracks:

Plan I (Thesis Option) consists of 30 credit hours, of which 24 are course work and 6 are thesis (ENGL 6399). Within the 24 hours of course work (8 courses), a minimum of 7 courses (21 hours) must be at the 6000-level. The 6 hours of thesis work cannot be used to satisfy this requirement for work at the 6000 level. Students on the thesis track must register for thesis hours (ENGL 6399) in the semester(s) they prepare and submit the thesis project. A minimum of 21 hours of the coursework must be in English, and students wishing to use courses from other disciplines for credit toward the degree must get approval from the Coordinator of Graduate Studies in English. Students may meet the thesis requirement by either writing a scholarly work (a minimum of 65 pages in length) or a creative writing work (a collection of poems, creative nonfiction, or fiction that includes a critical and/or theoretical introduction). The thesis must be defended and approved by the student's thesis committee, composed of the student's major professor and two other graduate faculty readers.

Plan II (Capstone Option) consists of 27 hours of coursework (9 courses) and 3 hours of Thesis (ENGL 6399). A minimum of 24 hours (8 courses) must be in English, and 21 credit hours (7 courses) must be at the 6000 level. In addition, students will complete a capstone project in their final semester of study. The 3 hours of capstone work (ENGL 6399) cannot be used to satisfy the requirement for work at the 6000 level. Critical projects should be approximately 20-35 pages, engage in original scholarly research, and demonstrate advanced mastery of pertinent critical assumptions, methodologies, and practices in the discipline. The parameters of creative projects are comparable to those of the critical project but are determined by the student's project director in accordance with the genre in which the student is writing. Critical and creative projects must be defended and approved by the student's capstone committee, composed of the student's major professor and two other graduate faculty readers.

Under both plans, students must get the approval of the Coordinator of Graduate Studies in English for their course selections each semester. An oral defense of the thesis or capstone is required. Students should consult with the Coordinator of Graduate Studies as they choose a project director and readers for their committee and will work with their committee to schedule and plan for the project defense.

All graduate students in English are required to demonstrate awareness of diversity and global studies issues by completing at least one program course with a built-in diversity element such as courses with significant content in African American literature (including film), Native American literature, Global or Postcolonial Literature, theoretical approaches focused on global/diversity perspectives or similar topics.

Students who have taken an ENGL 4XXX course as an undergraduate at West Georgia cannot receive credit toward the M.A. degree in English for the concurrent ENGL 5XXX course unless the student and/or instructor can provide evidence that the content of the course (readings, topics, etc.) is significantly different than when he/she took it as an ENGL 4XXX course. Students may repeat specific 5000 and 6000-level courses for credit, if the course covers a different subject or period (e.g. ENGL 6105: Seminar in British Literature I, Medieval Literature and ENGL 6105: Seminar in British Literature I, Renaissance Literature).

Literature).

Learning Outcomes

Graduate students will be able to:

Recall, compare, and interpret canonical and non-canonical texts, rhetorical conventions, pedagogies, writers, and genres within literary and historical periods.

Apply and analyze content knowledge by using independent research and pertinent theoretical approaches in rhetorically sound critical and creative projects.

Acquire and practice professionalization skills applicable to their articulated professional goals.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

**Prospective
Curriculum***

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* Reducing the number of required letters of recommendation from three to two will streamline the process for students while still providing insight from faculty who know the student and can vouch for their ability to do graduate level work.

Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Please select all that apply.*

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

Check all that apply to this program*

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

SACSCOC Comments No change to program content, only required admissions documents.

REQUIRED ATTACHMENTS

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1.) Program Map and/or Program Sheet

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

4.) Curriculum Map Assessment

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

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

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

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

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

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Psychology, M.A.

2026-2027 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.

Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department

*

School of Social Sciences

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

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

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

Program Name

Program Description

Program Name* Psychology, M.A.

Program ID - DO NOT EDIT* 4827

Program Code - DO NOT EDIT

Program Type*

Master's

Degree Type*

Master of Arts

Program Description* Program Description

The Master of Arts degree in Psychology offered by the Psychology Program is accredited by the Council for Humanistic and Transpersonal Psychologies. It is a unique psychology program in that it has a broadly humanistic orientation, with roots in phenomenological, existential and transpersonal approaches. This approach to psychology takes a holistic view on the human experience. Our students are trained in humanistic, critical, and transpersonal psychologies. The program actively engages social justice and cultural awareness within the context of psychological theory and practice. We value self-inquiry and academic rigor; thus we urge self-reflection and radical personal exploration as well as sustained research and scholarship. After graduation, our students have continued on in a variety of contexts, including further graduate study, teaching, social service, public and private sector organizations, and community intervention.

Admission

Along with the Graduate School requirements, we require a minimum GPA of 2.7, three letters of reference (at least two academic), a personal statement illuminating reasons for applying to the program, and a video-recording of you answering several questions related to your interest in the program. Considering the humanistic orientation of this program, the potential for self-awareness, exploratory research, and some knowledge of the humanistic tradition in psychology is given considerable weight in the selection of applicants.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Program Requirements

The master's program offers two options toward the completion of the degree: Option I, students must complete a minimum of 33 hours of course work and an acceptable original thesis. Thesis work will result in a minimum of 3 additional hours for a minimum of 36 credit hours. Option II, students must complete a minimum of 36 hours of coursework. Option I and Option II, students may take up to 6 hours of graduate coursework in departments other than psychology without special permission. Under both options, students may accumulate six hours of credit for Independent Study following the Graduate School guidelines for Independent Study. Under both options, students must pass an oral comprehensive exam based on course work and individual research or projects developed over the student's course of study. This requirement is fulfilled under Option I through the student's oral defense of their thesis. Under Option II, students must submit a written document as directed by their committee.

Thesis Proposal

The nature of the thesis proposal will reflect the type of thesis undertaken by the student as approved by the thesis Chair. Please refer to the program website for additional thesis guidelines.

Thesis Defense

Following approval of the masters thesis by the thesis committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The thesis defense is open to the public.

Required Courses

There are two required courses: PSYC 6000 - Foundations of Humanistic Psychology, and PSYC 6021 - Psychology as Human Science. All other courses are elective, giving students the freedom and responsibility to develop their own plans of study. Ideally, a student's individualized plan is developed in collaboration with a

faculty mentor. Students are encouraged to invite faculty members to serve as their

faculty mentor.

**PSYC 6000 Foundations of Humanistic
Psychology**

PSYC 6021 Psychology as Human Science

M.A. Psychology Electives

In addition to the eight credit hours of the two required courses, the M.A. degree requires 28 additional credit hours. Twenty-two of these credit hours must be from Psychology coursework at the 5000, 6000, or 7000 level; six credit hours from outside the Psychology Department at the 5000, 6000, or 7000 level may be applied to the degree.

PROGRAM CURRICULUM

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Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* We have decided to simplify the application process. Instead of compulsory interviews we will ask applicants to record themselves answering several questions designed to assess their fit and interest in our specific program. We will use Vid-recruiter to capture their answers.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Please select all that apply.*

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

Check all that apply to this program*

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

SACSCOC Comments

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Assessment Plan* ☐ I have attached the Assessment Plan.

☒ N/A

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Post-Baccalaureate Certificate in Conducting

2026-2027 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. adjust modality and formalize admissions requirements

Desired Effective Semester*

Spring

Desired Effective Year*

2026

Routing Information

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School/ Department *

School of Visual and Performing Arts

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

☐ Yes

☒ No

Is this a College of Education Program? *

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program *

☒ Program

☐ Shared Core

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

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Program Name

Program Description

Program ID - DO NOT EDIT* 4883

Program Code - DO NOT EDIT

Program Type*

Certificate

Degree Type*

Certificate

Program Description* We propose an innovative model for professional development and certification in music ensemble conducting, where students can earn a 9-credit hour certificate in conducting with very low residency, credits of which could count toward a future master's degree. The post-bac Conducting Certificate will competitively admit a cohort of students every summer to take a three-course sequence that students could complete in a 12-month period: summer, fall, spring.

The low-residency hybrid summer Conducting Seminar (3 credit hours), a pre-requisite for enrollment in Applied Conducting, will focus on conducting skills relevant to working with instrumentalists, while embracing movement theory relevant to all conductors. Following the conducting seminar will be a 100% online music literature seminar in the fall (3 credit hours), starting with wind band literature and alternating with choral literature in subsequent years. This literature seminar, designed for students to apply their knowledge to the educational or professional ensembles they are currently leading, will allow students to extend the summer experience into real-time tangible academic year professional interactions. After success in the summer conducting seminar with the grade of a B or higher, students will also be approved to take 100% online applied lessons in conducting (3 credit hours), which they will register for with a member of the expert UWG conducting faculty either in the fall or spring. For the student who enters "with" their respective (instrumental or choral) summer cohort, completing all three courses in sequence offers integrated and iterative learning within a 12-month period. Students also have the opportunity to start "off" cohort and finish within 18 months.

Through the conducting certificate, we hope to broaden and enhance the leadership opportunities available to our students, both our graduates and those who join us anew for this certificate. The relevance of this training surfaces in leadership and expertise of teachers who guide learners of music. We believe that given our faculty expertise and the affordable credit hour of our regional comprehensive university, we are well equipped to offer a competitive, accessible, and flexible opportunity to students to continue their professional development in conducting. As most of the program will be fully online, students from elsewhere would only need to be in residency for two 8-hour days.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location*

Online

Curriculum Information

Required: Conducting Seminar

MUSC 6300 Conducting Seminar

Required: Literature Course

Choose one of the following 3-hour courses to fulfill your literature requirement for the certificate.

MUSC 6301 Wind Band Literature

MUSC 6302 Choral Literature

MUSC 6210 Music History and Literature

MUSC 6220 Music Theory

Required: Conducting Applied

MUSC 6600R Principal Applied: Conducting

PROGRAM CURRICULUM

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Justification and Assessment

Rationale* Rationale: This program revision has two components

1. Change modality of the Post-Bac Certificate in Conducting to completely online from the hybrid certificate initially approved. In summer 2025, in response to student need, we successfully taught MUSC 6300 100% online. We will continue to offer it 100% online, which allows us to offer the certificate entirely online.

2. Add the following admissions requirements for the certificate:

Applicants must hold a baccalaureate degree in music or the equivalent.

Submit official transcripts from all post-secondary schools attended.

An undergraduate GPA of 2.5 or higher

Personal statement of no fewer than 200 words discussing applicant's goals for musical leadership through conducting.

The first two requirements mirror the most basic requirements for our MM program allowing for a streamlined transition to a master's program. The focused personal statement allows applicants to identify their goals for enrolling in the certificate and allows us to respond to their perceptions as they align with our program.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Please select all that apply.*

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Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
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SACSCOC Comments

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Assessment Plan* ☐ I have attached the Assessment Plan.

☒ N/A

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Post-Baccalaureate Certificate in Professional Development

2026-2027 Graduate Revise Program Request

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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*

Spring

Desired Effective Year*

2026

Routing Information

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School/ Department *

Graduate School

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department? *

☒ Yes

☐ No

Is this a College of Education Program? *

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program *

☒ Program

☐ Shared Core

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Program Name

Program Description

Program Name* Post-Baccalaureate Certificate in Professional Development

Program ID - DO NOT EDIT* 4889

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The post-baccalaureate Professional Development Certificate is for individuals to enhance their knowledge and strengthen their professional skills. Utilizing a cross-disciplinary approach allows students to take graduate-level courses from various academic departments to meet career advancement and/or career opportunity goals. The flexibility of the certificate program will enable students to take classes that fit their schedules. One core course is required and the remaining two courses will be selected with the assistance of the Senior ESS within the Graduate School to help meet the student's professional development goals. Nine credit hours are required to complete this certificate.

After completing the PD Certificate, the student may be eligible to count up to 9 credit hours toward a UWG graduate degree.

Learning Outcomes:

Develop and refine communication, management, critical thinking, digital literacy, or other industry-needed skills.

Expand professional expertise across multiple disciplines, integrating concepts, theories, or practices from different fields to address complex, real-world problems.

Apply interdisciplinary knowledge to develop strategies, solutions, and innovations that address current and evolving industry needs.

4. Develop self-directed learning strategies that empower individuals to take ownership of their professional growth and pursue continuous improvement in their careers.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location*

**Prospective
Curriculum*****Requirements**

Graduate students must successfully complete one of the following core courses:

ABED 6100 Strategic Business Communication

CISM 5355 Cybersecurity Operations

**CISM 5390 Business Intelligence and Data
Mining**

ECON 6430 Business Forecasting

ENGL 5304 Advanced Writing in Disciplines

ENGL 5425 Dynamic Writing

FINC 6532 Finance

**MGNT 6670 Organizational Theory and
Behavior**

POLS 5210 Public Management

**POLS 5215 Management of Nonprofit
Organizations**

**POLS 6200 Public Budgeting and Financial
Management**

CS 5251 Web Technologies I

MKTG 5805 Sales Management

MKTG 5818 Business Web Design

**[After] Students must successfully complete two other
graduate-level courses from any subject area
that will meet the student's professional
development goals. A total of nine credit hours
is required to complete the certificate.**

PROGRAM CURRICULUM

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Justification and Assessment

Rationale* The curriculum was revised in accordance with USG guidelines to ensure that core courses do not require prerequisites and are not restricted to specific graduate programs, since students are expected to take at least one core course during their first semester of enrollment.

The following courses were removed from the original approved program curriculum due to prerequisite or specific graduate program requirements:

POLS 5222
ECON 5475
ECON 6450
EDRS 7000

The following four courses have been added:

ENGL 5425
CS 5251
MKTG 5805
MKTG 5818

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SACSCOC Substantive Change

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Check all that apply to this program*

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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 undergraduate 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 it to this proposal.

4.) Curriculum Map Assessment

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

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

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

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

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

Graduate Certificate

Post-Baccalaureate Professional Development Certificate

Student Learning Outcome	Strategic Plan Connection
Develop and refine communication, management, critical thinking, digital literacy, or other industry-needed skills.	Relevance - Addresses current skills gaps that multi-industry employers have identified in their workforce.
Expand professional expertise across multiple disciplines, integrating concepts, theories, or practices from different fields to address complex, real-world problems.	Competitiveness - Provides a distinctive academic experience that will elevate students' knowledge to help them be more marketable.
Students will demonstrate persistence by successfully completing the requirements for graduation across all three certificate courses.	Relevance - Enhances students' knowledge to aid in adapting to a changing world and economy.
Develop self-directed learning strategies that empower individuals to take ownership of their professional growth and pursue continuous improvement in their careers.	Placemaking - Allows students to feel unique and empowered by selecting the courses they need to professionally advance.

Measure/Method	Success Criterion			
Core course the student selects./Grade received for the core course (A, B, C, F).	85% of students earn a course grade of at least a B.			
Two courses that are selected in addition to the core course./Grades earned for these two courses (A, B, C, F).	85% of students earn a course grade of at least a B.			
The number of certificate students who graduate within 3 years.	85% of students complete the certificate within 3 years.			
A formative assessment will be used to measure the students' experience and professional growth.	75% of students indicate that their course choices improved their professional growth and will lead to greater opportunities.			

Program Map (OLD)

Post-Baccalaureate Professional Development Certificate, 9 credit hours

Graduate School

Requirement	Course	Term
One core course from the course list is required. (3 credit hours)	MGNT 6670 – Organizational Theory & Behavior	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	POLS 5215 – Management of Non-Profit Organizations	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	POLS 5222 – Leadership in the Public & Nonprofit Sectors	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	POLS 5210 – Public Management	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	POLS 6200 – Public Budgeting & Financial Management	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	CISM 5355 – Cybersecurity Operations	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	CISM 5390 – Business Intelligence & Data Mining	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	ECON 6430 – Business Forecasting	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	ECON 5475 – Applied Econometrics & Analytics	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	ECON 6450 – Managerial Economics	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	FINC 6532 – Finance	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	EDRS 7000 – Data Analytics	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	ENGL 5304 – Advanced Writing in Disciplines	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	ABED 6100 – Strategic Business Communication	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
Two additional graduate-level courses from any discipline are required. (6 credit hours)	Varies	Fall/Spring/Summer: Dependent on course availability.

Program Map (NEW)

Post-Baccalaureate Professional Development Certificate, 9 credit hours
Graduate School

Requirement	Course	Term
One core course from the course list is required. (3 credit hours)	MGNT 6670 – Organizational Theory & Behavior	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	POLS 5215 – Management of Non-Profit Organizations	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	POLS 5210 – Public Management	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	POLS 6200 – Public Budgeting & Financial Management	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	CISM 5355 – Cybersecurity Operations	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	CISM 5390 – Business Intelligence & Data Mining	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	ECON 6430 – Business Forecasting	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	FINC 6532 – Finance	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	ENGL 5304 – Advanced Writing in Disciplines	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	ENGL 5420 - Dynamic Writing for Contemporary Audiences	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	ABED 6100 – Strategic Business Communication	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	CS 5251 - Web Technologies I	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	MKTG 5805 - Sales Management	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
	MKTG 5818 - Business Web Design	Fall/Spring/Summer: Dependent on course availability. (If chosen as core course, must be taken first semester after acceptance into the certificate.)
Two additional graduate-level courses from any discipline are required. (6 credit hours)	Varies	Fall/Spring/Summer: Dependent on course availability.

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE											
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.) 2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.) 3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.) 4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.) 5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.	DEPARTMENT:	Graduate School				PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4			
	PROGRAM:	Post-Baccalaureate Professional Development Certificate		COURSES		Develop and refine communication, management, critical thinking, digital literacy, or other industry-needed skills.	Expand professional expertise across multiple disciplines, integrating concepts, theories, or practices from different fields to address complex, real-	Students will demonstrate persistence by successfully completing the requirements for graduation across all three certificate	Develop self-directed learning strategies that empower individuals to take ownership of their professional growth and pursue continuous improvement in their			
				1	MGNT 6670	I, R, A	I, R, A	I, R, A	I, R, A			
				2	ABED 6100	I, R, A	I, R, A	I, R, A	I, R, A			
				3	POLS 5215	I, R, A	I, R, A	I, R, A	I,R, A			
	<u>INTRODUCED:</u> 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 and/or competencies and entry-level complexity.			4	POLS 5210	I, R, A	I, R, A	I, R, A	I, R, A			
				5	POLS 6200	I, R, A	I, R, A	I, R, A	I, R, A			
				6	CISM 5355	I, R, A	I, R, A	I, R, A	I, R, A			
				7	CISM 5390	I, R, A	I, R, A	I, R, A	I, R, A			
				<u>REINFORCED:</u> Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.			8	ECON 6430	I, R, A	I, R, A	I, R, A	I, R, A
							9	FINC 6532	I, R, A	I, R, A	I, R, A	I, R, A
	10	CS 5251	I, R, A				I, R, A	I, R, A	I, R, A			
				11	MKTG 5805	I, R, A	I, R, A	I, R, A	I, R, A			
				12	MKTG 5818	I, R, A	I, R, A	I, R, A	I, R, A			
				<u>MASTERED:</u> Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.			13	ENGL 5304	I, R, A	I, R, A	I, R, A	I, R, A
	14	ENGL 5425	I, R, A				I, R, A	I, R, A	I, R, A			
	15	Other Graduate-level courses	I, R, A				I, R, A	I, R, A	I, R, A			
				16								
17												
18												

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.		19					
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20					
		21					
		22					