<div align="center">**Memorandum**</div>

To: General Faculty

Date: April 9, 2025

Regarding: Faculty Senate Agenda for April 11, 2025 in Richards Hall, room 102

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1. Call to Order
2. Roll Call
3. Minutes
   A) The March 14, 2025 Faculty Senate Meeting Minutes were approved electronically on April 2, 2025.
4. Administrator Reports
   A) President
   B) Provost
5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

   1) General Information Updates
      a) Gauging interest in transitioning annual reviews to academic year from calendar year.
      b) General information updates.
      c) Committee Chair general updates.
   2) Committee Chair General Updates

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

Action Items (Addendum I):

   A) College of Humanities, Arts, and Social Sciences
      1) School of Visual and Performing Arts
         a) ART - 3050 - Introduction to Jewelry
            Request: Add
            Intro to Jewelry will introduce a new technique/process to broaden student skills beyond our current offerings, Jewelry incorporates both traditional and

technology-based craft work that will expand the course offerings in the art department. This course also provides a professional and marketable craft for art students to explore.

b) ART - 3310 - Pottery Techniques

Request: Add

This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations. "Pottery Techniques" offers students the option to strengthen their proficiencies in the production of high-fire utilitarian ceramics should they choose to either pursue individual / entrepreneurial ceramics production or seek employment in the industry. A range of wheel-throwing techniques will be presented, allowing students to both learn new skills and hone techniques most applicable to their own artwork. The summer session format best suits a course of this type due to its extended class meeting times and its compressed 5 day a week schedule.

c) ART - 3311 - High Fire Glazing

Request: Add

This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations. "High Fire Glazing" is a technical course focusing on the formulation and firing of utility-oriented high temp glazes. This course offers students the opportunity to enhance their proficiencies to either undergird their own pottery production or seek field-oriented employment. Familiarity with formulation techniques and materials testing strategies and the operation and maintenance of firing equipment offers students a significant measure of fiscal independence from more cost prohibitive commercially available solutions.

d) ART - 3312 - Post-Fire: Raku, Pit, & Obvara

Request: Add

This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective

offerings for our BFA Studio (and especially ceramics) concentrations. "Post-Fire: Raku, Pit, & Obvara" offers students invaluable technical processes that are not only becoming more visible in the field but are processes that have less financial and facility restraints allowing students greater flexibility and productivity in their practice. These processes also are more accessible to Art Education students seeking employment in a K-12 art environment.

2) School of Social Sciences

   a) Sociology, B.S.

   Request: Revise

   We are allowing our majors the option of taking SOCI 4003 Applied Stats for Sociology or SOCI 4613 Qualitative Research (NOTE: there is a concurrent Curriculog proposal for changing the name of the latter to "Interviews and Observations"). Qualitative and quantitative research methods are both widely used in sociology. Students receive foundations in both methodological approaches in SOCI 4000 (Research Methodology). This proposed change allows students to choose which specialized methodological course to take to develop their skills. In addition, job descriptions in social science research and social services fields indicate that skills in interpreting needs of interviewees and writing reports are valued. Thus, allowing students to choose either a focused quantitative course (stats) or a focused qualitative course allows them to better prepare for their desired fields. Students who choose to pursue graduate programs can be advised to take both courses to better prepare.

B) Perry College of Mathematics, Computing, and Sciences

  1) School of Computing, Analytics, and Modeling

   a) COMP - 2910 - Sophomore Computing Seminar

   Request: Add

   Data gathered by the College of Computing, Mathematics, and Sciences has shown that the drop-out rate of students in the college is the highest in their sophomore year. As an initiative to improve retention rates, CMCS has asked every program to introduce a sophomore seminar that helps students understand their career options, and in turn motivates them to stay in their major or to make

an educated decision if changing majors. (A future proposal will add the sophomore seminar as required course to the B.S. in Computing.).

C) Richards College of Business

   1) Department of Economics

      a) Data Intelligence and Business Analytics, B.B.A.

      Request: Revise

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

   2) Department of Management and Management Information Systems

      a) Business Administration Minor

      Request: Revise

      Originally, the note for the 3-hour business select course read "above the 3000 level." This could be interpreted as a requirement to take a 4000 level course. This was never the intent. The language has now been changed to read, "One three (3) hour course in business at the 3000 or 4000 level." Chances are the original language was put in place 20+ years ago and has never been revised. Also, the program description was not available, so one was added for the catalog.

      b) Management Minor

      Request: Revise

      Originally, the course requirements read "9 hours of MGNT courses above the 3000 level" - implying all courses should be at the 4000 level. This was never the intent. The requirements now read, "Plus 9 hours of courses in the Management Department at the 3000 or 4000 level." Additionally, a program description was added (there was not a description previously).

D) University College

   1) Center for Interdisciplinary Studies

      a) [XIDS - 2100 - Hip-Hop in Europe](#)

      Request: Add

      This course uses hip-hop to explore connections among language, art, music, history, sociology, and current events. Hip-hop is an ideal medium for these conversations: its popularity within the United States makes the course content accessible to students and encourages immediate real-world applications of the analytical tools learned in the course. The relative shortness of music videos allows for pedagogical flexibility: several can be watched in quick succession to identify a common visual language, or a single sequence can be thoroughly analyzed to understand each of its constituent parts. The multicultural nature of course content—drawn from several regions and languages within Europe—encourages students to discover how hip-hop reflects and responds to specific social conditions. The interdisciplinary approach to this content will appeal to students in the fields of language, literature, film, history, music, art, sociology, and communication studies, who can expand their existing knowledge and apply it to a variety of new contexts.

   2) Department of Civic Engagement and Public Service

      a) [POLS - 4216 - Gun Policy](#)

      Request: Add

      This class has been taught several times as a special topics class and is very well received by students. This class is designed to analyze and assess why gun control policy exists in its current state. The course will explore a variety of arguments for the current state of gun control policy. By the end of the semester students should be able to analyze and evaluate how culture, agenda setting and formulation, institutions and policy making, interest groups, the media, parties, elections, public opinion, and other factors shape gun control policy in the United States.

      b) [Organizational Leadership, B.S.](#)

      Request: Revise

We only offer this program via eMajor. The USG has decided to stop offering the social justice classes (SJUS prefix) via eMajor due to low enrollment. Since the classes necessary to fulfill the concentration won't be available to our students, we are asking to remove the social justice concentration from this program and the associated classes from our catalog.

Information Items:

A) UPC approved the XIDS Cornerstone (First-year seminar) course topics for 2025 – 2026. The list of topics is included in the appendix.

B) UPC completed its component of the Comprehensive Program Reviews for three programs: BSED Physical Education, BS Sport Management, BS Health and Community Wellness.

C) UPC chair for 2025 – 2026 academic year will be Charlie Sicignano.

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

Action Items (Addendum II):

A) College of Education

  1) CMWL - 6800 - Research and Grants in Integrative Health and Wellness

     Request: Add

     Rationale: To ensure that students are learning research methods as it directly applies to the health and wellness field. This course is also part of a matriculation agreement with Georgia Highlands and the ABM in Health and Community Wellness pathway at UWG, so ideally students would have a CMWL faculty member teach the course to stay consistent within the program.

  2) Elementary Education, Ed.S.

     Graduate Revise Program Request

     Rationale: We are removing the requirement of holding a master's degree in the specific field of Elementary Education. Holding a level 5 certificate in Elementary Education meets the Content Area Specialization. Current Admissions Standards: Official transcripts from all schools that have conferred degrees (Bachelor's, Master's, etc.) are required and should be sent directly to the UWG Graduate Admissions Office. A Level 5 clear and renewable professional certificate in Elementary Education based on a Master's degree in Elementary Education or Early Childhood

Education is required. Any other Master's degree with a Level 5 certification must meet the Content Specialization requirements in the Elementary Education Master's degree program in order to be admitted into the Ed.S. program. A minimum GPA of 3.0 in graduate coursework A professional resume reflecting a minimum of 1 year of full-time teaching experience, that includes current grade level and school name. New Admissions Standards: Official transcripts from all schools that have conferred degrees (Bachelor's, Master's, etc.) are required and should be sent directly to the UWG Graduate Admissions Office. A Level 5 clear and renewable professional certificate in Elementary Education. A minimum GPA of 3.0 in graduate coursework A professional resume reflecting a minimum of 1 year of full-time teaching experience, that includes current grade level and school name.

3) [Integrative Health and Wellness, M.S.](#)

Graduate Revise Program Request

Rationale: Removing EDRS 6301 and adding CWML 6800 (new course in Curriculog approval process). To ensure that students are learning research and grant proposal methods as it directly applies to the health and wellness field. This course is also part of a matriculation agreement with Georgia Highlands and the ABM in Health and Community Wellness pathway at UWG, so ideally students would have a CMWL faculty member teach the course to stay consistent within the program.

4) [Reading Instruction, M.Ed.](#)

Graduate Revise Program Request

Rationale: The changes to the M.Ed. in Reading Instruction Degree Requirements were made to align with new Georgia Professional Standards Commission (GaPSC) regulations regarding literacy educator proficiency. GaPSC is the agency responsible for setting certification requirements and professional standards for educators in Georgia. The revised requirements now mandate that applicants demonstrate proficiency in the foundations of reading, literacy, and language. This aligns with GaPSC Rule 505-3-.96, effective July 1, 2023, and upcoming changes to Elementary Education certification effective July 1, 2025. Applicants can meet this requirement through various means, including earning a Reading Endorsement certification under the new rule, holding the Dyslexia Endorsement, passing the GACE Content

Assessment in Reading Education after July 1, 2025, or completing recognized structured literacy training such as Lexia LETRS, Cox Campus, or Orton-Gillingham certification. Additionally, the previous requirement for passing the GACE Content Assessment in Reading has been updated to require the specific GACE Literacy Specialist assessment for adding the Literacy Specialist certification field. These revisions ensure that all candidates entering the program have foundational literacy knowledge and meet GaPSC standards for literacy instruction and certification.

5) Secondary Education, M.Ed.

   Graduate Delete Program Request

   Rationale: This program was deactivated in 2015. It has no students. The USG has requested that we terminate this program at this time. See attachment from 2015.

Committee IV: Faculty Development Committee (Amy Cuomo, Chair)

Action Items (Addendum III):

A) **Faculty Emeriti Policy change for the UWG Handbook**

   Rationale: The proposed change to the UWG Faculty Emeritus Policy is designed to bring the University of West Georgia into compliance with BOR Changes to Faculty Emeritus policy.

Committee IX: Rules Committee (Marian Buzon, Chair-elect)

Action Items (Addendum IV):

A) **Generative Artificial Intelligence Syllabus Policy:** The Rules Committee was charged with creating a generative artificial intelligence (AI) policy for the UWG Faculty Handbook. The Institute for Faculty Excellence provides four policy options for instructors. Keeping that resource in mind, the Rules Committee simply proposes the attached modification (changes in red) to the Faculty Handbook section 201.01, where other syllabus requirements are listed.

B) **Office Hour Policy:** The Rules Committee was charged with revising the office hours policy in the Faculty Handbook to increase faculty-student engagement. The committee proposes that each academic unit establishes an office hour policy which faculty may use to guide their decisions regarding office hour scheduling and modalities. The requirements of such policies are not being proposed at this time. Further, the committee is not defining "academic unit". For many faculty, "unit" will be

synonymous with program (lowest level of organization); exceptions may apply for different organizational structures on campus. The Rules Committee is proposing the attached modification (changes in red) to the Faculty Handbook section 208.

6. Old Business

    A) None

7. New Business

    A) Office of Research and Sponsored Projects updates and federal impacts. (Evelyn Bragg, Assistant Director)

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

8. Announcements

9. Adjourn

Addendum I

ART - 3050 - Introduction to Jewelry

2025-2026 Undergraduate New Course Request

Introduction

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Desired Effective Semester * `Summer`　　　　**Desired Effective Year** * `2025`

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College - 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 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 *
ART

Course Number * 3050

Course Title * Introduction to Jewelry

Long Course Title

Course Type *
Art

Catalog Course Description * This course is designed to provide students with a basic knowledge and understanding of small metals, jewelry and wearables. This class will facilitate a broad understanding of both the formal and conceptual aspects of making small scale wearable objects. We will explore a range of technical skills from cold connections to small scale soldering. We will address forming materials such as non-ferrous metals, silver, copper, brass and found materials.

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

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

Lec Hrs * 0

Lab Hrs * 6

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

Prerequisites ART 1006, ART 1007, ART 1008, ART 1009

Concurrent Prerequisites

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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?   `1`

Grading *   Undergraduate Standard Letter

Justification and Assessment

Rationale * This course has been taught as a 4985 for 3 years with a max enrollment of students. I am proposing it as a new course number so it can be offered and additional advanced level courses can be offered.

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

1.To learn the basic cold and hot connections in non-ferrous metals

2. Understand the relationship of small sculptures to wearable objects.

3. To become familiar with a variety of traditional and non-traditional materials, and to acquire skills in the areas of craft and professionalism.

4.To acquire strong conceptual and technical skills in small metals and wearables

5. Develop and strengthen skills through researching, planning, selecting, developing, creating and refining several small metals artworks.

6. To become comfortable with nonferrous and metalsmithing vocabulary and use that vocabulary when speaking and writing critically about you're work and the work of others.

7. Expereince new materials process and execute your own visual aesthetic through the use of various small metals assignments.

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

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Present or Projected Annual Enrollment *   20

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

If yes, what will the fee be? * $120.00

Fee Justification   Fees will cover the tools and materials students will need to successfully complete this course. all fees cover consumable materials that are for student use.

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.**

Comments for ART - 3050 - Introduction to Jewelry

Laura Wolfe

3/14/2025 9:16 am **Reply**

Per CHASS executive committee: approve with friendly amendment to add to the rationale: Intro to Jewelry will introduce a new technique/process to broaden student skills beyond our current offerings, Jewelry incorporates both traditional and technology-based craft work that will expand the course offerings in the art department. This course also provides a professional and marketable craft for art students to explore.

Kevin Shunn

2/19/2025 10:33 am **Reply**

Approved

Ava Elefante

2/10/2025 4:53 pm **Reply**

"5.5" for lecture hours.

Casey McGuire

1/27/2025 12:29 pm **Reply**

I have addressed issues

Ava Elefante

1/22/2025 11:39 am **Reply**

5.5 lecture hours- could this be reviewed (do not have decimal points in hours)? ART courses most typically have all their hours in the lab portion.

Intro to Jewelry

ART-3050

Section 01   3 Credits

🖥 Description

This course is designed to provide students with a basic knowledge and understanding of small metals, jewelry and wearables. This class will facilitate a broad understanding of both the formal and conceptual aspects of making small scale wearable objects. We will explore a range of technical skills from cold connections to small scale soldering. We will address forming materials such as non-ferrous metals, silver, copper, brass and found materials.

Prerequisites:
ART 1006 Minimum Grade: C, ART 1007 Minimum Grade: C, ART 1008 Minimum Grade: C., ART 1009 Minimum Grade: C

👤 Contact Information

Professor: Casey McGuire

Email: cmcguire@westga.edu
Office: room 119

🕐 Meeting Times

Attendance / Participation

You must come physically to class to be counted as attending class. Attendance will be based on class participation in the discussions, exercises, and assignments. You may miss 3 days. Each full day is technically a week of classes. You will need to inform me of absences in this class moves quickly.

studio

M-F 8:00- 4:30
VAB

📕 Materials

See emailed Excel Sheet plus other findings and materials.

📊 Outcomes

This course is designed to provide students with a basic knowledge and understanding of small metals, jewelry and wearables, as they pertain to contemporary art and the traditional craft of metalsmithing. This class will facilitate a broad understanding of both the formal and conceptual aspects of making small scale wearable objects. We will explore a range of technical skills from cold connections to small scale soldering. Forming and fabricating materials such as non-ferrous metals, silver, copper, brass and found

materials will be explored. All instruction will cover the safe and proper use of equipment, tools, techniques, materials, and concepts needed to create small metal sculptures. In addition, there will be technical demonstrations, video's, discussions and slide lectures which deal with small metals and wearables and themes in contemporary sculpture.

Course Objectives

·   To learn the basic cold and hot connections in non-ferrous metals

·   Understand the relationship of small sculptures to wearable objects.

·   To become familiar with a variety of traditional and non-traditional materials, and to acquire skills in the areas of craftsmanship and professionalism.

·   To acquire strong conceptual and technical skills in small metals and wearables

·   Develop and strengthen skills through researching, planning, selecting, developing, creating and refining several small metals artworks.

·   To become comfortable with nonferrous and metalsmithing vocabulary and use that vocabulary when speaking and writing critically about your work and the work of others.

·   Have Fun with a new materials process and execute your own visual aesthetic through the use of various small metals assignments.

✔ Evaluation

Criteria

Grading

Breakdown of Final Grade

Readings/ quizzes -2   25 pts each

Exercises- 5   50 pts each

Assignments - 5   100 pts each

Breakdown
☰ Assignments

Project #1: Pendant
Project #2: Riveting

Project #3 : Chatelaine

Project #4: Ring

Project #5 : Final Suite

📅 Schedule

✳ Course Policies and Resources

🏛 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).

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

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

Online Courses

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

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

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

Honor Code

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

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

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

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.

ELL Resources

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

COVID-19

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

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

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

Additional Items

ART - 3310 - Pottery Techniques

2025-2026 Undergraduate New Course Request

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Desired Effective Semester* `Summer`

Desired Effective Year* `2025`

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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* | ART

Course Number* 3310

Course Title* Pottery Techniques

Long Course Title Pottery Techniques

Course Type* | Art

Catalog Course Description* Pottery Techniques is a process premised intermediate course that provides students with the opportunity to expand their technical skills, experience, and critical thinking skills through the completion of a series of wheel-thrown and hand-built vessel specific projects.

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

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

Lec Hrs* 0

Lab Hrs* 6

Credit Hrs* 3

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

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites ART 3301

Concurrent Prerequisites

Corequisites

23

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?   `1`

Grading *   `Undergraduate Standard Letter`

Justification and Assessment

Rationale *   This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations.

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

1. WHEEL TECHNIQUES - Students will begin with the basic formal rudiments of wheel throwing and progress through more specific uses of the wheel including the crafting of lids, spouts, handles, and foot trimming.

2. ALTERED FORMS - students will practice the implementation of altered thrown forms in both a utilitarian and sculptural context.

3. FIRING – students will learn kiln-loading and firing techniques associated with pottery kiln firings.

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

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?* $100

Fee Justification The fee for this course covers course materials, tool consumables, and equipment maintenance items. A lab fee dedicated to materials purchased in bulk is not only incredibly cost efficient, but it also saves each student a significant amount of money. Lab fees associated with art studio courses are standard practice in all art programs that I'm familiar with.

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.

Comments for ART - 3310 - Pottery Techniques

Laura Wolfe   3/14/2025 9:16 am **Reply**

Per CHASS executive committee: approve with friendly amendment to add to the rationale: This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations. "Pottery techniques" offers students the option to strengthen their proficiencies in the production of high-fire utilitarian ceramics should they choose to either pursue individual / entrepreneurial ceramics production or seek employment in the industry. A range of wheel-throwing techniques will be presented, allowing students to both learn new skills and hone techniques most applicable to their own artwork. The summer session format best suits a course of this type due to its extended class meeting times and its compressed 5 day a week schedule.

Kevin Shunn   2/19/2025 10:36 am **Reply**

Approved

Sonya Adams   2/19/2025 9:43 am **Reply**

Ava is out of the office and Caley has requested this step be approved.

ART 3310 - Pottery Techniques   http://www.westga.edu/UWGSyllabusPolicies/
University of West Georgia   David Collins
Time:_____   Day:_ ____   Office: 116 VAB
Date:_____   email:dcollins Phone x4958

Course Description / Outcomes

Pottery Techniques is a process premised intermediate course that provides students with the opportunity to expand their technical skills, experience, and critical thinking skills through the completion of a series of process specific projects. Each project requires research, an oral presentation, and the production of personally derived artwork that utilizes the given process/ technical information and reflects the assigned research.

WHEEL TECHNIQUES - Students will begin with the basic formal rudiments of wheel throwing and progress through more specific uses of the wheel including the crafting of lids, spouts, handles, and trimming. The implementation of altered thrown forms will also be covered in both a pottery and sculptural context.

APPROACH - Students will use the pottery wheel to produce both traditional and experimental utilitarian pottery forms as well as experiment with the sculptural and installation-based potential of wheel thrown forms. Through discussion and the implementation of the above-mentioned approaches students will be able to identify and contextualize their own pottery/ vessel design philosophy.

FIRING – Due to the utilitarian component of the course students will focus on claybodys, glazes, and firing temperatures that are best suited for usable wares. Students are also encouraged to implement experimental firing techniques when working sculpturally.

At this level students learn a variety of kiln firing methods and kiln maintenance. Students are responsible for the firing of their own work. Additional emphasis will be placed on studio maintenance and operations. Students will also continue to extend their ceramic/ art history and theory research to fuel the development of content.

Instruction Methods
The primary method of instruction will be class demonstrations, lectures, individual input, readings and research. A very significant portion of instruction will also come from your fellow students in the form of critiques and collaborations. Building a safe, effective, and comfortable studio practice will also be expanded.

NOTE: As mentioned above, a significant amount of instruction will be delivered on an individual basis. Listed below are some of the phrases you may hear and what they mean: "have you tried..." - means try ..., "have you looked at..." - means   look at..., "you could, you should, you might want to....." - all mean do.... A high degree of individual input is not only   valued in higher education, it is the most effective means to promote the development and growth of your artwork.

Assignments
A series of four (4) projects (not necessarily four pieces) will be completed that develop the items covered above. Knowledge and techniques acquired in each successive project will inform each successive project. All assignments require research and sketches. Assignments are due on the critique day. *Take notes during technical lectures.*

Research Presentation
After having had the first half of the semester to prepare, at mid-term each student will deliver a 6-minute presentation on a selected artist / theorist. The list of artists to choose from will be made available within the first two weeks of class.

Critiques
Participation in group critiques is mandatory. **Do not miss any critiques**. Missing a critique will lower your semester grade by one letter grade. Specific dates will be announced

Critique etiquette: professional civil dialogue, no interruptions, no excuses, no need for disrupting disclosures of personal hardships affecting quality or amount of artwork produced.

*To best holistically support the outcomes of the course, the number of and scheduling of assignments, demo's and corresponding critiques are tentatively scheduled and are subject to change at the discretion of the instructor.

Grades (HOW YOU ARE BEING GRADED)

25 pts. - Assisgnment #1
25 pts. - Assisgnment #2
25 pts. - Assisgnment #3
35 pts. - Assisgnment #4
20 pts. - Research Presentation
_____

130 -pts.
+40 -Surface grade (slips, glaze, stains, etc.) for the combined total of all assignments
_____
170 -pts.
+40 -Participation/ clean-up/ maintenance - STEWARDSHIP
_____
210 -pts.
+40 - Explore/ Experiment/ Re-do
_____
250 total points

> **+ 10 bonus points for every piece accepted into a regional or national juried exhibition.**

> **+ 5 bonus points for every exhibition entered. (to validate I must see the entry form and entry fee check)**

*It is highly recommended that studio majors build a professional resume that contains a significant show record.

Effort, Attitude, and Time
This class requires a serious commitment of time and both a physical and mental investment as well. (i.e. hard work) Dedication, a serious attitude, and an open mind are necessary. A minimum of 6 hours of out-of-class time is required per week. Some projects may require a slightly longer, undetermined amount of time to complete. An attitude of, "What is the least amount of time that I can invest to get my project done" will not serve you well in this class. A "NO FEAR/NO EXCUSES" attitude will serve you well in this class. Aside from specific times to use special equipment, the studio will be open at all times for you to work at your own leisure.

Attendance
This class requires 100% attendance. Attendance and punctuality are not only required but are absolutely essential for you your success in this class. Missing lectures and demonstrations will seriously jeopardize your ability to produce work of the caliber required by this class. After accruing three (3) unexcused "free" absences each additional absence will deduct four (4) points from the semester's total point amount. Arriving more than 15 minutes late to class will subtract two (2) points from the student's overall semester grade total (per incident)

Participation
You are expected to participate fully in all planned group activities and studio maintenance/ management. This includes field trips, gallery openings/ lectures, clay mixing, and kiln loading / unloading.   Studio maintenance/ management - keeping your workplace clean and organized. 16 % of your semester grade is based on maintaining a clean workplace.

Definition of stewardship
1 : the office, duties, and obligations of a steward

2 : the conducting, supervising, or managing of something; especially : **the careful and responsible management of**

something entrusted to one's care - *stewardship* of natural resources

Conduct, Civility, and Professionalism

It is essential to develop, practice, and maintain a respectful and accommodating approach to others in a studio environment where work and storage spaces are limited. Students are responsible for their own firings and/or arranging collaborative group firings. All students will participate equally in group firings. Immediately upon kiln unloading, all kiln furniture must clear of glaze drips and returned to their designated storage space. Failure to remove glaze drips (within one week) that you are responsible for will result in the subtraction of two (2) points (per incident) from your overall semester grade.

Students will refrain from the use of room temperature glazes.

Students will not store raw glaze materials in personal student workspaces.

Kilns must be completely full to be fired. This applies to all kiln/firing types.

Other than cone 04 glazes, permission must be granted by the instructor to make cone 6 and 10 in amounts beyond test batches.

Studio Environment
16% of your grade is based on maintaining a clean and safe workplace. All materials and supplies must be stored, arranged, and kept in an organized and consolidated fashion. All spills, splatters and scatters must be dealt with immediately. Keeping the classroom clean and orderly is important to foster a safe and stimulating environment. On a weekly basis each student will be responsible for a particular assigned maintenance /cleanliness studio task. Studio cleanliness standards, table access, and table location will be established and governed by the course's instructor throughout the duration of the semester.

*************Choosing to remain enrolled in this course implies compliance with the above-mentioned policies. **************

Sketchbook

You are expected to use a sketchbook for notes, sketches, research, and writings. A sketchbook can serve as an invaluable multi-purpose tool in the development of an artist and his/her artwork. The significance of the role of a sketchbook is often under estimated. Your sketchbook is for your private use only. On occasion you may be called upon to share items of your own choice from your sketchbook to share in group discussions.   Sketchbooks should be at least 9" x 12" in size. (Suggestion: Get a nice one.)

Supplies

The following list represents the basic tools for the course. They may be purchased at the University Book Store, Michaels, Hobby Lobby, etc. Feel free to acquire as may additional tools as you feel necessary at any point throughout the semester.

Basic Tool kit
Fettling knife
Rubber Rib
Bamboo Brushes (one or two)
Metal fork 2- 3
Brushes   1", 2", 3"   (Must be natural bristle) Hand

Phone policy

The (voice) use of cellular phones during class is forbidden.

Special Needs

Please inform me of any special needs (allergies, conditions, etc.) that you think may affect your ability to participate in this class. With a little bit of dialogue, hopefully we will be able to avoid as many potential pitfalls as possible.

Note from the Professor

I am committed to making my classroom a community which promotes a culture of inclusion in which all feel valued, respected, and supported to perform to their full potential.

ACADEMIC SUPPORT

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

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

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

HONOR CODE

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

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

UWG EMAIL POLICY

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

CREDIT HOUR POLICY

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:
http://www.usg.edu/hb280/additional_information
You may also visit our website for help with USG Guidance:
https://www.westga.edu/police/campus-carry.php

Mental Health Support:

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

ART - 3311 - High Fire Glazing

2025-2026 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester * | Summer

Desired Effective Year * | 2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - 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 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 *

ART

Course Number * 3311

Course Title * High Fire Glazing

Long Course Title High Fire Glazing

Course Type *

Art

Catalog Course Description * High fire Glazing is a comprehensive introduction to the common practices and procedures used in deriving high temperature utilitarian glazes from raw materials.

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

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

Lec Hrs * 0

Lab Hrs * 6

Credit Hrs * 3

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

If yes, indicate maximum number of credit hours counted toward graduation. * 0

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

Prerequisites ART 3301

Concurrent Prerequisites

Corequisites   34

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? `1`

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations.

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

1. **Glaze Composition/ formulation-** students will gain an understanding of the constituent ingredients of a glaze and their properties/ interactions.

2. **Mixing-** students will learn proper viscosity, mixing techniques, and suspension agents.

3. **Measures / mathematical conversions-** students will become fluent in the use of basic mathematical conversions and measuring techniques.

4. **Application methods-** students will become familiar with a variety of glaze application techniques.

5. **Glaze lab etiquette / operations –** stocking of materials and clean-up

6. **Glaze Analysis/ Testing –** students will demonstrate proficiency developing effective targeted testing strategies.

7. **Common glaze flaws –** students will be able to identify and address

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?* 100

Fee Justification The fee for this course covers course materials, tool consumables, and equipment maintenance items. A lab fee dedicated to materials purchased in bulk is not only incredibly cost efficient, but it also saves each student a significant amount of money. Lab fees associated with art studio courses are standard practice in all art programs that I'm familiar with.

LAUNCH proposal by clicking ▶ in the top left corner. DO NOT implement proposed changes before

...proposal by clicking ☐ in the top left corner. Do not implement proposed changes until 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.

Comments for ART - 3311 - High Fire Glazing

Laura Wolfe

3/14/2025 9:17 am **Reply**

Per CHASS executive committee: approve with friendly amendment to add to the rationale: This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations. "High Fire Glazing" is a technical course focusing on the formulation and firing of utility-oriented high temp glazes. This course offers students the opportunity to enhance their proficiencies to either undergird their own pottery production or seek field-oriented employment. Familiarity with formulation techniques and materials testing strategies and the operation and maintenance of firing equipment offers students a significant measure of fiscal independence from more cost prohibitive commercially available solutions.

Kevin Shunn

2/19/2025 10:37 am **Reply**

Approved

Sonya Adams

2/19/2025 9:43 am **Reply**

Ava is out of the office and Caley has requested this step be approved.

ART 3311 - High Fire Glazing
University of West Georgia
Time:_5:30-10:15 **Day:**_M,T,W,Th, Fri
Date: May 31-Jun 24
http://www.westga.edu/UWGSyllabusPolicies/

David T. Collins
Office: 116 VAB
Phone: 4958
email: dcollins

Course Description / Objectives

High fire Glazing is a comprehensive introduction to the common practices and procedures used in the deriving of high temperature utilitarian glazes from raw materials. Listed below are the topics covered:

> **1. Glaze Composition/ formulation**- students will gain an understanding of the constituent ingredients of a glaze and their properties/ interactions.

> **2. Mixing**- students will learn proper viscosity, mixing techniques, and suspension agents.

> **3. Measures / mathematical conversions**- students will become fluent in the use of basic mathematical conversions   and measuring techniques.

> **4. Application methods**- students will become familiar with a variety of glaze application techniques.

> **5. Glaze lab etiquette / operations –** stocking of materials and clean-up

> **6. Glaze Analysis/ Testing –** students will demonstrate proficiency developing effective targeted testing strategies.

> **7. Common glaze flaws –** students will be able to identify and address

Instruction Methods
The primary method of instruction will be class demonstrations, lectures, individual input, readings and research. A very significant portion of instruction will also come from your fellow students in the form of critiques and collaborations. Building a safe, effective, and comfortable studio practice will also be expanded.

NOTE: As mentioned above, a significant amount of instruction will be delivered on an individual basis. Listed below are some of the phrases you may hear and what they mean: "have you tried..." - means try ..., "have you looked at..." - means look at..., "you could, you should, you might want to....." - all mean do.... A high degree of individual input is not only valued in higher education, it is the most effective means to promote the development and growth of your artwork.

Assignments
A series of four (4) projects (not necessarily four pieces) will be completed that develop the items covered above. Knowledge and techniques acquired in each successive project will inform each successive project. All assignments require research and sketches. Assignments are due on the critique day. *Take notes during technical lectures.*

Research Presentation
After having had the first half of the semester to prepare, at mid-term each student will deliver a 5-minute presentation on a selected historic glaze / material. The list of artists to choose from will be made available within the first two weeks of class.

Critiques
Participation in group critiques is mandatory. **Do not miss any critiques**. Missing a critique will lower your semester grade by one letter grade. Specific dates will be announced

Critique etiquette: professional civil dialogue, no interruptions, no excuses, no need for disrupting disclosures of personal hardships affecting quality or amount of artwork produced.

To best holistically support the outcomes of the course, the number of and scheduling of assignments, demo's and corresponding critiques are tentatively scheduled and are subject to change at the discretion of the instructor.

Grades (HOW YOU ARE BEING GRADED)

25 pts. - Assisgnment #1
25 pts. - Assisgnment #2
25 pts. - Assisgnment #3
35 pts. - Assisgnment #4
20 pts. - Research Presentation
_____
 130 -pts.
+40 -Participation/ clean-up/ maintenance - STEWARDSHIP
_____
170 -pts.
 +30 - Explore/ Experiment/ Re-do
_____
200 total points + Grade qualifications (see sheet)

Effort, Attitude, and Time
This class requires serious commitment of time and both physical and mental investment as well. (i.e. hard work) Dedication, a serious attitude, and an open mind are necessary. A minimum of 6 hours of out-of-class time is required per week. Some projects may require a slightly longer, undetermined amount of time to complete. An attitude of, "What is the least amount of time that I can invest to get my project done" will not serve you well in this class. A "NO FEAR/NO EXCUSES" attitude will serve you well in this class. Aside from specific times to use special equipment, the studio will be open at all times for you to work at your own leisure.

Attendance
This class requires 100% attendance. Attendance and punctuality are not only required but are absolutely essential for you your success in this class. Missing lectures and demonstrations will seriously jeopardize your ability to produce work of the caliber required by this class. After accruing three (3) unexcused "free" absences each additional absence will deduct four (4) points from the semester's total point amount. Arriving more than 15 minutes late to class will subtract two (2) points from the student's overall semester grade total (per incident)

Participation
You are expected to participate fully in all planned group activities and studio maintenance/ management. This includes field trips, gallery openings/ lectures, clay mixing, and kiln loading / unloading.   Studio maintenance/ management - keeping your workplace clean and organized. 17 % of your semester grade is based on maintaining a clean workplace.

Definition of stewardship
1 : the office, duties, and obligations of a steward

2 : the conducting, supervising, or managing of something; especially : the careful and responsible management of

   something entrusted to one's care - *stewardship* of natural resources

Conduct, Civility, and Professionalism

It is essential to develop, practice, and maintain a respectful and accommodating approach to others in a studio environment where work and storage spaces are limited. Students are responsible for their own firings and/or arranging collaborative group firings. All students will participate equally in group firings. Immediately upon kiln unloading, all kiln furniture must clear of glaze drips and return to their designated storage space. Failure to remove glaze drips (within one week) that you are responsible for will result in the subtraction of two (2) points (per incident) from your overall semester grade.

Students will refrain from the use of room temperature glazes.

Students will not store raw glaze materials in personal student workspaces.

Kilns must be completely full to be fired. This applies to all kiln/firing types.

Other than cone 04 glazes, permission must be granted by the instructor to make cone 6 and 10 in amounts beyond test batches.

Studio Environment

20% of your grade is based on maintaining a clean and safe workplace. All materials and supplies must be stored, arranged, and kept in an organized and consolidated fashion. All spills, splatters and scatters must be dealt with immediately. Keeping the classroom clean and orderly is important to foster a safe and stimulating environment. On a weekly basis each student will be responsible for a particular assigned maintenance /cleanliness studio task. Studio cleanliness standards, table access, and table location will be established and governed by the course's instructor throughout the duration of the semester.

************Choosing to remain enrolled in this course implies compliance with the above-mentioned policies. **************

Sketchbook

You are expected to use a sketchbook for notes, sketches, research, and writings. A sketchbook can serve as an invaluable multi-purpose tool in the development of an artist and his/her artwork. The significance of the role of a sketchbook is often under estimated. Your sketchbook is for your private use only. On occasion you may be called upon to share items of your own choice from your sketchbook to share in group discussions. Sketchbooks should be at least 9" x 12" in size. (Suggestion: Get a nice one.)

Supplies

The following list represents the basic tools for the course. They may be purchased at the University Book Store, Michaels, Hobby Lobby, etc. Feel free to acquire as may additional tools as you feel necessary at any point throughout the semester.

Basic Tool kit
Fettling knife
Rubber Rib
Bamboo Brushes (one or two)
Metal fork 2- 3
Brushes   1", 2", 3"   (Must be natural bristle) Hand

Phone policy

The (voice) use of cellular phones during class is forbidden.

Special Needs

Please inform me of any special needs (allergies, conditions, etc.) that you think may affect your ability to participate in this class. With a little bit of dialogue, hopefully we will be able to avoid as many potential pitfalls as possible.

Note from the Professor

I am committed to making my classroom a community which promotes a culture of inclusion in which all feel valued, respected, and supported to perform to their full potential.

Health, Safety, and the Environment- (All Studio courses)

SAFETY

♦ If you have any type of allergy, chronic illness, or condition that may be relevant to your safety or the safety of
   those around you, please mention these concerns to me at your earliest convenience. Unless otherwise
   stated, this information will be considered confidential.

♦ Please become familiar with the location of the first aid kit, eyewash system, and all fire escape routes.

♦ Protective equipment must be used when operating all power equipment (or when appropriate). This includes
   protective eyewear, gloves, hearing protection, and dust masks. (Eye protection when using power tools)

♦ All work areas and equipment must be clean before leaving the facility.

♦ Only use tools and or equipment the way they are intended to be used.

♦ Report any and all malfunctions or breakage of any tool or piece of equipment to me immediately.

♦ The possession or storage of alcohol, and or any type of illegal substance is forbidden in this facility.

♦ *Being under the influence* of alcohol, and or any type of illegal substance is strictly forbidden in this facility.

HEALTH

♦ Please wash your hands immediately after using any type of material that contains a warning label.

♦ Use the appropriate safety gear when using potentially harmful materials.
    A dust mask when mixing clay, slips, glazes, etc. Eye protection while viewing cone packs in kilns

♦ The use of empty food containers for art related material is prohibited. **No glass containers**.

♦ Make sure identifying labels listing all ingredients are intact on all containers. (Sigs., Slips, stains, glazes)

♦ Eating and drinking is prohibited in this facility.

ENVIRONMENT

♦ Consult instructor before disposing used materials.

♦ Do not allow anything other than minimal amounts of certain ceramic materials to go down the sink drain.

♦ Pour all used or contaminated solvents, stains, or finishes into the appropriate collection container. Waste containers are designated as either water-soluble or petroleum based. Ask if you are not sure which container to use.

ACADEMIC SUPPORT
Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.
Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu
University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

HONOR CODE
At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.
The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to,

failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

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

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

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

HB 280 (Campus Carry)
UWG follows University System of Georgia (USG) guidance:
http://www.usg.edu/hb280/additional_information
You may also visit our website for help with USG Guidance:
https://www.westga.edu/police/campus-carry.php

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

ART - 3312 - Post-Fire: Raku, Pit, & Obvara

2025-2026 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester* [Summer]

Desired Effective Year* [2025]

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - 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 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 ✱   [ART]   **Course Number** ✱   3312

Course Title ✱   Post-Fire: Raku, Pit, & Obvara

Long Course Title   Post-Fire: Raku, Pit, & Obvara

Course Type ✱   [Art]

Catalog Course Description ✱   Post-Fire: Raku, Pit, & Obvara is a summer ceramics studio course designed to serve as a hands-on participatory overview of a wide variety of low temperature post-fire surface techniques not comprehensively covered in the general Ceramics curriculum.

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

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

Lec Hrs ✱   0

Lab Hrs ✱   6

Credit Hrs ✱   3

Can a student take this course multiple times, each attempt counting separately toward graduation? ✱   ◯ Yes   ◉ No   **If yes, indicate maximum number of credit hours counted toward graduation.** ✱   0

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

Prerequisites   ART 3301

Concurrent Prerequisites

45

Corequisites

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?   [1]

Grading *   [Undergraduate Standard Letter]

Justification and Assessment

Rationale *   This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations.

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

Students will demonstrate proficiency implementing the following techniques and continue mastery of their chosen material and research direction.

1. Naked Raku- resist slip and glaze

2. Foil Sagger – burnishing, Terra-sigillata, wax

3. Pitfire - burnishing, Terra-sigillata, wax

4. Obvara – Sodium Silicate surface

5. Horse Hair/ Localized reduction

6. Alcohol Reduction

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?* $100

Fee Justification The fee for this course covers course materials, tool consumables, and equipment maintenance items. A lab fee dedicated to materials purchased in bulk is not only incredibly cost efficient, but it also saves each student a significant amount of money. Lab fees associated with art studio courses are standard practice in all art programs that I'm familiar with.

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.

Comments for ART - 3312 - Post-Fire: Raku, Pit, & Obvara

Laura Wolfe 3/14/2025 9:17 am **Reply**

Per CHASS executive committee: approve with friendly amendment to add to the rationale: This class has been piloted as a summer special topics course and we have decided that it is a very valuable addition to our intermediate-level elective offerings for our BFA Studio (and especially ceramics) concentrations. "Post-Fire: Raku, Pit, & Obvara" offers students invaluable technical processes that are not only becoming more visible in the field but are processes that have less financial and facility restraints allowing students greater flexibility and productivity in their practice. These processes also are more accessible to Art Education students seeking employment in a K-12 art environment.

Kevin Shunn 2/19/2025 10:38 am **Reply**

Approved

Sonya Adams 2/19/2025 9:43 am **Reply**

Ava is out of the office and Caley has requested this step be approved.

ART- 3313 Post-Fire: Raku, Pit, & Obvara

David T. Collins

University of West Georgia

Office: 116 VAB

Time: 12:30 – 5:15 pm **Day:** MON TUE WED THR FRI

Phone: 4958

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

email: dcollins

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Course Description / Objectives

This is a ceramics studio course designed to serve as a hands-on participatory overview of a wide variety of low temperature post-fire surface techniques not comprehensively covered in the general Ceramics curriculum. As with all Ceramics courses, continued emphasis will be placed on developing and expanding existing hand-building or wheel throwing techniques and attaining a basic understanding of clay-body composition and properties relevant to the topic.

Instruction Methods

The primary method of instruction will be class demonstrations and PowerPoint lectures, A very significant portion of instruction will also come from your fellow students in the form of critiques and collaborations. Maintaining a safe, effective, and comfortable studio practice will be emphasized.

Assignments

Assignments (projects) are each technique specific and will require the completion of 2-3 pieces. A series of 4-5 projects will be completed that develop the items listed below. In progress critiques will July14 and July21. Final Crit will be July 27

Outcomes

Critiques

Participation in group critiques is mandatory. **Do not miss any critiques**. Missing a critique will lower your semester grade by one letter grade. Specific dates will be announced

Critique etiquette: professional civil dialogue, no interruptions, no excuses, no need for disrupting disclosures of personal hardships affecting quality or amount of artwork produced.

To best holistically support the outcomes of the course, the number of and scheduling of assignments, demo's and corresponding critiques are tentatively scheduled and are subject to change at the discretion of the instructor.

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Grades (HOW YOU ARE BEING GRADED)

25 pts. - Assignment #1
25 pts. - Assignment #2
25 pts. - Assignment #3
25 pts - Assignment #4
_____
100 - pts.
+50 - Participation/ clean-up/ maintenance/ kiln loading/ *clay-making*

_____
150 - pts.
+50 - Explore/ Experiment/ Re-do

_____
200 total points

Assignment Grades will be based upon the fulfillment of the assignment objectives; crafts*person*ship, conceptual and physical investment of time, and aesthetic (form and surface) and conceptual potency (inventiveness) of work.

Participation/ clean-up/ maintenance/ kiln loading and unloading/ *clay-making* – Self-explanatory.

Explore/ Experiment/ Re-do - In addition to each project grade, the level of **effort**, the **willingness to experiment** and overall dedication will be evaluated. In this course there may be more than one "right answer" to each problem or project. This situation will require you to invest time, take risks, and potentially start over repeatedly to find the "best" or most effective answer possible. Having an open, inquisitive, and flexible mind is essential. *See Project Evaluation sheet*

Effort, Attitude, and Time

This class requires a serious investment of time, both physical and mental. (i.e. hard work) Dedication, a serious attitude, and an open mind are necessary. A minimum of 6 hours of out-of-class time is required per week. Some projects may require a slightly

longer, undetermined amount of time to complete. **An attitude of, "What is the least amount of time that I can invest to get my project done" will not serve you well in this class.** A "NO FEAR/NO EXCUSES" attitude <u>will</u> serve you well in this class. Aside from specific times to use specialized equipment, the studio will always be open for you to work at your own leisure.

NOTE: Summer courses require extensive out-of-class time; weekends can provide a significant portion of this time.

Attendance
This class requires 100% attendance. Attendance and punctuality are not only required but are absolutely essential for you your success in this class. Missing lectures and demonstrations will seriously jeopardize your ability to produce work of the caliber required by this class. After accruing three (3) unexcused "free" absences each additional absence will deduct four (4) points from the semester's total point amount. Arriving more than 15 minutes late to class will subtract two (2) points from the student's overall semester grade total (per incident)

Participation
You are expected to participate fully in all planned group activities and studio maintenance/ management. This includes field trips, gallery openings/ lectures, clay mixing, and kiln loading / unloading. Studio maintenance/ management - keeping your workplace clean and organized. Approximately 25% of your semester grade is based on maintaining a clean workplace.

Conduct, Civility, and Professionalism

It is essential to develop, practice, and maintain a respectful and accommodating approach to others in a studio environment where work and storage spaces are limited. Students are responsible for their own firings and/or arranging collaborative group firings. All students will participate equally in group firings. Immediately upon kiln unloading, all kiln furniture must clear of glaze drips and returned to their designated storage space. Failure to remove glaze drips (within one week) that you are responsible for will result in the subtraction of two (2) points (per incident) from your overall semester grade.

Students will refrain from the use of room temperature glazes.

Students will not store raw glaze materials in personal student workspaces.

Kilns must be completely full to be fired. This applies to all kiln/firing types.

Other than cone 04 glazes, permission must be granted by the instructor to make cone 6 and 10 in amounts beyond test batches.

Studio Environment
25% of your grade is based on maintaining a clean and safe workplace. All materials and supplies must be stored, arranged, and kept in an organized and consolidated fashion. All spills, splatters and scatters must be dealt with immediately. Keeping the classroom clean and orderly is important to foster a safe and stimulating environment. On a weekly basis each student will be responsible for a particular assigned maintenance /cleanliness studio task. Studio cleanliness standards, table access, and table location will be established and governed by the course's instructor throughout the duration of the semester.

*************Choosing to remain enrolled in this course implies compliance with the above-mentioned policies. **************

Extra Credit
I will accept extra-credit projects provided they reflect the material covered in class. Extra credit projects cannot replace required projects. All assigned projects must be completed by the due date before extra credit will be *considered*. All extra credit projects must be accompanied by a ½ page proposal highlighting how the extra credit project will surpass the original project based on the assignment's objectives. You will NEVER be penalized for doing more than what is required. With this in mind, there is no reason to receive a grade lower than an 'A'. The grade you receive is the grade **<u>you</u>** earn.

Sketchbook
You are expected to use a sketchbook for notes, sketches, research, and writing. A sketchbook can serve as an invaluable multi-purpose tool in the development of an artist and his/her artwork. The significance of the role of a sketchbook is often underestimated. Your sketchbook is for your private use only. On occasion you will be called upon to share items of your own choice from your sketchbook to share in group discussions. Sketchbooks should be at least 9" x 12" in size. (Suggestion: Get a nice one.)

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Metal fork 2- 3
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4 Used (clean) Plastic jars with screw on lids. (peanut butter, mayo, etc)

*Feel free to acquire as many additional tools as you feel necessary at any point throughout the semester.

Phone policy
The (voice) use of cellular phones during class is forbidden.

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

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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.

Sociology, B.S.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

Desired Effective Semester * [Fall]

Desired Effective Year * [2025]

Routing Information

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

curriculog@westga.edu.

School/ Department* School of Social Sciences

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

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ● Program
● Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Sociology, B.S.

55

Program ID - DO NOT EDIT * 4652

Program Code - DO NOT EDIT

Program Type *   Bachelor

Degree Type *   Bachelor of Science

Program Description *   Learning Outcomes
Students completing the B.S. degree with a major in Sociology should:

Communicate in writing how sociology contributes to an understanding of social reality

Demonstrate an understanding of sociological theories

Demonstrate an understanding of methodological approaches within sociology

Demonstrate an understanding of basic concepts, perspectives, and their interpretive applications

Demonstrate an understanding of the diversity in society

Status *   ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location *   Carrollton   Online

Curriculum Information

Prospective Curriculum *

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

SOCI 1101 Introductory Sociology

Foundations of Social Sciences: 3-12 Hours

1000 or 2000 level courses from the following Disciplines:

ANTH, CRIM, ENGL, FORL, GEOG, Global Studies, HIST, COMM, PHIL, POLS, PSYC, or SOCI

Foundations of Technical Skills: 3-12 Hours

1000 or 2000 level courses from the following Disciplines:

ACCT, CISM, CS, ECON, MATH, MEDT, or XIDS 2202

Major Courses: 60 Hours

A: 12 Hours

[Before]
Students must take each of the following courses   **9**
SOCI 4000 Research Methodology
SOCI 4053 Sociological Theory
SOCI 4984 Capstone: Senior Seminar
[Before] **Students must also take ONE course from the list below**   **3**
SOCI 4003 Applied Statistics for Sociology
[After] **or**
SOCI 4613 Qualitative Research

B. Diversity Course: 3 Hours

one of the following:

SOCI 3543 Sociology of Religion
SOCI 3623 Social Inequality
SOCI 3943 American Class System
SOCI 3954 Sociology of Aging
SOCI 4323 Sociology of Race
SOCI 3603 Sociology of Gender
SOCI 4543 Deviant and Alternative Behavior
[After] **These required classes (A and B above) must be passed with a grade of C or better.**

C. Upper Division Courses: 21 Hours

SOCI courses at 3000 or 4000 level

D. Supporting Courses (or Minor): 15-18

Non-SOCI courses at 3000 or 4000 level

E. General Electives: 6-9 Hours

Total: 120 Hours

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

Rationale* We are allowing our majors the option of taking SOCI 4003 Applied Stats for Sociology or SOCI 4613 Qualitative Research (NOTE: there is a concurrent Curriculog proposal for changing the name of the latter to "Interviews and Observations"). Qualitative and quantitative research methods are both widely used in sociology. Students receive foundations in both methodological approaches in SOCI 4000 (Research Methodology). This proposed change allows students to choose which specialized methodological course to take to develop their skills. In addition, job descriptions in social science research and social services fields indicate that skills in interpreting needs of interviewees and writing reports are valued. Thus, allowing students to choose either a focused quantitative course (stats) or a focused qualitative course allows them to better prepare for their desired fields. Students who choose to pursue graduate programs can be advised to take both courses to better prepare.

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

SACSCOC Substantive Change

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

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Program Map – BS Sociology

YEAR 1					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
ENGL 1101	3		ENGL 1102	3	
POLS 1101	3		Area B1	3	
SOCI 1101	3		Area D (Plus+lab)	4	
Area C1 (Fine Arts)	3		Area C2 (Humanities)	3	
MATH 1001	3		Area E1 or E2	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	16	

Program Map – BS Sociology

YEAR 2					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
Area E1 or E2	3		Core F	3	
Area B2	3		Core F	3	
Area D (Non- Lab)	3		Core F	3	
Area E4 (Social Science)	3		Core F	3	
Core F	3		Area D2	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	

Program Map – BS Sociology

YEAR 3

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
SOCI 4053 Sociological Theory	3	SOCI 4000 Research Methodology	3
2 upper division SOCI elective	6		
6 hours of supporting classes, minor classes or electives as needed.	6	2 upper division SOCI elective	6
		6 hours of supporting classes, minor classes or electives as needed.	6
SEMESTER TOTAL	15	SEMESTER TOTAL	15
		Prerequisites for SOCI 4015 Analyzing and Visualizing Data and Internship have been met.	

Program Map – BS Sociology

YEAR 4

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Diversity requirement if not already met. (SOCI 3543, 3603, 3623, 3943, 4323 or 4543)	3	2 upper division SOCI electives	6
1 upper division SOCI elective	3	6 hours of supporting classes, minor classes or electives as needed.	6
6 hours of supporting classes, minor classes or electives as needed.	6	SOCI 4984 Capstone Senior Seminar	3
SOCI 4003 Applied Statistics OR SOCI 4613 Interviews and Observations	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Completes Sociology Area B		**Completes Sociology Areas A, C, D, and E**	

Program Map – BS Sociology

YEAR 1			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
ENGL 1101	3	ENGL 1102	3
POLS 1101	3	Area B1	3
SOCI 1101	3	Area D (Plus+lab)	4
Area C1 (Fine Arts)	3	Area C2 (Humanities)	3
MATH 1001	3	Area E1 or E2	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16

Program Map – BS Sociology

YEAR 2			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Area E1 or E2	3	Core F	3
Area B2	3	Core F	3
Area D (Non- Lab)	3	Core F	3
Area E4 (Social Science)	3	Core F	3
Core F	3	Area D2	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15

Program Map – BS Sociology

YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
SOCI 4000 Research Methodology	3		SOCI 4053 Sociological Theory	3	
SOCI 4003 Applied Statistics OR SOCI 4613 Interviews and Observations	3		Diversity requirement (SOCI 3543, 3603, 3623, 3943, 4323 or 4543)	3	
6 hours of supporting classes, minor classes or electives as needed.	6		1 upper division SOCI elective	3	
1 upper division SOCI elective	3		6 hours of supporting classes, minor classes or electives as needed.	6	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Prerequisite for SOCI 4015 Analyzing and Visualizing Data has been met			**Completes Sociology Areas A and B**		

Program Map – BS Sociology

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
3 upper division SOCI electives	9		2 upper division SOCI electives	6	
6 hours of supporting classes, minor classes or electives as needed.	6		6 hours of supporting classes, minor classes or electives as needed.	6	
			SOCI 4984 Capstone Senior Seminar	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Prerequisites SOCI 4386 Internship have been met.			**Completes Sociology Areas C, D, and E**		

CURRICULUM MAP: BS SOCIOLOGY

| SCHOOL | SCHOOL OF SOCIAL SCIENCES | | | | | | |

PROGRAM:	BS Sociology	COURSES	SLO 1 Communicate in writing how sociology contributes to an understanding of social reality	SLO 2 Demonstrate an understanding of sociological theories	SLO3 Demonstrate an understanding of methodological approaches within sociology	SLO 4 Understand basic concepts, perspectives, and their interpretive applications.	SLO 5 Demonstrate an understanding of the diversity in society
		1 SOCI 1101		I	I	I(A)	I
		2 SOCI 1160		I		I(A)	I
		3 SOCI 2203					I
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4 SOCI 3001	I				
		5 SOCI 3100					
		6 SOCI 3134					R
		7 SOCI 3273					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 SOCI 3283					R
		9 SOCI 3293					
		10 SOCI 3543					R
		11 SOCI 3603					R
		12 SOCI 3623					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 SOCI 3733					
		14 SOCI 3742					
		15 SOCI 3743					
		16 SOCI 3804					
		17 SOCI 3943					
		18 SOCI 3954					
		19 SOCI 3983					

University of West Georgia Office of Institutional Effectiveness and Assessment

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

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

#	Course					
20	SOCI 4000			R(A)		
21	SOCI 4003					
22	SOCI 4053		R (A)			
23	SOCI 4015	R		R	R	
24	SOCI 4100	R			R	
25	SOCI 4103	R			R	
26	SOCI 4153	R			R	
27	SOCI 4182					
28	SOCI 4203	R			R	
29	SOCI 4293	R			R	
30	SOCI 4300	R			R	
31	SOCI 4323	R			R	R (A)
32	SOCI 4325	R			R	
33	SOCI 4333	R			R	
34	SOCI 4373	R		R	R	
35	SOCI 4386					
36	SOCI 4439	R			R	R
37	SOCI 4440	R			R	
38	SOCI 4441	R			R	
39	SOCI 4445	R			R	
40	SOCI 4523	R			R	R
41	SOCI 4543	R			R	
42	SOCI 4613	R		R	R	
43	SOCI 4623	R			R	
44	SOCI 4693					
45	SOCI 4700	R			R	
46	SOCI 4734	R			R	
47	SOCI 4803	R			R	
48	SOCI 4915					
49	SOCI 4916					
50	SOCI 4981					
51	SOCI 4982					
52	SOCI 4983					
53	SOCI 4984	M (A)	M	M	M	M

COMP - 2910 - Sophomore Computing Seminar

2025-2026 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 * | Fall

Desired Effective Year * | 2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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College - School/Department * | School of Computing, Analytics, and Modeling

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

Is this a College of Education 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 * [COMP]

Course Number * 2910

Course Title * Sophomore Computing Seminar

Long Course Title

Course Type * [Computing]

Catalog Course Description * This course introduces sophomore-level Computing majors to potential career paths and current industry trends. Students will explore effective job search strategies, develop career-specific resumes, and gain insights into sub-disciplinary and interdisciplinary opportunities. Emphasis is placed on understanding the importance of professional networking and its role in achieving career success.

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

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

Lec Hrs * 1

Lab Hrs * 0

Credit Hrs * 1

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

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

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

Prerequisites

Concurrent Prerequisites

69

Corequisites

Cross-listing

Restrictions

Is this a General Education course? *

( ) Yes   (•) No

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

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

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

Type of Delivery (Select all that apply) *

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

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

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

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

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

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

Grading *   Undergraduate Standard Letter

Justification and Assessment

Rationale *   Data gathered by the College of Computing, Mathematics, and Sciences has shown that the drop-out rate of students in the college is the highest in their sophomore year. As an initiative to improve retention rates, CMCS has asked every program to introduce a sophomore seminar that helps students understand their career options, and in turn motivates them to stay in their major or to make an educated decision if changing majors. (A future proposal will add the sophomore seminar as required course to the B.S. in Computing.)

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

1. Identify potential career paths of a Computing major and describe industry trends to career readiness.

2. Create targeted, job-informed resumes and cover letters.

3. Understand and analyze career-specific jobs and professional networking for career success.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦿ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 60

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

If yes, what will the fee be?* 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.

COMP 2910 Sophomore Computing Seminar

Credits and Contact Hours

1 hour lecture / 0 hour lab / 1 credit hour

Course Catalog Description

This course introduces sophomore-level Computing majors to potential career paths and current industry trends. Students will explore effective job search strategies, develop career-specific resumes, and gain insights into sub-disciplinary and interdisciplinary opportunities. Emphasis is placed on understanding the importance of professional networking and its role in achieving career success.

Pre-Requisites:

None

Co-Requisites

None

Course Coordinator

TBD

Student Learning Objectives

1. Identify potential career paths of a Computing major and describe industry trends to career readiness.
2. Create targeted, job-informed resumes and cover letters.
3. Understand and analyze career-specific jobs and professional networking for career success.

Materials

Cracking the Tech Career: Insider Advice on Landing a Job at Google, Microsoft, Apple, or any Top Tech Company

>   By Gayle Laakmann McDowell
>   Publisher:Wiley
>   Date: September 2014
>   Availability: O'Reilly for Higher Education
>   (subscription through UWG Library)

Schedule of Topics

Week 1: Course Introduction

Weeks 2 – 6:

- Life at the World's Greatest Tech Companies
- Advanced Positioning and Preparation
- Getting in the Door

Weeks 7-10:

- Resumes
- Deconstructing the Resume
- Cover Letters

Weeks 11-16:

- References
- Interview Prep and Overview
- Define yourself

Evaluation

- Attendance - 10%
- Resume - 30%
- Cover Letter - 30%
- Career Case Study - 30%

Grading scale

90-100 A, 80-89.9 B, 70-79.9 C,   60-69.9 D,   <60 F

Common Language for Course Syllabi

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

Data Intelligence and Business Analytics, B.B.A.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester * `Fall`   **Desired Effective Year** * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

curriculog@westga.edu.

School/ Department* [Richards College of Business] [Department of Economics]

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

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ● Program ○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Data Intelligence and Business Analytics, B.B.A.

Program ID - DO NOT EDIT *   4713

Program Code - DO NOT EDIT

Program Type *   Bachelor

Degree Type *   Bachelor of Business Administration

Program Description *   This is a Bachelor of Business Administration with a Major in Data Intelligence and Business Analytics. The degree centers around learning different programming, visualization, statistical, and research techniques necessary to analyze many different types of data-driven business problems. In this degree program, students will learn the basics of programming in a variety of languages, including SAS, R, SQL, and Python. They will learn how to use cross-sectional, panel, and time series data to make forecasts, conduct statistical inference, and present results associated with their work. Students will also learn the basics of data mining and data management within the context of SQL and will learn the basics of data visualization within the context of R and Tableau. Additionally, students will learn within the context of a Bachelor's of Business Administration, which allows them to contextualize specific techniques and skills within a broader set of business tenets.

Learning Outcomes
1) Organize and analyze large data sets.

2) Perform basic SQL programming.

3) Perform basic programming tasks in SAS.

4) Build statistical models.

5) Create visual representations of data and statistical models within professional reports.

6) Create professional reports of data analysis and statistical models.

7) Interpret results of statistical analysis.

Status *   ◉ Active-Visible   ◯ Inactive-Hidden

Program Location *   Carrollton

Curriculum Information

Prospective Curriculum*

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M

(grade of C or higher)

must include:

MATH 1111 College Algebra [Right] (or)

MATH 1113 Precalculus

Core IMPACTS Area T

should include:

Field of Study: 18 Hours

A: 6 Hours

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

B: 6 Hours

ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics

C: 3 Hours

BUSA 2106 Legal and Ethical Environment of
Business

D: 3 Hours

CISM 2201 Foundations of Spreadsheet
Analysis

Required Supporting Courses:

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

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

MATH 1111 College Algebra
[Right] (or)

MATH 1113 Precalculus
[After] and

BUSA 2106 Legal and Ethical Environment of
Business
CISM 2201 Foundations of Spreadsheet
Analysis

Major Courses

These are the courses that are required as part of the Business Intelligence and
Data Analytics Degree.

Business Core: 27 Hours

These classes are required of all Bachelor's in Business Administration majors. Students must complete the 24 hours of coursework listed here and must take one of the four International Select classes.

ABED 3100 Business Communication

CISM 3330 Management of Information Systems

ECON 3402 Statistics for Business I

ECON 3406 Statistics for Business II

FINC 3511 Corporate Finance

MGNT 3600 Principles of Management

MGNT 3615 Operations Management

MKTG 3803 Principles of Marketing

International Select Elective: 3 Hours

As part of the Business Core, students must take one of the following international select classes.

ECON 4450 International Economics
[Right] (or)

MKTG 4866 International Marketing
[Right] (or)

FINC 4521 International Finance
[Right] (or)

MGNT 4625 International Management

Major Classes: 24 Hours

These are the major classes within the Data Intelligence and Business Analytics Degree. Students must take the seven required classes listed here as well as an "Analytics Select" elective course.

CISM 3340 Database Design and Management

CISM 4390 Business Intelligence and Data Mining

ECON 4408 Visual Analytics

ECON 4476 Senior Seminar in Data Intelligence

and Business Analytics
ECON 3408 Introduction to Programming for Analytics
ECON 3460 Forecasting
MGNT 4660 Strategic Management

Analytics Select Elective: 3 Hours

Students must complete one of the following electives as part of the Business Intelligence and Data Analytics program.

ACCT 4233 Strategic Cost Management
[Right] (or)

ACCT 4241 Accounting Information Systems
[Right] (or)

ECON 4475 Introduction to Econometrics and Analytics
[Right] (or)

MGNT 3627 Managing Cultural Differences
[Right] (or)

MGNT 4621 Human Resource Applications and Analytics
[Right] (or)

MKTG 3808 Business Research
[Right] (or)

MKTG 4808 Marketing Information Systems and Research
[Right] (or)

MKTG 4864 Consumer Behavior
[Right] (or)

MKTG 4868 Marketing Metrics
[Right] (or)

RELE 4706 Residential Appraisal

Electives: 9 Hours

At least one elective must be taken within the RCOB.

PROGRAM CURRICULUM

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

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

requirements for students who choose to take it.

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

SACSCOC Substantive Change

Please review SACSCOC Substantive Change Considerations for Curriculum Changes
Send questions to kylec@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Data Intelligence and Business Analytics, B.B.A

This is a Bachelor of Business Administration with a Major in Data Intelligence and Business Analyti
centers around learning different programming, visualization, statistical, and research techniques n
analyze many different types of data-driven business problems. In this degree program, students wi
of programming in a variety of languages, including SAS, R, SQL, and Python. They will learn how to
sectional, panel, and time series data to make forecasts, conduct statistical inference, and present res
with their work. Students will also learn the basics of data mining and data management within the
will learn the basics of data visualization within the context of R and Tableau. Additionally, students
the context of a Bachelor's of Business Administration, which allows them to contextualize specific t
skills within a broader set of business tenets.

Learning Outcomes

1) Organize and analyze large data sets.

2) Perform basic SQL programming.

3) Perform basic programming tasks in SAS.

4) Build statistical models.

5) Create visual representations of data and statistical models within professional reports.

6) Create professional reports of data analysis and statistical models.

7) Interpret results of statistical analysis.

Requirements

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

General Education Requirements (Core Curriculum)
Core Area A

(grade of C or higher)

must include:

- MATH 1111 - College Algebra 3 Credit Hours (or)

- MATH 1113 - Precalculus 3.0 - 4.0 Credit Hours

Core Area D

---

should include:

- **<mark>APPROVED STEM ELECTIVE 3 Credit Hours</mark>**

Core Area F: 18 Hours

A: 6 Hours

- ACCT 2101 - Principles of Accounting I 3 Credit Hours
- ACCT 2102 - Principles of Accounting II 3 Credit Hours

B: 6 Hours

- ECON 2105 - Principles of Macroeconomics 3 Credit Hours
- ECON 2106 - Principles of Microeconomics 3 Credit Hours

C: 3 Hours

- BUSA 2106 - Legal and Ethical Environment of Business 3 Credit Hours

D: 3 Hours

- CISM 2201 - Foundations of Business and Spreadsheet Analysis 3 Credit Hours

Required Supporting Courses:

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

- ECON 2105 - Principles of Macroeconomics 3 Credit Hours
- ECON 2106 - Principles of Microeconomics 3 Credit Hours
- ACCT 2101 - Principles of Accounting I 3 Credit Hours
- ACCT 2102 - Principles of Accounting II 3 Credit Hours
- and
- MATH 1111 - College Algebra 3 Credit Hours (or)
- MATH 1113 - Precalculus 3.0 - 4.0 Credit Hours
- and
- MATH 1413 - Survey of Calculus 3 Credit Hours
- BUSA 2106 - Legal and Ethical Environment of Business 3 Credit Hours
- CISM 2201 - Foundations of Business and Spreadsheet Analysis 3 Credit Hours

Major Courses

These are the courses that are required as part of the Business Intelligence and Data Analytics Degre

Business Core: 27 Hours

These classes are required of all Bachelor's in Business Administration majors. Students must comp
of coursework listed here and must take one of the four International Select classes.

- ABED 3100 - Business Communication 3 Credit Hours
- CISM 3330 - Management of Information Systems 3 Credit Hours
- ECON 3402 - Statistics for Business I 3 Credit Hours
- ECON 3406 - Statistics for Business II 3 Credit Hours
- FINC 3511 - Corporate Finance 3 Credit Hours
- MGNT 3600 - Management 3 Credit Hours
- MGNT 3615 - Operations Management 3 Credit Hours
- MKTG 3803 - Principles of Marketing 3 Credit Hours

International Select Elective: 3 Hours

As part of the Business Core, students must take one of the following international select classes.

- ECON 4450 - International Economics 3 Credit Hours (or)
- MKTG 4866 - International Marketing 3 Credit Hours (or)
- FINC 4521 - International Finance 3 Credit Hours (or)
- MGNT 4625 - International Management 3 Credit Hours

Major Classes: 24 Hours

These are the major classes within the Data Intelligence and Business Analytics Degree. Students mu
required classes listed here as well as an "Analytics Select" elective course.

- CISM 3340 - Data Resource Management and Design 3 Credit Hours
- CISM 4390 - Business Intelligence and Data Mining 3 Credit Hours
- ECON 4408 - Visual Analytics 3 Credit Hours
- ECON 4476 - Senior Seminar in Data Intelligence and Business Analytics 3 Credit Hours
- ECON 3408 - Introduction to Programming for Analytics 3 Credit Hours
- ECON 3460 - Forecasting 3 Credit Hours
- MGNT 4660 - Strategic Management 3 Credit Hours

Analytics Select Elective: 3 Hours

Students must complete one of the following electives as part of the Business Intelligence and Data A

- ACCT 4233 - Strategic Cost Management 3 Credit Hours (or)
- ACCT 4241 - Accounting Information Systems 3 Credit Hours (or)
- ECON 4475 - Introduction to Econometrics and Analytics 3 Credit Hours (or)
- MGNT 3627 - Managing Cultural Differences 3 Credit Hours (or)
- MGNT 4621 - Human Resource Applications and Analytics 3 Credit Hours (or)
- MKTG 3808 - Business Research 3 Credit Hours (or)
- MKTG 4808 - Marketing Information Systems and Research 3 Credit Hours (or)
- MKTG 4864 - Consumer Behavior 3 Credit Hours (or)
- MKTG 4868 - Marketing Metrics 3 Credit Hours (or)
- RELE 4706 - Residential Appraisal 3 Credit Hours

Electives: 9 Hours

At least one elective must be taken within the RCOB.

Business Administration Minor

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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curriculog@westga.edu.

School/ Department*

Department of Management

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

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program
◯ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Business Administration Minor

89

Program ID - DO NOT EDIT *   4638

Program Code - DO NOT EDIT

Program Type *   Minor

Degree Type *   Minor

Program Description *   Students with majors in other disciplines may complete a minor in business administration. The minor requires 15 hours of business courses as outlined in the catalog.

Status *   ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location *   Carrollton

Curriculum Information

Prospective Curriculum *

Requirement

To minor in business administration, students must take:

ACCT 2101 Principles of Accounting I
[Before] and

ECON 2105 Principles of Macroeconomics
[Right] (or)

ECON 2106 Principles of Microeconomics
[After] and

MGNT 3600 Principles of Management
MKTG 3803 Principles of Marketing
[After] One three (3) hour course in business at the   3
           3000 or 4000 level

[Right] (and)

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: Originally, the note for the 3-hour business select course read, "above the 3000 level." This could be interpreted as a requirement to take a 4000 level course. This was never the intent. The language has now been changed to read, "One three (3) hour course in business at the 3000 or 4000 level." Chances are the original language was put in place 20+ years ago and has never been revised. Also, the program description was not available, so one was added for the catalog.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program *

☐ This change affects 25-49% of the program's curriculum content.

☐ This change affects 25-49% of the program's length/credit hours.

☐ This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

☐ This change affects 50% or more of the program's curriculum content.

☐ This change affects 50% or more of the program's length/credit hours.

☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

☑ None of these apply

Check all that apply to this program *

☐ Significant departure from previously approved programs

☐ New instructional site at which more than 50% of program is offered

☐ Change in credit hours required to complete the program

☑ None of these apply

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Management Minor

2025-2026 Undergraduate Revise Program Request

Introduction

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

Modifications (Check all that apply) *

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

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curriculog@westga.edu.

School/ Department* | Department of Management

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

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program
○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Management Minor

95

Program ID - DO NOT EDIT *   4643

Program Code - DO NOT EDIT

Program Type *   Minor

Degree Type *   Minor

Program Description *   A minor in Management requires 15 total hours. Students will take BUSA 2106 and MGNT 3600. Students may then select 9 hours from courses in the Management Department at the 3000 or 4000 level.

Status *   ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location *   Carrollton

Curriculum Information

Prospective Curriculum *

Requirement

To minor in management, students must take

BUSA 2106 Legal and Ethical Environment of Business

MGNT 3600 Principles of Management

[After] Plus 9 hours of courses in the Management Department at the 3000 or 4000 level.   **9**

PROGRAM CURRICULUM

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

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Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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Justification and Assessment

Rationale✱ - Originally, the course requirements read, "9 hours of MGNT courses above the 3000 level" - implying all courses should be at the 4000 level. This was never the intent. The requirements now read, "Plus 9 hours of courses in the Management Department at the 3000 or 4000 level." Additionally, a program description was added (there was not a description previously).

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.

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☐ This change affects 50% or more of the program's length/credit hours.

☐ This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.

☑ None of these apply

Check all that apply to this program* ☐ Significant departure from previously approved programs

☐ New instructional site at which more than 50% of program is offered

☐ Change in credit hours required to complete the program

☑ None of these apply

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

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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

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

XIDS - 2100 - Hip-Hop in Europe

2025-2026 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* [Summer]   **Desired Effective Year*** [2025]

Routing Information

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Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/Department* [Center for Interdisciplinary Studies]

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*

> XIDS

Course Number* 2100

Course Title* Hip-Hop in Europe

Long Course Title

Course Type*

> Interdisciplinary

Catalog Course Description* Students will learn about the history and present state of hip-hop in various European countries. They will develop a linguistic toolkit for discussing elements of music videos and conduct rhetorical, visual, and musical analyses of songs and artists from multiple regions and languages to understand how hip-hop participates in discourses around identity creation and social critique.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

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

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

Status * ◉ Active-Visible ◯ Inactive-Hidden

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

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

Grading * Undergraduate Standard Letter

Justification and Assessment

Rationale * This course uses hip-hop to explore connections among language, art, music, history, sociology, and current events. Hip-hop is an ideal medium for these conversations: its popularity within the United States makes the course content accessible to students and encourages immediate real-world applications of the analytical tools learned in the course. The relative shortness of music videos allows for pedagogical flexibility: several can be watched in quick succession to identify a common visual language, or a single sequence can be thoroughly analyzed to understand each of its constituent parts. The multicultural nature of course content—drawn from several regions and languages within Europe—encourages students to discover how hip-hop reflects and responds to specific social conditions. The interdisciplinary approach to this content will appeal to students in the fields of language, literature, film, history, music, art, sociology, and communication studies, who can expand their existing knowledge and apply it to a variety of new contexts.

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

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

1. explain the origins and development of hip-hop culture in various European countries;
2. identify common themes and issues addressed in hip-hop lyrics;
3. analyze lyrics to understand a song's principal message; and
4. apply interdisciplinary analysis to explain how music videos combine text, sound, and image to reinforce that message.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
⚪ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 25

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

If yes, what will the fee be?* 0

Fee Justification

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

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

XIDS 2100: Hip-Hop in Europe
(thumbnail syllabus)

Course Description

This course asks students to critically engage with contemporary music culture through the genre of hip-hop. Students will learn how to analyze hip-hop lyrics and music videos through a variety of lenses drawn from fields such as literary studies, sound studies, visual studies, film theory, rhetoric, history, sociology, or musicology. Songs will come from at least two different languages and geographical regions within Europe: the international nature of the course means that lyrics will sometimes be in English, sometimes only in English translation. Rhetorical, visual, and musical analyses of individual songs will be coupled with an investigation of broader cultural and sociological patterns to be found within and across national hip-hop traditions. Students will learn to assess whether hip-hop artists participate in or deviate from trends in their country's hip-hop scene; and to explain how those artists address social, cultural, and aesthetic issues on both local and international stages.

Student Learning Outcomes

By the end of the course, students will be able to:
1. explain the origins and development of hip-hop culture in various European countries;
2. identify common themes and issues addressed in hip-hop lyrics;
3. analyze lyrics to understand a song's principal message; and
4. apply interdisciplinary analysis to explain how music videos combine text, sound, and image to reinforce that message.

Prerequisites: None

Course Requirements

Readings

Readings include playlists of songs and music videos, articles contextualizing the artists and songs included in each week's playlist, and short videos or readings introducing elements of visual, rhetorical, or musical analysis.

Comprehension Checks

CourseDen quizzes that assess understanding of vocabulary related to rhetorical, visual, or musical analysis.

Responses

Weekly response papers (1-2 pages, double-spaced) applying visual, rhetorical, or musical analysis to a single song from that week's playlist and connecting that analysis to the artist's message or critique.

Final Project

Comparative paper (4-6 pages, double-spaced) that incorporates visual, rhetorical, or musical analysis of at least two songs from two different artists in two different languages to show how those artists respond to a shared social, cultural, or aesthetic concern in their respective countries.

Honor Code and UWG Policies

The UWG Honor Code is in effect for all written assignments and exams. Please read it carefully and make sure that you understand and follow its guidelines, especially those regarding plagiarism. Violations of this Code will be subject to its academic and disciplinary policies.

In this course, the use of Gen AI is not allowed; all coursework must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code.

In addition to the Honor Code, you should review the University's policies regarding academic and student support, online courses, credit hours, and academic honesty, as these change periodically. You can view these policies here: http://www.westga.edu/UWGSyllabusPolicies/.

POLS - 4216 - Gun Policy

2025-2026 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester* `Fall`   **Desired Effective Year*** `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department* `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 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* POLS

Course Number* 4216

Course Title* Gun Policy

Long Course Title

Course Type* Political Science

Catalog Course Description* Gun control policy is one of the most contentious policy issues in not just the United States, but in other advanced democracies of the world. This class is designed to analyze and assess why gun control policy exists in its current state. The course will explore a variety of arguments for the current state of gun control policy. By the end of the semester students should be able to analyze and evaluate how culture, agenda setting and formulation, institutions and policy making, interest groups, the media, parties, elections, public opinion, and other factors shape gun control policy in the United States.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

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

Prerequisites POLS 1101

Concurrent N/A

Concurrent Prerequisites N/A

Corequisites N/A

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? `1`

Grading * `Undergraduate Standard Letter`

Justification and Assessment

Rationale * This class has been taught several times as a special topics class and is very well received by students.

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

By the end of the semester students should be able to analyze and evaluate the factors that affect the shape of gun control policy in the United States, including:

- Culture
- Agenda setting and formulation
- Institutions and policy making,
- Interest groups,
- The media
- Parties
- Elections
- Public opinion
- Other factors

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking [icon] 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* 30

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

If yes, what will the fee be?* no

Fee Justification no

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.

Organizational Leadership, B.S.

2025-2026 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

curriculog@westga.edu.

School/ Department *
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 *   Organizational Leadership, B.S.   112

Program ID - DO NOT EDIT *   4678

Program Code - DO NOT EDIT

Program Type *   Bachelor

Degree Type *   Bachelor of Science

Program Description *

The Bachelor of Science with a Major in Organizational Leadership (ORGL) degree prepares students to focus on the theories, practices, issues, and specific ramifications of leading an organization. The multidisciplinary curriculum provides an understanding of management, administration, human resources, ethics, and technology related to today's complex organizations in the public, private or non profit sectors.

The Organization Leadership degree has options that allow adults to earn college credit through Prior Learning Assessment (PLA) for college-level knowledge gained from relevant work experiences, professional training, military service and professional certificate programs. These experiences may be documented through transcripts from the American Council on Education (ACE), the College Level Examination Program (CLEP), departmental challenge exams, or academic credit earned through the successful evaluation of a portfolio that contains sufficient information and documentation to affirm college-level learnings.

The online Organizational Leadership program is ideal for traditional students who wish to take advantage of online course delivery, as well as for working professionals, military members, transfer students and others seeking flexible routes to degree completion. The program is delivered fully online through eMajor. eMajor is a University System of Georgia collaborative program that has delivered flexible, online degree programs through multiple USG institutions since 2012. The purpose of eMajor is to provide quality, innovative, high-demand programs through traditional institutions. Developed and maintained by committed faculty and dedicated instructional design professionals, each course is consistent in quality, design, and accessibility standards and taught by University System of Georgia faculty. A cornerstone of eMajor is the inclusion of prior learning assessments in several programs, shortening time to degree.

eMajor is a USG collaborative program which offers fully online, high-demand career degrees through traditional universities. Courses offered through eMajor are taken within the Georgia Online Virtual Instruction Enterprise Wide (GoVIEW) learning management system. The eMajor collaborative program operates by the USG collaborative calendar, which may differ slightly from institutional calendars. Additionally, eMajor courses are offered in various formats, which include 8-week condensed sessions. For the Organizational Leadership (ORGL) major offered through UWG, all courses will be offered solely in 8-week sessions, which allows students to progress swiftly through courses as needed. All eMajor courses are taught by highly qualified USG instructors.

Learning Outcomes
Students will demonstrate an understanding of organizational leadership as it relates to and impacts individuals, communities, and wider society from democratic, multicultural, and national perspectives.

Students will express themselves effectively on topics and issues related to the field of organizational leadership.

Students will apply critical thinking and problem-solving abilities regarding issues related to key challenges that organizations face when interacting with their environments

Students will demonstrate an understanding of the ethical principles underlying both research and practice in organizational leadership.

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 Organizational Leadership 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 *

Status   ◉ Active-Visible   ○ Inactive-Hidden

Program Location *

Online

Curriculum Information

Prospective Curriculum<superscript>*</superscript>

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours

Any courses currently approved for CORE IMPACTS may be used for the Field of Study; however, no course may be used in more than one area. Field of Study courses must be chosen in consultation with the student's Faculty Advisor or Program Director.

Major Courses: 42 Hours

Students must complete all Major Core Courses (30 hours) and one of the concentrations (12 hours).

Major Core Courses: 30 Hours

Students must complete all courses in this area

ENGL 3405 Professional and Technical Writing

ORGL 2050 Communication for the Workplace

ORGL 3000 Reflective Seminar I: Self as Learner

ORGL 3050 Reflective Seminar II: Self in Context

ORGL 3200 Introduction to Organizational Development

ORGL 3400 Technology in Organizations

ORGL 4690 Organizational Leadership Capstone

POLS 4200 Principles of Public Administration

POLS 4204 Public Finance

POLS 4218 Project Management in the Public Sector

POLS 4219 Public Human Resource Management

ORGL 4000 Reflective Seminar III: Transforming Self, Self-Transformation

Concentration: 12 Hours

Student must choose either the Public Service or the Social Justice concentration. Each requires completion of four, three credit, courses.

Public Service Concentration

To complete this concentration, students must take at least 12 hours (4 courses) from the following list of courses.

COMM 3330 Advanced Communication Skills
ORGL 4900 Organizational Internship
PHIL 4120 Professional Ethics
POLS 3201 Public Policy
POLS 3601 Political Analysis
POLS 4202 Interorganizational Behavior
POLS 4210 Public Management
POLS 4215 Management of Non-Profit Organizations
POLS 4217 Grant Writing for Nonprofit Organizations
POLS 4220 Administrative Law and Government
POLS 4221 Government Organization and Administrative Theory
POLS 4860 Special Topics

General Electives: 18 Hours

The student must take an additional 18 hours of general electives at any level.

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

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

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

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

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

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* We only offer this program via eMajor. The USG has decided to stop offering the social justice classes (SJUS prefix) via eMajor due to low enrollment (see attached email). Since the classes necessary to fulfill the concentration won't be available to our students, we are asking to remove the social justice concentration from this program and the associated classes from our catalog.

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

SACSCOC Substantive Change

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

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Program Map – BS ORGL

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Core IMPACTS: ENGL 1101	3	Core IMPACTS	3
Core IMPACTS: POLS 1101	3	Core IMPACTS (+lab)	4
Core IMPACTS: MATH 1001 or MATH 1111	3	Area C2	3
Core IMPACTS	3	Core IMPACTS	3
Core IMPACTS	3	Core Field of Study*	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16

Program Map – BS ORGL

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Core IMPACTS (COMM 1100 or 1110)	3	Core Field of Study	3
Core IMPACTS (Social Science)	3	Core IMPACTS	3
Core IMPACTS	3	Core IMPACTS	3
Core Field of Study*	3	Core Field of Study*	3
Core Field of Study*	3	Core Field of Study*	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
		* Students are encouraged to complete 1/2000 level ORGL or social science courses to prepare for upper division coursework. However, Core Field of Study in this program is designed to be flexible to accommodate the inclusion of a variety of lower division courses. Students must consult with the ORGL advisor.	

Program Map – BS ORGL				
YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
Major Core	3		Major Core	3
Major Core	3		Major Core	3
ORGL 3000	1		Major Concentration Elective	3
ORGL 3050	1		General Elective	3
Major Core	3		General Elective	3
General Elective	3		ORGL 4000	1
SEMESTER TOTAL	14		SEMESTER TOTAL	16
* No more than 3 hours of directed readings or independent studies can count toward the major. No ORGL course in which the student receives a grade lower than "C" may count toward the major.				

Program Map – BS ORGL				
YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
Major Core	3		ORGL 4690 Capstone	3
Major Core	3		Major Core	3
Major Concentration Elective	3		Major Concentration Elective	3
General Elective	3		Major Concentration Elective	3
General Elective	3		General Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15

XIDS Cornerstone Course Topics for 2025 – 2026

	Instructor Last	Instructor First	Department	Course Title	Course Description (100-150 words or less)
1	Basu-Dutt	Sharmistha	College of Mathematics, Computing, and Sciences (Chemistry)	STEM Careers - Your Future, Your Responsibility	This seminar is designed to equip first-year STEM majors with the essential skills and experiences needed for successful career development. The course emphasizes the National Association of Colleges and Employers (NACE) competencies, including critical thinking, communication, teamwork, leadership, professionalism, and career management. Students will learn about High-Impact Practices such as collaborative projects, undergraduate research, service learning, and internships to enhance their academic and professional growth.
2	Chaple	Katie	General Education	What Do You Really Know About Creative Writing	This class gives students a creative voice and asks them to take their inner-thoughts, emotions and creativity to the page. A few years ago, Southwire's CEO came to speak to Humanities professors and said he could teach anyone to code but couldn't teach someone to think like a poet, meaning he needed his workforce to be capable of thinking creatively and critically. This seminar hinges on communication, creativity, and critical thinking, all components needed in a workforce setting. Students will gain knowledge and experience in professionalizing their writing, their physical presence, and public speaking. They'll read and engage with Stephen King's craft book ON WRITING. Students will write in response to creative prompts in several genres and will read their efforts to the group and have their writing workshopped, meaning students will both present their work and will respond in written and oral format to others' work.
3	Chesnut	Neal	FIES - Physics	Reaching the Next Level - Catching Rockets	One of the most impressive engineering feats in recent history was SpaceX's Starship rocket booster flying back to earth's surface and being safely caught by "Mechazilla". Do you aspire to be the next great engineer? The purpose of this class is to help you realize those dreams. We will discuss how to succeed in the best classes for you. We will talk about how to incorporate research and projects into your academic experience. We will have opportunities for hands-on projects at UWG's makerspace, The Garage. We will spend time examining some of the great accomplishments in the last several decades. The final component of the class will be to give the student opportunities to hear from alumni that have went on to successful careers. Ultimately this class is designed to equip students with necessary tools to become great engineers and physicist.
4	Chwialkowska	Agnieszka	RCOB/Marketing	Cross-cultural Communication	Upon completing the course, you will be able to: CO1. Discuss basic concepts, conceptual frameworks, and other broader contexts of intercultural communication.; CO2. Identify cultural values.; CO3. Recognize how speech, texts, images and behaviors are shaped by cultures and interpreted through your own cultural lens.; CO4. Critically analyze case studies of how cultures are communicated verbally and non-verbally.; CO5. Recognize cultural barriers and apply tools to address key obstacles to effective communication across cultures.; CO6. Analyze and discuss examples of cross-cultural conflicts in a variety of situations.; CO7. Reflect on how various cultural concepts apply to your own life, communication and various areas of study.; CO8. Develop intercultural sensitivity in terms of beliefs, values, and norms.
5	Crowder	Kia	University College	Lead the Way: Unlocking Your Leadership Potential	This course explores the essential leadership skills that contribute to personal, academic, and professional success. Students will engage in discussions, activities, and reflections to develop self-awareness, communication strategies, decision-making skills, and conflict resolution techniques. By analyzing historical and contemporary leaders, students will learn how leadership styles impact teamwork, innovation, and community engagement. The course will also integrate real-world applications, helping students recognize and cultivate their own leadership potential.
6	Drammeh	Dr. Sheikh Tijan	Dept. of Civic Engagement and Public Service	WDYKA: USians & Their Government	Even though civic knowledge is required for new citizens; polls, surveys, and studies have shown that Americans generally possess limited understanding of their government, and how it works. In other words, Americans are generally "alien" in the workings of their own government. With that in mind, from the vantage point of an extraterrestrial alien visiting the U. S. for the first time, this

				course explores the Americans (USians) and their government (at the most basic level). As a result, this course is designed as "an intro to the Introduction to American Government" course. Therefore, the course tends to be very useful in preparing students for the core American Government (POLS 1101) course.
7	Edmonds	Laura	University Advising	Success in the First Year for Health Professions	This course should direct students toward a broad Orienting Question: How does my institution help me to navigate the world as a future healthcare professional (Nurse, Doctor, etc)? Completion of this course should enable students to meet the following Learning Outcome: Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution. Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies: Critical Thinking, Teamwork, and Time Management.
8	Gross	Sarah	Center for Integrative Wellness	Resiliency and Thriving in Health and Wellness	This freshman-level course explores the multi-disciplinary concept of resiliency and thriving, along with career options in the healthcare and wellness fields. Students will enhance their understanding of the physical, mental, and social dimensions of wellness and how these aspects interconnect to foster overall well-being. Skills and strategies for positive psychology, practicing self-care, and developing a network of support will be explored for students to utilize in their personal, academic, and professional lives. The course will also explore career options and pathways into healthcare.
9	Haase	David	Athletics	Leadership Through Sports	This course examines leadership principles and concepts used throughout the sports industry and various sport organizations. Through this course, students will learn skills related to creative problem solving and strategic planning, while developing the skills to lead, organize, and delegate in managerial and leadership positions
10	Hansen	John	Chemistry	Origin of Life in the Universe	How life originated on earth has long intrigued people. The first scholarly attempt at answering this question was published in a monograph by the Russian biochemist, A. I. Oparin, during the 1930s. In 1952, Stanley Miller and Harold Urey at the University of Chicago simulated conditions on the early Earth and tested the hypothesis of a chemical origin of life. Within a vessel containing water, ammonia, methane and hydrogen, applying heat and continuous electrical discharges they produced over 20 different amino acids. During the 1960s, meteorites were found containing a vast array of amino acids and nucleotides. This course examines the planetary conditions necessary to foster the abiotic origin of life, and introduce students to basic ideas in biology, chemistry, astronomy, and geology. While providing an excellent overview of the STEM disciplines, students will give short weekly oral presentations and brief written accounts of the ideas they learned.
11	Hardeman	Torriane	Multicultural Achievement	WDYKA Multicultural Achievement: MAP LC	This course is designed to help incoming first-year students succeed at UWG, academically as well as socially and personally. The primary focus of the course is developing "cross-cultural competency in a multicultural society," which recognizes that academic achievement in today's world requires a full understanding of how to thrive within a diverse society. In order for students to succeed in higher education, course material will center on critical thinking and research skills, with the course providing an overview of and experience with campus resources, including subjects that cut across the academic and nonacademic lines of school such as time management, college student skills, and computer and portal skills. As part of the Multicultural Achievement Program learning community curriculum, the course is designed to support students in their quest to become scholars and enhance the skills necessary to achieve that goal.
12	Isaacs	Shawn	School of Communication, Film, and Media	Walking Dead: Surviving College	This course will be taught on one day in a 100 minute block. Students will be immersed in a zombie survival role play game. Students will use dice to secure their character with various skills and abilities to help them survive the wasted FEMA camp on the UWG campus. In class students will be pushed stay alive from zombies, survivors, devious marauders, and their fellow classmates in near real-world situations. Dice will determine their luck in life or help them thrive. Outside of

				class students will write weekly reflections and essays outlining how they survived or how they could have survived if they died. Every decision counts, just like in college.
13	Jackson	Kristopher	External Degree Newnan	XIIDS 2002 : The College Experience In Movies	We live in a globalized and media-driven world where the films we watch provide valuable insight into the places we work, eat, study, sleep, communicate, and dream. Analyzing film allows us to take a closer look at the past, present, and future of our institution, society, and environment. In this course, we will explore a diverse range of films, examining how cinema reflects and shapes societal values, identities, and cultural norms within a given time period. We will also analyze and conceptualize a cinematic representation of today's society, encouraging students to critically engage with the way films help us understand our own positions in space and time. A key goal of the course is to introduce students to critical issues in film studies that are particularly relevant to their generation. Topics of discussion will include socio-economic status, gender, ethnicity, sexuality, and race, as well as how these issues are represented in film.
14	Jett	Bonnie	First-Year Writing/General Education	Happiness Now!	Over the course of the semester, we will examine the role of happiness as it varies from individual to individual. We'll read nonfiction articles centering on themes tangential to happiness, from the roles of mindset and gratitude to where melancholy fits in. We'll also read a few classic short stories in which cultural expectations both dictate and interfere with individual happiness.
15	Khan	Farooq	Chemistry Program	Sources of Energy and Existential Threat of Climate Change	This course will utilize reliable media (New York Times, PBS and NPR) to discuss sources of energy (fossil fuels, solar and wind energy and nuclear power). Topics include: Sources of energy (locally, in the U.S., and world-wide); Geo-political considerations for fossil fuels; Impact on the environment including climate change; Current political discourse on fossil fuels and renewable energy. We will examine data on energy from the Department of Energy and the EPA and discuss the positions of the two major political properties on energy independence, climate change as well as international treaties. The assessments emphasize critical thinking and awareness of local and global issues and persuasive written and oral communication. Class visits by Career Services also connect students with resources available on campus for success in college. Finally, discussions and assignments emphasize the connection between energy and climate change and myriad career opportunities.
16	Knoll	Chrissy	Sport Management, Wellness, and Physical Education	Resiliency and Thriving in Health and Wellness	This freshman-level course explores the multi-disciplinary concept of resiliency and thriving, along with career options in the healthcare and wellness fields. Students will enhance their understanding of the physical, mental, and social dimensions of wellness and how these aspects interconnect to foster overall well-being. Skills and strategies for positive psychology, practicing self-care, and developing a network of support will be explored for students to utilize in their personal, academic, and professional lives.
17	Krish	Emily	Department of Academic Success	The Value of Peer Leadership	The Value of Peer Leadership
18	Larson	Juli	Academic Excellence-University Advising	Oh the Thinks You Can Think!	Think you have outgrown Dr. Seuss? Think again! In this course, we will revisit many of these childhood favorites by conducting literary analyses of several books by Theodor Geisel (Dr. Seuss), in which we will identify themes relevant to the life of a developing adult: including diversity, inclusion, mental health, advocacy, risk-taking, decision-making, responsibility, sustainability, and more. We will also examine the books and author from a historical perspective to determine what current events may have influenced his writings. Furthermore, we will look at how the illustrative work adds to the book and brings life to its characters. The nature of the topics that will be covered also provide opportunities to highlight several campus resources such as the library,

				Advising Center, Counseling Center, Center for Student Involvement and Inclusion, Heath Services, and Center for Academic Success.
19	Liverman	Dawn	Academic Excellence - Advising	Success In the First Year	I see this course as an opportunity to create community and belonging for students in their first year. In addition to discussions surrounding academic strategies for success, campus services, and an understanding of how the world of higher education works, I like to infuse my course with deep and reflective conversations about identity and personal development.
20	Maddox	Logan	Undergraduate Admissions	Runnin' with the Wolves: Athletic Opportunities at UWG	This introductory course offers first-year students the opportunity to dive into the world of athletic communications, sports information, and broadcasting. Students will explore career paths within the industry, learn about the role of communications in sports, and gain insight from industry professionals. Through hands-on experiences, students will develop practical skills while contributing to UWG Athletics and the Carrollton community. This class provides a unique opportunity to get involved in real-world projects, enhancing knowledge and building connections in the sports media field. Perfect for students interested in sports, communication, and broadcasting.
21	Maggiano	Corey	School of Social Science	Why Do We Have to Die	This course uses a biocultural approach to discuss an age-old question: Why must we die? Students will learn in a seminar style discussion and debate setting with guided research and readings for preparation. Strategies for group work, presentations, note taking, studying, and exam taking will be discussed. The class begins with a strictly scientific approach to injury, aging, senescence, and the physiology of death, but expands our perspectives by considering other much longer-lived lifeforms, explaining why some animals like jelly fish, hydra, and lobsters live long enough to be considered "biologically immortal". The second half of the class explores the cultural side of death, including cross-cultural perspectives on death and dying, with ethical, social, and philosophical considerations paid to the concept of life extension. Finally, the students will move past biological death itself to examine a possible future where humanity is interwoven with artificial intelligence and virtual worlds. Is it possible it's only a handful of generations until death itself is defeated?
22	Matthews	Macie	Center for Academic Success	Thriving in College: Life Hacks for Success	This course will focus on thriving in college, not just getting by. Students will explore ways to balance academics, social life, and personal well-being, without sacrificing any one area. Practical strategies will be covered, including goal-setting, time management, maintaining mental health, fostering social connections, and building positive habits that promote lifelong growth and wellness. The course will allow students to openly share their experiences and perspectives, and allow students to learn from one another in a meaningful way.
23	McPhail	Martin	Chemistry	The Materials that Make Our World	From the advent of iron, glass, and cement to the development of polymers and semiconductors, the introduction of new materials has repeatedly altered human civilization. These technologies have brought great benefits to humanity while also carrying many associated ills—conflicts to secure rare resources, pollution of the environment, and exploitation of workers to name a few. Using current articles, videos, and in-class discussions, students will explore the historical impact of materials on human technology and how materials shape the modern world. The lifecycle of modern materials from acquisition through production to waste management will be analyzed. Current challenges related to the politics, ethics, sustainability, and environmental impacts of modern materials will be discussed. Students will apply this knowledge to develop an original project analyzing the materials in a consumer product of their choosing.

24	Parsons	Mary	Townsend Center (Division of Academic Affairs)	Success in the First Year	Making the transition from high school to college can be challenging for a multitude of reasons, many of which extend beyond academics. This course will provide you with the tools to successfully navigate your first year of college through Recognizing effective study habits Implementing time-management skills to prioritize academic work while allowing space for other important activities Understanding how to take effective notes, as well as how to organize them to maximize engagement with a topic Distinguishing the difference between growth and fixed mindsets and how to foster a purposeful growth mindset Making informed choices about your major based on an understanding of your motivations and future career plans
25	Phillips	Mary	Academic Excellence	Major Decisions: Charting the Course to Your Career	This course will provide undecided freshmen (Focus Area Business students) with the tools and resources necessary to navigate their university experience, how to choose a major that aligns with their career goals, establish a personal brand, set attainable goals, understand academic resources, and develop leadership skills. The focus will be on the students themselves, allowing them to gain clarity on their goals that charts the path to their future careers. The hope is that this cornerstone class will provided the student with confidence that they have chosen the best major for them that aligns with their personality, goals, and dreams.
26	Ridley	Hope	Career Services	Main Character Energy: Let Go & Live!	Do you ever feel like you're constantly trying to have it all together, but no matter what, it's never enough? Maybe you feel like you're not the main character of your life story? This course is designed to help you stop stressing over perfection and start focusing on what truly matters so you can learn to become the leader of your life. You'll explore the psychology of toxic positivity and be introduced to Buddhist and Eastern philosophy concepts such as the art of suffering, living in the present, and understanding what we can and can't control. The goal is you'll learn how to manage stress, shift your mindset, and embrace challenges with confidence. Beyond personal growth, this course will also help you develop critical thinking, time management, and teamwork skills—essential tools for college success and career readiness. Whether you're someone who overthinks everything, feels stuck in comparison, or just wants to feel more in control of your own story, this class will help you build a grounded, intentional approach to both college and life. By the end of the semester, you'll have practical strategies to navigate academic, personal, and professional challenges with clarity and confidence—stepping fully into your own "main character energy."
27	Ringer	Shelby	Center for Academic Success	Do It For The Gram: Building Your Best Self	Do It For The Gram is about more than just social media - it's about discovering who you are in college and how the world around you shapes your journey. This course encourages students to explore their personal and professional identities, reflect on their values and aspirations, and consider how their experiences influence their future paths. Through digital storytelling, self-reflection, and portfolio-building, students will learn to craft and control their own narratives. By examining the role of social media, personal branding, and professional networking, students will gain a deeper understanding of how to present themselves authentically and purposefully. Whether shaping their academic trajectory, career plans, or personal growth, this course equips students with the tools to make intentional choices and build a future that aligns with their goals. By the end of the semester, students will have a clearer sense of who they are, what they want, and how to navigate their college experience with purpose.

28	Roberts	Brian	Institute for Faculty Excellence	Your Brain and AI	The framework of the course will weave AI literacy and academic success. As a class, we will be exploring foundations of cognition in relation to college success, such as growth mindset, the importance of wellness for learning, why critical thinking matters in the age of AI, and what metacognition is. Opportunities to learn effective and appropriate uses for AI during the academic journey will present students with the knowledge and skills to be more informed users of AI tools. Instructors from colleges around campus will be invited to share how AI is utilized in courses in their disciplines alongside AI in their future careers.
29	Rollins	Minna	Marketing	How Not To Be Ignorant About the World	This course focuses on building students' global knowledge base and giving the students the practical tools and techniques to approach global and local issues. The topics in this course range from exploring the role of esports in sports entertainment to learning about life expectancy around the World and this course also discusses personal finance topics. Various teaching methods, such as in-class discussions, in-class and virtual lectures, small group discussions, and written assignments, are used. Students must attend in-class and virtual classes and interact with their instructor and classmates.
30	Sewell	Josh	Department of General Education/First-Year Writing	What Do You Really Know About Film (Film LC)	Watching and discussing the television series Ted Lasso will enable students to develop analytical skill sets as they practice viewing, thinking, and communicating about each episode of the popular show, as well as associated readings. In addition to essential skills like critical thinking and media literacy, the course will also focus on the importance of kindness and empathy in an increasingly angry and cynical world.
31	Smith	Rebecca	UWG Newnan	Building Your future: Business, Innovation, and Leadership	The Business of You: Career & Leadership Foundations empowers you to take charge of your future—no matter your major or career goals. You will develop key skills like leadership, teamwork, time management, and critical thinking while learning how to build your personal brand and network effectively. Through hands-on activities and self-leadership exercises, you will gain the confidence to navigate college and beyond. This course also helps build your skills in CourseDen, UWG's learning management system, helping you stay organized and engaged. Whether you plan to lead a team, launch a business, or thrive in your field, this course will help you develop the mindset and strategies for success.
32	Speights	Corey	ITS	Intro-Lives Sports Video Production	This hybrid course provide students with base knowledge to produce live sports broadcasts. Students work behind and in front of the camera, in production and on-air roles, which include: play-by-play announcer, color analyst, and sideline reporter. Students will learn to build and operate professional industry gear such as controlled production cameras, tricaster video switcher, replay system, and audio sound boards. Students also study the history of sports broadcasting and sports media partnerships and analyze industry trends.
33	Udombon	Hope	Business	Business in Everyday Life	
34	Vaughan	Arielle	CHASS Dean's Office	What Do You Know About Southern Food?	This course surveys varying cultural representations of Southern cuisine and analyzes the traditionally accepted notions of what it means to be Southern. Though the definition of Southern food is often boiled down to the stereotypical fried chicken and collard greens, the South's culinary products are as diverse as the people who occupy the region. In this course we will examine not only the history of Southern cuisine, but how food has shaped the region and our individual identities. This course will be divided into four units: Reading the South, Seeing the South, Selling the South, and Rewriting the South. We will explore poetry and prose, film, print media, photography, and digital resources to unpack how American culture at large has shaped the narrative of the South, and we, as active participants in a digital and interconnected world, can reshape or even rewrite that narrative.

35	Velez-Castrillon	Susana	Management	Birds Aren't Real	In this First Year Seminar (XIDS) section, Birds Aren't Real? we will discuss conspiracy theories and the News. There are all types of News, and they are important to stay up to date on different topics such as business, politics, arts, music, sports, and pop culture. Students need an appreciation for the news to be good citizens. The news is a source of opportunities like new trends or changes in policy. Reliable news sources are also a vital part of an informed society. A single post by an influencer is tied to many business decisions. At the end of this semester, students will have a better understanding of news literacy and the importance of the news for analysis and decision-making.
36	Watkins	Kristin (Blair)	Honors College	How to Survive Adulthood 101	During this course, students will work on basic skills needed for life after graduation. This is a course that will touch on a variety of skills from different disciplines to allow each student to develop the well-rounded skills needed for life after college. We will work on skills such as: budgeting, time management, how to communicate effectively, how to network, why you should give back to your community, how to integrate fun into everyday life, how to grow your own food and more! Students will have required readings, practice basic research, and activities during each session.
37	White	Tedra	Multicultural Achievement	WDYKA Multicultural Achievement: Legacy League LC	This course is designed to help incoming first-year students succeed at UWG, academically as well as socially and personally. The primary focus of the course is developing "cross-cultural competency in a multicultural society," which recognizes that academic achievement in today's world requires a full understanding of how to thrive within a diverse society. In order for students to succeed in higher education, course material will center on critical thinking and research skills, with the course providing an overview of and experience with campus resources, including subjects that cut across the academic and nonacademic lines of school such as time management, college student skills, and computer and portal skills. As part of the Multicultural Achievement Program learning community curriculum, the course is designed to support students in their quest to become scholars and enhance the skills necessary to achieve that goal.

Addendum II

CMWL - 6800 - Research and Grants in Integrative Health and Wellness

2025-2026 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2025`

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>**.**

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

School/ Department* `Department of Sport Management, Wellness, and Physical Education`

Is this a School of Nursing, School of Communication, Film and Media course , OR does it belong to the Graduate School ◯ Yes ⬤ No

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

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rather than an academic department? *

Does this course belong solely to the Graduate School? * ○ Yes ⦿ No

Course Information

Course Prefix * CMWL

Course Number * 6800

Course Title * Research and Grants in Integrative Health and Wellness

Course Type * Health and Community Wellness

Catalog Course Description * This course explores research and grants and their application in the field of health and wellness.Topics will include qualitative and quantitative research methods, ethical considerations, evaluation and application of existing literature, and identifying project opportunities. Emphasis is
placed on developing practical skills for creating research and grant proposals, identifying funding sources, effectively communicating research findings, and utilizing research to support the improvement of health outcomes and promotion of wellness.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

If yes, indicate maximum number of credit hours counted toward graduation. * n/a

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

Prerequisites n/a

Concurrent Prerequisites n/a

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Corequisites n/a

Cross-listing	n/a

Restrictions	n/a

Status * ● Active-Visible   ○ Inactive-Hidden

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

Grading *   `Graduate Standard Letter`

Type of Delivery (Select all that apply) *

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course? *

To ensure that students are learning research methods as it directly applies to the health and wellness field. This course is also part of a matriculation agreement with Georgia Highlands and the ABM in Health and Community Wellness pathway at UWG, so ideally students would have a CMWL faculty member teach the course to stay consistent within the program.

Student Learning Outcomes *

1. Define various research methods relevant to health and wellness studies.
2. Identify project and funding opportunities.
3. Develop research and grant proposals.
4. Demonstrate understanding of how to locate and evaluate appropriate resources based on robust evidence-based science (NBHWC 4.1.8, 2026)
5. Utilize ethical principles and guidelines when applying health and wellness research (NBHWC 4.3.9, 2026)
6. Apply research findings to real-world health and wellness scenarios to inform practice and policy (NBHWC 4.1.7, 2026)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

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

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UNIVERSITY OF WEST GEORGIA

Other · College of Education · Sports Management, Wellness, and Physical Education

Research and Grants in Integrative Health and Wellness
CMWL-6**800**

Fall 2025   Section E01   3 Credits

🖥 Description

This course explores research and grants and their application in the field of health and wellness. Topics will include qualitative and quantitative research methods, ethical considerations, evaluation and application of existing literature, and identifying project opportunities. Emphasis is placed on developing practical skills for creating research and grant proposals, identifying funding sources, effectively communicating research findings, and utilizing research to support the improvement of health outcomes and promotion of wellness.

Requisites

Prerequisites:
Corequisites:

👤 Contact Information

🕐 Meeting Times

Weekly synchronous class meetings will take place on **_____ from _____**.

📕 Materials

📊 Outcomes

The student will:

1. **Define various research methods relevant to health and wellness studies**
2. **Identify project and funding opportunities**
3. **Develop research and grant proposals**

4. Demonstrate understanding of how to locate and evaluate appropriate resources based on robust evidence-based science (NBHWC 4.1.8, 2026)
5. Utilize ethical principles and guidelines when applying health and wellness research (NBHWC 4.3.9, 2026)
6. Apply research findings to real-world health and wellness scenarios to inform practice and policy (NBHWC 4.1.7, 2026)

✔

Evaluation

☰ Assignments

🗓 Schedule

✳ Course Policies and Resources

◎ College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

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

🏛 Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, 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) site.

Academic Support

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

Center for Academic Success: The Center for Academic Success (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/) 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=16890914698627 62&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=168909146986276 2&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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

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)](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)](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

Generative AI Course Policy
Generative Artificial Intelligence (Gen AI) is permitted.
In this course, Gen AI tools are permitted in all coursework.

Students will evaluate the use of Gen AI critically and be aware of the limitations of Gen AI tools. Gen AI tools used to generate coursework must be clearly marked, cited, and acknowledged, as failure to do so could constitute plagiarism. Gen AI output must be supported, documented and cited with scholarly research from print sources and/or digital databases. The following links contain information on how to cite Generative AI material:

APA Style Blog on citing ChatGPT (link)
MLA Style Center on citing Generative AI (link)
and per faculty guidelines
Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: Student Handbook) (link)

University Generative AI Policy
Acceptable Use:

Use of Gen AI by UWG faculty, staff, students, and affiliates is subject to UWG and University System of Georgia policies.

Unless otherwise prohibited, university faculty, staff, students, and affiliates may enter institutional data into Generative AI tools or services when:

Data is classified as public or low risk - having no requirement for confidentiality, integrity, or availability of data that could result in minimal impact to individuals, mission, assets, or the operations of UWG System.
In all cases, use should be consistent with UWG Associated Procedures (UWG PL 5002, Data Access Control and UWG PL 5001, Acceptable Use for Computers and Network).
Prohibited Use:

FERPA-protected student records, health information, proprietary data, and other Confidential or Controlled university data must not be used with Gen AI Tools UNLESS a university contract is in place that specifically protects such university data from being used by training models or otherwise isolates university data into a separate instance that is not accessible by parties external to the university.
Faculty are NOT to upload, feed, or share student coursework into any Gen AI tools or platforms.
Gen AI Tools must not be used to generate non-public content, such as proprietary or unpublished research, legal analysis or advice, decisions related to recruitment, personnel, or disciplinary matters, completing academic work in a way not permitted by the instructor, creating non-public instructional materials, and grading.
Note OpenAI, the company behind ChatGPT, explicitly prohibits using its products for illegal or fraudulent activities. Their usage policy outlines these restrictions.
Using AI-generated code for institutional IT systems or services without testing in a non-production environment and human review to verify the absence of malicious elements.
Using Gen AI Tools for any actions that violate laws; University System of Georgia (USG) or University of West Georgia (UWG) policies, rules or guidelines; or agreements or contracts.

Common Language for Course Syllabi
Students, please carefully review the following information at this link [https://www.westga.edu/administration/provost/common-language-course-syllabi.php]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester. (§201.01)

Elementary Education, Ed.S.

2025-2026 Graduate Revise Program Request

Introduction

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

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

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

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

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

If other, please identify. Admission Requirement

Desired Effective Semester* Fall

Desired Effective Year* 2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

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

School/ Department ***** | Department of Early Childhood through Secondary Education and Reading

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ⦿ Program ◯ Shared Core

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

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

Program Name
Program Description

Program Name* Elementary Education, Ed.S.   146

Program ID - DO NOT EDIT* 4410

Program Code - DO NOT EDIT

Program Type* **Specialist**

Degree Type* **Specialist in Education**

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

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location* **Online**

Curriculum Information

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Prospective Curriculum*

Plan of Study

Professional Education Sequence

Students as Learners: 6 Hours

CEPD 8102 Lifespan Human Development
[Right] *

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

Societal Issues: 6 Hours

ECED 8272 Teacher as Leader
[Right] a

[Right] *

[Before] Select one of the following:

ECSE 7560 Contemporary Issues in Education
[Right] or

EDFD 7303 Culture and Society in Education
[Right] or

EDFD 7305 History of American Education
[Right] or

EDFD 7307 Critical Issues in Education
[Right] or

EDFD 7309 Philosophical Foundations of Education
[Right] or

PTED 7246 Comparative Education

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Classroom Issues: 6 Hours

ECED 8271 Advanced Curriculum Seminar
[Right]   *

**ECSE 7566 Advanced Instructional Strategies
for 21st Century**
[Right]   a

[Right]   or

[After]   Arts and Science Content 3   or

[After]   Methods course 3 d

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

EDRS 8301 Educational Research Design
[Right]   b

**EDRS 8302 Educational Research: Theory and
Practice**
[Right]   c

ECED 8297 Professional Seminar
**ECED 8200 Oral Comprehensive Exam for the
Elementary Ed.S.**

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Total Program: 27 Hours

Program Notes

* Denotes required courses.

Students are allowed to take a maximum of 6 credits in the fall and spring semesters and 9 credits in the summer semester. Taking more credits must be approved by program coordinator.

ECSE 7566 and ECED 8272 should be taken early in the Ed.S. program.

ECED 6290 or EDRS 6301 is required as a prerequisite for this course.

ECED 8284 is required as a prerequisite for this course.

Methods courses taken as part of the Elementary Education M.Ed. at UWG cannot be repeated.

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PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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

Step 2 - Adding New Courses

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

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ![icon] 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 ![icon] "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* We are removing the requirement of holding a master's degree in the specific field of Elementary Education. Holding a level 5 certificate in Elementary Education meets the Content Area Specialization.

Current Admissions Standards:

Official transcripts from all schools that have conferred degrees (Bachelor's, Master's, etc.) are required and should be sent directly to the UWG Graduate Admissions Office.

A Level 5 clear and renewable professional certificate in Elementary Education based on a Master's degree in Elementary Education or Early Childhood Education is required.

Any other Master's degree with a Level 5 certification must meet the Content Specialization requirements in the Elementary Education Master's degree program in order to be admitted into the Ed.S. program.

A minimum GPA of 3.0 in graduate coursework

A professional resume reflecting a minimum of 1 year of full-time teaching experience, that includes current grade level and school name.

New Admissions Standards:

Official transcripts from all schools that have conferred degrees (Bachelor's, Master's, etc.) are required and should be sent directly to the UWG Graduate Admissions Office.

A Level 5 clear and renewable professional certificate in Elementary Education.

A minimum GPA of 3.0 in graduate coursework

A professional resume reflecting a minimum of 1 year of full-time teaching experience, that includes current grade level and school name.

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](https://westga.curriculog.com/proposal:4315/print)
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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Elementary EdS Admissions changes

Current:

Official transcripts from all schools that have conferred degrees (Bachelor's, Master's, etc.) are required and should be sent directly to the UWG Graduate Admissions Office.

A Level 5 clear and renewable professional certificate in Elementary Education based on a Master's degree in Elementary Education or Early Childhood Education is required.

Any other Master's degree with a Level 5 certification must meet the Content Specialization requirements in the Elementary Education Master's degree program in order to be admitted into the Ed.S. program.

A minimum GPA of 3.0 in graduate coursework

A professional resume reflecting a minimum of 1 year of full-time teaching experience, that includes current grade level and school name.

Updated (highlighted):

Official transcripts from all schools that have conferred degrees (Bachelor's, Master's, etc.) are required and should be sent directly to the UWG Graduate Admissions Office.

A Level 5 clear and renewable professional certificate in Elementary Education based on a Master's degree in Elementary Education or Early Childhood Education is required.

Any other Master's degree with a Level 5 certification must meet the Content Specialization requirements at the undergraduate or graduate level must be met in order to be admitted into the Ed.S. program.

A minimum GPA of 3.0 in graduate coursework

A professional resume reflecting a minimum of 1 year of full-time teaching experience, that includes current grade level and school name.

Integrative Health and Wellness, M.S.

2025-2026 Graduate Revise Program Request

Introduction

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

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

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

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

If other, please identify.

Desired Effective Semester* | Fall

Desired Effective Year* | 2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department *   Department of Sport Management, Wellness, and Physical Education

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

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

Is 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* Integrative Health and Wellness, M.S.

Program ID - DO NOT EDIT*   4480

Program Code - DO NOT EDIT

Program Type*   [Master's]

Degree Type*   [Master of Science]

Program Description*   This program prepares students to become health and wellness professionals, with an emphasis in the area of health and wellness coaching. Students will gain the health promotion and behavior change knowledge and skills necessary to help clients explore their health, as well as the barriers and facilitators of their health behaviors. Students will learn to identify risk factors for chronic diseases and apply integrative, evidence-based approaches in health promotion, disease prevention, and lifestyle medicine. The program engages students in learning behavior change strategies to empower
individuals from all walks of life to promote positive, multidimensional behavior change using psychosocial approaches such as mindfulness and self-compassion.

Status*   ● Active-Visible   ○ Inactive-Hidden

Program Location*   [Online]

Curriculum Information

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Prospective Curriculum*

Admission Requirements

Admission criteria include the following:

Graduate application

2-3 page Statement of Purpose

Resume

Official university transcripts from all institutions attended Undergraduate GPA of 3.0 or higher

Required Courses: 30 Hours

CMWL 6100 Lifestyle Medicine and Integrative Health

CMWL 6200 Behavior Change Strategies for Well-Being

CMWL 6300 Mind Body Wellness

CMWL 6400 Physical Well-being for the Professional

CMWL 6500 Technology in Integrative Wellness

CMWL 6600 Wellness Law and Entrepreneurship

CMWL 6700 Personal and Professional Development for the Health and Wellness Coach

CMWL 7000 Advanced Wellness Coaching

CMWL 7100 Capstone (Culminating Experience)

CMWL 6800 Research and Grants in Integrative Health and Wellness

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PROGRAM CURRICULUM

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

Justification and Assessment

Rationale* Removing EDRS 6301 and adding CWML 6800 (new course in Curriculog approval process). To ensure that students are learning research and grant proposal methods as it directly applies to the health and wellness field. This course is also part of a matriculation agreement with Georgia Highlands and the ABM in Health and Community Wellness pathway at UWG, so ideally students would have a CMWL faculty member teach the course to stay consistent within the program.

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

n/a

SLOs will remain the same.

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

160

<u>REQUIRED ATTACHMENTS</u>

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

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

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

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

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Program Map

M.S. Integrative Health and Wellness

YEAR 1					

TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
CMWL 6100: Lifestyle Medicine and Integrative Health	3		CMWL 6500: Technology in Integrated Wellness*	3	
CMWL 6200: Behavior Change Models, Methods and Theories*	3		CMWL 6700: Personal and Professional Development for the Health and Wellness Coach	3	
CMWL 6800: Research and Grants in Integrative Health and Wellness*	3				
SEMESTER TOTAL	9		SEMESTER TOTAL	6	

Milestones	**Milestones**
● Required to earn C or higher.	● Required to earn C or higher.

YEAR 2					

TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
CMWL 6400: Physical Well-being for the Professional*	3		CMWL 6300: Mind Body Wellness*	3	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Graduate Catalog, which is the official guide for completing degree requirements.

CMWL 6600: Wellness Law & Entrepreneurship	3		CMWL 7100 Capstone (Culminating Experience)	3
CMWL 7000: Advanced Wellness Coaching	3			
SEMESTER TOTAL	9		SEMESTER TOTAL	6

Milestones	Milestones
- Required to earn C or higher. - Engage in 3 supervised health coaching mentor sessions.	- Required to earn C or higher. - Complete Practical Skills Assessment. - Accumulate 50 health coaching sessions.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Graduate Catalog, which is the official guide for completing degree requirements.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Graduate Catalog, which is the official guide for completing degree requirements.

Master of Science

Integrative Health and Wellness

Student Learning Outcome	Strategic Plan Connection	Measure/Method
SLO1: Apply the health and wellness coaching structure and process used to empower a client's behavior change and assist them in understanding their own health and wellness.	Relevance Goal 2, 3,& 5; Competitvess Goal 2 & 5 ;	Practical Skills Assessment (CMWL 7000/7100)
SLO2: Demonstrate an understanding of behavior change theories and ability to apply behavior change strategies to promote client motivation and goal attainment.	Relevance Goal 2, 3,& 5; Competitvess Goal 2 & 5 ;	Health and Wellness Coaching Sessions (CMWL 7100)
SLO3: Demonstrate ability to identify risk factors for chronic disease and apply current recommendations for modifying and improving well-being.	Relevance Goal 2, 3,& 5; Competitvess Goal 2 & 5 ;	Online Health and Wellness Assignment (CMWL 6500)
SLO4: Evaluate lifestyle medicine strategies through the lens of epigenetics, microbiome, and mind-body wellness	Relevance Goal 2, 3,& 5; Competitvess Goal 2 & 5 ;	Final Content Exam (CMWL 7100)
SLO5: Build self-care plans to model their own health behavior skills	Relevance Goal 2, 3,& 5; Competitvess Goal 2 & 5 ; Placemaking	Practical Skills Assessment (CMWL 7000/7100)
SLO6: Evaluate legal and ethical considerations across a variety of health and wellness professions	Relevance Goal 2, 3,& 5; Competitvess Goal 2 & 5 ;	Final Content Exam (CMWL 7100)

Success Criterion	AY23	Interpretation & Use of Results	Improvement Plan	Add'l Note
The scoring of the supervised session will be based on a four-point rubric,	All students earn	12/13 students scored at least 75% or greater on the PSA. The average mean for the class was	Provide more detailed feedback during mentor sessions to	Also applies to SLO 2, 3, 5
The scoring will be based on a four-point rubric, evaluated by program faculty. The	All students earn	12/13 scored at least 75% on the coaching sessions assignment. One student scored a	Most do very well because the coaching sessions are not designed	Also applies to SLO 1, 3, 5
Students will provide peer evaluation for their classmates and be evaluated by	All students earn	3 of 18 students scored below a 3 on at least 1 rubric criteria. 83% scored at least a 3 out of	Unable to interpret – faculty member not present to	Also applies to SLO 4, 6
The success criterion is that all students earn at least 75 out of 100 for the exam.	All students earn	100% of students scored at least 75%. Mean average was 86%. The vast majority of students	Program coordinator will provide guidance to faculty on core	Also applies to SLO 6
The scoring of the supervised session will be based on a four-point rubric, evaluated by program	All students earn at	12/13 students scored at least 75% or greater on the PSA. The average mean for the class was 87%. Students failed to	Provide more detailed feedback during mentor sessions to prepare for	Also applies to SLO 1, 2, 3
The success criterion is that all students earn at least 75 out of 100 for the exam.	All students earn	100% of students scored at least 75%. Mean average was 86%. The vast majority of students	Program coordinator will provide guidance to faculty on core	Also applies to SLO 4

CURRICULUM MAPPING TEMPLATE

			SLO1: Apply the health and wellness coaching structure and process used to empower a client's behavior change and assist them in understanding their own health and wellness.	SLO2: Demonstrate an understanding of behavior change theories and ability to apply behavior change strategies to promote client motivation and goal attainment.	SLO3: Demonstrate ability to identify risk factors for chronic disease and apply current recommendations for modifying and improving well-being.	SLO4: Evaluate lifestyle medicine strategies through the lens of epigenetics, microbiome, and mind-body wellness	SLO5: Build self-care plans to model their own health behavior skills	SLO6: Evaluate legal and ethical considerations across a variety of health and wellness professions
DEPARTMENT:	**Sport Management, Wellness and Physical Education**							
PROGRAM:	**Masters of Science in Integrative Health & Wellness**	**COURSES**						
	1	CMWL 6100: Lifestyle Med	I	I	I	I	I	I
	2	CMWL 6200: Behav Change	I	I	I	I	I	I
	3	CMWL 6300: Mind Body	I	I	I	I	I	I
	4	CMWL 6400: Phys Well	I	I	I	I	I	I
	5	CMWL 6500 (A): Tech	R	R	R (A)	I (A)	R	R (A)
	6	CMWL 6600: Law & Entrep	I	N/A	N/A	N/A	N/A	R
	7	CMWL 6700: Prof Dev	R	R	R	R	R	R
	8	CMWL 6800: Res & Grants	I	I	I	I	I	R
	9	CMWL 7000 (A): Adv Coach	M (A)	M (A)	M (A)	M	M (A)	M
	10	CMWL 7100 (A): Capstone	M (A)	M (A)	M (A)	M (A)	M (A)	M (A)

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

Reading Instruction, M.Ed.

2025-2026 Graduate Revise Program Request

Introduction

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

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

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u> 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.   Program admission requirements

Desired Effective Semester* Fall

Desired Effective Year* 2025

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

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

School/ Department *

| College of Education |

| Department of Early Childhood through Secondary Education and Reading |

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program *   ⦿ Program
                            ◯ Shared Core

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

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

Program Name
Program Description

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Program Name *   Reading Instruction, M.Ed.

Program Name* Reading Instruction, M.Ed.

Program ID - DO NOT EDIT* 4427

Program Code - DO NOT EDIT

Program Type*
Master's

Degree Type*
Master of Education

Program Description* The Master of Education (M.Ed.) in Reading Instruction is a graduate degree program housed in the College of Education. This degree is offered to educators certified in teaching who desire graduate studies in reading, language, and literacy theories, research, and instructional practices. Candidates learn research-based strategies aligned with structured literacy (the science of reading) and interactive literacy as complementary approaches to effective reading, language, and literacy instruction. The program prepares graduates to serve as literacy/reading specialists and instructional leaders in their respective schools and districts. The M.Ed. in Reading Instruction program is fully online and consists of 30 credit hours.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location*
Online

Curriculum Information

Prospective Curriculum*

Degree Requirements

Applicants must hold a valid level 4 or higher Induction or Professional certificate in any teaching, service, or leadership field. Applicants must have at least 3 years of acceptable classroom teaching experience at an accredited PK-12 school (excluding supply/substitute, paraprofessional, or as a member of a board of education). Applicants must demonstrate proficiency in the foundations of reading, literacy, and language. The proficiency requirement is met for applicants already holding Elementary Education certification earned after July 1, 2025, Reading Endorsement certification based on GaPSC Rule 505-3-.96 effective July 1, 2023 or later, Dyslexia Endorsement, or a passing score on the GACE Content Assessment in Reading Education after July 1, 2025. Candidates not holding one of these certifications should submit, at the time of application, another valid and reliable measure of candidate proficiency (e.g., Lexia LETRS certification, Cox Campus or Georgia Learns K-3rd Structured Literacy Program Certification, Orton-Gillingham Structured Literacy Certification, etc.)

An M.Ed. in Reading Instruction can be achieved by completing a 30-hour program of study. The program consists of 21 hours in Language and Literacy Concentration (Area I), 3 hours in Research (Area II), and 6 hours in ESOL and/or Dyslexia (Area III). Candidates must pass a comprehensive exam during their final semester in the program. Georgia educators must pass the GACE Literacy Specialist assessment to add the Literacy Specialist certification field to their GaPSC teaching certificate.

Plan of Study

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Area I: Language and Literacy Concentration (21 Hours)

READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction

READ 7261 Language and Literacy Engagement through Writing

READ 7262 Trends and Issues in Language and Literacy Education

READ 7263 Comprehensive Language and Literacy Assessments and Interventions

READ 7267 Diversity and Equity in Children's and Young Adult Literature

READ 7240 TESOL: Literacy, Linguistics, and Second Language Acquisition

READ 7201 Teacher as Language and Literacy Leader

READ 6705 Comprehensive Final Exam for M.Ed. in Reading Instruction

Area II: Research (3 Hours)

EDRS 6301 Introduction to Research in the Human Sciences

Area III: Area of Specialization (6 hours)

Choose two of the following courses from Option 1 (ESOL), Option 2 (Dyslexia), and/or Option 3 (Educational Leadership).

Option 1: English to Speakers of Other Languages (ESOL)

READ 7239 TESOL: Cultural and Linguistic Diversity in the Classroom

READ 7241 TESOL: Methods, Materials, and Assessment through Clinical Experience

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Option 2: Dyslexia

SLPA 7720 Language Disorders and Literacy
SPED 6500 Dyslexia: Methods and Instructional Strategies

Total Program: (30 Hours)

Program Notes:

1. Reading Endorsement courses [Preferred course sequence: (1) READ 7271, (2) READ 7263, and (3) READ 7201].

2. ESOL Endorsement courses (READ 7239, READ 7240, and READ 7241).

3. Dyslexia Endorsement courses (READ 7263, SLPA 7720, and SPED 6500).

4. READ 7263, READ 7201, READ 7240, and READ 7241 require access to student data.

5. Enrolled Georgia candidates are required to attempt the state-approved content assessment (GACE) after program admission and before August 31 during the year of program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.

6. All candidates should apply for graduation during the semester preceding the one they plan to graduate.

7. All candidates must register for READ 6705 and take and pass a selected-response comprehension exam during their last semester in the program.

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PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* The changes to the M.Ed. in Reading Instruction Degree Requirements were made to align with new Georgia Professional Standards Commission (GaPSC) regulations regarding literacy educator proficiency. GaPSC is the agency responsible for setting certification requirements and professional standards for educators in Georgia.

The revised requirements now mandate that applicants demonstrate proficiency in the foundations of reading, literacy, and language. This aligns with GaPSC Rule 505-3-.96, effective July 1, 2023, and upcoming changes to Elementary Education certification effective July 1, 2025. Applicants can meet this requirement through various means, including earning a Reading Endorsement certification under the new rule, holding the Dyslexia Endorsement, passing the GACE Content Assessment in Reading Education after July 1, 2025, or completing recognized structured literacy training such as Lexia LETRS, Cox Campus, or Orton-Gillingham certification.

Additionally, the previous requirement for passing the GACE Content Assessment in Reading has been updated to require the specific GACE Literacy Specialist assessment for adding the Literacy Specialist certification field. These revisions ensure that all candidates entering the program have foundational literacy knowledge and meet GaPSC standards for literacy instruction and certification.

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](https://westga.curriculog.com)

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 N/A

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

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

1.) Program Map and/or Program Sheet

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

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

Secondary Education, M.Ed.

2025-2026 Graduate Delete Program Request

General Information

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

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

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

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

Desired Effective Semester * | Fall |

Desired Effective Year * | 2025 |

What would you like to do? *
- ⚪ Deactivate Existing Program
- 🔘 Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department * | Department of Early Childhood through Secondary Education and Reading |

Is this a School of Nursing or School of Communication, Film   ⚪ Yes   🔘 No

Is this a College of Education Program? *   🔘 Yes   ⚪ No

Communication, Film
and Media course?*

Program Information

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

DO NOT **edit the** <u>imported</u> **information below.**

Type of Program* ● Program
              ○ Shared Core

Program Name* Secondary Education, M.Ed.

Program Type* | Master's |

Degree Type* | Master of Education |

Program Description* This is a program that has been deactivated since 2015 and has no students.

Program Location* | Carrollton |

Status* ● Active-Visible   ○ Inactive-Hidden

Prospective
Curriculum – Not
Applicable*

Justification and Assessment

Rationale* This program was deactivated in 2015. It has no students. The USG has requested that we
terminate this program at this time. See attachment from 2015.

SACSCOC Substantive Change

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

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

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).   178

Curriculog | Curriculog

https://westga.curriculog.com/proposal:4402/print

Teach Out Plan ☐ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID * 4411

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

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

Program View (Read-Only)

Attachments
Current File: Revised Program Sheet.pdf

Originator

| College of Education ⌄ | Leadership and Instruction ⌄ | Butts, Frank ⌄ |
| College | Department | Originator |

What would you like to do?

○ Add New Track/Concentration ○ Modify Existing Program ⦿ Deactivate Existing Program ○ Terminate Existing Program ○ Add New Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Comments

Shared Governance Process

Senate Action Item ⌄ (See Procedure)

Program Selection

| College of Education ⌄ | Master of Education with a Major in Secondary Education ⌄ |
| College | Existing Program (as shown in the DMA) |

| Master of Education with a Major in Secondary Education | | On Campus ⌄ | Graduate ⌄ |
| Program Name (You can only edit this if you checked 'Program Name' in the Modifications box) | | Program Location | Degree Level |

| Master of Education | Summer ⌄ | 2015 ⌄ |
| Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box) | Effective Semester/Year |

Modification Details

Program deactivated effective Summer, 2015. This includes concentrations in Biology, English, History, Math, Broad Field Science, Earth Science. No new students will be accepted into the program effective immediately. Current students will be able to complete requirements for degree.

(Max 4000 characters)

Rationale

Deactivation due to low enrollment among six concentrations. Biology, English, History, Math, Broad Field Science,Earth Science. Program did not meet targeted enrollment numbers set by Secondary Education faculty.

(Max 4000 characters)

Attachments
Current File: Revised Program Sheet.pdf

Comments

Both current and older program sheets are attached. Senate Information only.

(Max 4000 characters)

College Approvals

Frank Butts   [APPROVED 2015-02-11]

Chair, Course Department

Rebecca Stanard   [APPROVED 2015-04-30]

Associate Dean, College of Education

Other Approvals

Dawn McCord   [APPROVED 2015-09-30]

Chair, Graduate Programs Committee

Final Approval

David Jenks   [APPROVED 2017-01-17]

Final Approver

Addendum III

Rationale: The proposed change to the UWG Faculty Emeritus Policy is designed to bring the University of West Georgia into compliance with BOR Changes to Faculty Emeritus policy.

Original Policy in the UWG Faculty Handbook

125 Emeritus Status for Faculty and Administrative Officers

125 Emeritus Status for Faculty and Administrative Officers
125.01 Eligibility

The President may confer, at their discretion, the title of "Emeritus" on any retired professor, associate professor, assistant professor, lecturer, senior lecturer or administrative officer who, at the time of their retirement, had ten (10) years or more of honorable and distinguished service at West Georgia. This title may be conferred upon the recommendation of the President of the University of West Georgia (Section 2.11, *Board of Regents Policy Manual, University System of Georgia*).
125.02 Criteria

In considering persons from the University of West Georgia for recommendation for the "Emeritus" title, the President shall, in addition to the Board of Regents criteria, base the recommendation upon:
1. Meritorious service.
2. Notable career performance at University of West Georgia.
3. Nomination and recommendation by the appropriate administrative officers in the case of administrative personnel, or by the department, department chair, dean, and the Provost and Vice President for Academic Affairs in the case of faculty members.

Nominations may be submitted only after the employee has retired.

Policy with Proposed Changes

125 Emeritus Status for Faculty and Administrative Officers

125 Emeritus Status for Faculty and Administrative Officers
125.01 Eligibility

~~The President may confer, at their discretion, the~~ Title of "Emeritus" or Emerita allows the President at his or her discretion, to confer the title of Emeritus or Emerita on any retired faculty member ~~professor, associate professor, assistant professor, lecturer, senior lecturer~~ or administrative officer who, at the time of their retirement, had ten ~~(10) years~~ or more years of honorable and distinguished University System of Georgia (USG) ~~service at West Georgia. This title may be conferred upon the recommendation of the President of the University of West Georgia (Section 2.11, *Board of Regents Policy Manual, University System of Georgia*).~~

125.02 Criteria

The President's decision will be based, in part, upon the recommendation of the unit in which the employee has served. In considering persons from the University of West Georgia for recommendation for the "Emeritus/Emerita" title, the President shall, in addition to the Board of Regents criteria, base the recommendation upon any or all of the following:
   4. Meritorious service to the University of West Georgia.
   5. Notable career performance at University of West Georgia.
   6. ~~Nomination and recommendation by the appropriate administrative officers in the case of administrative personnel, or by the department, department chair, dean, and the Provost and Vice President for Academic Affairs in the case of faculty members.~~

~~Nominations may be submitted only after the employee has retired.~~

125.03 Application and Approval Procedure

The following procedure will be used to develop recommendations:
Self-nomination or nomination by one's colleagues (with the nominee's consent) shall take the form of submitting the "Recommendation for Award of Emeritus/Emerita Status" form to the Dean after official retirement. Process for faculty and academic administrators requesting Emeritus Status:
   1. The "Recommendation for Award of Emeritus/Emerita Status" form must be accompanied by
      A one-page description summarizing the faculty member's accomplishments at UWG
      A current vita
      Optional letters of support from colleagues, chairs or supervisors.
   The application and materials of support will be then sent to the Dean of the faculty

member's college/school.

2. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the dean shall indicate their recommendation (either positive or negative). They will then forward the form, all supporting materials, the employee's summary of accomplishments, and vita to the Provost.

3. The Provost will forward all recommendation materials to the President for final action.

4. The President shall strive to convey their recommendation to the candidate in timely fashion.

125.04. Benefits, Privileges, and Recognitions Associated with the Award of Emeritus/Emerita Status

Upon approval of Emeritus status, the faculty member/administrator shall be entitled to the following subject to fiscal constraints placed upon the University:

• Inclusion in faculty administrative listings on institutional emeriti web pages and catalogs. Those who are deceased will be noted in a separate "In Memoriam" section.

• UWG Emeritus faculty/administrator photo identification card

• Full library privileges, using Emeritus I.D. card, including borrowing rights and interlibrary loan privileges

• Emeritus Faculty and Administrators not currently employed by UWG may park in visitor parking at no charge (indeed, all UWG retirees, may apply for a University Friend hang tag which permits them to park in any Faculty/Student/Visitor space on campus that are not otherwise designated for specific personal.)

• Faculty discount on selected UWG Bookstore purchases

• Admission to campus events the same as an active employee

• An Emeritus faculty member can serve as the principal investigator on grants and can supervise doctoral, masters, or undergraduate students with approval from the respective unit supervisor department chair and subject to procedures for rehiring retired employees.

• Serve as a dissertation/thesis committee member with approval from the respective department chair and subject to procedures for rehiring retired employees

• Invitation to march in academic procession at Commencement or other occasions

• Invitation to attend opening of university faculty meetings

• Emeritus faculty members and administrators shall be retained on all mailing lists that contain information of general interest unless they specifically request that their name be omitted from such lists. They will also be retained on invitation lists for social functions to which non-retired faculty/administrators of equivalent rank are invited

• Emeritus faculty email will be migrated as necessary, to maintain platforms and email equivalency with active faculty.

• Use of institutional software, contingent upon participation in the same cybersecurity trainings as active employees

• Emeritus faculty and administrators may serve as a consultant to various standing and ad hoc committees of the University, college or department when called upon by a committee chairperson and approved by the President, Provost, dean, or department chair

• All Emeritus faculty and administrators are eligible for a free membership at the UWG Fitness Center on the same basis as regular faculty & staff
• All Emeritus faculty are eligible to be appointed as adjunct or as part-time faculty and teach courses on an as needed basis upon the approval of the department chair, dean, and Provost and subject to procedures for rehiring retired employees
• Mail services shall be provided for Emeritus faculty, subject to certain restrictions
In some specific situations, with the approval of the appropriate department and/or unit authority, and subject to budgetary constraints, an Emeritus faculty may be entitled to:
• Laboratory/experimental/performance/studio/office space - This is not an entitlement for all faculty who make the transition to Emeritus status. Rather, such space will be recommended by unit supervisor whenever possible for those individuals who maintain an active research/creative activity program that is characterized by: (a) sufficient external funding to support their research activities including the support of technical assistants, post-doctoral fellows, and students; (b) continuing contributions to the department's academic mission and vision; and (c) demonstrable contributions to the discipline through the propagation of the products of their research in relevant mediums (books, articles, chapters, patents, presentations, performances, etc.).
• Retention or use of certain pieces of equipment, computers etc. as approved by their supervisor - The retention and/or use of equipment, computers etc. must be for professional purposes associated with work continuing on behalf of UWG.

Proposed Final Version

125 Emeritus Status for Faculty and Administrative Officers

125.01 Eligibility

Title of Emeritus or Emerita allows the President at his or her discretion, to confer the title of Emeritus or Emerita on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished University System of Georgia (USG) service.

125.02 Criteria

The President's decision will be based, in part, upon the recommendation of the unit in which the employee has served. In considering persons from the University of West Georgia for the "Emeritus/Emerita" title, the President shall, in addition to the Board of Regents criteria, base the recommendation upon any or all of the following:
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      2. Notable career performance at University of West Georgia

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            A current vita
            Optional letters of support from colleagues, chairs or supervisors.
      The application and materials of support will be then sent to the Dean of the faculty member's college/school.
      2. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the dean shall indicate their recommendation (either positive or negative). They will then forward the form, all supporting materials, the employee's summary of accomplishments, and vita to the Provost.
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• Emeritus Faculty and Administrators not currently employed by UWG may park in visitor parking at no charge (indeed, all UWG retirees, may apply for a University Friend hang tag which permits them to park in any Faculty/Student/Visitor space on campus that are not otherwise designated for specific personal.)

• Faculty discount on selected UWG Bookstore purchases

• Admission to campus events the same as an active employee

• An Emeritus faculty member can serve as the principal investigator on grants and can supervise doctoral, masters, or undergraduate students with approval from the respective unit supervisor department chair and subject to procedures for rehiring retired employees.

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• Invitation to march in academic procession at Commencement or other occasions

• Invitation to attend opening of university faculty meetings

• Emeritus faculty members and administrators shall be retained on all mailing lists that contain information of general interest unless they specifically request that their name be omitted from such lists. They will also be retained on invitation lists for social functions to which non-retired faculty/administrators of equivalent rank are invited

• Emeritus faculty email will be migrated as necessary, to maintain platforms and email equivalency with active faculty.

• Use of institutional software, contingent upon participation in the same cybersecurity trainings as active employees

• Emeritus faculty and administrators may serve as a consultant to various standing and ad hoc committees of the University, college or department when called upon by a committee chairperson and approved by the President, Provost, dean, or department chair

• All Emeritus faculty and administrators are eligible for a free membership at the UWG Fitness Center on the same basis as regular faculty & staff

• All Emeritus faculty are eligible to be appointed as adjunct or as part-time faculty and teach courses on an as needed basis upon the approval of the department chair, dean, and Provost and subject to procedures for rehiring retired employees

• Mail services shall be provided for Emeritus faculty, subject to certain restrictions

In some specific situations, with the approval of the appropriate department and/or unit authority, and subject to budgetary constraints, an Emeritus faculty may be entitled to:

• Laboratory/experimental/performance/studio/office space - This is not an entitlement for all faculty who make the transition to Emeritus status. Rather, such space will be

recommended by unit supervisor whenever possible for those individuals who maintain an active research/creative activity program that is characterized by: (a) sufficient external funding to support their research activities including the support of technical assistants, post-doctoral fellows, and students; (b) continuing contributions to the department's academic mission and vision; and (c) demonstrable contributions to the discipline through the propagation of the products of their research in relevant mediums (books, articles, chapters, patents, presentations, performances, etc.).

• Retention or use of certain pieces of equipment, computers etc. as approved by their supervisor - The retention and/or use of equipment, computers etc. must be for professional purposes associated with work continuing on behalf of UWG.

Addendum IV

1. **Generative Artificial Intelligence Syllabus Policy:** The Rules Committee was charged with creating a generative artificial intelligence (AI) policy for the UWG Faculty Handbook. The [Institute for Faculty Excellence](#) provides four policy options for instructors. Keeping that resource in mind, the Rules Committee simply proposes the following modification (changes in red) to the Faculty Handbook section [201.01](#), where other syllabus requirements are listed.

   Current Language (paragraph 1 of 201.01):

   201.01 All syllabi at the University of West Georgia must include the following information: Course title, course learning outcomes, course description, course number and section, term, number of credit hours earned for successful completion, method and mode of delivery (e.g., percentage online versus face-to-face instruction), instructor information (name, office location, contact information, and office hours), required reading(s), software, hardware, and other materials (if applicable), and the system of evaluation and grading.

   Proposed Changes (paragraph 1 of 201.01):

   201.01 All syllabi at the University of West Georgia must include the following information: Course title, course learning outcomes, course description, course number and section, term, number of credit hours earned for successful completion, method and mode of delivery (e.g., percentage online versus face-to-face instruction), instructor information (name, office location, contact information, and office hours), required reading(s), software, hardware, and other materials (if applicable), ~~and~~ the system of evaluation and grading, and the instructor's policy on student use of generative artificial intelligence.

2. **Office Hour Policy:** The Rules Committee was charged with revising the office hours policy in the Faculty Handbook to increase faculty-student engagement. The committee proposes that each academic unit establishes an office hour policy which faculty may use to guide their decisions regarding office hour scheduling and modalities. The requirements of such policies are not being proposed at this time. Further, the committee is not defining "academic unit". For many faculty, "unit" will be synonymous with program (lowest level of organization); exceptions map apply for different organizational structures on campus. The Rules Committee is proposing the following modification (changes in red) to the Faculty Handbook section 208.

Current Language:

Recognizing that courses are delivered using both online and face-to-face formats, office hours should reflect the approach used by students to communicate within a particular course. This may include setting in-office hours and/or establishing weekly virtual office hours. In accordance with Section 2.18 *Academic and Student Affairs Handbook, University System of Georgia*, the instructor and student should make every effort to be available during instructor's office hours for discussion of the student's academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member. Faculty must establish office hours in accordance with their academic unit and must note them on the class syllabus. The result must lead to effective and timely communication with students.

Proposed Changes:

Recognizing that courses are delivered using both online and face-to-face formats, office hours should reflect the approach used by students to communicate within a particular course. This may include setting in-office hours and/or establishing weekly virtual office hours. In accordance with Section 2.18 Academic and Student Affairs Handbook, University System of Georgia, the instructor and student should make every effort to be available during instructor's office hours for discussion of the student's academic standing prior to the midpoint of the total grading period (particularly for classes that use subjective grading). Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member. Academic units must establish a policy regarding office hours. Faculty, in turn, must establish office hours in accordance with their academic unit's policy and must note them on the class syllabus. The result must lead to effective and timely communication with students.