

## Memorandum

To: General Faculty

Date: April 10, 2024

Regarding: Faculty Senate Agenda for April 12, 2024 in Richards Hall, room 102

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1. Call to Order
2. Roll Call
3. Minutes
  - A) The March 15, 2024 Faculty Senate Meeting Minutes were approved electronically on April 8, 2024.
4. Administrator Reports
  - A) President
  - B) Provost
  - C) Dr. AnneMarie Reed, UWG Cares Team and Student Conduct Due Process
5. Committee Reports

### **Executive Committee (Jeff Reber, Chair)**

#### **Information Items:**

- 1) General Information Updates
- 2) Committee Chair General Updates
  - a) Dr. Beth Sheppard and Dr. Brian Mosier
    - i. UWG Institutional Repository ([Addendum I](#))
  - b) Committee VI: Facilities and Information Technology Committee (Gavin Lee, Chair)
    - i. Faculty Workspace Utilization Survey Summary
  - c) Committee VII: Student Affairs and Intercollegiate Activities (Dylan McLean, Chair)
    - i. Information Items:
      1. Course Schedule Opinion Survey Results ([Addendum II](#))
      2. Committee Chair for next year will be Dr. Kelly Dyar.

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

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

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Natural Sciences

a) [Geology Minor](#)

Request: Revise

Currently the geology minor requires 15 credit hours at the 3000- or 4000-level. This proposal is designed to make the minor more accessible and attractive to students by allowing 6 of those 15 credits to be taken at the 2000-level. The geology program currently offers three courses at the 2000-level (GEOL2503, GEOL2523, and GEOL2553) which are offered annually. These three courses are online and two are offered during the summer. Therefore, this change will make the completion of a geology minor much easier for students while retaining the rigor of the program.

B) Richards College of Business

1) Department of Marketing and Real Estate

a) [MKTG - 3845 - AI Essentials for Business](#)

Request: Add

This course will introduce students to the current state of AI applications in various aspects of business as well as have them recognize the potential of AI for responsible business growth. The course explores the rapid adoption of generative AI tools in business that have helped streamline business processes and decision-making and provides students with the necessary knowledge and skills to navigate the applications and ethical considerations related to AI.

b) [MKTG - 4815 - Digital Marketing Strategy](#)

Request: Add

Companies are increasingly shifting marketing efforts from traditional media to digital media and it is important for marketing managers to understand digital strategies and the technologies underlying them. This course provides students with an introduction to digital marketing. Students will have an opportunity to earn a digital marketing certificate from a professional organization.

C) School of Communications, Film, and Media

1) [GFA - 3030 - Motion Picture Gripping](#)

Request: Add

This is a new class created by the Georgia Film Academy, and we are adding it to the catalog so our students can take advantage of this offering. The course introduces the practice of rigging and supporting grip equipment for lighting, cameras, dollies, vehicles, and other physical/mechanical devices; explores the mindset required to be a safe and effective grip on a film set; and illuminates the thought processes needed to interpret artistic ideals into actionable tasks.

2) [Certificate of less than one year in Communication in the Workplace](#)

Request: Revise

This proposal adds the recently created 4411 in Physics, Chemistry, Geography, Geology, and Biology to provide students with an additional elective option and to make the certificate more attractive to those in STEM majors.

3) [Certificate of less than one year in Health Communication](#)

Request: Revise

This proposal adds the recently created 4411 in Physics, Chemistry, Geography, Geology, and Biology to provide students with an additional elective option and to make the certificate more attractive to those in STEM majors.

D) Tanner Health System School of Nursing

1) [NURS - 3197 - Professional Nursing Practice](#)

Request: Add

The rationale for the five courses submitted by Nursing (items 1 – 5 in this section of the agenda) is the same. The courses are currently offered through the e-Major compact to allow students to take virtually all RN-BSN program courses and graduation requirements. They were previously entered into Curriculog but needed to be reentered due to an omission in the initial submission. The original request occurred when the School of Nursing joined the University System of Georgia RN-BSN consortium. This consortium has shared courses (the five courses listed in this agenda) in e-Major that students enrolled in participating institutions must take for degree completion.

2) [NURS - 3297 - Nursing Research Application](#)

Request: Add

See rationale for Nursing item 1 above. Rationale is the same for Nursing items 1 – 5.

3) [NURS - 3397 - Health Assessment](#)

Request: Add

See rationale for Nursing item 1 above. Rationale is the same for Nursing items 1 – 5.

4) [NURS - 4497 - Community Health Nursing](#)

Request: Add

See rationale for Nursing item 1 above. Rationale is the same for Nursing items 1 – 5.

5) [NURS - 4597 - Leadership and Management](#)

Request: Add

See rationale for Nursing item 1 above. Rationale is the same for Nursing items 1 – 5.

E) University College

1) Center for Interdisciplinary Studies

a) [Music and Industry interdisciplinary pathway](#)

Request: Add

This Bachelor of Interdisciplinary Studies (BIS) track integrates studies of music and industry, approximating a commercial music or music business program and including entrepreneurial music ventures and possible “add-ons” such as a stand-alone arts management certificate and a stand-alone jazz certificate. “Music Industry” is understood as a comprehensive set of business areas and enterprises associated with the development and promotion, and sale of services and products, including their management. Participating academic units are Department of English, Film, Languages, and Performing Arts and Richards College of Business.

b) [Music and Wellness interdisciplinary pathway](#)

Request: Add

This proposal creates a new interdisciplinary pathway that offers a good option for students interested in graduate studies in fields such as occupational therapy (which can be a means for incorporating music into therapeutic health as an alternative to study to become a board-certified music therapist) and for students interested in the social and emotional learning of a music program. The pathway supports the learning objective for students to design a plan to sustainably

integrate music into 21st-century society by achieving learning in music and the discipline of wellness studies. The departments participating in the pathway committee are Music and Health and Community Wellness.

2) Department of Civic Engagement and Public Service

a) [CRIM - 4002 - Case Management](#)

Request: Add

This course will be an elective in the newly proposed Certificate in Victim Services. Professionals who work with victims of crime are often involved in managing or coordinating services to these clients for a period of time. This class will be relevant to those wanting to go into many human services fields, not just victim advocacy. It covers communication techniques, interviewing strategies, intake and assessment processes, data collection methods, documentation, making appropriate referrals, service coordination, termination, and ethical principles of diversity issues directly related to effective case management. Cross-listed as POLS 4002.

b) [CRIM - 4005 - Identity, Victimization, Law, and Society](#)

Request: Add

This course will be a required course in the newly proposed Certificate in Victim Services. The course covers information that will be essential to students who want to work with victims of crime in any capacity, including as a victim advocate. This course will demonstrate how different identities and characteristics a victim has may impact their experience of victimization and their interactions with the criminal justice system. The course will emphasize cultural competence in interactions with victims, which will prepare students for careers that serve victims' needs. Cross-listed as POLS 4005.

c) [CRIM - 4006 - Victim Advocacy](#)

Request: Add

This course will be a required course in the newly proposed Certificate in Victim Services. This course will give students the skills needed to enter the career of victim advocacy. It will cover the role of an advocate, techniques for interacting with victims of crime, ethics and obligations associated with advocacy, and

criminal justice policies that impact victims. It explores the legal, cultural, and psychological frameworks underlying victims' rights and advocacy, covering topics on trauma-informed communication, ethics and professionalism in victim services, the role of system-based and community-based advocacy, and strategies for effectively managing trauma for a practitioner. The field of victim advocacy is in need of educated advocates. Cross-listed as POLS 4006.

d) [POLS - 4002 - Case Management](#)

Request: Add

Cross-listed as CRIM 4002. See explanation for CRIM 4002.

e) [POLS - 4005 - Identity, Victimization, Law, and Society](#)

Request: Add

Cross-listed as CRIM 4005. See explanation for CRIM 4005.

f) [POLS - 4006 - Victim Advocacy](#)

Request: Add

Cross-listed as CRIM 4006. See explanation for CRIM 4006.

g) [Certificate of Less than One Year in Victim Services](#)

Request: Add

This certificate is designed for students who are interested in serving victims of crime in careers such as victim advocacy. Students will learn about several common types of victimization service providers encounter and will also learn detailed information about the job of a victim advocate and techniques to assist victims facing a number of circumstances. The program will emphasize cultural competence as well as the impact of the criminal justice system on victims of crime. A recent survey of current Criminology students found that approximately 10% were interested in becoming victim advocates when they completed their degree (a number equal to those who were interested in entering law enforcement, which has specialized programming). It was decided that specialized programming should be offered for victim advocacy to provide career ready skills. In designing this certificate, agency partnerships were developed which indicate that such a certificate is also desirable to those already working in the field. The field of victim advocacy is in need of educated professionals, so

students who complete this certificate will be well equipped to enter an in-demand field.

**Information Items:**

- A) UPC approved additional courses to receive the undergraduate research HIP designation. The list of these courses is included in the appendix. ([Addendum IV](#))
- B) UPC approved the XIDS course topics for the Cornerstone/First-year Seminar courses for the 2024 – 2025 academic year. The list of these courses is included in the appendix. ([Addendum V](#)).

**Committee II: Graduate Programs Committee (Georgia Evans, Chair)**

**Action Items ([Addendum VI](#)):**

- A) Richards College of Business
  - 1) Department of Management
    - a) [CISM - 5470 - Cyberwarfare, Cybercrime, and Digital Forensics](#)  
Request: New Course  
Rationale: This course is required for the new Master of Science in Strategic Cybersecurity and Information Management. Originally it was submitted as CISM 6470. Subsequently, the decision was made to cross-list it as CISM 4470 for our undergraduate students. Thus, we are now deleting the 6000-level course and submitting this 5000-level course as a new proposal.
    - b) [CISM - 5470 - Cyberwarfare, Cybercrime, and Digital Forensics](#)  
Request: Revise Course  
Rationale: This course needs to change from CISM 6470 to CISM 5470. The department planned to cross-list this course with CISM 4470 (new course).
    - c) [Strategic Cybersecurity and Information Management, M.S.](#)  
Request: Revise Program  
Rationale: The course number was changed from CISM 6470 to CISM 5470 so that the course could be cross-listed with our undergraduate course (CISM 4470). There were no substantive changes to course.
  - B) College of Arts, Culture, and Scientific Inquiry
    - 1) Department of Computing and Mathematics
      - a) [Applied Computer Science, M.S.](#)

Request: Revise Program

Rationale: The updates to the Program Curriculum will allow us to continue to offer advanced material for students with no background in Computer Science as before. However, the inclusion of the different Tracks will give us the ability to meet the needs of students who do have a CS background and offer them material to match current trends in technology. The inclusion of the Tracks and realignment of the coursework will also allow us to grow in the future by potentially offering new courses / tracks to meet industry needs.

b) [CS - 5251 - Web Technologies I](#)

Request: New Course

Rationale: This course is an introduction to software development for graduate students with no prior experience

c) [CS - 5275 - Foundations of Machine Learning](#)

Request: New Course

Rationale: This course will be the foundational course for the new MS ACS, Data Science Track.

d) [CS - 5311 - Program Construction I](#)

Request: New Course

Rationale: This course is an introduction to software development for graduate students with no prior experience.

e) [CS - 5500 – Cybersecurity](#)

Request: New Course

Rationale: This course will be included in the new Cyber Intelligence Track for the MC ACS.

f) [CS - 6250 - Artificial Intelligence for Security](#)

Request: New Course

Rationale: This course will be included in the new Cyber Intelligence Track for the MC ACS.

g) [CS - 6253 - Web Technologies III](#)

Request: New Course

Rationale: This course will be part of the updated Software Development Track for the MC ACS.

h) [CS - 6271 - Advanced Networking](#)

Request: New Course

Rationale: This course will be included in the new Cyber Intelligence Track for the MC ACS.

i) [CS - 6800 - Data Analytics](#)

Request: New Course

Rationale: This course will be included in the new Data Science Track for the MC ACS.

j) [CS - 6810 - Intelligence and Analytics Tools](#)

Request: New Course

Rationale: This course will be included in the new Data Science Track for the MC ACS.

k) [CS - 6820 - Generative AI for Data Scientists](#)

Request: New Course

Rationale: This course will be included in the new Data Science Track for the MC ACS.

l) [CS - 6983 - Directed Research](#)

Request: New Course

Rationale: With the growth of the MS in Applied Computer Science, we anticipate additional opportunities for students to collaborate with faculty on independent research and this course would allow for credit toward the degree.

C) College of Education

1) Department of Counseling, Higher Education, and Speech Language Pathology

a) [Higher Education Administration, M.Ed.](#)

Request: Revise Program

Rationale: To address student needs, affordability, and pathways for professional and academic success, the Department of Counseling, Higher Education, and Speech-Language Pathology's Higher Education faculty proposes a curriculum change for the Master of Education (M.Ed.) in College

Student Affairs. Enrollment in the program in Fall 2023 was 14 students, which is a 62% decrease from Fall 2020 enrollment (37 students). In the attached rationale, we will provide 1) program strategy, 2) program description, 3) core curriculum changes, and 4) program delivery.

b) [Post-Baccalaureate Certificate in Speech-Language Pathology](#)

Request: Revise Program

Rationale: The proposed program revision adds an optional internship (SLPA 5792) to the post- baccalaureate certificate program in speech-language pathology which satisfies the requirement for students to apply for certification as a speech language associate under a newly approved GaPSC rule. This will provide a pathway for students who complete the post-baccalaureate certificate to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system.

c) [SLPA - 5792 - Internship in Speech Language Pathology](#)

Request: New Course

Rationale: This course is being added as an optional course for students admitted to the post- baccalaureate certificate program in speech-language pathology. Completion of this course satisfies requirements for a newly approved Georgia PSC rule for the creation of a Speech Language Associate Program. This will provide a pathway for students who complete the post-baccalaureate certificate to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system.

d) [School Improvement, Ed.D.](#)

Request: Revise Program

Rationale: To address student needs, affordability, and pathways for professional and academic success, the Department of Leadership, Research, and School Improvement faculty proposes an alternative program of study option for students who hold a Specialist (Ed.S.) degree beginning fall 2024. The Ed.D. in School Improvement program will continue requiring a masters degree for admission, and permit an Ed.S. degree with an area of concentration

in a GaPSC-approved teaching field, service field, or Tier II leadership to serve as a basis for program admission. Students entering the program with a masters degree will complete the full 60 credit hour program of study. Students with an Ed.S. degree will be eligible for the proposed 33 credit hour program of study (see program map attached). The new track will not require new courses. There is also no change in modality (fully online).

The faculty opted to change the EDSI program level outcomes to better align with the needs of our professional students, the school districts they serve, and the UWG strategic priorities related to relevance, competitiveness, and placemaking. The new program level outcomes will also be changed with the 60 credit hour EDSI track.

D) University College

1) Department of Civic Engagement and Public Service

a) [CRIM - 5002 - GIS, Planning, and Public Service](#)

Request: New Course

Rationale: This course will be part of a new standalone graduate certificate in GIS, Planning, and Public Service. It will serve as the assessment course for the certificate.

b) [POLS - 5002 - GIS, Planning, and Public Service](#)

Request: New Course

Rationale: This course will be part of a new standalone graduate certificate in GIS, Planning, and Public Service. It will serve as the assessment course for the certificate.

**Information Items**

A) The completed Secondary Ed.S. program review was emailed on March 16, 2024, to GPC committee members for comment. On March 30, 2024, the GPC members approved via an electronic vote the Secondary Ed.S. Program Review.

B) Dean Matt Varga presented a new policy, Transfer Credit Policy. The GPC reviewed and approved the policy.

6. Old Business

A) Chair-Elect nomination.

7. New Business
  - A) College of Mathematics, Computing, and Sciences, and School of Mental Health and Wellness Updates (breakout sessions)
8. Announcements
  - A) May 10, 2024 Senate Meeting for Curricular Approvals (Zoom)
9. Adjourn

## **Addendum I**

# Introducing the UWG Institutional Repository

Drs Beth M. Sheppard and Brian Mosier



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Search the repository ...



The UWG Institutional Repository is designed to house the scholarly and creative output of the University, its organizational history, and digital collections from the Ingram Library's Special Collections.

### Recent Submissions



Item

[Ravenna, Italy: Battistero Degli Ariani: Interior View 1](#)

(5/21/2017) Sheppard, Beth M.



Item

[Ravenna, Italy: Basilica Spirito Santo](#)

(5/21/2017) Sheppard, Beth M.



Item

[Ravenna, Italy: Battistero Degli Ariani: Outer View 2](#)

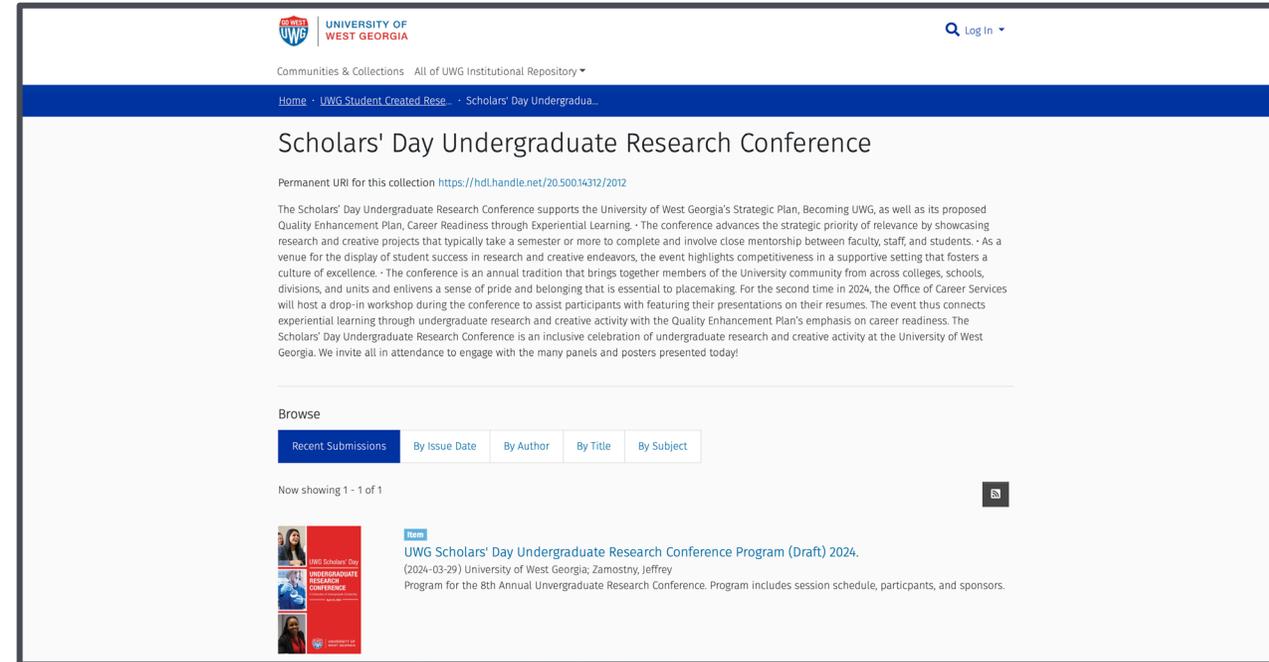
# Value Added for Faculty

- Share scholarship with colleagues and community
  - Permalinks (Handle system)
  - Doesn't require NetID, so accessible beyond UWG
  - Professional cataloging and metadata
  - Free
  - Statistics (basic)
- Promote Student Success by highlighting student work
- Archive for UWG publications and serials
- Meets Open Access requirements for some grantors



# Customizable

- Create custom collections and communities for campus units, special programs, or projects.
- Ability for library to add specialized metadata fields to enhance searching and usability.



The screenshot displays the University of West Georgia Institutional Repository interface. At the top, the university logo and name are visible, along with a search bar and a "Log In" link. Below the header, the page title is "Scholars' Day Undergraduate Research Conference". A permanent URI is provided: <https://hdl.handle.net/20.500.14312/2012>. The main content area contains a detailed description of the conference, highlighting its support for the university's strategic plan and its focus on showcasing student research and creative projects. Below the text, there is a "Browse" section with tabs for "Recent Submissions", "By Issue Date", "By Author", "By Title", and "By Subject". The "Recent Submissions" tab is selected, showing one item: "UWG Scholars' Day Undergraduate Research Conference Program (Draft) 2024." (2024-03-29) University of West Georgia; Zamostny, Jeffrey. The item description includes: "Program for the 8th Annual Undergraduate Research Conference. Program includes session schedule, participants, and sponsors."



# Potential for Use with Community

## Collaborators

- Archive significant collections of collaborating partners (provides access to novel source material for teaching and learning)
- Potential for UWG/partner digitization efforts (possibly sponsor funded)
- Innovative student internships beyond UWG



# IP

- Non-exclusive license granted by contributor to UWG
- Authors (or organization if work for hire) retain copyright
- If published work and publisher has concerns, can embargo
  - IP Task Force – Faculty article open access policy (would come to Faculty Senate in Sept.)



# Searching & Access

## Search Protocols

- Author
- Title
- Keyword
- Date
- In-text searching of documents and metadata abstracts

## Future Linking Possibilities

- Georgia Knowledge Repository
- Ingram Library Catalog (OPAC)



# Where to find it

<https://repository.westga.edu/home>

The screenshot shows the Ingram Library website. At the top left is the 'GO WEST UWG' logo. To the right are links for 'Sign In' and 'Search'. Below these are navigation links: 'Apply', 'Visit', 'Give', and 'Menu'. The main heading is 'Ingram Library'. Underneath is the section 'Explore Library Resources' with buttons for 'Discover All', 'Books', and 'Journals'. A search bar is present with a magnifying glass icon and a link to 'Advanced Search'. On the right side, there is a blue sidebar with links for 'Research Guides' and 'Start Live Chat'. At the bottom, there are three columns: 'Our Resources' (listing Catalog, Course Materials, Databases & GALILEO, Library Accounts, Library DIY, Research Guides, Special Collections, and UWG Institutional Repository), 'Our Communities' (listing Undergraduate Students, Graduate Students, Distance Learners, Faculty & Staff, and Alumni, Retirees, & Visitors), and 'Our Services' (listing Research Help, Subject Librarians, Borrowing, Library Instruction, and Career Readiness). A red star is placed over the 'UWG Institutional Repository' link in the 'Our Resources' column.



# How to contribute

- Library can upload for you
- Self-upload (Library will create a log in for you)

Contact:

[bsheppar@westga.edu](mailto:bsheppar@westga.edu)



# Questions?



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## **Addendum II**

## Results of Scheduling Survey

The survey was distributed on March 13, 2024 and data collection was paused on March 27, 2024 as sufficient responses had been collected and the number of responses received per day was declining. An email invitation was sent to 12,473 individuals who were students at UWG<sup>1</sup>, and in that time period, 1,188 valid responses were collected, which represents a response rate of 9.5%. This response rate is on par with expectations, and would be considered high for an online survey.

The results for each question on the survey are presented below, along with some brief analyses.

*Question 1: Would you consider yourself an “online only” student? Note: If you ever take even one in-person class, please select “no.”*

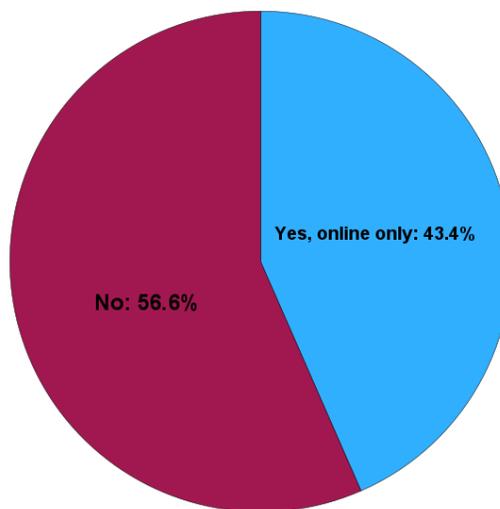
Out of 1,188 valid responses, 516 (43.4%) selected “yes” and 672 (56.6%) selected “no.”

Of note: a possibly higher percentage of students than expected consider themselves “online only.”

Table 1. Would you consider yourself an “online-only” student?

	Frequency	Percent
Yes	516	43.4
No	672	56.6
Total	1,188	100

Figure 1. Would you consider yourself an “online-only” student?



<sup>1</sup> A non-systematic review of the responses indicates that some @westga.edu email addresses were included, rather than @my.westga.edu address, suggesting the survey may have gone to a small number of faculty and/or staff.

For the remainder of the survey, only the 672 students who ever take face to face classes were asked to respond.

*Question 2: What days of the week would you NOT want to have classes scheduled?*

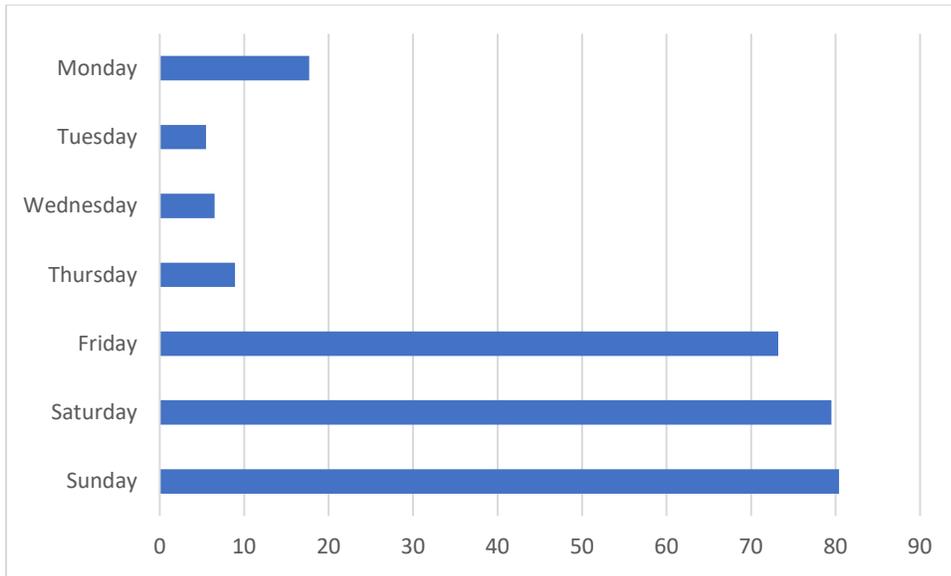
Out of 672 eligible students, 119 (17.7%) did not want to have classes scheduled on Mondays, 37 (5.5%) did not want to have classes scheduled on Tuesdays, 44 (6.5%) did not want to have classes scheduled on Wednesdays, 60 (8.9%) did not want to have classes scheduled on Thursdays, 492 (73.2%) did not want to have classes scheduled on Fridays, 534 (79.5%) did not want to have classes scheduled on Saturdays, and 540 (80.4%) did not want to have classes scheduled on Sundays. It should be noted that 672 is the maximum number of possible respondents. At this point in the survey, it is not possible to determine how many face to face students stopped answering the survey. There is a small number of non-respondents (63) in the next question, so the percentages represented here may be slightly lower than the true number as the denominator may be artificially high. The percentages presented are out of the possible 672 respondents.

Of note: A vast majority of students do not want to have classes on Fridays, which would suggest they would not like the three days per week class schedule.

Table 2. Number and percent of face to face students who do not want classes scheduled on each day

	Number	Percent
Sunday	540	80.4
Saturday	535	79.5
Friday	492	73.2
Thursday	60	8.9
Wednesday	44	6.5
Tuesday	37	5.5
Monday	119	17.7

Figure 2. Percent of face to face students who do not want classes scheduled on each day



*Question 3: What is the earliest time you would want to attend a class?*

Respondents were asked to indicate the earliest time they would want to attend a class, starting at 6:00 am and ending at 8:30 pm, in 15-minute intervals. There were 609 respondents. The modal answer was 9:00 am, with 22% of respondents indicating this would be the earliest time they would want to attend a class. Less than a quarter of students indicated they would want to start class earlier than 9:00 am, and only 5.9% indicated they would want to start at 7:30 am or earlier, the earliest start time in the new block schedule proposal. Other high frequency responses for the earliest desirable start time included 9:30 am (16.6%), 10:00 am (13.6%) and 11:00 am (11%).

Of note: Students do not seem to want classes that would start as early as in the block schedule proposal.

Figure 3. Histogram of “what is the earliest time you would want to attend a class?”

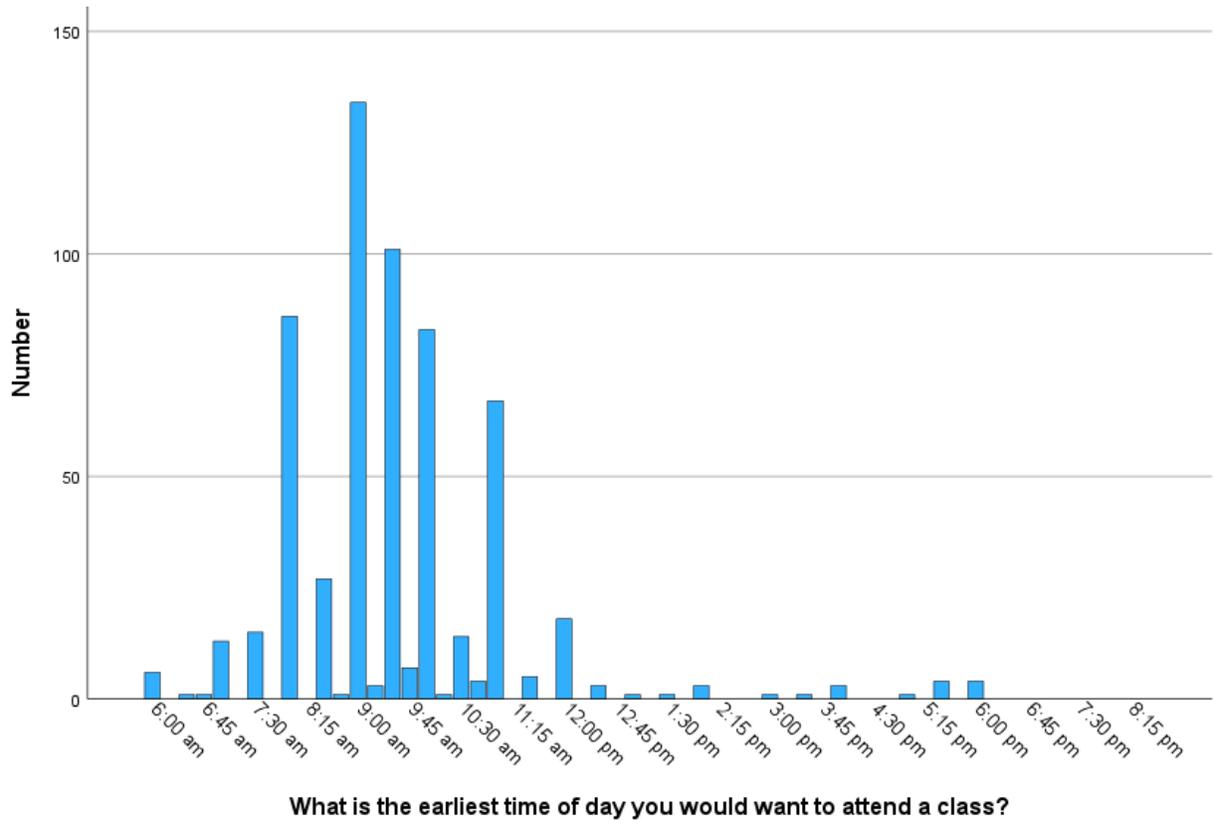


Table 3. What is the earliest time of day you would want to attend a class

Time	Frequency	Percent	Cumulative Percent
6:00 am	6	1.0	1.0
6:30 am	1	0.2	1.1
6:45 am	1	0.2	1.3
7:00 am	13	2.1	3.4
7:30 am	15	2.5	5.9
8:00 am	86	14.1	20.0
8:30 am	27	4.4	24.5
8:45 am	1	0.2	24.6
9:00 am	134	22.0	46.6
9:15 am	3	0.5	47.1
9:30 am	101	16.6	63.7
9:45 am	7	1.1	64.9
10:00 am	83	13.6	78.5
10:15 am	1	0.2	78.7
10:30 am	14	2.3	81.0
10:45 am	4	0.7	81.6
11:00 am	67	11.0	92.6
11:30 am	5	0.8	93.4
12:00 pm	18	3.0	96.4
12:30 pm	3	0.5	96.9
1:00 pm	1	0.2	97.0
1:30 pm	1	0.2	97.2
2:00 pm	3	0.5	97.7
3:00 pm	1	0.2	97.9
3:30 pm	1	0.2	98.0
4:00 pm	3	0.5	98.5
5:00 pm	1	0.2	98.7
5:30 pm	4	0.7	99.3
6:00 pm	4	0.7	100.0
Total	609	100.0	

*Question 4: What is the latest time of day you would want a class you attend to end?*

Respondents were asked to indicate the latest time of day they would want a class they attend to end, starting with 8:45 am (the ending time for the proposed 7:30 am start time) and ending with 10:00 pm (the ending time for the proposed 8:30 pm start time), in 15-minute intervals. The modal response was 5:00 pm, with 12.8% of students indicating this would be the latest time they would want their class to end. Other common times were 2:00 pm (10.7%), 3:00 pm (10.7%) and 6:00 pm (8.2%). Most students would prefer that classes end by 6:00 pm or earlier,

with 86.5% indicating this stop time or earlier. This leaves only 13.5% of students who would prefer to have a class end at later than 6:00 pm.

Of note: Students do not seem to prefer classes that would end as late as they would in the block schedule proposal.

Figure 4. Histogram of “what is the latest time you would want a class you attend to end?”

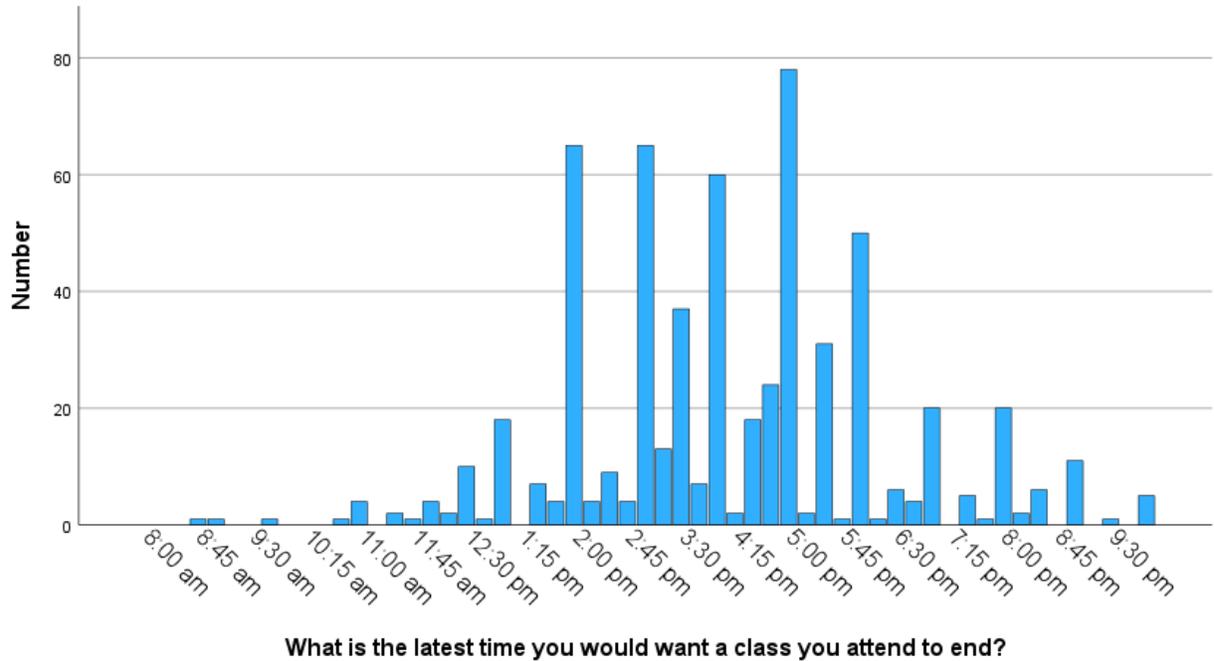


Table 4. What is the latest time you would want a class you attend to end?

	Frequency	Percent	Cumulative Percent
8:45 am	1	0.2	0.2
9:00 am	1	0.2	0.3
9:45 am	1	0.2	0.5
10:45 am	1	0.2	0.7
11:00 am	4	0.7	1.3
11:30 am	2	0.3	1.6
11:45 am	1	0.2	1.8
12:00 pm	4	0.7	2.5
12:15 pm	2	0.3	2.8
12:30 pm	10	1.6	4.4
12:45 pm	1	0.2	4.6
1:00 pm	18	3.0	7.6
1:30 pm	7	1.1	8.7

1:45 pm	4	0.7	9.4
2:00 pm	65	10.7	20.0
2:15 pm	4	0.7	20.7
2:30 pm	9	1.5	22.2
2:45 pm	4	0.7	22.8
3:00 pm	65	10.7	33.5
3:15 pm	13	2.1	35.6
3:30 pm	37	6.1	41.7
3:45 pm	7	1.1	42.9
4:00 pm	60	9.9	52.7
4:15 pm	2	0.3	53.0
4:30 pm	18	3.0	56.0
4:45 pm	24	3.9	59.9
5:00 pm	78	12.8	72.7
5:15 pm	2	0.3	73.1
5:30 pm	31	5.1	78.2
5:45 pm	1	0.2	78.3
6:00 pm	50	8.2	86.5
6:15 pm	1	0.2	86.7
6:30 pm	6	1.0	87.7
6:45 pm	4	0.7	88.3
7:00 pm	20	3.3	91.6
7:30 pm	5	0.8	92.4
7:45 pm	1	0.2	92.6
8:00 pm	20	3.3	95.9
8:15 pm	2	0.3	96.2
8:30 pm	6	1.0	97.2
9:00 pm	11	1.8	99.0
9:30 pm	1	0.2	99.2
10:00 pm	5	0.8	100.0
Total	609	100.0	

*Question 5: For a typical, three credit hour, in person class, how many days per week would you prefer to meet?*

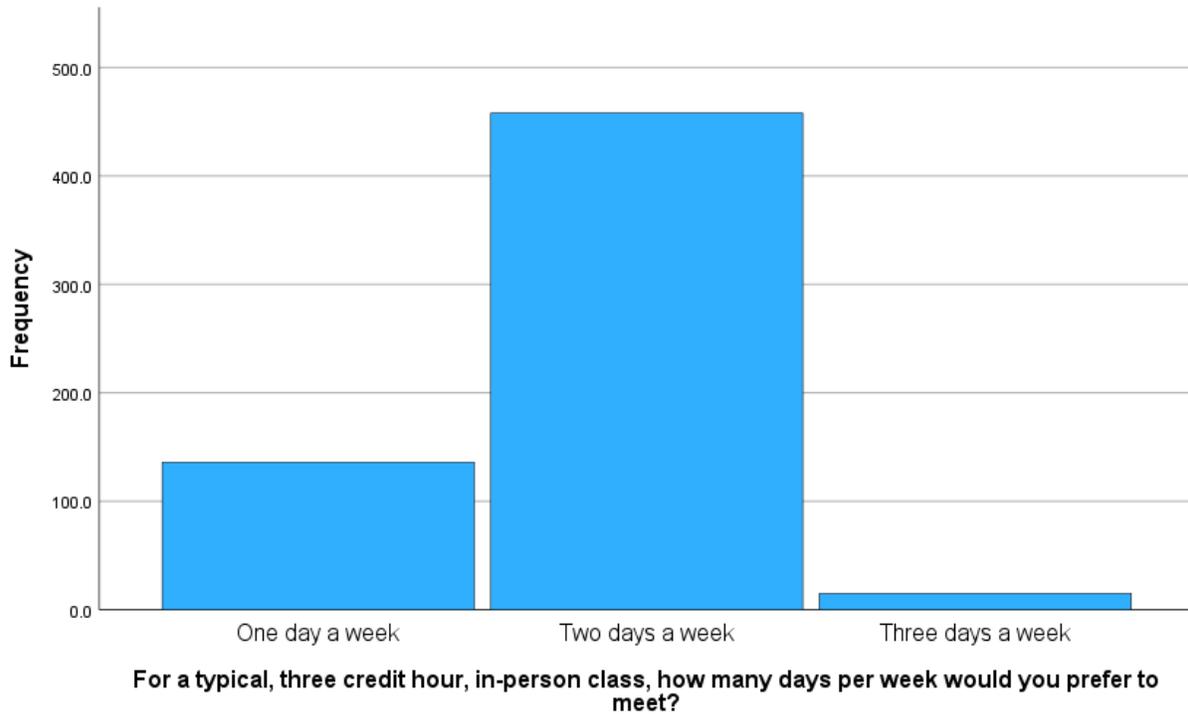
Out of 609 respondents, 136 (22.3%) indicated they would prefer one day per week for 2.5 hours, 458 (75.2) indicated they would prefer two days a week for 1 hour and 15 minutes on Monday and Wednesday or on Tuesday and Thursday, and 15 (2.5%) indicated they would prefer three days a week for 50 minutes on Monday, Wednesday, and Friday.

Of note: Students have a strong preference for two day per week schedules, and the vast majority do not prefer a three day per week schedule.

Table 5. For a typical, three credit hour, in person class, how many days per week would you prefer to meet?

	Frequency	Percent
One day per week	136	22.3
Two days per week	458	75.2
Three days per week	15	2.5
Total	609	100

Figure 5. Bar chart of “for a typical, three credit hour, in person class, how many days per week would you prefer to meet?”



*Question 6: How do you like to have your in-person classes scheduled?*

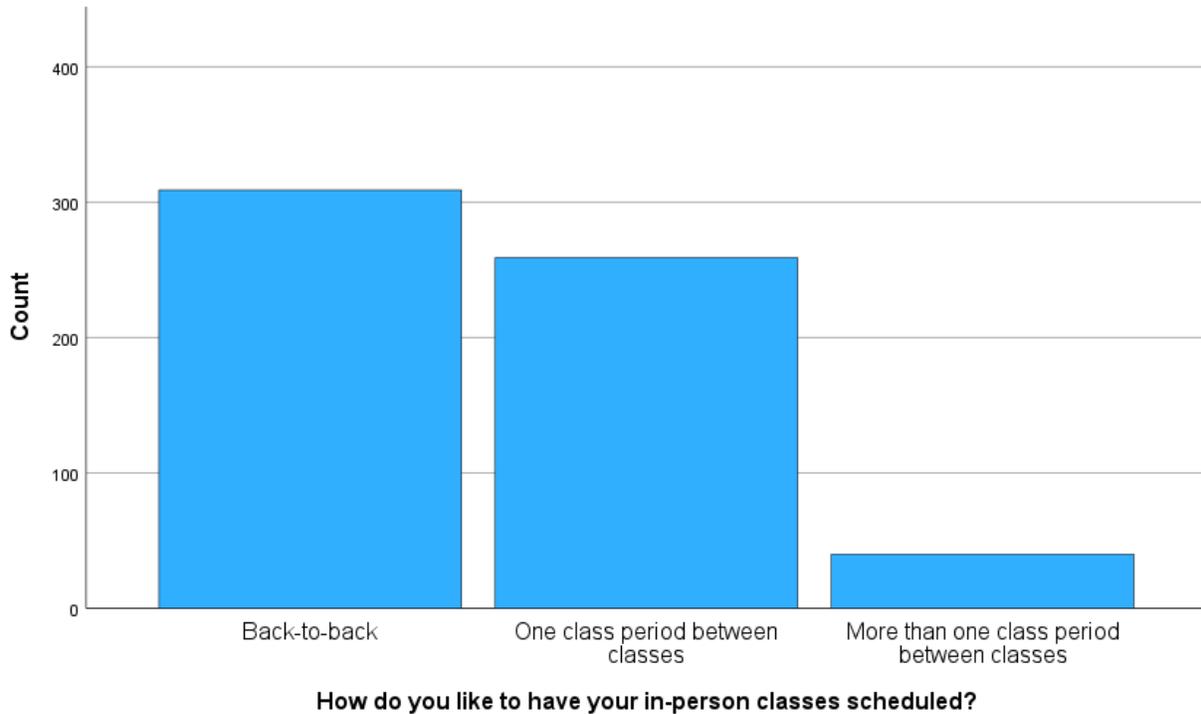
Respondents were asked to indicate whether they preferred to have in person classes scheduled back to back, with a one class period break in between, or with more than one class period in between. Out of 608 respondents, 309 (50.8%) indicated they preferred classes back to back, 259 (42.6%) indicated they preferred one class period between classes, and 40 (6.6%) indicated they preferred more than one class period in between their classes.

Of note: student seem to prefer to not have large breaks between classes, but some prefer small breaks.

Table 6. How do you like to have your in-person classes scheduled?

	Frequency	Percent
Back to back	309	50.8
One class period between classes	259	42.6
More than one class period between classes	40	6.6
Total	608	100

Figure 6. Bar chart of “how do you like to have your in-person classes scheduled?”



*Question 7: Have you ever been routinely late for an in-person class because you didn't have enough time to get there from your previous in-person class?*

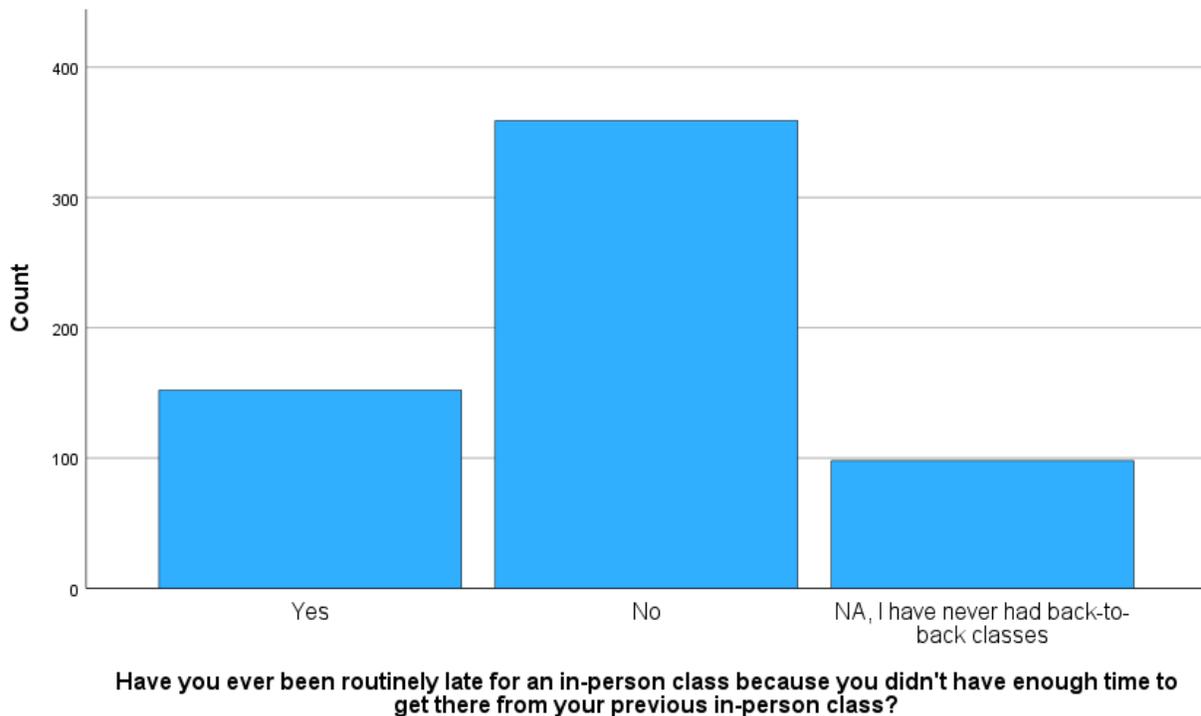
Respondents were asked to indicate whether they had experience being routinely late for an in-person class because they didn't have enough time to get there from another class (yes or no) or whether they had never had back to back in-person classes. Out of 609 respondents, 152 (25%) had been routinely late, 359 (58.9%) had not been routinely late, and 98 (16.1%) had never had back to back in-person classes.

Of note: Lateness due to timing between classes is a concern. Further investigation into the time between classes, distance between classes, and travel methods between classes could be useful.

Table 7. Have you ever been routinely late for an in-person class because you didn't have enough time to get there from your previous in-person class?

	Frequency	Percent
Yes	152	25.0
No	359	58.9
N/A	98	16.1
Total	609	100

Figure 7. Bar chart of “have you ever been routinely late for an in-person class because you didn't have enough time to get there from your previous in-person class?”



*Question 8: When registering for classes, have you ever encountered a situation where there was an overlap between class times for classes you wanted to take, and that preventing you from registering for one of them?*

Out of 608 respondents, 455 (74.8%) indicated they had been prevented from registering from a class due to an overlap in class times, and 153 (25.2%) indicated this had not happened to them.

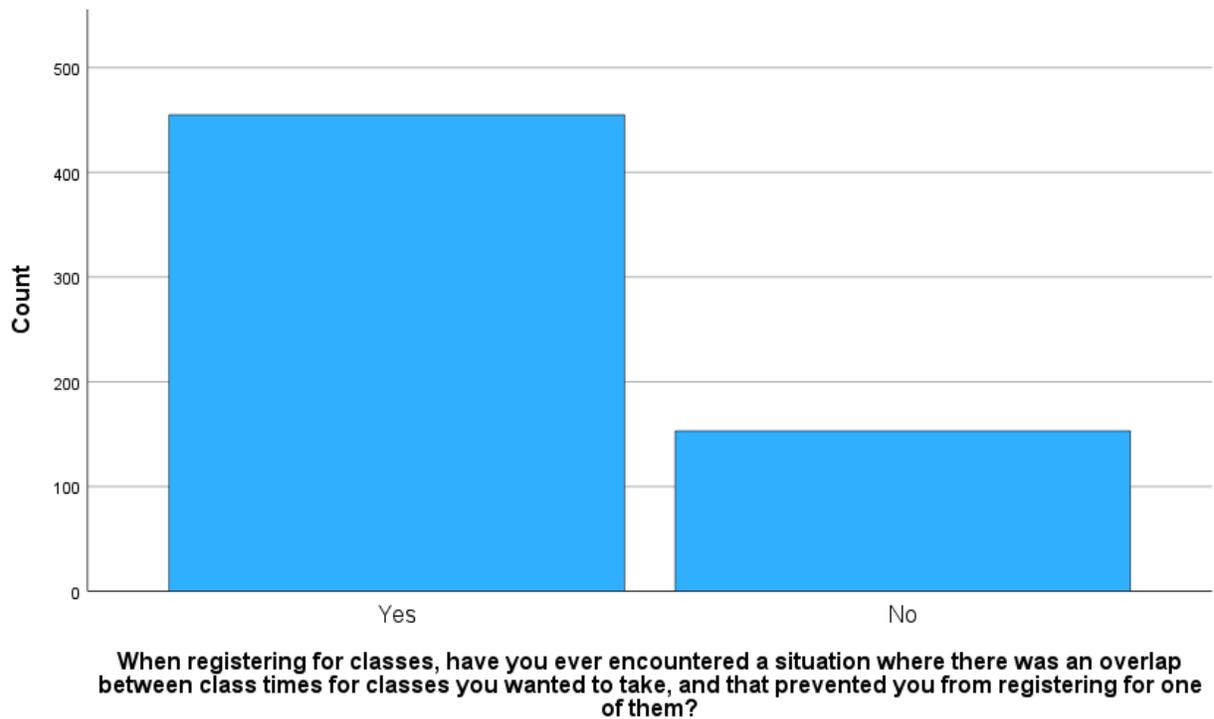
Of note: The initial wording of the question was “...there was a *slight* overlap between class times...” and it was requested that the wording be changed. Here, it seems possible that students have mistaken this question to mean “have you ever wanted to register for two classes that were scheduled at the same time?” While this would be a concern, it is not a concern that would be addressed by block scheduling. The intention of the question was to determine whether differing

class schedules by department or college/school led to situations where students tried to register for a classes that overlapped by a few minutes. Further investigation into this issue is suggested.

Table 8. Have you ever encountered a situation where there was an overlap between class times for classes you wanted to take, and it prevented you from registering for one of them?

	Frequency	Percent
Yes	455	74.8
No	153	25.2
Total	608	100

Figure 8. Bar chart for “have you ever encountered a situation where there was an overlap between class times for classes you wanted to take, and it prevented you from registering for one of them?”



*Question 9: Suppose there were no classes scheduled on campus at all on any day for one hour (for example, between 12 pm and 1pm). What would you do with that time?*

This question required respondents to type their response and qualitative data have not yet been thoroughly analyzed. Of non-online-only students who were given this question, 558 of them responded. Some themes that have emerged from these responses are as follows:

- Eat
- Nap
- Do homework
- Sit in my car
- Work out
- Socialize
- Relax
- Run errands

Many students who indicated they would eat also suggested that everyone eating at this time would overwhelm the dining facilities, and some students indicated this would be wasted time.

Of note: These data have not been thoroughly analyzed, so frequencies of each type of response should not be assumed. Additionally, other themes may emerge during further analysis.

## **Addendum III**

# Geology Minor

## 2024-2025 Undergraduate Revise Program Request

### Introduction

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

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

If you have any questions, please email [curriculog@westga.edu](mailto: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 \*

2024

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

School/ Department\*

Department of Natural 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\* Geology Minor

**Program ID - DO NOT EDIT\*** 4284

**Program Code - DO NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** Students with majors in other disciplines may complete a minor in geology. The minor requires 15 hours of geology courses at the 2000- or 3000- or 4000-level with at least nine of those hours at the 3000- or 4000-level.

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

**Program Location\***

## Curriculum Information

**Prospective Curriculum\***

### Requirements

Students with majors in other disciplines may complete a minor in geology. The minor requires 15 hours of geology courses at the 2000- or 3000- or 4000-level with at least nine of those hours at the 3000- or 4000-level.

**Total: 15 Hours**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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\*** Currently the geology minor requires 15 credit hours at the 3000- or 4000-level. We would like to make the minor more accessible and attractive to students by allowing 6 of those 15 credits to be taken at the 2000-level. The geology program currently offers three courses at the 2000-level (GEOL2503, GEOL2523, and GEOL2553) which are offered annually. These three courses are online and two are offered during the summer. Therefore, this change will make the completion of a geology minor much easier for students while retaining the rigor of the program.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.** No changes being made.

### **SACSCOC Substantive Change**

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

Send questions to [kgwaltney@westga.edu](mailto:kgwaltney@westga.edu).

- Check all that apply to this program\***
- This change affects 25-49% of the program's curriculum content.
  - This change affects 25-49% of the program's length/credit hours.
  - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
  - This change affects 50% or more of the program's curriculum content.
  - This change affects 50% or more of the program's length/credit hours.
  - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
  - 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** This change is aligned with BOR policies and aligns the geology minor with other minor programs on campus.

## 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.

Geology Minor revision.

Current requirements:

Any 15 hours of courses in Geology numbered 3000 or above.

Proposed Requirements:

Students with majors in other disciplines may complete a minor in geology. The minor requires 15 hours of geology courses at the 2000- or 3000- or 4000-level with at least nine of those hours at the 3000- or 4000-level.

Rationale:

Currently the geology minor requires 15 credit hours at the 3000- or 4000-level. We would like to make the minor more accessible and attractive to students by allowing 6 of those 15 credits to be taken at the 2000-level. The geology program currently offers three courses at the 2000-level (GEOL2503, GEOL2523, and GEOL2553) which are offered annually. These three courses are online and two are offered during the summer. Therefore, this change will make the completion of a geology minor much easier for students while retaining the rigor of the program.

Program Map/Program Sheet

Students are able to take the 15 credit hours at any point in their academic career and any 2000-, 3000-, or 4000-level geology classes are eligible depending on pre- and co-requisites.

# MKTG - 3845 - AI Essentials for Business

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

Course Number\* 3845

Course Title\* AI Essentials for Business

Long Course Title Artificial Intelligence Essentials for Business

Course Type\*

**Catalog Course Description\*** This course explores the rapid adoption of generative AI tools in business, that have helped streamline business processes and decision-making. With a focus on AI applications for marketing, management, finance, statistics, and professional development, this course will provide students with the necessary knowledge and skills to navigate the applications and ethical considerations related to AI. Students will recognize the potential of AI for responsible business growth.

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites MKTG 3803

Concurrent

**Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

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

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

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

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

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

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

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

**Grading\***

**Justification and Assessment**

**Rationale\*** Artificial Intelligence is having an effect on every aspect of business and this is going to continue growing in the future. This course will introduce students to the current state of AI applications in various aspects of business as well as have them recognize the potential of AI for responsible business growth.

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

Upon successfully completing the course, the student should be able to:

1. Understand the fundamentals of AI and its applications in the context of business.
2. Acquire knowledge and skills related to prompt engineering, including designing and refining prompts for AI models and ensuring effective interaction between humans and AI systems.
3. Explore the ethical considerations and challenges associated with AI implementation in business, including privacy, bias, transparency, and responsible decision-making.
4. Analyze case studies and best practices in leveraging AI tools to make informed decisions and gain a competitive advantage
5. Gain insights into the use of AI in marketing strategies, such as personalized customer experiences, targeted advertising, sentiment analysis, and customer segmentation, to enhance customer engagement and satisfaction.
6. Develop a foundational understanding of statistical concepts and techniques related to AI, enabling the interpretation and evaluation of AI-generated insights and results in a business context, and fostering data-driven decision-making.
7. Enhance knowledge and skills in leveraging AI technologies for resume development and personal branding on platforms like LinkedIn.

### **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\*** 80

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

Yes

No

If yes, what will the fee be?\*

### Fee Justification

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

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



RICHARDS COLLEGE  
OF BUSINESS

## MKTG 3850: AI Essentials for Business *Course Syllabus*

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<b>Instructor:</b>	Dr. Sunil Hazari, Professor Department of Marketing
<b>Website:</b>	<a href="http://www.sunilhazari.com">http://www.sunilhazari.com</a>
<b>Office Location:</b>	Room 341 – Roy Richards Sr. Hall
<b>Office Phone:</b>	678.831-0061
<b>Office Hours:</b>	Wednesdays, 11:00 – 4:00 pm (appointments preferred)
<b>Course Level:</b>	Undergraduate – 3 semester hours
<b>Course Meetings:</b>	This course is 100% online
<b>Course Web Site:</b>	<a href="http://westga.view.usg.edu">http://westga.view.usg.edu</a>
<b>E-mail :</b>	Use MAIL feature within CourseDen <b>Note: Instructor will reply to emails sent from CourseDen ONLY</b>
<b>University Tech Support:</b>	678.839.6248 (for CourseDen problems) 678.839.6587 (for login/password/access problems)

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### ***Catalog Description***

This course explores the rapid adoption of generative AI tools in businesses that have helped streamline business processes and decision-making. With a focus on AI applications for marketing, management, finance, statistics, and professional development, this course will provide students with the necessary knowledge and skills to navigate the applications and ethical considerations related to AI. Students will recognize the potential of AI for responsible business growth.

Course Prerequisites: MKTG3803

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### ***Required Course Textbook and Other Materials***

There is no required textbook for this course. Students will be expected to access academic and industry research publications from UWG Library Galileo Databases and Google Scholar.

Students must have access to a Windows 10 or 11 desktop or laptop computer with administrator privileges to install AI applications, software add-ons, modules, and browser extensions.

## **Course Objectives**

Upon successfully completing the course, the student should be able to:

1. Understand the fundamentals of AI and its applications in the context of business
  2. Acquire knowledge and skills related to prompt engineering, including designing and refining prompts for AI models and ensuring effective interaction between humans and AI systems.
  3. Explore the ethical considerations and challenges associated with AI implementation in business, including privacy, bias, transparency, and responsible decision-making.
  4. Analyze case studies and best practices in leveraging AI tools to make informed decisions and gain a competitive advantage
  5. Gain insights into the use of AI in marketing strategies, such as personalized customer experiences, targeted advertising, sentiment analysis, and customer segmentation, to enhance customer engagement and satisfaction.
  6. Develop a foundational understanding of statistical concepts and techniques related to AI, enabling the interpretation and evaluation of AI-generated insights and results in a business context, and fostering data-driven decision-making.
  7. Enhance knowledge and skills in leveraging AI technologies for resume development and personal branding on platforms like LinkedIn.
- 

## **Course Policies:**

**UWG Common Language for Course Syllabi:** <http://www.westga.edu/UWGSyllabusPolicies/>

**Academic Honor:** UWG students are expected to achieve/maintain the highest academic honesty and excellence standards. Therefore, the UWG student pledges not to lie, cheat, plagiarize, or steal in the pursuit of study and is encouraged to report students who do (refer to Student Handbook, Appendix E, Academic Dishonesty). Students who breach the Academic Dishonesty guidelines will receive an “F” grade in the course. Information at the following link contains important information about the code of conduct outlined in the student handbook:

Handbook ([https://www.westga.edu/administration/vpsa/assets/docs/2017\\_2018\\_Student\\_Handbook.pdf](https://www.westga.edu/administration/vpsa/assets/docs/2017_2018_Student_Handbook.pdf))

Code of Conduct (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>)

If a student is unclear about whether a particular situation may constitute an honor code violation, the student should meet with the instructor to discuss the situation.

For this class, general advice and interaction on discussion topics related to marketing research are encouraged. Each student must develop his or her solutions to individual assignments. In other words, students may not “work together” on individual graded assignments. Such collaboration constitutes cheating. A student may not use or copy (by any means) another’s work (or portions of it) and represent it as their own. Students are encouraged to use the “Virtual Watercooler” discussion board to post questions and/or seek clarification of course topics. If your question is of a personal nature, it is best to email the instructor in CourseDen.

## Classroom Policy for AI Tools

This course is about the essentials of AI, so using AI language models, such as ChatGPT and Google Bard, is permitted to complete course assignments, but with specific guidelines in place to ensure academic integrity and ethical conduct.

Any use of ChatGPT to generate original works or complete assignments must be clearly cited and acknowledged, as failure to do so could constitute plagiarism. While the use of Generative AI tools is encouraged for brainstorming and generating ideas, students should not rely solely on this technology to complete their assignments, as doing so undermines the course's learning objectives. AI output should be supported with additional research sources such as Google Scholar and UWG Galileo databases. Additionally, students must uphold ethical standards by refraining from using Generative AI to engage in academic dishonesty or other unethical behavior. Any violations of these guidelines will be subject to the academic and disciplinary policies listed in the UWG Honor Code.

The following link has information on how to cite Generative AI material:

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

**Incomplete Policy:** For a student to be eligible for an Incomplete grade, the student must have completed at least 80% of the course assignments with a minimum of "B" average in **all** completed assignments.

**Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course.

### ***Evaluation:***

The nature of this course relies primarily on projects and discussions. Students are expected to read assigned class material during each week, complete project assignments, and participate in group discussions.

**Feedback from Instructor:** Feedback is integral to enhancing learning in all courses. Rubrics for scoring and assigning grades will be provided during the first week of class and will also be available in CourseDen. The instructor will use these rubrics for grading and assign scores for each assignment that are feedback indicators to students. Students are encouraged to contact the instructor if additional feedback is needed.

**Late/Missed Assignments:** Assignments are due on date/time mentioned in the Course Schedule. Check CourseDen schedule for any maintenance downtime. For example, ALL Friday assignments are due at 9 p.m. **There is a 25% per day late penalty, which is STRICTLY ENFORCED.** The instructor must approve any delays, deviations or substitutions for required assignments in advance (i.e., before the assignment deadline). Students should inform the instructor (by e-mail or phone call) of any absences or inability to complete assignments on time before the assignment is due. Also, the instructor must approve this and will notify the student of such approval. Without this approval, assignments will not be considered for grading

purposes. Discussions are locked by the system after the deadline. Any late assignments will have to be emailed to the instructor.

**Appeals Policy:** An announcement will be posted in CourseDen when grades are released for each assignment. Check Gradebook for your score. Any concerns about assignment grade should be discussed with the instructor within **FOUR** days of the grade being posted, or the grade stands as assigned.

**Written/Web Document Formatting.** Research writing in this course should conform to business communication standards, including proper English with no spelling/grammar errors. All work submitted must be typed and use APA formatting. See APA Quick Guide posted in the “Course Documents area.” MS-Word is the standard word-processing software. **Follow the 22/12 rule in this course (No more than 22 words per sentence, no more than 12 lines per paragraph).** Keep a copy of all submitted work. Students should display correct spelling, punctuation, grammar, and Business Communication rules for all assignments considered when assigning grades.

**Technology Support:** Since this class is online and uses technology, students should make alternate arrangements to access another computer in case of primary computer problems. Your computer problems, lack of Internet access, and other responsibilities external to the course are not valid excuses for submitting assignments late. Please **DO NOT WAIT** until the last day to complete the assignment if you experience computer problems or an Internet outage. Assignments will be considered late, and late penalties described above will apply for any assignment not submitted by the deadline. Information Technology Support (<http://www.westga.edu/its/>) or CourseDen support (<http://westga.view.usg.edu>) should be consulted for questions about technology-related issues. Make backup copies regularly. Students are responsible for checking CourseDen schedule (available online) for maintenance downtime and planning ahead. In case of Technical Problems (such as password not working) contact the UWG ITS Tech support at 678.839.6587.

**Evaluation/Assignments.** For the highest score in all assignments, students must research information using the textbook, library databases, and online resources. Students will be graded individually using a point system. The standard UWG grading scale will be used to award letter grades. Each assignment will receive designated points based on assignment requirements. A holistic grading rubric will be used for assessment. For details on Holistic Rubric, see [https://en.wikipedia.org/wiki/Holistic\\_grading](https://en.wikipedia.org/wiki/Holistic_grading)

#### **Evaluation Categories Include:**

**Chapter Discussions:** Students will discuss chapter readings on various topics related to marketing research. The instructor will provide chapter-related case studies, scenarios, and critical thinking questions that must be researched for discussion. For discussion assignments, check the instructions. In some assignments, only the **Main Post** is required (100% of the assignment grade); in other assignments, two posts are required from each student. The **Main Post** (which counts 70% of the discussion assignment grade) should be detailed, include external research (such as websites and journal articles), and provide evidence of higher-order thinking skills. The **Response Post**, when required, counts 30% of the discussion assignment grade. The response is made in reply to another student’s main post, adding value to the original post. The response post should be detailed. Quality of writing, research, communication, and interaction will be used when assigning scores for online discussion. See the online schedule provided in each assignment (under “Content” area of the course) for the Main Post and Response post deadlines. Also note the 22/12 rule that will be one of the criteria used to assign discussion points. See the sample

document provided online for Main Post and Response post.

**Note:** *In the Discussion board, you will have to make your Main Post first by selecting “Start New Thread” button in the Discussion board before you can see/respond to other students’ post.*

The Discussion forum has a “Virtual Watercooler” where you can ask any course-related question. If your question is of a personal nature, send an email to the instructor using the CourseDen Mail feature (click on ‘Classlist’ from the navigation bar, and click on the instructor’s name, which will open a new mail window)

**Projects:** Using various AI software programs, mini-projects throughout the term are used to build competency. All work must be done individually. See details under the Content area for specific instructions on each project.

**Online Tests:** Three (3) tests that cover the topics discussed each week from research/industry articles will be administered online. Questions in the exams will be Multiple Choice. All tests are Open Book. Check online for the exact date/time for tests.

### Grading Scale

Assignments	Weight
Tests (3 @ 50 points each)	30%
Discussions	40%
Projects	30%

Grade A: 90% and above  
Grade D: 60 – 69.99%

Grade B: 80.00 – 89.99%  
Grade F: less than 60%

Grade C: 70 – 79.99%

### **ONLINE LEARNING - DID YOU KNOW?**

Many students incorrectly believe that Online Courses are "easy." On the contrary, online courses often require more work than traditional (face-to-face) courses. Online courses do offer convenience, which will help you complete classwork on your own schedule to meet course assignment deadlines.

This course requires significant time with AI software tools. Students should be prepared to use resources that include textbooks, library databases, online videos (including YouTube), and marketing research tutorials that are available from various websites.

Use the following checklist to determine if you are ready for online learning?

- Do you have a positive attitude to learning?
- Are you comfortable completing and submitting your work in an online environment?
- Can you follow directions on your own from the textbook AND online resources?
- Are you detail-oriented and can meet specific assignment requirements AND DEADLINES?
- Are you willing to demonstrate leadership skills to add value to group discussions?

The instructor is available to answer questions via email and in person but **cannot provide extensive telephone tech support**. Students are encouraged to use UWG Help Desk, online resources, tutorials, peer assistance, and virtual water cooler discussion board to ask questions. By remaining enrolled in this course, you agree to abide by all policies and assignment deadlines stated in the Syllabus and the online course.

## Course Schedule

<b>Week 1</b>	History & Background of Artificial Intelligence, Generative AI, Natural Language Processing, Machine Learning
<b>Week 2</b>	AI Models: ChatGPT/Bard/Bing/Dall-E/Midjourney
<b>Week 3</b>	Prompt Engineering for Business applications
<b>Week 4</b>	AI Ethics, Bias, & Risks
<b>Week 5</b>	<b>TEST #1 &amp; Bonus Project #1</b>
<b>Week 6</b>	AI & Business Strategy
<b>Week 7</b>	Statistics & Research
<b>Week 8</b>	Marketing 1 – Content Creation
<b>Week 9</b>	Marketing 2 – Social Media AI applications
<b>Week 10</b>	<b>TEST #2 &amp; Bonus Project #2</b>
<b>Week 11</b>	Role of AI & chatbots for customer service
<b>Week 12</b>	Financial/Accounting Applications of AI
<b>Week 13</b>	Using AI in Decision Support Systems & Predictive Analytics
<b>Week 14</b>	Professional development using AI (LinkedIn & Resumé )
<b>Week 15</b>	<b>TEST #3</b>

# MKTG - 4815 - Digital Marketing Strategy

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

Course Number\* 4815

Course Title\* Digital Marketing Strategy

Long Course Title Digital Marketing Strategy

Course Type\*

**Catalog Course Description\*** Companies are increasingly shifting marketing efforts from traditional media to digital media such as search engine optimization, online advertising, e-mail and social media marketing. It is important for marketing managers to understand these technologies and develop strategies for their effective use. This course is designed to provide students an introduction to digital marketing strategy. Students will also have an opportunity to earn a digital marketing certificate from a professional organization.

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites MKTG 3803

Concurrent

**Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

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

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

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

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

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

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

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

**Grading\***

**Justification and Assessment**

**Rationale\*** Companies are increasingly shifting marketing efforts from traditional media to digital media and it is important for marketing managers to understand some of these digital strategies and the technologies underlying them. This course is designed to provide students with an introduction to digital marketing.

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

Upon completing the course, students will have knowledge of the following:

1. Search Engine Marketing: Grasp the mechanics of paid search ranking, develop search ads, assess the effectiveness of paid-per-click campaigns, and propose alterations to optimize conversion rates.
2. Online Advertising/Display Ads: Comprehend various online display advertising methods, create display ad campaigns, and gauge their return on ad spend (ROAS).
3. Search Engine Optimization (SEO): Understand search engine functionalities and offer recommendations to enhance organic search rankings for a landing page.
4. Web Design Frameworks for Conversion: Familiarity with multiple web design frameworks for enhancing landing page conversion rates. Apply these frameworks to pinpoint areas for improvement and create a landing page from scratch.
5. E-commerce Optimization: Create shopping ads and formulate suitable recommendations for an e-commerce website based on the conversion funnel.
6. Email Marketing: Understand email marketing.
7. Online Reputation Management: Understand how to implement campaigns for enhancing a brand's online reputation through online reputation management strategies.

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 75

**Will this course have special fees or tuition required?\***  Yes  
 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.



# Digital Marketing Strategy

## MKTG 4815

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Companies are increasingly shifting marketing efforts from traditional media to digital media such as search engine optimization, online advertising, e-mail and social media marketing. It is important for marketing managers to understand these technologies and the strategies for their effective use. This course is designed to provide an introduction to digital marketing.

### Description

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#### Requisites

Prerequisites:

Richards Col Upper Division RCUD

Corequisites:

### Contact Information

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Name: Jack Wei, Ph.D.

Office Location: Roy Richards Sr. Hall, 361

Phone: 404-452-4119 (cell). Feel free to text me if you have a quick question.

Email: [jwei@westga.edu](mailto:jwei@westga.edu)

Online Office Hours: Mon-Friday 10:00 am to 1:00 pm or by appointment. I will not be online on Sundays or holidays.

[F2F Office Hours: Wednesday/Friday: 10:30 to 2:00 pm.](#)

**Communication Preference:** I prefer you to contact me using your CourseDen email. If you cannot contact me using your email in CourseDen, you may use your UWG email address. I will respond to all emails within 24 hours (Monday to Saturday). Please resend your email if you do not get my response within 24 hours during the weekdays.

**Response Time:** The assignments will be graded within three business days (Monday-Friday, 10 a.m. - 10 p.m.) from the submission deadline. You will receive my feedback at the same time.

## Meeting Times

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This class is 100% online. There are no face-to-face meetings in the classroom, but one virtual meeting on **1/10 Wednesday, from 8:00 p.m. to 9:00 p.m.** I will review the syllabus and project, answer your questions, and provide tips. The virtual meeting is mandatory.

Click the link to join the Zoom Meeting: <https://westga-edu.zoom.us/j/82768806726?pwd=M0VzZ1V0aXlGVGJlMmpvOXVpb2J4dz09>

Meeting ID: 827 6880 6726

Passcode: 342053

## Materials

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The textbook utilized is *Digital Marketing Essentials*, published by Stukent.com. Upon purchasing the Stukent courseware, you can access the textbook by logging into Stukent.com.

Click the link to purchase the courseware: <https://join.stukent.com/join/1A4-32F>. The group price for our class is **\$99**, including the textbook, simternship simulations, and Digital Marketing Certificate. **Do not pay \$129 (its regular price)**. Payment can be made using your credit card. Alternatively, if you prefer to utilize your scholarship/assistantship, you can coordinate with the UWG bookstore, just as you would for purchasing other textbooks from their store.

The simulation we will use is called **Digital Marketing Simternship**. You can access it only on the Stukent site. Watch this video about What Can Stukent Do For You:

<https://www.youtube.com/watch?v=rMwg063dCLk> (<https://www.youtube.com/watch?v=rMwg063dCLk>).

## Outcomes

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Upon completing the course, students will achieve the following:

1. **Search Engine Marketing:** Grasp the mechanics of paid search ranking, develop search ads, assess the effectiveness of paid-per-click campaigns, and propose alterations to optimize conversion rates.
2. **Online Advertising/Display Ads:** Comprehend various online display advertising methods, create display ad campaigns, and gauge their return on ad spend (ROAS).
3. **Search Engine Optimization (SEO):** Understand search engine functionalities and offer recommendations to enhance organic search rankings for a landing page.

4. **Web Design Frameworks for Conversion:** Familiarity with multiple web design frameworks for enhancing landing page conversion rates. Apply these frameworks to pinpoint areas for improvement and create a landing page from scratch.
5. **E-commerce Optimization:** Create shopping ads and formulate suitable recommendations for an e-commerce website based on the conversion funnel.
6. **Email Marketing:** Understand email marketing.
7. **Online Reputation Management:** Understand how to implement campaigns for enhancing a brand's online reputation through online reputation management strategies.

## ✓ Evaluation

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The assessment and grading system is intended to reflect student learning and performance.

- Quizzes (13X3) 39%
- Simternship Project (10 Rounds) 45%
- Final Exam (Digital Marketing Certificate) 16%

Total: 100%

**Grading scale:** A= 90-100%; B= 80-89.99%; C= 70-79.99%; D= 60-69.99%; F= below 60%.

## Criteria

Please watch two videos about digital marketing careers.

Video 1: Is Digital Marketing A Good Career? <https://www.youtube.com/watch?v=SDKCWNWcsKo>  
(<https://www.youtube.com/watch?v=SDKCWNWcsKo>).

Video 2: All the Careers in Digital Marketing: <https://www.youtube.com/watch?v=39Rd33DW4II>  
(<https://www.youtube.com/watch?v=39Rd33DW4II>).

## Breakdown

## ☰ Assignments

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### Quizzes (Individual, 39%)

This course comprises 13 chapter-specific quizzes corresponding to the 13 chapters. **All quizzes are to be completed using Stukent's courseware**, and your grades will be recorded in the CourseDen grade book after the specified deadline. Each quiz is non-cumulative, containing ten multiple-choice items, and carries a value of 3 points.

All quizzes are open from the first day of the semester but close at different times. Please study the chapter and PPT slides before you take a quiz. If you have any questions, ask me. I will NOT reopen a quiz that is closed after the deadline. Students must contact the professor before a quiz closes to be considered for any rescheduling.

### Simternship Project (Individual, 45%)

Stukent's Digital Marketing Simternship is a simulation to give you hands-on educational experiences, delving into crucial aspects of digital marketing. Specifically, throughout this project, you'll master crafting search, display, and shopping ads – pivotal tools within the digital marketer's arsenal, tailored for various digital platforms. The simulation emulates authentic search engine marketing scenarios across Google, Bing, and diverse social media platforms. You'll delve into designing impactful landing pages, refining keyword selection for your ads, and fine-tuning campaigns for optimal marketing efficacy.

#### Learning Objectives

- Select and optimize keywords
- Create and optimize bids
- Organize, create, and optimize search campaigns, ad groups, and ads
- Identify and analyze key performance indicators
- Conduct landing page optimization
- Organize, create, and optimize interest and remarketing display ads
- Organize, create, and optimize a shopping ad

To access the games, **please log in to your Stukent account and play them individually**. Once a game begins, you can submit it at any point before the deadlines. Before starting each game, I highly recommend reviewing the guidelines and watching the videos to grasp the goals thoroughly. You're not obliged to complete a game once it's started; you can revisit and modify anything or continue from where you left off. However, once a game is completed and submitted, you cannot make further changes, even if it's before the deadline.

This immersive journey spans Ten (10) rounds. Each round game rewards you with 4.5 points per completed round, up to 45 points for the entire project. Your performance in each round will be graded on three levels: A, B, and C. Attaining an A (90% and above) will be granted to the top 33% of achievers in the class, while a B (80-89%) will be awarded to the subsequent 33% of achievers. The remaining students will receive a C (70-79%). Importantly, completing the game ensures at least a C grade, irrespective of the obtained results.

### Final Exam (Individual, 16%)

The final exam is the best part of the course because it serves as the Stukent certificate exam for the Digital Media Marketing Certification. Successfully passing this exam demonstrates your competency and skill in applying various digital marketing techniques. The exam evaluates your knowledge of best practices in managing digital marketing campaigns, conducting effective keyword research, making data-driven decisions impacting revenues and profits, and adapting strategies based on comprehensive reports. The exam spans from **April 30 to May 6** and consists of **80 multiple-choice questions**, each worth 0.2 points, totaling 16 points. **A score of 80% or higher will qualify you for the Stukent certificate.**

# Schedule

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## Week 1, 1.6-14

- Syllabus Review; Intro to Course and Projects
- Click the link to purchase the Stukent Textbook/Simternship: <https://join.stukent.com/join/1A4-32F>
- Required Readings: Simternship Project Guidelines
- **Virtual meeting on 1/10 Wednesday from 8:00-9:00 pm (Zoom)**
- **Assignment: Self Introduction is due on 1/14**

## Week 2, 1.15-21

- Required readings: Chapter 1. Digital Marketing Foundations
- **Quiz 1 is due on 1/21.**
- Required readings: Guidelines for the Simternships project
- Discussion: Digital Marketing

## Week 3, 1.22-28

- Required readings: Chapter 2. Web Design
- **Quiz 2 is due on 1/28**
- Discussion: website marketing

## Week 4, 1.29-2.4

- Required readings: Chapter 3. Analytics
- **Quiz 3 is due on 2/4**
- Discussion: Analytics

## Week 5, 2.5-11

- Required readings: Chapter 4. On-Site SEO
- **Quiz 4 is due on 2/11**
- Discussion: SEO marketing strategies

## Week 6, 2.12-18

- Required readings: Chapter 5. Off-Site SEO
- **Quiz 5 is due on 2/18**
- Discussion: Off-site SEO
- **Assignment: Round 1 (Introduction to Search Ads) starts on 1/8 and is due on 2/18**

## Week 7, 2.19-25

- Required readings: Chapter 6. Paid Search Engine Marketing

- **Quiz 6 is due on 2/25**
- Discussions: Paid SEM
- **Assignment: Round 2 (Search Ads Practice)** starts on 1/15 and is due on 2/25

## Week 8, 2.26-3.3

- Required readings: Chapter 7. Display Advertising
- Discussion: Displaying Advertising
- **Quiz 7 is due on 3/3**
- **Assignment: Round 3 (Search Ad Optimization)** starts on 1/22 and is due on 3/3

## Week 9, 3.4-10

- Required readings: Chapter 8. Email Marketing
- Discussion: Email Marketing
- **Quiz 8 is due on 3/10**
- **Assignment: Round 4 (Introduction to Display Ads)** starts on 1/29 and is due on 3/10

## Week 10, 3.11-17

- Required readings: Chapter 9. Social Media Strategy
- Discussion: Social media strategy
- **Quiz 9 is due on 3/17**
- **Assignment: Round 5 (Display Ads and Remarketing)** starts on 2/5 and is due on 3/17

## Week 11, 3.18-24 (**Spring Break, No Class**)

- No Class!

## Week 12, 3.25-31

- Required readings: Chapter 10. Social Media Platforms
- Discussions: social media platforms
- **Quiz 10 is due on 3/31**
- **Assignment: Round 6 (Optimize Display Ad Campaigns)** starts on 2/12 and is due on 3/31

## Week 13, 4.1-7

- Required readings: Chapter 11. Online Reputation Management (ORM)
- **Quiz 11 is due on 4/7**
- Discussions: Reputation marketing
- **Assignment: Round 7 (Introduction to Shopping Ads)** starts on 2/19 and is due on 4/7

## Week 14, 4.8-14

- Required readings: Chapter 12: Mobile Marketing

- Discussions: Mobile Marketing
- **Quiz 12 is due on 4/14**
- **Assignment: Round 8 (Shopping Ads Practice)** starts on 2/26 and is due on 4/14

## Week 15, 4.15-21

- Required readings: Chapter 13: Digital Strategy
- Discussion: Digital
- **Quiz 13 is due on 4/21**
- **Assignment: Round 9 (Shopping Ad Optimization)** starts on 3/4 and is due on 4/21

## Week 16, 4.22-28

- Required readings: Chapter 13.
- Discussions: digital marketing metrics
- Prepare for the final exam
- **Assignment: Round 10 (Campaign Optimization)** starts on 3/11 and is due on 4/28

## Week 17, 4.29-5.7

- **Class ends on 4/29**
- Course Evaluation is due on 4/29 Monday
- **Final exam (Certificate): is open on 4/30 and closes on 5/6**

## Week 18, 5.8-13

- 5/11 Graduation -Saturday
- 5/13 Final Grades Due at noon

## College/School Policies

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### Wolf Pact

Having read the Honor Code for the University of West Georgia, I understand and accept my responsibility to uphold the values described therein and to conduct myself in a manner that will reflect the values of UWG and the Richards College of Business so as to respect the rights of all UWG community members. As a UWG student, **I will represent myself truthfully and complete all academic assignments honestly and within the parameters set by my instructor.**

I understand and accept that if I am found guilty of violations (through processes due me as a UWG student and outlined in the UWG Student Handbook), penalties will be imposed.

I also recognize that my responsibility includes a willingness to confront members of the UWG community if I feel there has been a violation of the Honor Code.

Ultimately, I will conduct myself in a manner that promotes UWG as the best place to work, learn, and succeed for my generation, and those to come!

## About the Richards College of Business

### Vision

To become a globally recognized college of business preparing forward-thinking, responsible leaders.

### Mission

We are in the business of transforming lives through education, engagement, and experiences.

### Strategic Goals and Values

*Relevant Programs:* Enhance and create curricular and co-curricular programs and initiatives that align with current and expected industry needs and prepare students for career success.

*Student Academic Success:* Develop an environment that promotes improved student retention and progression toward graduation.

*Inclusive Community:* Maintain and enhance a culture where all students, faculty and staff feel valued, connected, and engaged.

*Global Engagement:* Expand the Richards College of Business' international participation by developing programs and partnerships that engage faculty and students in the global business community.

*Thought Leadership:* Provide thought leadership through intellectual contributions and professional practice that is consistent with our mission and vision and raises the institutional visibility and reputation.

*External Engagement:* Increase external funding from private donations, grants, and/or contracts to help support student, faculty, and staff success.

## Institutional Policies

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### Academic Support

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

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

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

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

## Online Course Content

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

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

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

## Honor Code

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

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

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

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

## UWG Email Policy

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

## Credit Hour Policy

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

## HB 280 (Campus Carry)

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

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

## Mental Health Support

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

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

## ELL Resources

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

## Additional Items

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# GFA - 3030 - Motion Picture Gripping

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

GFA

Course Number\* 3030

Course Title\* Motion Picture Gripping

Long Course Title

Course Type\*

Georgia Film Academy

Catalog Course Description\*

Motion Picture Gripping is an introduction to the practice of rigging and supporting grip equipment for lighting, cameras, dollies, vehicles, and other physical/mechanical devices. This course also explores the mindset required to be a safe and effective grip on a film set and will illuminate the thought processes needed to interpret artistic ideals into actionable tasks

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\* 3

Credit Hrs\* 6

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

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

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

Prerequisites GFA 1000

Concurrent Prerequisites

Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?\*  Yes  No

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

Status\*  Active-Visible  Inactive-Hidden

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

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

Grading\*

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** This is a new class created by the Georgia Film Academy - we are adding it to the books so our students can take advantage of this offering.

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

1. Describe the various job descriptions and hierarchy of the grip department on a professional film/television narrative production.
2. Demonstrate standard safety procedures for the grip department and motionpicture set at large.
3. Identify basic grip equipment, including clamps, stands, and rigging hardware.
4. Demonstrate basic techniques for modifying lights and executing camera movement.
5. Appraise and demonstrate knowledge of the artistic concepts behind grip related work.

## **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\*** unkown

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

**If yes, what will the fee be?\*** NA

### **Fee Justification**

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

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



**GEORGIA FILM ACADEMY – 3030  
MOTION PICTURE GRIPPING  
COURSE SYLLABUS**

**Credits:** 6

**Prerequisite:** GFA 1000 Introduction to Film & Television Production

**Classroom:** XXXX

**Instructor:** XXXX

**Contact Email:** XXXX

**Section:** XXXX

**Semester:** XXXX

**Class Sessions:** XXXX

**Office Hours:** by appointment only

**Class Sessions Consist of:**

1. In-person Lessons for Practical Application
2. Video, Reading and Activity Assignments done online at home through Desire 2 Learn (D2L)

**Required Materials:**

- Laptop or desktop computer (PC or Mac) with Internet Access
- Access to a printer
- Work gloves
- Multi-tool
- Pen, pencil, notepad
- Closed-toe shoes
- Clothing appropriate for physical labor

**Required Reading:**

- "The Grip Book" by Michael Uva.
  - Available through the Galileo service which is accessed via Desire2Learn (D2L.)  
There is no need to purchase this book for this class.

**COURSE GOAL**

GFA 3030: Motion Picture Gripping is an introduction to the practice of rigging and supporting grip equipment for lighting, cameras, dollies, vehicles, and other physical/mechanical devices. This course also explores the mindset required to be a safe and effective grip on a film set and will illuminate the thought processes needed to interpret artistic ideals into actionable tasks.

**COURSE DESCRIPTION**

Students will develop skills in expressive rigging and inventory management and gain an in-depth knowledge of motion picture grip equipment and its usage. An emphasis will be placed on teamwork and departmental hierarchy as it relates to both interpreting artistic goals and executing the creative vision of the production. These competencies will enable the student to enter the department with an eye towards career mobility. Additionally, students will leave the class with a deeper understanding of the safety concerns of not just the grip department, but the motion picture set at large.

## **METHODS OF INSTRUCTION**

GFA 3030 is a hands-on course that provides in-person instruction for practical application, with supplemental lectures, discussions, assignments, and assessments in an online format. Assignments may include both individual and group work, assigned readings, written essays, research, guest speakers, field trips and tests.

The practical hands-on production exercises require physical activity. Students will be expected to participate in practical exercises in a way that is safe and productive to a group learning environment. Students may be operating film production equipment and should treat equipment appropriately to avoid injury.

## **STUDENT LEARNING OUTCOMES**

**OBJECTIVE 1** – Describe the various job descriptions and hierarchy of the grip department on a professional film/television narrative production.

**OBJECTIVE 2** – Demonstrate standard safety procedures for the grip department and motion picture set at large.

**OBJECTIVE 3** – Identify basic grip equipment, including clamps, stands, and rigging hardware.

**OBJECTIVE 4** – Demonstrate basic techniques for modifying lights and executing camera movement.

**OBJECTIVE 5** – Appraise and demonstrate knowledge of the artistic concepts behind grip related work.

## **GRADING CRITERIA**

### **1) Written Exams – 20% (total)**

- **Mid-Term Exam (10%)**, a comprehensive exam covering all material introduced over the first half of the course.
- **Final Exam (10%)**, a comprehensive exam covering all material introduced in the course.

### **2) Practical Exams – 20% (total)**

- **Mid-Term Practical Exam (5%)**, in which students will demonstrate an understanding in regard to equipment and procedures introduced in the course.

- **TEAM Final Practical Exam (5%)** evaluates students on the application of setting up a designated rig.
  - **INDIVIDUAL Final Practical Exam (10%)** Bring Your Own Painting
  - Practical Exams will be designed for students to demonstrate the principles and techniques learned in class, based on the rubric provided below.
- 3) Quizzes – 20% (total)**
- Throughout the semester there will be several quizzes. Quizzes will review recent content from discussions or assignments. The content of the quizzes will be a direct representation of material covered on the midterm and final exams.
- 4) Assignments – 20% (total)**
- **Homework assignments (20%)**
  - There is online homework that includes reading, research and presentations.
- 5) Term Papers (10%)**
- Grip Book term paper (5%)
  - Painting Interpretation (5%)
  - NOTE: Chicago/Turabian citations are required for term papers.
- 6) Professional Development – (10%)** This grade consists of Teamwork 2.5%, Individual Professionalism 2.5%, Punctuality 2.5%, and Task Completion 2.5%. Students are expected to participate in all group activities, build a positive attitude on set, have great attendance, and complete all tasks. The grade will be based on the “Rubric for Instructor Evaluation of Student” used for Internship/Apprenticeship consideration, to be found below.

- **RUBRIC FOR PRACTICAL EXAMS:**

75 Points total

- 25 points Work Ethic
- 25 points Technical Ability
- 25 points Teamwork

Full rubric can be viewed in D2L

**COURSE WEIGHTS:**

Written Exams =	20%
Practical Exams =	20%
Quizzes =	20%
Assignments =	30%
Professional Development =	10%
<b>TOTAL</b>	<b>100%</b>

Grades will be assigned according to the following scale:

A = 90 – 100	D = 60 – 69
B = 80 – 89	F = 59 and below
C = 70 – 79	

Students who receive a grade of D, F, U, W or WF three times for the same course will be prohibited from retaking the course.

For a student to receive course credit, the final weighted average of all course assessments must be 70 percent, “C.” However, failure to demonstrate achievement of any critical competency(ies) by the end of a quarter will result in a grade of “F.”

In order for a student to be considered for an internship/apprenticeship position, the final weighted average of all course assessments must be at minimum 80 percent, “B.” In certain circumstances, a grade of “C” will be sufficient to attain an internship/apprenticeship.

### **COURSE CALENDAR**

NOTE: This schedule and outline is intended to give students guidance in what may be covered during the course and is subject to change. The instructor reserves the right to modify and augment materials as needed, and to cover the course topics at the instructor's discretion. All changes will be discussed with the class beforehand.

#### **LESSON ONE: INTRODUCTION TO THE COURSE**

- The structure of the course, student and instructor goals, expectations and responsibilities.
- The Grip Department: Set versus Rigging; Key, Best, and Dolly.
- Interdepartmental relationships: fulfilling electric’s and camera’s wish list.
- Learn the paperwork required in the department – start paperwork, deal memo, call sheets, etc.
- Grip Book Chapter 1
- “Why I Grip” discussion post

#### **LESSON TWO: Small Lighting Modifiers**

- C-Stands
  - 18x24 Modifiers
  - 2x3 Modifiers
- Lighting Basics
  - Small Tungsten Units
  - Baby-Stands
- In Class exercise on setting modifiers and shaping light
- Grip Book Chapter 7
- Painting Interpretation I assignment

#### **LESSON THREE: Large Modifiers**

- 4x4 Modifiers
  - Setting Courtesies
  - Intro to Paper Diffusion
- Combo Stands
  - Lollipops
- Bounce Materials

- Platypus Clamp
- In Class Exercise on using larger modifiers
- Painting Interpretation II assignment

#### **LESSON FOUR: Overheads**

- Hi-Roller Stands
- Square Tubing Overheads
  - 8x8
  - 12x12
    - Associated Safety Concerns
  - Book Lights
- In Class exercise on using Overheads

#### **LESSON FIVE: Speed Rail Rigging**

- Quiz on Safety
- Rail, Cheeseboros, and Grid Clamps (nomenclature and safety)
- Menace Arms
- T-Bones
- Goal Posts
- Activity: Build T-Bone
- Activity: Build Menace Arm
- Activity of Setting up an Overhead
- Painting Interpretation III assignment

#### **LESSON SIX: Truck Protocols**

- Truck Safety
- Truck Etiquette
- Review for Midterm
- Grip Book Chapter 4
- Painting Interpretation IV assignment

#### **LESSON SEVEN: MIDTERM EXAM**

- Practical Mid-Term Exam
- First Term Paper Due

**NOTICE: All Post-Midterm Lessons can and will be delivered in the order best suited to the availability of equipment and daily weather conditions.**

#### **LESSON EIGHT: HELLO DOLLY!**

- How dollies work
- Laying Dolly Track
  - Even Terrain
  - Uneven Terrain
- Basic Dolly moves
  - Track In, Track Out, Side Tracking

- Basic Boom Operations
  - Sitting and Standing actors
- Activity: Laying Track
- Grip Book Chapter 15

### **LESSON NINE: DOLLY WITHOUT TRACK**

- Various steering modes (Rear, Crab, Round.)
- Open Floor Dolly Work (learning to “dance with the actors”)
- Dolly as ‘rolling sticks.’
- When to use a doorway
- Activity: Open Floor follow and Open Floor Lead
- Bring Your Own Painting I due
- “Select a Dolly” assignment

### **LESSON TEN: Outdoor Lighting**

- Lecture on Outdoor Lighting
- Activity: Shiny and mirror boards
- “Working With the Sun” Discussion Post

### **LESSON ELEVEN: Clamp Review**

- Any clamping or rigging hardware not yet used this semester will be covered.
- Exercise involving a complex lighting set up.
- **Grip Book Chapter 2**
- **“New Clamps” assignment**

### **LESSON TWELVE: Intro to Crane**

- How to build and safely operate a stationary crane.
- Remote Head Basics
- Grip Book Chapter 11
- “Crane Shots” discussion post

### **LESSON THIRTEEN: Crane Continued**

- Using a crane on track
- Complex lighting and crane set up in class
- “Which Crane” assignment

### **LESSON FOURTEEN: Review for Final**

- Students will plan their in-class final project
- Overhead Diagram for Individual Final Due
- “The Difficulty of Gripping” discussion post

### **LESSON FIFTEEN: Final Exam I**

- Students will execute the first day of their final exam.
- Bring Your Own Painting II Due

## **LESSON SIXTEEN: Final Exam II**

- Students will execute their second day of filming their final exam.
- Final Term Paper Due

### **GFA CLASS POLICIES:**

- 1. Students in GFA classes are bound by their home institution's student code of conduct and expected to adhere to their institution's stated policies on all aspects of student behavior (including, but not limited to, academic dishonesty, discrimination, drug/alcohol use, sexual harassment, and classroom behavior). Students who are suspected to have violated their home institution's code of conduct due to behaviors in any GFA course will be reported to the appropriate home institution's office for further investigation and potential consequences. Continuing & professional education (not for-credit) students are considered to be bound to the code of conduct policy of the institution through which they registered.**
- 2. Safety is the primary focus of all class activities, and students must follow all safety procedures established in class.**
- 3. All students must remain in GFA campus-designated areas only and are restricted from all other areas on site at film studios.**
- 4. Students on campuses located at film studios may be issued badges and should always have those badges with them when they are on location.**
- 5. Lectures provided in this course are the property of the GFA and the University System of Georgia. Lectures may not be electronically recorded without prior permission. No teaching materials provided, including PowerPoints and class notes, may be reproduced or distributed in any form or stored in a database or retrieval system, without prior written permission. Unless stated otherwise in class, please refrain from taking pictures of slides or other visual aids**

**Violations of GFA Class Policies may result in immediate dismissal from class or removal from the GFA Program.**

### **ATTENDANCE**

The greatest reward for 100% attendance is that you will have been exposed to 100% of the content shared in the classroom. Please read the following Georgia Film Academy Attendance Policy in its entirety. These guidelines will help you achieve your highest aims the course.

You must be present at each class meeting and arrive at each lesson on time. Complete and submit each lesson, assignment and tests within assigned due dates. The film industry axiom "early is on time, and on time is late" should be practiced with each opportunity. Instructors will keep an accurate record of class attendance and grades. Regular, on time class attendance means you will not miss those nuanced moments that happen in GFA classes, when our industry professionals share lived, on-set experiences. Absences and tardiness can hinder wonderful learning opportunities, impact grades as well as affect candidacy for the Georgia Film Academy Internship/Apprenticeship.

Attendance and punctuality accounts for 50% of the in-class participation grade. The remaining 50% of the in-class participation grade is based upon your active engagement during class. Please see the rubric at the end of the syllabus that lists the criteria that are being assessed. Communicate to the instructor in advance about any tardiness and/or absences and promptly arrange to make up incomplete work with your instructors' guidance, understanding that makeup work is at the discretion of the instructor. Examples of tardiness include arriving after the start of class time or returning late after a break. Further, leaving class early will count as an absence, unless previously discussed and approved by the instructor.

The following are considered excused absences: military service, jury duty, university-sponsored activity, religious observation, illness, hospitalization, family emergency, or death in the immediate family. Your instructor may request documentation to verify an absence.

**THE FOLLOWING EVALUATION WILL BE USED TO ASSIST IN DETERMINING  
POSSIBLE INTERNSHIP/APPRENTICESHIP PLACEMENT**

**INSTRUCTOR EVALUATION OF STUDENT**

**NAME OF STUDENT:** \_\_\_\_\_

**INSTITUTION:** \_\_\_\_\_ **SEMESTER:** \_\_\_\_\_

**COURSE & INSTRUCTOR:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_ **# OF ABSENCES:** - \_\_\_\_\_ **# OF TARDIES:** \_\_\_\_\_

**On a scale 1 (Poor) to 5 (Excellent):**

How would you rate the student's in-class performance and participation?

1                      2                      3                      4                      5

How would you rate the student's performance in demonstrating on-set skills?

1                      2                      3                      4                      5

How would you rate the student's communication, both written and verbal?

1                      2                      3                      4                      5

How would you rate the student's demonstration of professionalism?

1                      2                      3                      4                      5

How would you rate the student's commitment to the industry, in terms of learning standards and protocols?

1                      2                      3                      4                      5

How would you rate the student's overall work ethic, as demonstrated in class and during production?

1                      2                      3                      4                      5

**POINT TOTAL:** \_\_\_\_\_

**Instructor's Final Evaluation**

Recommend    Consider    Neutral    Discourage    Strongly Discourage

Instructor's Notes: \_\_\_\_\_

\_\_\_\_\_

## RUBRIC FOR INSTRUCTOR EVALUATION OF STUDENT

### Question 1: How would you rate the student's in-class performance and participation?

#### 1 (Poor)

- The student consistently arrives late for class
- The student consistently arrives unprepared for class activities
- The student consistently submits homework late, or not at all
- The student does not demonstrate an interest in mastering tasks
- The student does not participate in class activities

#### 2 (Below Average)

- The student sometimes arrives late for class
- The student sometimes arrives unprepared for class
- The student sometimes submits homework late, or not at all
- The student only occasionally demonstrates an interest in mastering tasks
- The student only occasionally participates in class activities

#### 3 (Average)

- The student regularly arrives on time for class
- The student regularly arrives prepared for class activities
- The student regularly submits homework on time
- The student regularly applies themselves to learning skills
- The student regularly volunteers for class activities

#### 4 (Above Average)

- The student always arrives on time for class
- The student always arrives prepared for class activities
- The student always submits homework on time, or early
- The student always applies themselves to learning skills
- The student often assists others in mastering tasks
- The student often undertakes tasks of their own initiative
- The student consistently volunteers for class activities

#### 5 (Excellent)

- The student always arrives on time for class, or early
- The student always arrives prepared for class activities
- The student always submits homework on time, or early
- The student always applies themselves to learning skills
- The student consistently assists others in mastering tasks
- The student consistently undertakes tasks of their own initiative
- The student always volunteers for class activities

### Question 2: How would you rate the student's performance in demonstrating on-set skills?

#### 1 (Poor)

- The student demonstrates inadequate understanding of essential communication with walkies
- The student has not improved their overall production skill set during the course

- The student does not demonstrate the skills needed for the department of their preference
- The student does not demonstrate proper set etiquette
- The student does not adequately operate, or consistently operates the equipment in an unsafe manner, the equipment needed for the grip department

2 (Below Average)

- The student demonstrates moderate understanding of essential communication with walkies
- The student has moderately improved their grip skill set during the course
- The student moderately demonstrates the skills needed for the grip department
- The student moderately demonstrates proper set etiquette
- The student moderately operates the equipment needed for the department of their preference

3 (Average)

- The student demonstrates adequate understanding of essential communication with walkies
- The student has adequately improved their overall production skill set during the course
- The student adequately demonstrates the skills needed for the department of their preference
- The student adequately demonstrates proper set etiquette
- The student adequately operates the equipment needed for the department of their preference

4 (Above Average)

- The student demonstrates a mastery of essential communication with walkies
- The student has substantially improved their overall production skill set during the course
- The student occasionally assists others with improving their overall production skill sets during the course
- The student demonstrates a mastery of the skills needed for the department of their preference
- The student occasionally assists others with mastering the skills needed for the department of their preference
- The student demonstrates mastery of proper set etiquette
- The student demonstrates mastery of the equipment needed for the department of their preference
- The student occasionally assists others with mastering the equipment needed for the department of their preference

5 (Excellent)

- The student demonstrates a mastery of essential communication with walkies
- The student has substantially improved their overall production skill set during the course
- The student consistently assists others with improving their overall production skill sets during the course
- The student demonstrates a mastery of the skills needed for the department of their preference
- The student consistently assists others with mastering the skills needed for the department of their preference
- The student demonstrates mastery of proper set etiquette
- The student demonstrates mastery of the equipment needed for the department of their preference
- The student consistently assists others with mastering the equipment needed for the department of their preference

**Question 3: How would you rate the student's communication, both written and verbal?**

1 (Poor)

- The student's in-class communication is incohesive

- The student's verbal communication rarely or never demonstrates clarity
- The student's verbal communication rarely or never demonstrates accuracy
- The student's verbal communication rarely demonstrates appropriate politeness

2 (Below Average)

- The student's in-class presentations are somewhat incohesive
- The student's verbal communications only occasionally demonstrate clarity
- The student's verbal communications only occasionally demonstrate accuracy
- The student's verbal communications only occasionally demonstrate appropriate politeness

3 (Average)

- The student's in-class presentations are cohesive
- The student's verbal communication consistently demonstrates clarity
- The student's verbal communication consistently demonstrates accuracy
- The student's verbal communication consistently demonstrates appropriate politeness

4 (Above Average)

- The student occasionally assists other students with improving their written communications
- The student's in-class presentations are exceptional
- The student's verbal communication always demonstrates clarity
- The student's verbal communication always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness
- The student occasionally assists other students with improving their verbal communications

5 (Excellent)

- The student's written communication always demonstrates clarity
- The student's written communication always demonstrates accuracy
- The student consistently assists other students with improving their written communications
- The student's in-class presentations are exceptional
- The student's verbal communication always demonstrates clarity
- The student's verbal communication always demonstrates accuracy
- The student's verbal communication always demonstrates appropriate politeness
- The student consistently assists other students with improving their verbal communications

**Question 4: How would you rate the student's demonstration of professionalism?**

1 (Poor)

- The student rarely or never demonstrates a respectful interaction with other students
- The student rarely or never demonstrates a respectful interaction with the instructor
- The student rarely or never treats the school's equipment with proper care
- The student rarely or never treats the school's facilities with proper care

2 (Below Average)

- The student only occasionally demonstrates a respectful interaction with other students
- The student only occasionally demonstrates a respectful interaction with the instructor
- The student only occasionally treats the school's equipment with proper care
- The student only or occasionally the school's facilities with proper care

3 (Average)

- The student consistently demonstrates a respectful interaction with other students
- The student consistently demonstrates a respectful interaction with the instructor
- The student consistently treats the school's equipment with proper care
- The student consistently treats the school's facilities with proper care

4 (Above Average)

- The student always demonstrates a respectful interaction with other students
- The student occasionally assists other students
- The student always demonstrates a respectful interaction with the instructor
- The student always treats the school's equipment with proper care
- The student occasionally assists faculty and staff with equipment maintenance
- The student always treats the school's facilities with proper care
- The student occasionally assists faculty and staff with facility maintenance

5 (Excellent)

- The student always demonstrates a respectful interaction with other students
- The student consistently assists other students
- The student always demonstrates a respectful interaction with the instructor
- The student always treats the school's equipment with proper care
- The student consistently assists faculty and staff with equipment maintenance
- The student always treats the school's facilities with proper care
- The student consistently assists faculty and staff with facility maintenance

**Question 5: How would you rate the student's commitment to the industry, in terms of learning standards and protocols?**

1 (Poor)

- The student rarely or never demonstrates an understanding of departmental hierarchy
- The student rarely or never demonstrates an understanding of the integration of various departments
- The student rarely or never demonstrates an understanding of safety protocols and regulations
- The student rarely or never demonstrates a pursuit of production knowledge outside of class

2 (Below Average)

- The student only occasionally demonstrates an understanding of departmental hierarchy
- The student only occasionally demonstrates an understanding of the integration of various departments
- The student only occasionally demonstrates an understanding of safety protocols and regulations
- The student only occasionally demonstrates a pursuit of production knowledge outside of class

3 (Average)

- The student consistently demonstrates an understanding of departmental hierarchy
- The student consistently demonstrates an understanding of the integration of various departments
- The student consistently demonstrates an understanding of safety protocols and regulations
- The student consistently demonstrates a pursuit of production knowledge outside of class

4 (Above Average)

- The student always demonstrates an understanding of departmental hierarchy
- The student occasionally assists others with understanding departmental hierarchy

- The student always demonstrates an understanding of the integration of various departments
- The student occasionally assists others with understanding the integration of various departments
- The student always demonstrates an understanding of safety protocols and regulations
- The student occasionally assists others with understanding safety protocols and regulations
- The student always demonstrates a pursuit of production knowledge outside of class
- The student occasionally assists others with the pursuit of production knowledge outside of class

5 (Excellent)

- The student always demonstrates an understanding of departmental hierarchy
- The student consistently assists others with understanding departmental hierarchy
- The student always demonstrates an understanding of the integration of various departments
- The student consistently assists others with understanding the integration of various departments
- The student always demonstrates an understanding of safety protocols and regulations
- The student consistently assists others with understanding safety protocols and regulations
- The student always demonstrates a pursuit of production knowledge outside of class
- The student consistently assists others with the pursuit of production knowledge outside of class

**Question 6: How would you rate the student's overall work ethic, as demonstrated in class and during production?**

1 (Poor)

- The student rarely or never demonstrates a positive attitude on set
- The student rarely or never demonstrates good problem-solving skills
- The student rarely or never demonstrates the ability to respond quickly to multiple situations
- The student rarely or never performs at their maximum potential

2 (Below Average)

- The student only occasionally demonstrates a positive attitude on set
- The student only occasionally demonstrates good problem-solving skills
- The student only occasionally demonstrates the ability to respond quickly to multiple situations
- The student only occasionally performs at their maximum potential

3 (Average)

- The student consistently demonstrates a positive attitude on set
- The student consistently demonstrates good problem-solving skills
- The student consistently demonstrates the ability to respond quickly to multiple situations
- The student consistently performs at their maximum potential

4 (Above Average)

- The student always demonstrates a positive attitude on set
- The student always demonstrates good problem-solving skills
- The student occasionally assists others with developing good problem-solving skills
- The student always demonstrates the ability to respond quickly to multiple situations
- The student always performs at their maximum potential
- The student occasionally demonstrates leadership in encouraging others to perform at their maximum potential

5 (Excellent)

- The student always demonstrates a positive attitude on set

- The student always demonstrates good problem-solving skills
- The student consistently assists others with developing good problem-solving skills
- The student always demonstrates the ability to respond quickly to multiple situations
- The student always performs at their maximum potential
- The student consistently demonstrates leadership in encouraging others to perform at their maximum potential

# Certificate of less than one year in Communication in the Workplace

## 2024-2025 Undergraduate Revise Program Request

### Introduction

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

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

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

Desired Effective Semester \*

Desired Effective Year \*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

School/ Department\*

School of Communication, Film and Media

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

Yes  No

Is this a College of Education Program?\*

Yes  No

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

Yes  
 No

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

Yes  
 No

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

Yes  
 No

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program\*

Program  
 Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name\* Certificate of less than one year in Communication in the Workplace

**Program ID - DO NOT EDIT\*** 4398

**Program Code - DO NOT EDIT**

**Program Type\*** Certificate

**Degree Type\*** Certificate

**Program Description\*** This 12-hour certificate seeks to equip students with communication skills vital to success in any workplace. Students will learn how to give effective presentations, engage cooperatively as part of a team, and manage conflict productively. Additionally, students will learn how to competently and ethically communicate in a diverse world by studying both global cultures and various co-cultures within the United States.

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

**Program Location\*** Carrollton

## Curriculum Information

## Required Courses: 9 hours

These courses are required to earn the certificate and can be taken in any order.

COMM 3320 Communicating in Groups	3
COMM 3360 Communicating across Cultures	3
COMM 4210 Communication and Conflict	3

## Elective Course: 3 hours

In addition to the 9 hours of required courses, students should choose one elective course from this list to complete their certificate. This list includes other Communication Studies courses within our School and also presents the student with course options outside the School so that the student can more fully tailor the program to their career interests.

ABED 3100 Business Communication	3
CEPD 3200 Skills and Ethics in Human Services	3
COMM 3200 Rhetorical Theory and Analysis	3
COMM 3310 Persuasion and Social Influence	3
COMM 3330 Advanced Communication Skills	3
COMM 3340 Interpersonal Communication	3
COMM 4200 Communication and Gender	3
COMM 4220 Health Communication in Interpersonal Contexts	3
COMM 4600 Communication Theory	3
CRIM 4068 Conflict Management and Policing	3
ENGL 3405 Professional and Technical Writing	3
ENGL 3415 Multimodal Composition in the Workplace	3
ENGL 4304 Advanced Writing in Disciplines	3
MGNT 3600 Principles of Management	3
MGNT 3627 Managing Cultural Differences	3
MGNT 4626 Women and Work	3
MGNT 4630 Negotiation and Conflict Management	3
POLS 4215 Management of Non-Profit Organizations	3
POLS 4219 Public Human Resource Management	3
PSYC 3200 Introduction to Organizational Development	3
PSYC 3600 Psychology of Communication	3
PSYC 4090 Groups and Group Process	3
PSYC 4190 Advanced Organizational Development	3

SOCI 3273 Managing Cultural Differences	3
SOCI 3283 Globalization	3
SOCI 4103 Women and Work	3
SOCI 4916 Gender and Work	3
BIOL 4411 Scientific Communication	
CHEM 4411 Scientific Communication	
GEOG 4411 Scientific Communication	
GEOL 4411 Scientific Communication	
PHYS 4411 Scientific Communication	

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.**

**Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.**

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses from the Program

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

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

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

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

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

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

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

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

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

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

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

## Justification and Assessment

**Rationale\*** We are adding the recently created 4411 in Physics, Chemistry, Geography, Geology, and Biology to provide our students with an additional elective option and to make the certificate more attractive to those in STEM majors.

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

### SACSCOC Substantive Change

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

Send questions to [kgwaltney@westga.edu](mailto:kgwaltney@westga.edu).

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

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

### SACSCOC Comments

## REQUIRED ATTACHMENTS

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

### **1.) Program Map and/or Program Sheet**

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

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

### **3.) Academic Assessment Plan/Reporting**

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

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

### **4.) Curriculum Map Assessment**

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

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

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

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

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

# Certificate of less than one year in Health Communication

## 2024-2025 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 \*

Desired Effective Year \*

### Routing Information

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School/ Department\*

School of Communication, Film and Media

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

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

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

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

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

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program\*  Program  Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name\* Certificate of less than one year in Health Communication

**Program ID - DO NOT EDIT\*** 4399

**Program Code - DO NOT EDIT**

**Program Type\*** Certificate

**Degree Type\*** Certificate

**Program Description\*** This 12-hour certificate seeks to provide students the opportunity to focus on communication in the healthcare context. Students will learn how various factors (demographics, personality, communication styles, personal history, cultural background) impact patient-provider interactions. They will also study public health messaging, paying particular attention to health communication campaigns and discussions of health-related issues in the public sphere.

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

**Program Location\*** Carrollton

## Curriculum Information

## Required Courses (9 credit hours)

Students are required to take both COMM 4220 and COMM 4221. They can then choose to take either COMM 3340 Advanced Interpersonal Communication OR COMM 3360 Intercultural Communication.

<b>COMM 4220 Health Communication in Interpersonal Contexts</b>	<b>3</b>
<b>COMM 4221 Health Communication Campaigns [After] and</b>	<b>3</b>
<b>COMM 3340 Interpersonal Communication [After] or</b>	<b>3</b>
<b>COMM 3360 Communicating across Cultures</b>	<b>3</b>

## Elective (3 credit hours)

Students are required to take one health-related, outside elective from the list provided. This will allow students to tailor their certificate program to their specific interests and career goals. Moreover, requiring an outside elective also embraces the notion that health communication is interdisciplinary in nature.

<b>ANTH 3180 Environment and Health: Anthropological Perspectives</b>	<b>3</b>
<b>ANTH 4121 Drugs, Culture &amp; Society</b>	<b>3</b>
<b>ANTH 4130 Medical Anthropology</b>	<b>3</b>
<b>ANTH 4190 Modern Shamanism</b>	<b>3</b>
<b>POLS 4208 Health Policy</b>	<b>3</b>
<b>PSYC 3580 Holistic Health Psychology</b>	<b>3</b>
<b>PSYC 3800 Psychology of Mind and Body</b>	<b>3.0 - 4.0</b>
<b>SOCI 3804 Death, Grief and Caring</b>	<b>3</b>
<b>SOCI 4439 Sociology of Global Health</b>	<b>3</b>
<b>SOCI 4440 Medical Sociology</b>	<b>3</b>
<b>SOCI 4441 Sociology of Mental Health</b>	<b>3</b>
<b>BIOL 4411 Scientific Communication</b>	
<b>CHEM 4411 Scientific Communication</b>	
<b>GEOG 4411 Scientific Communication</b>	
<b>GEOL 4411 Scientific Communication</b>	
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## PROGRAM CURRICULUM

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## Justification and Assessment

**Rationale\*** We are adding the recently created 4411 in Physics, Chemistry, Geography, Geology, and Biology to provide our students with an additional elective option and to make the certificate more attractive to those in STEM majors.

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

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Send questions to [kgwaltney@westga.edu](mailto:kgwaltney@westga.edu).

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  - None of these apply

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

SACSCOC Comments

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

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# NURS - 3197 - Professional Nursing Practice

## 2024-2025 Undergraduate New Course Request

### Introduction

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

Course Number\* 3197

Course Title\* Professional Nursing Practice

Long Course Title Professional Nursing Practice

Course Type\*

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

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites Admission to RN-BSN program BSN2

**Concurrent Prerequisites**

**Corequisites** NURS 4502, NURS 4500

**Cross-listing** NURS3197

**Restrictions**

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

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

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

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

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

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

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

**Grading\***

**Justification and Assessment**

**Rationale\*** The School of Nursing joined the University System of Georgia RN-BSN consortium. This consortium has shared courses in e-Major that students enrolled in participating institutions must take for degree completion. The courses include:  
NURS 3197 Professional Nursing Practice  
NURS 3297 Nursing Research Application  
NURS 3397 Health Assessment  
NURS 4497 Community Health Nursing  
NURS 4597 Leadership & Management  
These courses currently offered through e-Major allow students to take virtually all RN-BSN program courses and graduation requirements.

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

\*

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

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 15

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

**If yes, what will the fee be?\*** 0.00

## Fee Justification

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

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



# NURS 3197 Professional Nursing Practice [Term]

## Course Instructor:

[Instructor Name]  
 [Institution name]  
 [Institution address]  
 Phone number: (xxx) xxx-xxxx  
 Fax: (xxx) xxx-xxxx  
 E-mail address: [xxxxxxxxx@xxxxx.edu](mailto:xxxxxxxxx@xxxxx.edu)

**Office hours:**  
 Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can contact me via GoVIEW e-mail or Instant Messenger tool. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the Announcements widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

The screenshot shows the course homepage with a navigation menu at the top including Course Home, Syllabus, Content, Assessments, Communication, Resources, Library, and Design. A search bar and a 'START HERE' dropdown menu are visible. The 'START HERE' folder is highlighted with a red box, and red arrows point to the 'Mandatory Attendance Quiz' and 'Introduction Discussion' items within it. A progress bar indicates that 4 of 6 topics are complete (66.67%).

## Course Description

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

### Prerequisites:

- There are no prerequisites for this course.

### Course Learning Outcomes:

This course should enable students to:

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

## Required Text, Software, and Additional Materials

### OER

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

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

### Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendors, such as Amazon.com, to order your eMajor textbook(s).

### Materials and Resources:

All materials and resources are embedded in the course modules.

## Student Services

### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

## Tutoring:

**Online Tutoring** is available, please use the course navigation to see your tutoring options.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.** In order to receive educational accommodations, **students must provide the professor with an accommodation report/letter.** The accommodation report/letter is created for each student in the disabilities/accessibility center of the student's affiliate institution.

Students with disabilities who require special testing accommodations must contact the Testing Coordinator at [etesting@ecampus.usg.edu](mailto:etesting@ecampus.usg.edu) before scheduling an exam appointment. It is suggested that students share their accommodation report/letter with the Testing Coordinator.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@ecampus.usg.edu](mailto:emajor@ecampus.usg.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

## Course Format and Requirements

### Teaching Philosophy:

*[In your statement of teaching philosophy, you should include descriptions of how you think learning occurs, how you (as teacher) will impact the students' learning, what goals you hold for student learning, and how you believe students should participate in the learning process.]*

XXXXXXXXXXXXXXXXXXXX

### Course Requirements (Instructional Methods):

1. The course is structured using 8 learning modules
2. Each module includes learning resources, including videos, articles, PowerPoint presentations, and online textbook chapters
3. Assessments include discussions, written assignments, presentations, and an essay exam

### Course Schedule:

**NOTE:** Schedule is tentative and may be subject to change.

DATE	Module Topics	ACTIVITIES - What's Due?
<b>WEEK 1</b>	Module One: Introduction to Professional Nursing Practice	Assignment: Professional Development Plan Mandatory Attendance Quiz Introduction Discussion Quiz
<b>WEEK 2</b>	Module Two: Communication in Professional Nursing	Discussion: Josie King

x/x - x/x		
<b>WEEK 3</b> x/x - x/x	Module Three: Caring in Professional Nursing	Assignment: Embodiment of Caring
<b>WEEK 4</b> x/x - x/x	Module Four: History of Professional Nursing	Assignment: Historical Figure
<b>WEEK 5</b> x/x - x/x	Module Five: Current Trends and Issues in Professional Nursing	Discussion: Current Trend
<b>WEEK 6</b> x/x - x/x	Module Six: Intro to Evidence-based Practice and Quality Improvement	Discussion: PICOT Statement
<b>WEEK 7</b> x/x - x/x	Module Seven: Importance of Scholarly Nursing Inquiry	Discussion: Clinical Decision Making
<b>WEEK 8</b> x/x - x/x	Module Eight: Review	Final essay exam

## Grading and Standards

### Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
<b>Attendance Verification (Introduction Discussion and Attendance Verification Quiz)</b>	1 %	Both of these activities (discussion and quiz) must be completed for your attendance in the course to be counted.
<b>Assignments</b> - Professional Development Plan (33.33%) - Caring Activity (33.33%) - Theorist/Historical Figure Activity (33.33%)	45 %	<ul style="list-style-type: none"> <li>• Create a Professional Development Plan as described in Module 1.</li> <li>• Use your creative skills to demonstrate what caring means to you. Specific directions in Module 3.</li> <li>• Development a PowerPoint presentation about a nursing theorist or historical figure in nursing. Specific directions in Module 4.</li> </ul>
<b>Discussion</b>	34 %	<p>Graded discussion are required for Modules 2, 5, 6, 7.</p> <p>Ungraded discussion posts require you to post your Caring and Nursing Theorist/Historical Nursing Figure presentations to the discussion board to share with your peers.</p>
<b>Final Essay Exam</b>	20 %	This essay exam assesses what you have learned this semester.

## Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A 89.5-100
- B 79.5-89.4
- C 75- 79.4
- D 65- 74.9
- F < 65

There is no rounding of grades

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## Academic Honesty

*(Acknowledgement is hereby given to Georgia State University on whose policy this is based).*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

For more information, visit: <https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty>.

## Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

## Attendance and Late Policy

### Attendance Policy

All students must log in to course(s) during the first five (5) calendar days of the semester and complete the Mandatory Attendance activities as outlined by the instructor in the course syllabus; if not, students may be reported as absent and administratively dropped or withdrawn.

### Attendance Guidelines

Course attendance/participation is a professional expectation for all students whether the setting is synchronous or asynchronous. For online RN to BSN courses, attendance is indicated by logging into the online platform and accessing the course or by other actions as specified by the faculty member. Success in online courses is dependent on the active participation and engagement of the student throughout the course. Therefore, the online learning experience will be most effective when the student does the following:

1. Logs into the course at least three times weekly to ensure that they are current with course announcements, new course content, emails, and any unread discussion posts.
2. Prepares for course assignments by completing all assigned readings and reviewing assignment expectations/grading rubrics beforehand.
3. Gives critical, but constructive feedback to fellow students in the course.
4. Assists the cohort in directing discussions towards thoughtful and meaningful discourse.
5. Maintains an open mind that allows for personal and professional growth.
6. Displays respect for self and others via a reciprocity of caring online.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

### Late Policy:

Students are expected to submit assignments by the deadline.

There is a 5% penalty per day (up to 7 days) for late discussions and assignments. After 7 days you will receive a 0.

In the event of an emergency that prevents timely submission of an assignment, students should notify the instructor before the assignment deadline. Then, the professor will determine if the late policy can be waived and may ask for a written document as evidence of the emergency.

Consideration of the student's total course performance to date will be a contributing factor in the determination.

All work must be submitted by the final day of the term.

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness

require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/index> for further details on the **eMajor Academic Honesty Policy**.

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are required to report violations to the eMajor Administrative offices for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their eCampus courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## **Discover an Error?**

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## **HB 280 (Campus Carry)**

eCampus follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)

# NURS - 3297 - Nursing Research Application

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

Course Number\* 3297

Course Title\* Nursing Research Application

Long Course Title Nursing Research Application

Course Type\*

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

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.\* 0

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

Prerequisites NURS 4500 and NURS 3197 and NURS 4502

Concurrent

**Prerequisites**

**Corequisites** NURS 4503 and NURS 4505

**Cross-listing**

**Restrictions**

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

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

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

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

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

**Grading\***

**Justification and Assessment**

**Rationale\*** The School of Nursing joined the University System of Georgia RN-BSN consortium. This consortium has shared courses in e-Major that students enrolled in participating institutions must take for degree completion. The courses include:  
NURS 3197 Professional Nursing Practice  
NURS 3297 Nursing Research Application  
NURS 3397 Health Assessment  
NURS 4497 Community Health Nursing  
NURS 4597 Leadership & Management  
These courses currently offered through e-Major allow students to take virtually all RN-BSN program courses and graduation requirements.

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

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

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 10

**Will this course have**  Yes

122 **If yes, what will the** 0.00

special fees or tuition  
required? \*  No

fee be? \*

### Fee Justification

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

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

# NURS 3297 - Nursing Research Application [Term]

## Course Instructor:

[Instructor Name]  
 [Institution name]  
 [Institution address]  
 Phone number: (xxx) xxx-xxxx  
 Fax: (xxx) xxx-xxxx  
 E-mail address: [xxxxxxxxxx@xxxxx.edu](mailto:xxxxxxxxxx@xxxxx.edu)

**Office hours:**  
 Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can contact me via GoVIEW e-mail or Instant Messenger tool. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

*[If any additional activities are required for Attendance Verification purposes, then you must specify them in the segment below. It is also recommended that any additional activities or readings be linked within the "Start Here" folder within course Content.]*

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the Announcements widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

 The Start Here Module can be found in Contents

## Course Description

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

### Prerequisites:

- None

### Course Learning Outcomes:

This course should enable students to:

1. Identify the rights of human subjects in nursing research, ethical and legal boundaries, limits of the therapeutic relationship, and respect for autonomy and self-determination.
2. Articulate the interrelationship of nursing research, nursing theory, and the choice of evidence-based interventions in patient care with consideration for a culture of safety for a globally diverse patient population.
3. Demonstrate understanding of the elements of the research process, analysis methods, implications for practice, and models for application of findings to evidence-based nursing practice.

4. Identify scientific databases for retrieval of relevant research evidence for use in improvements of patient care with evidence-based practice.
5. Evaluate nursing literature for strengths, weaknesses, flaws in research design, and ability to generalize findings to the population of interest when evaluating and improving clinical practice.
6. Construct a question using a general framework and the preliminary steps in the Research Process for development, validation, and endorsement of quality improvement of patient care.
7. Develop skills in using a professional format for written, oral, and electronic communication regarding research in nursing for collection and dissemination to the profession.

## Required Text, Software, and Additional Materials

<b>Title:</b>	<i>The Art &amp; Science of Evidence-Based Practice in Nursing</i>
<b>Author(s):</b>	Nancyruth Leibold
<b>Publisher:</b>	Nanza Publications
<b>Edition/Year:</b>	2020
<b>Type (Required/Optional):</b>	Required
<b>Access</b>	<p>The text is linked throughout the course content, but is also linked below for reference:</p> <p><a href="https://www.softchalkcloud.com/lesson/serve/Au0xZt1zQdV67O/html">https://www.softchalkcloud.com/lesson/serve/Au0xZt1zQdV67O/html</a></p> <p><a href="#">CC BY NC</a></p>

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If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.** In order to receive educational accommodations, **students must provide the professor with an accommodation report/letter.** The accommodation report/letter is created for each student in the disabilities/accessibility center of the student's affiliate institution.

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Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@ecampus.usg.edu](mailto:emajor@ecampus.usg.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

## Course Format and Requirements

### Teaching Philosophy:

*[In your statement of teaching philosophy, you should include descriptions of how you think learning occurs, how you (as teacher) will impact the students' learning, what goals you hold for student learning, and how you believe students should participate in the learning process.]*

XXXXXXXXXXXXXXXXXXXX

### Course Requirements (Instructional Methods):

*[It is helpful to students to understand how you have structured the course and how classes will be conducted. If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations), these should be explained clearly.]*

1. xxxxxx
2. xxxxxx
3. xxxxxx

### Course Schedule:

*[The number of exams to be completed and scheduled testing dates must be included (required). The specific day-to-day or week-to-week schedule is not required, but it is strongly encouraged.]*

**NOTE:** Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
<b>WEEK 1</b> 5/10 - 5/17	Chapter 1: Introduction to EBP in Nursing  Article: The Difference Between QI, EBP, and Research  Article: How Could Nurse Researchers Apply Theory to Generate Knowledge More Efficiently?  Chapter 5: Research Ethics: Protecting Human Rights in Research  Article: Why Human Subjects Research Protection Is Important	Module 1 Discussion 1: Evidence-Based Practice  Module 1 Discussion 2: Ethics
<b>WEEK 2</b>	Article: "A Practical Definition for Evidence-Based Practice for Nursing"	Module 2 Assignment: PICOT Worksheet 126

<b>x/x - x/x</b>	Chapter 2: The PICOT Question and Evidence  Article: This is the Time for Nursing Research	Module 2 Discussion: PICOT Question
<b>WEEK 3</b> <b>x/x - x/x</b>	Chapter 6: Quantitative Methods and Designs  Chapter 8: Data Collection, Sampling, Evidence  Article: Focusing on the Fundamentals: Reading Quantitative Research with a Critical Eye	Module 3 Discussion: Identify Elements of a Quantitative Research Study
<b>WEEK 4</b> <b>x/x - x/x</b>	Chapter 7: Qualitative Methods and Designs  Chapter 8: Data Collection, Sampling, Evidence  Article: Focusing on the Fundamentals: Reading Qualitative Research with a Critical Eye  Article: Focusing on the Fundamentals: A Simplistic Differentiation Between Qualitative and Quantitative Research	Module 4 Discussion: Identify Elements of a Qualitative Research Study
<b>WEEK 5</b> <b>x/x - x/x</b>	Chapter 4: Writing a Review of Literature: How to Write Paragraph Summaries of Research Articles!  GALILEO Resources	Module 5 Assignment: Literature Search
<b>WEEK 6</b> <b>x/x - x/x</b>	Chapter 9: Appraisal of Evidence	Module 6 Discussion 1: Article Critique of a Quantitative Study  Module 6 Discussion 2: Article Critique of a Qualitative Study
<b>WEEKS 7 &amp; 8</b> <b>x/x - x/x</b>	Chapter 11: Dissemination of Evidence-Based Practice in Nursing	Final Paper: Incorporating EBP into Practice

## Grading and Standards

*[Syllabus must include details about how the student will be evaluated - what factors will be included or not included, how they will be weighted and how they will be translated into grades.]*

### Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
<b>Discussions</b>	35 %	Seven Discussions will require you to make an initial post and then respond to at least three classmates.

<b>Assignments</b>	30 %	There are two module assignments in this course: Module 2 PICOT Worksheet and Module 5 Literature Search. See the assignment instructions for more details.
<b>Final Paper</b>	35 %	The Final Paper is due at the end of Module 7. Your discussions and assignments in this course will build toward the completion of this assignment.

## Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 89.5-100%
- B: 79.5-89.4%
- C: 75-79.4%
- D: 65-74.9%
- F: less than 65%

*(Note: There is no rounding of grades)*

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## Academic Honesty

*(Acknowledgement is hereby given to Georgia State University on whose policy this is based).*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

For more information, visit: <https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty>.

## Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

## Attendance and Late Policy

All students must log in to course(s) during the first five (5) calendar days of the semester and complete the Mandatory Attendance activities as outlined by the instructor in the course syllabus; if not, students may be reported as absent and administratively dropped or withdrawn.

Course attendance/participation is a professional expectation for all students whether the setting is synchronous or asynchronous. For online RN to BSN courses, attendance is indicated by logging into the online platform and accessing the course or by other actions as specified by the faculty member.

Success in online courses is dependent on the active participation and engagement of the student throughout the course. Therefore, the online learning experience will be most effective when the student does the following:

1. Logs into the course at least three times weekly to ensure that they are current with course announcements, new course content, emails, and any unread discussion posts.
2. Prepares for course assignments by completing all assigned readings and reviewing assignment expectations/grading rubrics beforehand.
3. Gives critical, but constructive feedback to fellow students in the course.
4. Assists the cohort in directing discussions towards thoughtful and meaningful discourse.
5. Maintains an open mind that allows for personal and professional growth.
6. Displays respect for self and others via a reciprocity of caring online.

## Late Policy:

Students are expected to submit assignments by the deadline. There is a 5% penalty per day (up to 7 days) for late discussions and assignments. After 7 days you will receive a 0. In the event of an emergency that prevents the timely submission of an assignment, students should notify the professor before the assignment deadline. Then, the professor will determine if the late policy can be waived and may ask for a written document as evidence of the emergency. Consideration of the student's total course performance to date will be a contributing factor in the determination. All work must be submitted by the final day of the term.

## Academic Misconduct

*Acknowledgment is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/index> for further details on the **eMajor Academic Honesty Policy**.

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification

- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**To detect and prevent plagiarism, faculty use an originality tool called Turnitin to compare a student's work with multiple online sources.** Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment. Students should have access to review the originality report.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with another person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their eCampus courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, the use of prior work may be desirable or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## **Discover an Error?**

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade-related or instructor-related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## **HB 280 (Campus Carry)**

eCampus follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)

# NURS - 3397 - Health Assessment

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

Course Number\* 3397

Course Title\* Health Assessment

Long Course Title Health Assessment

Course Type\*

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

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites NURS 4500 and NURS 3197, NURS 4502, NURS 4503, NURS 3297, NURS 4505

**Concurrent Prerequisites**

**Corequisites** NURS 4497

**Cross-listing** NURS 3397

**Restrictions**

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

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

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

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

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

**Grading\***

**Justification and Assessment**

**Rationale\*** The School of Nursing joined the University System of Georgia RN-BSN consortium. This consortium has shared courses in e-Major that students enrolled in participating institutions must take for degree completion. The courses include:  
NURS 3197 Professional Nursing Practice  
NURS 3297 Nursing Research Application  
NURS 3397 Health Assessment  
NURS 4497 Community Health Nursing  
NURS 4597 Leadership & Management  
These courses currently offered through e-Major allow students to take virtually all RN-BSN program courses and graduation requirements.

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

\*

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

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 10

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

**If yes, what will the fee be?\*** 0.00

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

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



# NURS 3397 Health Assessment [Fall]

## Course Instructor:

**[Instructor Name]**  
[Institution name]  
[Institution address]  
Phone number: (xxx) xxx-xxxx  
Fax: (xxx) xxx-xxxx  
E-mail address: [xxxxxxxxx@xxxxx.edu](mailto:xxxxxxxxx@xxxxx.edu)

**Office hours:**  
**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours you can contact me via GoVIEW e-mail or Instant Messenger tool. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

Attendance Policy All students must log in to course(s) during the first five (5) calendar days of the semester and complete the Mandatory Attendance activities as outlined by the instructor in the course syllabus; if not, students may be reported as absent and administratively dropped or withdrawn. Attendance Guidelines Course attendance/participation is a professional expectation for all students whether the setting is synchronous or asynchronous. For online RN to BSN courses, attendance is indicated by logging into the online platform and accessing the course or by other actions as specified by the faculty member. Success in online courses is dependent on the active participation and engagement of the student throughout the course. Therefore, the online learning experience will be most effective when the student does the following: 1. Logs into the course at least three times weekly to ensure that they are current with course announcements, new course content, emails, and any unread discussion posts. 2. Prepares for course assignments by completing all assigned readings and reviewing assignment expectations/grading rubrics beforehand. 3. Gives critical, but constructive feedback to fellow students in the course. 4. Assists the cohort in directing discussions towards thoughtful and meaningful discourse. 5. Maintains an open mind that allows for personal and professional growth. 6. Displays respect for self and others via a reciprocity of caring online.

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the Announcements widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

## Course Description

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

### Prerequisites:

- N/A (Refer to home institution catalog)

### Course Learning Outcomes:

This course should enable students to:

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

## Required Text, Software, and Additional Materials

### OER

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

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

### Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendors, such as Amazon.com, to order your eMajor textbook(s).

### Materials and Resources:

All materials and resources for this course are included in the modules.

## Student Services

### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

### Tutoring:

**Online Tutoring** is available, please use the course navigation to see your tutoring options.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.** In order to receive educational accommodations, **students must provide the professor with an accommodation report/letter.** The accommodation report/letter is created for each student in the disabilities/accessibility center of the student's affiliate institution.

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Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@ecampus.usg.edu](mailto:emajor@ecampus.usg.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

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## Course Format and Requirements

### Teaching Philosophy:

*[In your statement of teaching philosophy, you should include descriptions of how you think learning occurs, how you (as teacher) will impact the students' learning, what goals you hold for student learning, and how you believe students should participate in the learning process.]*

XXXXXXXXXXXXXXXXXXXX

### Course Requirements (Instructional Methods):

*[It is helpful to students to understand how you have structured the course and how classes will be conducted. If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations), these should be explained clearly.]*

1. xxxxxx
2. xxxxxx
3. xxxxxx

### Course Schedule:

*[The number of exams to be completed and scheduled testing dates must be included (required). The specific day-to-day or week-to-week schedule is not required, but it is strongly encouraged.]*

**NOTE:** Schedule is tentative and may be subject to change.

DATE	Module	ACTIVITIES - What's Due?
WEEK # x/x - x/x	Module 1: Health History, Culture, Psychosocial, Skin, Hair and Nails	Module 1 Quiz (20 questions), two attempts offered with the grade averaged  Module 1 Discussion Board assignment  Due Date:
WEEK # x/x - x/x	Module 2: Head and Neck; Eyes, Ears, and Nose: Breast/Axilla	Module 2 Quiz (20 questions), two attempts offered with the grade averaged  Module 2 Discussion Board assignment  Due Date:
WEEK # x/x - x/x	Module 3: Respiratory System	Module 3 Quiz (20 questions), two attempts offered with the grade averaged  Module 3 Discussion Board assignment  Due Date:
WEEK # x/x - x/x	Module 4: Cardiovascular System	Module 4 Quiz (20 questions), two attempts offered with the grade averaged  Module 4 Discussion Board assignment  Due Date:
WEEK # x/x - x/x	Module 5: Nervous System	Module 5 Quiz (20 questions), two attempts offered with the grade averaged  Module 5 Discussion Board assignment  140

<b>WEEK #</b> x/x - x/x	Module 6: Genitalia; Abdominal Assessment; Musculoskeletal System	Module 6 Quiz (20 questions), two attempts offered with the grade averaged  Module 6 Discussion Board assignment  Due Date:
<b>WEEK #</b> x/x - x/x	Module 7: Assessment Across the Lifespan	Assignment: Interactive Case Study: Physical Assessment of a Virtual Patient  Due Date:
<b>WEEK #</b> x/x - x/x	Review	
<b>FINAL EXAM PERIOD</b> x/x - x/x	<p><b>Students must take the Final Exam during this time period.</b></p> <p>The Final Exam is a cumulative exam and will cover content from all modules. You are given two attempts to take the Final Exam and the highest of the two attempts will be recorded in the gradebook. Each attempt will include 50 randomized questions. You will have 120 mins to answer the 50 questions.</p>	

## Grading and Standards

### Grade Breakdown:

Total 100%

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
Attendance Verification	1%	Mandatory Attendance Quiz and Introduction discussion
Quizzes	25 %	Modules 1 - 6 have weekly quizzes. 20 questions per quiz each week. Students have two attempts (if needed) and the grade will be averaged.
Discussions	24 %	Modules 1 - 6 have weekly discussions. Follow the discussion board grading rubric.
Case Study	25 %	An interactive virtual case study incorporating head to toe <b>assessment</b> .
Final Exam	25 %	50 item question comprehensive final exam. the highest of the two attempts will be recorded in the gradebook. You will have 120 mins to answer the 50 questions.

## Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A 89.5-100

B 79.5-89.4

C 75- 79.4

D 65- 74.9

F < 65

There is no rounding of grades

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## Academic Honesty

*(Acknowledgement is hereby given to Georgia State University on whose policy this is based).*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

For more information, visit: <https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty>

## Grade Turnaround:



## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are required to report violations to the eMajor Administrative offices for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Turnitin To detect and prevent plagiarism, faculty use an originality tool called Turnitin to compare a student's work with multiple online sources. Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment. Students should have access to review the originality report.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their eCampus courses with unauthorized persons for the purpose of dishonorable or unethical conduct related to

their academic work.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Proctoring Proctoring will not be utilized in the collaborative courses.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## HB 280 (Campus Carry)

eCampus follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)

# NURS - 4497 - Community Health Nursing

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

Course Number\* 4497

Course Title\* Community Health Nursing

Long Course Title Community Health Nursing

Course Type\*

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

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

**Prerequisites** NURS 4500 and NURS 3197 and NURS 4502 and NURS 4503 and NURS 3297 and NURS 4505

**Concurrent Prerequisites**

**Corequisites** NURS 3397

**Cross-listing** NURS4497

**Restrictions**

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

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

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

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

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

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

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

**Grading\***

**Justification and Assessment**

**Rationale\*** The School of Nursing joined the University System of Georgia RN-BSN consortium. This consortium has shared courses in e-Major that students enrolled in participating institutions must take for degree completion. The courses include:  
NURS 3197 Professional Nursing Practice  
NURS 3297 Nursing Research Application  
NURS 3397 Health Assessment  
NURS 4497 Community Health Nursing  
NURS 4597 Leadership & Management  
These courses currently offered through e-Major allow students to take virtually all RN-BSN program courses and graduation requirements.

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

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

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 10

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

**If yes, what will the fee be?\*** 0.00

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

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



# NURS 4497 - Community Health Nursing [Term]

[Course title must match title posted on Registrar's website]

## Course Instructor:

[Instructor Name]  
 [Institution name]  
 [Institution address]  
 Phone number: (xxx) xxx-xxxx  
 Fax: (xxx) xxx-xxxx  
 E-mail address: [xxxxxxx@xxxx.edu](mailto:xxxxxxx@xxxx.edu)

**Office hours:**  
 Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can contact me via GoVIEW e-mail or Instant Messenger tool. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

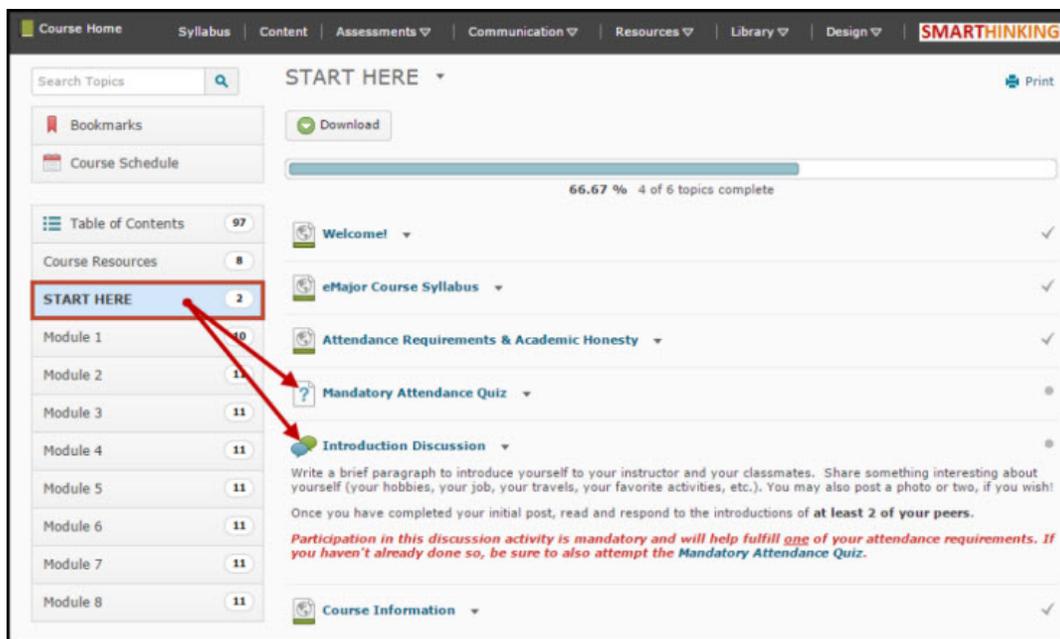
**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

*[If any additional activities are required for Attendance Verification purposes, then you must specify them in the segment below. It is also recommended that any additional activities or readings be linked within the "Start Here" folder within course Content.]*

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the Announcements widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.



## Course Description

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

### Prerequisites:

- None

### Course Learning Outcomes:

This course should enable students to:

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

## Required Text, Software, and Additional Materials

### OER

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

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

### Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendors, such as Amazon.com, to order your eMajor textbook(s).

### Materials and Resources:

All materials and resources are embedded in the course module.

## Student Services

### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

### Tutoring:

**Online Tutoring** is available, please use the course navigation to see your tutoring options.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.** In order to receive educational accommodations, **students must provide the professor with an accommodation report/letter.** The accommodation report/letter is created for each student in the disabilities/accessibility center of the student's affiliate institution.

Students with disabilities who require special testing accommodations must contact the Testing Coordinator at [etesting@ecampus.usg.edu](mailto:etesting@ecampus.usg.edu) before scheduling an exam appointment. It is suggested that students share their accommodation report/letter with the Testing Coordinator.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@ecampus.usg.edu](mailto:emajor@ecampus.usg.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

## Course Format and Requirements

### Teaching Philosophy:

*[In your statement of teaching philosophy, you should include descriptions of how you think learning occurs, how you (as teacher) will impact the students' learning, what goals you hold for student learning, and how you believe students should participate in the learning process.]*

XXXXXXXXXXXXXXXXXXXX

### Course Requirements (Instructional Methods):

1. The course uses robust discussions
2. Each module includes readings and resources including instructional videos, articles, and mini lectures with knowledge check exercises..
3. Assessments include: community assessment project, weekly assignments, brochures, and CDC activities.

### Course Schedule:

**NOTE:** Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
<b>WEEK 1</b> 5/10 - 5/17	Module 1 Reading	Start Here Module <a href="#">Mandatory Attendance Quiz</a> <a href="#">Introduction Discussion</a> <a href="#">Module 1 Discussion</a> Community Needs Assessment Section 1
<b>WEEK 2</b> x/x - x/x	Module 2 Reading	<a href="#">Module 2 Discussion</a> Community Needs Assessment: Section Two
<b>WEEK 3</b> x/x - x/x	Module 3 Readings	<a href="#">Module 3 Discussion</a> <a href="#">Module 3 Assignment: Solve the Outbreak-CDC Activity</a> Community Needs Assessment Section Three
<b>WEEK 4</b> x/x - x/x	Module 4 Reading	<a href="#">Module 4 Discussion</a> Community Needs Assessment Section Four
<b>WEEK 5</b> x/x - x/x	Module 5 Reading	<a href="#">Module 5 Assignment: CERT</a> Community Needs Assessment Section Five
		153

<b>WEEK 6</b> x/x - x/x	Module 6 Reading	<a href="#">Module 6 Assignment</a> Community Needs Assessment Section Six
<b>WEEK 7</b> x/x - x/x	Module 7 Reading	<a href="#">Module 7 Assignment</a> <a href="#">Community Needs Assessment Project</a>
<b>WEEK 8</b> x/x - x/x	No assigned readings this week.	<a href="#">Module 8 Discussion Reflection</a>

## Grading and Standards

### Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
<b>Discussions</b>	35 %	Modules 1 - 4 and module 8 have weekly discussions. Follow the discussion board grading rubric.
Quizzes CDC Quizzes & Disaster Certificate	25%	Module 3 includes a CDC activity and module 5 consists of the CERT module. Instructions to submit both quizzes are included in each module.
Assignments and Projects Community Needs Assessment & Health Brochure	40%	Module 6 students complete a brochure. Beginning in module 1, students will complete a section of the community needs assessment and include a summary of each section. An example is available in course resources module. The final project will be submitted in module 7.

### Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 89.5-100%
- B: 79.5-89.4%
- C: 75-79.4%
- D: 65-74.9%
- F: < 65%

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## Academic Honesty

*(Acknowledgement is hereby given to Georgia State University on whose policy this is based).*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

For more information, visit: <https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty>.

## Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

## Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

## Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

## Late Policy:

Late work Students are expected to submit assignments by the deadline. There is a 5% penalty per day (up to 7 days) for late discussions and assignments. After 7 days you will receive a 0. In the event of an emergency that prevents timely submission of an assignment, students should notify the professor before the assignment deadline. Then, the professor will determine if the late policy can be waived and may ask for a written document as evidence of the emergency. Consideration of the student's total course performance to date will be a contributing factor in the determination. All work must be submitted by the final day of the term.

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other

members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/index> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

### Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are required to report violations to the eMajor Administrative offices for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

### Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

### Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

### Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their eCampus courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.

### Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

### Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## Frequently Asked Questions and Helpful Links

I need:	LINK
ADA Accommodations	<a href="https://emajor.usg.edu/current-students/student-guide/academic-services#student-accessibility-services-amac">https://emajor.usg.edu/current-students/student-guide/academic-services#student-accessibility-services-amac</a>
Technical Requirements and Support	<a href="https://emajor.usg.edu/current-students/student-guide/computer-support">https://emajor.usg.edu/current-students/student-guide/computer-support</a>
To Report a Course Error	<a href="https://docs.google.com/a/westga.edu/forms/d/e/1FAIpQLSfPINStp7N28znDZj2fYyhXRINwsWIMCmzJPYnKbr4AhsUAbQ/viewform">https://docs.google.com/a/westga.edu/forms/d/e/1FAIpQLSfPINStp7N28znDZj2fYyhXRINwsWIMCmzJPYnKbr4AhsUAbQ/viewform</a>
To Make a Student Complaint	<a href="https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#student-complaint-grievance-policy">https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#student-complaint-grievance-policy</a>
To Make a Grade Appeal	<a href="https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#grade-appeals">https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#grade-appeals</a>
To Withdraw from a Course	<a href="https://emajor.usg.edu/current-students/student-guide/academic-services#dropping-adding-withdrawing-from-course">https://emajor.usg.edu/current-students/student-guide/academic-services#dropping-adding-withdrawing-from-course</a>
To Understand the eCampus Academic Honesty Policy	<a href="https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty">https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty</a>
To Know the Campus Carry/HB 280 Policy	<a href="https://www.usg.edu/hb280/additional_information">https://www.usg.edu/hb280/additional_information</a>

# NURS - 4597 - Leadership and Management

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

Course Number\* 4597

Course Title\* Leadership and Management

Long Course Title Leadership and Management

Course Type\*

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

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

**Prerequisites** NURS 4500 and NURS 3197 and NURS 4502 and NURS 4503 and NURS 3297 and NURS 4505 and NURS 3397 and NURS 4497

**Concurrent Prerequisites**

**Corequisites** NURS 4508

**Cross-listing**

**Restrictions**

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

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

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

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

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

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

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

**Grading\***

**Justification and Assessment**

**Rationale\*** The School of Nursing joined the University System of Georgia RN-BSN consortium. This consortium has shared courses in e-Major that students enrolled in participating institutions must take for degree completion. The courses include:  
NURS 3197 Professional Nursing Practice  
NURS 3297 Nursing Research Application  
NURS 3397 Health Assessment  
NURS 4497 Community Health Nursing  
NURS 4597 Leadership & Management  
These courses currently offered through e-Major allow students to take virtually all RN-BSN program courses and graduation requirements.

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

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

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 10

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

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

the proposal has been completely approved through the faculty governance process.

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



# NURS 4597 - Leadership & Management [Term]

## Course Instructor:

[Instructor Name]  
 [Institution name]  
 [Institution address]  
 Phone number: (xxx) xxx-xxxx  
 Fax: (xxx) xxx-xxxx  
 E-mail address: [xxxxxxxxxx@xxxxx.edu](mailto:xxxxxxxxxx@xxxxx.edu)

**Office hours:**  
 Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can contact me via GoVIEW e-mail or Instant Messenger tool. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

*[If any additional activities are required for Attendance Verification purposes, then you must specify them in the segment below. It is also recommended that any additional activities or readings be linked within the "Start Here" folder within course Content.]*

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the Announcements widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

## Course Description

This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process provides the foundational structure for the course, while the theoretical framework for this course is established through the exploration of leadership styles, organizational theory, and management theory. Quality assurance and the provision of evidence-based, patient-centered care and

collaborative relationships are emphasized. The impact of political and legislative processes, the integration of informatics, and the legal and ethical issues in management are also discussed.

### Prerequisites:

- None

### Course Learning Outcomes:

This course should enable students to:

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

## Required Text, Software, and Additional Materials

<b>Title:</b>	Leadership and Management Competence in Nursing Practice: Competencies, Skills, Decision-Making
<b>Author(s):</b>	Audrey M., DNP, MSN, MBA, RN
<b>Publisher:</b>	Beauvais, Springer Publishing Company
<b>Edition/Year:</b>	2018
<b>Type (Required/Optional):</b>	Required
<b>Access</b>	The text is linked throughout the course content, but is also linked below for reference:  <a href="https://www.proquest.com/docview/2133735925/bookReader?accountid=15017">https://www.proquest.com/docview/2133735925/bookReader?accountid=15017</a>

### OER

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

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

## Student Services

### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24-hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

### Tutoring:

**Online Tutoring** is available, please use the course navigation to see your tutoring options.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

**Accessibility Services:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.** In order to receive educational accommodations, **students must provide the professor with an accommodation report/letter.** The accommodation report/letter is created for each student in the disabilities/accessibility center of the student's affiliate institution.

Students with disabilities who require special testing accommodations must contact the Testing Coordinator at [etesting@ecampus.usg.edu](mailto:etesting@ecampus.usg.edu) before scheduling an exam appointment. It is suggested that students share their accommodation report/letter with the Testing Coordinator.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@ecampus.usg.edu](mailto:emajor@ecampus.usg.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

**Course Format and Requirements**

**Teaching Philosophy:**

*[In your statement of teaching philosophy, you should include descriptions of how you think learning occurs, how you (as teacher) will impact the students' learning, what goals you hold for student learning, and how you believe students should participate in the learning process.]*

xxxxxxxxxxxxxxxxxxxx

**Course Requirements (Instructional Methods):**

*[It is helpful to students to understand how you have structured the course and how classes will be conducted. If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations), these should be explained clearly.]*

1. xxxxxx
2. xxxxxx
3. xxxxxx

**Course Schedule:**

*[The number of exams to be completed and scheduled testing dates must be included (required). The specific day-to-day or week-to-week schedule is not required, but it is strongly encouraged.]*

**NOTE:** Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
Start Here x/x - x/x	<a href="#">Review the Course Syllabus</a>	Start Here Module: <a href="#">Mandatory Attendance Quiz</a> and <a href="#">Introduction Discussion</a>
<b>Module 1:</b> <b>Introduction to Nursing Leadership and Management</b> x/x - x/x	<a href="#">Read OER Chapter 1. Transition to the Professional Nurse Role.</a>  <a href="#">Watch Lessons in Leadership: Beverly Malone, RN, Ph.D., FAAN</a>	<a href="#">Complete the Module 1: PlayPosit Video Discussion - Derek Silvers How to Start a Movement</a>
<b>Module 2:</b> <b>Introduction to leadership styles; leadership theories;</b>	<a href="#">Chapter 2- Leadership Attributes</a> <a href="#">Chapter 3 - Leadership and Management Roles in Professional Nursing</a> <a href="#">Leadership Style Survey Link</a>	Complete <a href="#">Module 2 Discussion Nurse Leader Interview</a>

<p><b>management and leadership roles</b></p> <p>x/x - x/x</p>		
<p><b>Module 3: Communication</b></p> <p>x/x - x/x</p>	<p><a href="#">Chapter 7 - Effective Communication in Leadership and Management Roles</a></p> <p><a href="#">Chapter 7 Part 2 Appendix A Self-Assessment of Communication Styles</a></p> <p>Approach to Improving Patient Safety: Communication <a href="#">PDF</a> or <a href="#">Link</a></p> <p><a href="#">What Nurses Value in their Leaders</a></p>	<p><a href="#">Module 3 Discussion 1 What Nurses Value in Their Leaders</a></p> <p><a href="#">Module 3 Discussion 2 Communication Style Self Assessment</a></p>
<p><b>Module 4: Legal principles in nursing; Ethical Issues in nursing</b></p> <p>x/x - x/x</p>	<p><a href="#">Chapter 2: Diversity in Healthcare Organizations</a></p> <p><a href="#">Chapter 4: Foundational Aspects of Effective Leadership</a></p> <p><a href="#">What is Nursing Code of Ethics?</a></p> <p><a href="#">Diversity Cultural Competence Checklist</a></p> <p><a href="#">View video: Nursing Ethics: Understanding ethics in Nursing.</a></p> <p><a href="#">View Video: Nursing Ethics: Moral Distress in Nursing</a></p> <p><a href="#">View Video: Cultural Humility.</a></p>	<p><a href="#">Complete Module 4 Discussion 1 Ethical Issue of Concern</a></p> <p><a href="#">Complete Module 4 Discussion 2 Cultural Competence Self-Assessment Checklist</a></p>
<p><b>Module 5: Change theories; Managing Change; Change strategies</b></p> <p>x/x - x/x</p>	<p><a href="#">Read Chapter 13- Innovation and Change</a></p>	<p><a href="#">Complete Module 5 Discussion on Innovation and Change</a></p>
<p><b>Module 6: Quality and Safety; regulatory agencies; clinical reasoning</b></p> <p>x/x - x/x</p>	<p><a href="#">Read Chapter 15 - Managing Quality and Safety.</a></p> <p><a href="#">Watch Institute for Healthcare Improvement Fixing Healthcare Delivery - Josie King.</a></p> <p><a href="#">Watch Beyond the Bedside: Nurse's Role in Quality, Safety, and Service</a></p>	<p><a href="#">Complete Module 6 Discussion 1 Quality Improvement</a></p> <p><a href="#">Complete Module 6 Discussion 2 Joint Commission National Patient Safety Goals</a></p>
<p><b>Module 7: Conflict-Management; Lateral violence; Incivility; Role transitions; Stress Management</b></p> <p>x/x - x/x</p>	<p><a href="#">Read Chapter 5: Handling Stress In The Workplace</a></p> <p><a href="#">Read Chapter 10 Facilitating Problem-Solving and Decision-Making in Teams</a></p> <p><a href="#">Read Chapter 11 Conflict Resolution Skills in Professional Nursing Practice</a></p> <p><a href="#">Watch Nursing Leadership - Conflict and Negotiation Strategies</a></p> <p><a href="#">Watch Stress Management Techniques for Front Line Workers</a></p>	<p><a href="#">Complete Module 7 Discussion 1 Lateral Violence</a></p> <p><a href="#">Complete Module 7 Discussion 2 Self Care</a></p>
<p><b>Module 8: Healthcare technology and its role in patient</b></p>	<p><a href="#">Read Leadership and Influencing Change in Nursing: Chapter 14. Nursing Leadership through Informatics</a></p>	<p>Complete <a href="#">Module 8 Discussion 1 on Big Data</a></p>

<p><b>outcomes and improving communication</b></p> <p>x/x - x/x</p>	<p><a href="#">Read Leadership and Management Competence in Nursing Practice: Chapter 7 p. 125-126.</a></p> <p><a href="#">Read and review NCSBN Nurses Guide to Social Media</a></p> <p><a href="#">Watch Healthcare Analytics- overview of health care data analytics</a></p> <p><a href="#">Watch Big Data in Health Informatics</a></p>	<p>Complete <a href="#">Module 8 Discussion 2 on Social Media</a></p> <p>Complete <a href="#">Module 8 Final Paper Assignment</a> and <a href="#">Refer to the Academic Paper Template for Submission</a></p>
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## Grading and Standards

*[Syllabus must include details about how the student will be evaluated - what factors will be included or not included, how they will be weighted and how they will be translated into grades.]*

### Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
Discussions	80%	There are discussions located in modules 1-8
Assignment	20%	There is one final paper assignment located in module 8.

### Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 89.5-100%
- B: 79.5-89.4%
- C: 75-79.4%
- D: 65-74.9%
- F: less than 65%

*(Note: There is no rounding of grades)*

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above-average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements

in terms of preparation and presentation of assigned work. He/she will demonstrate above-average communication skills and the ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and the ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or the ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## Academic Honesty

*(Acknowledgement is hereby given to Georgia State University on whose policy this is based).*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

For more information, visit: <https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty>.

## Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

## Attendance and Late Policy

All students must log in to course(s) during the first five (5) calendar days of the semester and complete the Mandatory Attendance activities as outlined by the instructor in the course syllabus; if not, students may be reported as absent and administratively dropped or withdrawn.

Course attendance/participation is a professional expectation for all students whether the setting is synchronous or asynchronous. For online RN to BSN courses, attendance is indicated by logging into the online platform and accessing the course or by other actions as specified by the faculty member.

Success in online courses is dependent on the active participation and engagement of the student throughout the course. Therefore, the online learning experience will be most effective when the student does the following:

1. Logs into the course at least three times weekly to ensure that they are current with course announcements, new course content, emails, and any unread discussion posts.
2. Prepares for course assignments by completing all assigned readings and reviewing assignment expectations/grading rubrics beforehand.
3. Gives critical, but constructive feedback to fellow students in the course.
4. Assists the cohort in directing discussions towards thoughtful and meaningful discourse.
5. Maintains an open mind that allows for personal and professional growth.
6. Displays respect for self and others via reciprocity of caring online.

## Late Policy:

Students are expected to submit assignments by the deadline. There is a 5% penalty per day (up to 7 days) for late discussions and assignments. After 7 days you will receive a 0. In the event of an emergency that prevents the timely submission of an assignment, students should notify the professor before the assignment deadline. Then, the professor will determine if the late policy can be waived and may ask for a written document as evidence of the emergency. Consideration of the student's total course performance to date will be a contributing factor in the determination. All work must be submitted by the final day of the term.

## Academic Misconduct

*Acknowledgment is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/index> for further details on the [eMajor Academic Honesty Policy](#).

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**To detect and prevent plagiarism, faculty use an originality tool called Turnitin to compare a student's work with multiple online sources.** Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment. Students should have access to review the originality report.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with another person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their eCampus courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, the use of prior work may be desirable or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has

been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

## Frequently Asked Questions and Helpful Links

I need:	LINK
ADA Accommodations	<a href="https://emajor.usg.edu/current-students/student-guide/academic-services#student-accessibility-services-amac">https://emajor.usg.edu/current-students/student-guide/academic-services#student-accessibility-services-amac</a>
Technical Requirements and Support	<a href="https://emajor.usg.edu/current-students/student-guide/computer-support">https://emajor.usg.edu/current-students/student-guide/computer-support</a>
To Report a Course Error	<a href="https://docs.google.com/a/westga.edu/forms/d/e/1FAIpQLSfPINStp7N28znDZj2fYyhXRINwsWIMCmzJPYnKbr4AhsUAbQ/viewform">https://docs.google.com/a/westga.edu/forms/d/e/1FAIpQLSfPINStp7N28znDZj2fYyhXRINwsWIMCmzJPYnKbr4AhsUAbQ/viewform</a>
To Make a Student Complaint	<a href="https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#student-complaint-grievance-policy">https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#student-complaint-grievance-policy</a>
To Make a Grade Appeal	<a href="https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#grade-appeals">https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#grade-appeals</a>
To Withdraw from a Course	<a href="https://emajor.usg.edu/current-students/student-guide/academic-services#dropping-adding-withdrawing-from-course">https://emajor.usg.edu/current-students/student-guide/academic-services#dropping-adding-withdrawing-from-course</a>
To Understand the eCampus Academic Honesty Policy	<a href="https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty">https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty</a>
To Know the Campus Carry/HB 280 Policy	<a href="https://www.usg.edu/hb280/additional_information">https://www.usg.edu/hb280/additional_information</a>

# Music & Industry

## New Interdisciplinary Pathway Request

### General Information

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

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

**Primary Point of Contact Name\*** Elizabeth Kramer

**Email\*** ekramer@westga.edu

**College\*** College of Arts, Culture, and Scientific Inquiry

### Pathway Information

**School/ Department\*** University College Center for Interdisciplinary Studies

**Desired Effective Semester\*** Fall

**Desired Effective Year\*** 2024

**Name of Proposed Pathway\*** Music & Industry

**Have you contacted the Director of the Center for Interdisciplinary Studies about this proposal? \***  
 Yes  
 No

**List all academic departments that offer courses in the** Department of English, Film, Languages and Performing Arts, Richards College of Business

**Other courses in the proposed pathway:\***

**Has the new pathway proposal been reviewed by all of the departments listed above? \***

Yes

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

Students will design a plan to integrate music and a specific enterprise or area associated with the 21st-century music industry. "Music industry" is understood as a comprehensive set of business areas and enterprises associated with the development and promotion, and sale of services and products, including their management.

**Upload proposal document(s)**

**Does the uploaded documentation specify the disciplines, courses, and structure of the proposed pathway?\***

Yes  
 No

**Does the uploaded documentation identify mentors for each of the proposed pathway disciplines?\***

Yes  
 No

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

Yes  
 No

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

Yes  
 No

**Does the uploaded documentation include a program map?\***

Yes  
 No

## Curriculum Information - Not Applicable

**Type of Program\***  Program  
 Shared Core

**Prospective Curriculum\***

**March 7, 2024**

## **BIS Music & Industry Pathway Proposal Draft**

This BIS track integrates studies of music and industry, approximating a commercial music or music business program and including entrepreneurial music ventures and possible “add-ons” such as a stand-alone arts management certificate and a stand-alone jazz certificate. “Music Industry” is understood as a comprehensive set of business areas and enterprises associated with the development and promotion, and sale of services and products, including their management.

### ***RECOMMENDATIONS FOR GENERAL CORE***

Language requirements: ILC 1001, 1002 (FREN, SPAN, GERM)

### ***REQUIRED IDS SEQUENCE***

Major lower level (3 credits): XIDS 2000

Major upper level (9 credits): XIDS 3000 and XIDS 4000 (Capstone Project courses)

### ***RECOMMENDED IMPACTS***

Area I1 (Institutional): ILC 1001

Area I2 (Institutional): MUSC 1110

Area M: MATH 1401

Area A1: MUSC 1100

Area C (Writing): MATH 1401<sup>1</sup>

Area T (STEM): BIOL 1107 & 1107L (4)<sup>2</sup>

Area S4 (Social Sciences): PSYC 1101

### **DISCIPLINE 1: MUSIC**

Mentor: Elizabeth Kramer

Discipline 1 Foundations – 3 hours drawn from the following 1-credit hour ensembles\*

- MUSC 2700, Wind Ensemble (audition required)
- MUSC 2710, Marching Band
- MUSC 2720, Symphony Band
- MUSC 2730, Jazz Ensemble
- MUSC 2740, Chamber Winds
- MUSC 2750, Concert Choir
- MUSC 2760, Chamber Singers (audition required)
- MUSC 2770, Opera Workshop (audition may be required)

<sup>1</sup> Pre req of MATH 1001 or a 3 on the LSMI

<sup>2</sup> Pre req for BIOL 2021 and BIOL 2021L

\*UWG ensembles range from groups open to all (for example, MUSC 2/4750, Concert Choir) to groups open to all who play instruments germane to a given ensemble (for example, band instruments for MUSC 2/4720, Symphonic Band) to select groups with more competitive auditions (for example, MUSC 2/4700, Wind Ensemble, and MUSC 2/4760, Chamber Singers). Contact the respective ensemble director with your interest and information about how to join the ensemble. Ensemble courses share the following outcomes (either at the lower level for 27xx courses or upper level for 4xx courses): The student will demonstrate [at the respective level, lower or upper]: **1. the ability to rehearse and perform a variety of literature; 2. an understanding of a variety of musical styles; 3. the ability to respond to instruction and contribute positively to the performance level of the group; 4. the ability to perform music in public.**

Major Courses: at least 9 hours from the following

REQUIRED 6 hours

- 1x3 MUSC 4xxx [Upper Level Ensemble]--three terms REQUIRED
- 3 MUSC 4865 Music Business Internship

Choose 3 hours from the following:

- 3 MUSC 3100 Wellness and Musicians
- 3 MUSC 3701 or 3702 (pre req will be changed to automatically allow BIS Music &... students in)
- 3 MUSC 3900 Music in Elementary Schools
- 3 MUSC 4985 Special Topics in Music
- 1 MUSC 4xxx [Upper Level Ensemble]--can be repeated for credit]

## ***DISCIPLINE 2--"INDUSTRY"***

Industry Track

Mentor/contact(s) from within RCOB coordinated by John Upson

Discipline 2 Foundations (3 hours)

- 3 BUSA 2106 Leg. and Eth. Env' Bus'

Major Courses (at least 9 hours drawn from)

REQUIRED 6 hours

- 3 MGNT 3600 Management – recommended (common prereq for other 3xxx courses)
- 3 MKTG 3803 Principles of Marketing – recommended (pre req for MGNT 3618)

Choose 3 hours from the following:

- ABED 3100 Business Communication (3)
- AMGT 3000 Intro to Arts Management (3)
- AMGT 3400 Arts Management Practicum (1)
- MGNT 3603 The Creative Startup (3)
- MGNT 3618 Entrepreneurship and Small Business Management<sup>3</sup> (3)

<sup>3</sup> Pre reqs MGNT 3600 and MKTG 3803

MGNT 3635 Growing the Small Business (3)  
CISM 3335 Business programming & web design (3)<sup>4</sup>  
MKTG 3810 Social Media & Online Marketing (3)

### **LEARNING OUTCOME FOR MUSIC & INDUSTRY PATHWAY**

Students will design a plan to integrate music and a specific enterprise or area associated with the 21st-century music industry. "Music industry" is understood as a comprehensive set of business areas and enterprises associated with the development and promotion, and sale of services and products, including their management.

### ***TWO-YEAR ROTATIONS FOR ALL COURSES INCLUDED IN THE PATHWAY***

\*Given the flexibility in the foundation course and major course requirements, students should have no problems completing their music courses, as long as pre requisites for MUSC courses are adjusted and a music faculty member volunteers to teach the special topics course as an independent study as needed

\*Most of the 1xxx courses in either IMPACTS core or lower-level foundations are taught at least annually

\*The AGMT courses do not appear to yet be offered but since there are copious other RCOB electives, students in that track should not have problems completing the track

### Possible add ons

\*Jazz Certificate (10 hours, stand alone)

\*Arts Management (15 hours, stand alone)

\*Cultural Resource Management Certificate (19+6 pre/co reqs)

\*Musical Theatre Certificate (17 hours)

<sup>4</sup> Pre reqs CISM 2201 and MGMT 3600

**Sample Program Sheet with Minimum Requirements (and selected recommendations) for the BIS Music & Industry Pathway<sup>i</sup>**

**YEAR 1**

<b>TERM 1</b>		<b>TERM 2</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
C (Writing) ENGL 1101	3	C (Writing) ENGL 1102	3
S4 (Social Sciences)	3	M (Mathematics)	3
P2 (Citizenship)	3	XIDS 2000 Intro to IDS (Area F)	3
I2. (Institution) MUSC 1110 recommended	2	Area F 1000/2000	3
Area F 1000/2000	3	Area F 1000/2000	3
2xxx music ensemble	1	2xxx music ensemble	1
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>16</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>• First music lower level foundation credit taken</li> </ul>		<ul style="list-style-type: none"> <li>• XIDS 2000</li> </ul>	

**YEAR 2**

<b>TERM 1</b>		<b>TERM 2</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
BUSA 2106 Legal & Ethical	3	Elective	3
A1 (Humanities): MUSC 1120 recommended	3	I1 (Institution): ILC 1001 or recommended	3
P1 (Citizenship)	3	Area F 1000/2000	3
T1 (STEM)	3	Elective 1000/2000	3
T1 (STEM) Lab	1	MGNT 3600	3
2xxx music ensemble	1		
<b>SEMESTER TOTAL</b>	<b>14</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>• Completes foundational music credits</li> <li>• Completes foundational industry credits</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MKTG 3803	3	XIDS 3000 Interdisciplinary Methods	3
A2 (Humanities) ILC 1002 recommended	3	MUSC 3/4xxx required (MUSC 3702 recommended)	3
T1 (STEM) non-lab science	3	Elective 3/4xxx	3
INDUSTRY 3/4xxx required	3	Elective 3/4xxx	3
4xxx music ensemble	1	4xxx music ensemble	1
Elective	3		
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>13</b>
<b>Milestones</b>		<b>Milestones</b>	
•		• XIDS 3000 Interdisciplinary Methods taken	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
T2. (STEM) MATH 1401 Elementary Statistics, recommended	3	XIDS 4000 Interdisciplinary Capstone	3
P3 (Citizenship)	3	MUSC 4865 Music Business Internship	3
Elective 3/4xxx	3	INDUSTRY 3/4xxx required	3
4xxx music ensemble	1	Elective 3/4xxx	3
Elective	3	Elective	3
Elective	3	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>SEMESTER TOTAL</b>	<b>16</b>		
<ul style="list-style-type: none"> <li>• <b>Milestones</b></li> <li>• UWG IMPACTS completed</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Milestones</b></li> <li>• XIDS 4000 Interdisciplinary Capstone</li> <li>• Completes nine upper-level Music courses</li> <li>• Completes nine upper-level Industry courses</li> </ul>	

<sup>i</sup> With prevalence of “Elective” hours, the viewer can see that the BIS Pathway student has sufficient space to add certificates, additional courses in the major disciplines, and/or a minor in another discipline.

# Music & Wellness

## New Interdisciplinary Pathway Request

### General Information

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

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

**Primary Point of Contact Name\*** Elizabeth Kramer

**Email\*** ekramer@westga.edu

**College\***

College of Arts, Culture, and Scientific Inquiry

Department of English, Film, Language, and Performing Arts

### Pathway Information

**School/ Department\***

University College

Center for Interdisciplinary Studies

**Desired Effective Semester\***

Fall

**Desired Effective Year\***

2024

**Name of Proposed Pathway\*** Music & Wellness

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

Yes  
 No

**List all academic departments that offer courses in the proposed pathway:\*** Music, Health and Community Wellness

**Has the new pathway proposal been reviewed by all of the departments listed above? \*** yes

**List the pathway-specific student learning outcome(s):\*** Students will design a plan to sustainably integrate music into 21st-century society by achieving learning in music and the discipline of wellness studies.

Upload proposal document(s)

**Does the uploaded documentation specify the disciplines, courses, and structure of the proposed pathway?\***  Yes  No

**Does the uploaded documentation identify mentors for each of the proposed pathway disciplines?\***  Yes  No

**Does the uploaded documentation specify the academic units (departments, programs, etc.) that will be represented on the Pathway Committee?\***  Yes  No

**Does the uploaded documentation include two-year rotations for all courses in the proposed pathway?\***  Yes  No

**Does the uploaded documentation include a program map?\***  Yes  No

### Curriculum Information - Not Applicable

**Type of Program\***  Program  Shared Core

**Prospective Curriculum\***

**Mar 7, 2024**

## **BIS Music & Wellness Pathway Proposal**

The Music and Wellness pathway was motivated by current interest on campus about Wellness and my conversations with Brent Heidorn, Chair of the College of Education's Department of Sport Management, Wellness, and his colleague Chrissy Knoll. Music refers to the courses provided by the music program, especially those with MUSC prefixes. Wellness refers to the development and nurturing of active, positive and healthy lifestyles and is supported by courses from the BS in Health and Community Wellness, which includes courses with PHED, CMWL, PSYC, BIOL, and MATH prefixes. Wellness also includes other supporting courses in the soft and hard sciences that a student would need to prepare for advanced work using music in Occupational Therapy.

The BIS Music and Wellness pathway is a good option for students interested in graduate studies in fields such as occupational therapy (which can be a means for incorporating music into therapeutic health as an alternative to study to become a board-certified music therapist). It is also a good option for the student interested in the social and emotional learning of a music program but who finds that the BM is not the best fit.

### **IDS SEQUENCE**

Area F: XIDS 2000

Major: XIDS 3000 and XIDS 4000 (Capstone Project courses)

### ***RECOMMENDED IMPACTS FOR STUDENT PREPARING FOR GRADUATE WORK IN OT<sup>1</sup>:***

Area I1: ILC 1001

Area I2: MUSC 1110

Area M: MATH 1401<sup>2</sup>

Area A1: MUSC 1100/1120

Area A2: ILL 1002

Area T:: BIOL 1107 & 1107L (4)<sup>3</sup>

Area S: Psyc 1101

<sup>1</sup> See appendix for additional guidance

<sup>2</sup> Pre req of MATH 1001 or a 3 on the LSMI

<sup>3</sup> Pre req for BIOL 2251 and BIOL 2251L

## **DISCIPLINE 1: MUSIC**

Mentor: Elizabeth Kramer

Area F Foundations – 3 hours drawn from the following 1-credit hour ensembles\*

- MUSC 2700, Wind Ensemble (audition required)
- MUSC 2710, Marching Band
- MUSC 2720, Symphony Band
- MUSC 2730, Jazz Ensemble
- MUSC 2740, Chamber Winds
- MUSC 2750, Concert Choir
- MUSC 2760, Chamber Singers (audition required)
- MUSC 2770, Opera Workshop (audition may be required)

\*UWG ensembles range from groups open to all (for example, MUSC 2750, Concert Choir) to groups open to all who play instruments germane to a given ensemble (for example, band instruments for MUSC 2720, Symphonic Band) to select groups with more competitive auditions (for example, MUSC 2700, Wind Ensemble, and MUSC 2760, Chamber Singers). Contact the respective ensemble director with your interest and information about how to join the ensemble.

Major Courses: at least 9 hours from the following

REQUIRED 6 hours

- 3 MUSC 3100 Wellness and Musicians
- 3 MUSC 4xxx (upper level ensemble)--three terms REQUIRED and ideally would be taken four times

Choose 3 hours from the following

- 3 MUSC 3701 or 3702 (pre req will be changed to automatically allow BIS Music &... students in)
- 3 MUSC 3900 Music in Elementary Schools
- 3 MUSC 4865 Music Business Internship
- 3 MUSC 4985 Special Topics in Music
- 1 MUSC 4xxx [Upper Level Ensemble]--can be repeated for credit above and beyond the required hours]

## **DISCIPLINE 2--WELLNESS**

[Mentor] Contact and coordinator: Chrissy Knoll

Area F Foundations –

3 PHED 2000 – App Concepts of Fitness & Wellness (required)

[3 CMWL 2200 – Social Determinants (recommended)]

**Major courses – at least 9 hours to be drawn from<sup>4</sup>**

REQUIRED 6 hours

CMWL 3100 Lifespan Development (3)

CMWL 3101 Mental Emotional Well Being (3)

Choose 3 hours from the following:

CMWL 3220 Principles and Foundations of Health Promotion and Education (3)

CMWL 3300 Medical Terminology (3)<sup>5</sup>

PHED 4501 Contemporary Health Issues (3) [CMWL community-wellness focused section]

PSYC 3010 Developmental Psychology (3)<sup>6</sup>

PSYC 3150 Abnormal Psychology (3)<sup>7</sup>

### **LEARNING OUTCOME FOR MUSIC & WELLNESS PATHWAY**

Students will design a plan to sustainably integrate music into 21st-century society by achieving learning in music and the discipline of wellness studies.

### ***TWO-YEAR ROTATIONS FOR ALL COURSES INCLUDED IN THE PATHWAY***

\*Most of the 1xxx courses are either A-E core or area F core in programs that teach them at least annually

<sup>4</sup> If a student is working toward advanced study in occupational therapy or music therapy, they should consult [www.nbcot.org](http://www.nbcot.org), [www.cbmt.org](http://www.cbmt.org), and [www.amta.org](http://www.amta.org) about degree requirements and program admissions requirements for the programs in which they have interest and should be allowed the opportunity to include these course into their BIS Music & Wellness degree

<sup>5</sup> Typical admissions requirement for graduate work in Occupational Therapy

<sup>6</sup> Typical admissions requirement for graduate work in Occupational Therapy

<sup>7</sup> Typical admissions requirement for graduate work in Occupational Therapy and for Board-Certified Music Therapy Degree programs

\*Given the flexibility in the foundation course and major course requirements, students should have no problems completing their music courses. The lower- and upper-level ensembles are offered every term and MUSC 3100 is projected to be offered every other year.

\*The required Health and Wellness courses are offered annually, if not every semester

\*Other social science upper-level courses supporting work toward advanced degrees in OT and MT are offered annually if not every semester.

## **APPENDIX**

### *BIS MUSIC & WELLNESS PATHWAY as preparation for advanced work in therapy and music*

The student who wishes to incorporate music into work as a board-certified occupational therapist (OT) should consult [www.nbcot.org](http://www.nbcot.org) and graduate OT programs about course requirements for admissions to advanced work in OT. These typically include lower level courses such as ANTH 1101 or SOCI 1101, PHYS 1111 with lab, MATH 1112, and BIOL 2251/2251L and BIOL 2252/2252L. At the upper level, admissions for advanced work most often requires outcomes achieved in CMWL 3300, PSYC 3101, PSYC 3150.

The student who wishes to work toward Board Certification in Music Therapy (MT-BC) should note the undergraduate music core required by music therapy board certification and state licensure [www.amta.org](http://www.amta.org) and [www.cmta.org](http://www.cmta.org) and discuss undergraduate paths toward those goals with UWG advisors and mentors.

2024-2025			
Sample			
Program Sheet with Minimum Requirements (and selected recommendations) for the BIS Music & Wellness Pathway Student interested in Graduate Work in OT <sup>i</sup>			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
C (Writing) ENGL 1101	3	C (Writing) ENGL 1102	3
S4 (Social Sciences): PSYC 1101 Intro to Psychology (recommended)	3	M (Mathematics): MATH 1001	3
T1 (STEM) BIOL 1107 Principals I	3	XIDS 2000 Intro to IDS (Area F)	3
T1 (STEM) Lab BIOL 1107L Principals I Lab	1	Area F 1000/2000	3
2xxx music ensemble	1	Area F 1000/2000	3
Elective	3	2xxx music ensemble	1
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> <li>First music lower level foundation courses taken</li> </ul>		<ul style="list-style-type: none"> <li>XIDS 2000</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
PHED 2000 App Con Health & Wellness	3	MUSC 3100 Wellness and Musicians	3
BIOL 2251 Anat/Physio I	3	I1 (Institution): ILC 1001 recommended	3
BIOL 2251L Anat/Physio I Lab	1	BIOL 2252 Anat/Physio II	3
2xxx music ensemble	1	BIOL 2252L Anat/Physio II Lab	1
P1 (Citizenship)	3	A1 (Humanities): MUSC 1120 recommended	3
T2 (STEM) MATH 1401 Elementary Stat recommended	3	Elective (CMWL 2200 Social Determinants recommended)	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Student completes Wellness Foundation Credits</li> <li>Student completes Music Foundations Credits</li> </ul>			

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
PSYC 3150 Abnormal Psychology	3	XIDS 3000 Interdisciplinary Methods	3
A2 (Humanities) ILC 1002 recommended	3	MUSC 3/4xxx required (MUSC 3702 recommended)	3
CMWL 3100 Lifespan Development	3	CMWL 3101 Mental & Emotional Wellness	3
Elective 3/4xxx required	3	Elective 3/4xxx	3
4xxx music ensemble	1	4xxx music ensemble	1
P2	3	I2. MUSC 1110 recommended	2
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
•		<ul style="list-style-type: none"> <li>XIDS 3000 Interdisciplinary Methods taken</li> <li>Student completes Wellness Discipline Upper Level Courses</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MATH 1112 Trigonometry	3	XIDS 4000 Interdisciplinary Capstone	3
P3 (Citizenship)	3	Elective 3/4xxx	3
CMWL 3300 Medical Terminology	3	Elective 3/4xxx	3
4xxx music ensemble	1	Elective	3
A1 (Humanities): MUSC 1120 recommended	3		
P3	3	<b>SEMESTER TOTAL</b>	<b>12</b>
<b>SEMESTER TOTAL</b>	<b>16</b>		
<ul style="list-style-type: none"> <li><b>Milestones</b></li> <li>MATH 1112 and CMWL 3300 common admissions requirements for OT grad programs</li> <li>Student completes Music Discipline Upper Level Courses</li> <li>UWG IMPACTS completed</li> </ul>		<ul style="list-style-type: none"> <li><b>Milestones</b></li> <li>XIDS 4000 Interdisciplinary Capstone</li> </ul>	

<sup>i</sup> With prevalence of “Elective” hours, the viewer can see that the BIS Pathway student has sufficient space to add certificates, additional courses in the major disciplines, and/or a minor in another discipline.

# CRIM - 4002 - Case Management

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

CRIM

Course Number\* 4002

Course Title\* Case Management

Long Course Title

Course Type\*

Criminology

Political Science

Catalog Course Description\*

This course provides a foundation in effective case management skills for work in human services serving a variety of population groups. It covers communication techniques, interviewing strategies, intake and assessment processes, data collection methods, documentation, making appropriate referrals, service coordination, and termination. This course also examines ethical principles of diversity issues directly related to effective case management.

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites CRIM 1100

Concurrent Prerequisites

**Prerequisites**

**Corequisites**

**Cross-listing** POLS 4002

**Restrictions**

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

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

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

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

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

**Grading\***

**Justification and Assessment**

**Rationale\*** This course will be an elective in the newly proposed Certificate in Victim Services. Professionals who work with victims of crime are often involved in managing or coordinating services to these clients for a period of time, meaning this class will deliver important career-ready skills for our students. This class will be relevant to those wanting to go into many human services fields, not just victim advocacy.

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

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

1. Describe Case Management: What, Who, & Where.
2. Explain Case Management Practice in the context of their major and one additional discipline/field.
3. Contrast the roles of a Case Manager with other social/human service practitioners
4. Perform assessment in a range of scenarios.
5. Analyze. intervention and evaluation plans for a special population.
6. Develop a treatment plan through all stages for members of two different special populations.
7. Document the case management process according to the professional standards of human services.

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 50

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

**If yes, what will the fee be?\*** NA

**Fee Justification** NA

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

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

## Syllabus

### CRIM/POLS 4002 Case Management



Developed by:  
Abigail Kolb, Criminology  
Tiffany A. Parsons, Sociology

#### 1. COURSE OBJECTIVES

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

1. Describe Case Management: What, Who, & Where.
2. Explain Case Management Practice in the context of their major and one additional discipline/field.
3. Contrast the roles of a Case Manager with other social/human service practitioners
4. Perform assessment in a range of scenarios.
5. Analyze intervention and evaluation plans for a special population.
6. Develop a treatment plan through all stages for members of two different special populations.
7. Document the case management process according to the professional standards of human services.

Sociology Department Learning Outcomes satisfied in this course are:

- Demonstrate an understanding of basic concepts, perspectives, and their interpretive applications.
- Demonstrate an understanding of the reciprocal relationship between the individual and society.
- Demonstrate an understanding of methodological approaches to description and interpretation
- Demonstrate an understanding of the diversity of American society.
- Demonstrate an ability to think critically

Criminology Department Learning Outcomes satisfied in this course are:

- Describe, explain, and critically evaluate/apply the role of social services in criminal justice and criminology
- Describe, explain, and critically evaluate/apply diversity in criminal justice and criminology.
- Describe, explain, and critically evaluate/apply theory and philosophy in criminal justice and criminology
- Describe, explain, and critically evaluate/apply social scientific research and analytic methods in criminal justice and criminology

Political Science Department Learning Outcomes satisfied in this course are:

- Demonstrate they have developed the knowledge and skills appropriate for employment or professional training in relevant public service careers
- Demonstrate an understanding of the basic theories and concepts of the subfields of political science.
- Demonstrate an understanding of the relationship between the basic theories and concepts of the subfield of political science
- Demonstrate the ability to apply social science to practical problems within the discipline
- Demonstrate the ability to communicate their knowledge orally and in writing.

## 2. COURSE DESCRIPTION

This course provides a foundation in effective case management skills for work in human services serving a variety of population groups. It covers communication techniques, interviewing strategies, intake and assessment processes, data collection methods, documentation, making appropriate referrals, service coordination, and termination. This course also examines ethical principles of diversity issues directly related to effective case management.

### *UNIVERSITY POLICIES*

Common Language for course syllabi:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

## 3. TEXTBOOK AND COURSE MATERIALS

### *Texts:*

- Case Management: An Introduction to Concepts and Skills 4th Ed. by Arthur J. Frankel, Sheldon R. Gelman, and Diane K. Pastor. Oxford University Press

### *Technology:*

- Computer or laptop: reliable, updated, properly working, compatible with CourseDen, and capable of streaming movies
- Internet: reliable, updated, properly working, compatible with CourseDen, and at a speed capable of streaming movies

## 4. COURSE INFORMATION

1.1. Credit Hours 3

- 1.2. Semester and Year Spring 2025
- 1.3. Course Prerequisites SOCI 1101 or SOC 101; CRIM ???? ; POLS ????
- 1.4. Location of Class **XXX**
- 1.5. Class Time **XXX**

## 5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

### *Delivery Method*

The course will be delivered in technology enhanced, face-to-face, hybrid, and online formats. The course will be a combination of instructor lecture, class-wide discussion, small group discussion, as well as active learning exercises.

### *Instructional Approach*

The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

### *Course Structure*

- 6 lessons/modules
- 6 quizzes
- 8 activities
- 1 final exam

## 6. COURSE SCHEDULE

Lesson #s.	Topics	Instructional Content	Assignments/ Quizzes	Class-Level LO Alignment
Welcome: Week 1	Overview and Introduction	Syllabus		
Lesson 1: Weeks 2-3	Intro to Case Management	CH 1 - 2	Quiz 1 Activity 1	1 & 2
Lesson 2: Weeks 4-5	Roles of a Case Manager	CH 3 - 4	Quiz 2 Activity 2	3
Lesson 3: Weeks 6-8	Skills 1: Interpersonal	CH 5	Quiz 3 Activity 3a	4

			Activity 3b	
Lesson 4: Weeks 9-10	Skills 2: Specialized Practice	CH 6	Quiz 4 Activity 4	4
Lesson 5: Weeks 11-12	Skills 3: Intervention & Evaluation	CH 7	Quiz 5 Activity 5	5
Lesson 6: Weeks 13-15	CM w/ Special Populations	CH 9	Quiz 6 Activity 6a Activity 6b	6 & 7
Final Exam Week 16			Final Exam	1-7

<b>7. ASSESSMENT METHODS AND GRADING SCALE</b>
--

- 1) Participation, Discussion and Learning Exercises:
  - Students are expected to attend class and actively participate. In each lesson, students will engage in scholarly discussion and varied learning exercises that may include analyzing media, evaluating policy, hypothetical scenarios, or conducting interviews.
- 2) Activities:
  - Students are expected to critically think about the assigned instructional content weekly and be prepared to apply what they've learned to personal experiences, current events/situations, case studies, etc.
- 3) Quizzes:
  - There are 6 quizzes: true/false, multiple choice, short answer, throughout the semester and will primarily cover the assigned instruction content students are required to complete on their own.
- 4) Final Exam:
  - There is one final, comprehensive exam due at the end of the semester.

**Grading:**

Participation	30%
Quizzes	20%
Activities	40%
Final Exam	10%

%	Letter Grade
90+	A
80-89.9999	B
70-79.9999	C
60-69.9999	D
59.999 & below	F

## 8. COURSE POLICIES

### *Class Attendance*

Attendance Verification is required by the due date. Failure to complete attendance verification by the due date may result in the student being withdrawn from the course. Students are expected to attend class.

### *Class Participation*

Students are expected to actively participate in the class, and student participation is graded. Students are required to participate in the class with utmost respect for other students and the instructor. This includes but is not limited to using respectful language and tone of voice (both audible voice and the written voice) as well as demonstrating academic integrity and honesty. An incident of disrespectful behavior in the course may result in an academic withdrawal.

### *Academic Integrity & Honesty*

Students read and agree to the UWG Honor Code, which includes academic honesty and integrity, when they apply to UWG. Students are responsible for knowing and understanding this policy. Students will be held to this standard.

A copy of the Academic Honor Code Pledge Statement that each student has signed is available for review in the [student handbook](#). For more information and definitions on cheating, plagiarism, and academic honesty and integrity, click the Honor Code and Appendix A.

Any incident of academic dishonesty, intended or unintended, whether the assignment is worth 1% or 75%, will be reported to the appropriate university offices and may result in an F for the course.

### *Late/Make Up Assignments:*

Quizzes: May be submitted within 24 hours of the due date/time with a 10 point (one letter grade) penalty.

Activities: May be submitted within 24 hours of the due date/time with a 10 point (one letter grade) penalty.

Final Exam: determined on a case-by-case basis

# CRIM - 4005 - Identity, Victimization, Law, and Society

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

CRIM

Course Number\* 4005

Course Title\* Identity, Victimization, Law, and Society

Long Course Title

Course Type\*

Criminology

Political Science

**Catalog Course Description\*** This course explores victim identities, such as race, gender, sexuality, socio-economic status, religion, and others. The course content will include an examination of interactions among victimization, identity, law, and society. Special attention will be paid to the relationship between identity and victimization with law and society.

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites CRIM 1100

Concurrent Prerequisites

**Corequisites**

**Cross-listing** POLS 4005

**Restrictions** NA

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

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

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

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

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

**Grading\*** Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** This course will be a required course in the newly proposed Certificate in Victim Services. The course covers information that will be essential to students who want to work with victims of crime in any capacity, including as a victim advocate. This course will demonstrate how different identities and characteristics a victim has may impact their experience of victimization and their interactions with the criminal justice system. The course will emphasize cultural competence in interactions with victims, which will prepare students for careers that serve victims' needs.

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

Upon completion of this course, students will:

1. Demonstrate an understanding of victimization.
2. Identify complexities of victimization associated with a minimum of two identities.
3. Recognize how law and society impacts victims with specific identities.
4. Identify best practices for interacting with victims of various crimes or circumstances.

## REQUIRED ATTACHMENTS

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

### 1.) Syllabus

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 50

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

**If yes, what will the fee be?\*** NA

**Fee Justification** NA

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

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

**Syllabus**  
CRIM/POLS 4005 Identity, Victimization, Law, and Society



Developed by:

Lynn Pazzani, Criminology  
Kathleen Barrett, Political Science  
Tiffany A. Parsons, Sociology

## 1. COURSE OBJECTIVES

Upon completion of this course, students will:

- 1) Demonstrate an understanding of victimization.
- 2) Identify complexities of victimization associated with a minimum of two identities.
- 3) Recognize how law and society impacts victims with specific identities.
- 4) Identify best practices for interacting with victims of various crimes or circumstances.

Criminology Department Learning Outcomes satisfied in this course are:

- Describe, explain, and critically evaluate/apply the role of social services in criminal justice and criminology
- Describe, explain, and critically evaluate/apply diversity in criminal justice and criminology.

Political Science Department Learning Outcomes satisfied in this course are:

- Demonstrate they have developed the knowledge and skills appropriate for employment or professional training in relevant public service careers
- Demonstrate the ability to apply social science to practical problems within the discipline
- Demonstrate the ability to communicate their knowledge orally and in writing.

## 2. COURSE DESCRIPTION

This course explores victim identities, such as race, gender, sexuality, socio-economic status, religion, and others. The course content will include an examination of interactions among victimization, identity, law, and society. Special attention will be paid to the relationship between identity and victimization with law and society.

## UNIVERSITY POLICIES

Common Language for course syllabi:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

### 3. TEXTBOOK AND COURSE MATERIALS

*Articles available through the UWG Library:*

#### *Technology:*

- Computer or laptop: reliable, updated, properly working, compatible with CourseDen, and capable of streaming movies
- Internet: reliable, updated, properly working, compatible with CourseDen, and at a speed capable of streaming movies

### 4. COURSE INFORMATION

- 1.1. Credit Hours 3
- 1.2. Semester and Year Spring 2025
- 1.3. Course Prerequisites SOCI 1101 or SOC 101; CRIM 1100; POLS 1101
- 1.4. Location of Class **XXX**
- 1.5. Class Time **XXX**

### 5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

#### *Delivery Method*

The course will be delivered in technology enhanced, face-to-face, hybrid, and online formats. The course will be a combination of lecture, class-wide discussion, small group discussion, as well as active learning exercises.

#### *Instructional Approach*

The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

### Course Structure

- 14 lessons/modules.
- 14 quizzes
- 3 Case Study Analyses
- 1 Final Project (Assessment Exhibit)

Required Topics:	Instructor Choice A (3)	Instructor Choice B (3)
Socio-Economic Status	Mental Health	Justice Involved/System Impacted
Religion	Disability	Veteran Status/POW
Ethnoraciality	Age	Survivor/Victim
Immigration/Refugee	Language	Family/Relationships
Gender	Size and Appearance	Sub/Counter Culture
Sexuality	Substance Use	

### 6. COURSE SCHEDULE

Lesson #s.	Topics	Quizzes	Major Assignments
Welcome: Week 1	Overview and Introduction		
Lesson 1: Week 2	Soci-Economic Status	Quiz 1	
Lesson 2: Week 3	Religion	Quiz 2	
Lesson 3: Week 4	Ethnoraciality	Quiz 3	
Lesson 4: Week 5	Immigration/Refugee	Quiz 4	
Lesson 5: Week 6	Gender	Quiz 5	
Lesson 6: Week 7	Sexuality	Quiz 6	Case Study Analysis 1
Lesson 7: Week 8	Instructor Choice A	Quiz 7	
Lesson 8: Week 9	Instructor Choice A	Quiz 8	
Lesson 9: Week 10	Instructor Choice A	Quiz 9	
Lesson 10: Week 11	Instructor Choice A	Quiz 10	Case Study Analysis 2
Lesson 11: Week 12	Instructor Choice B	Quiz 11	
Lesson 12: Week 13	Instructor Choice B	Quiz 12	
Lesson 13: Week 14	Instructor Choice B	Quiz 13	Case Study Analysis 3
Lesson 14: Week 15	Instructor Choice B	Quiz 14	
Final Project: Weeks 16			Final Project

**7. ASSESSMENT METHODS AND GRADING SCALE**

- 1) Participation, Discussions, and Learning Exercises:
  - Students are expected to attend class and actively participate. In each lesson, students will engage in scholarly discussion and varied learning exercises that may include analyzing media, evaluating policy, hypothetical scenarios, or conducting interviews.
- 2) Case Study Analyses:
  - Students will be assigned three case studies involving victims with different identities across the semester. In each, students are expected to explain the victimization that occurred/is occurring, describe the complexities of the victimization associated with the victim’s identity(ies), summarize the impacts of law and society on the victim, and explain a best practice for interacting with the victim.
- 3) Quizzes:
  - There are 7 quizzes: true/false, multiple choice, short answer, throughout the semester and will primarily cover the assigned instruction content students are required to complete on their own.
- 4) Final Project:
  - Students will compare and contrast the victimization of, identities of, and impact of law and society on three different types of victimization/identities using the three case studies completed across the semester. Students will synthesize the knowledge learned across the the semester to demonstrate mastery of the following Victim Services Certificate Outcomes:
    - i. Analyze causes of victimization, victims’ rights, and services available to victims.
    - ii. Examine the legal and social experiences of different populations of victims.
    - iii. Examine best practices for interacting with victims in various circumstances.

Grading:

Participation	25%
Quizzes	25%
Case Study Analyses	25%
Final Project	25%

%	Letter Grade
90+	A
80-89.9999	B
70-79.9999	C
60-69.9999	D
59.999 & below	F

## 8. COURSE POLICIES

### *Class Attendance*

Attendance Verification is required by the due date. Failure to complete attendance verification by the due date may result in the student being withdrawn from the course. Students are expected to attend class.

### *Class Participation*

Students are expected to actively participate in the class. Students are required to participate in the class with utmost respect for other students and the instructor. This includes but is not limited to using respectful language and tone of voice (both audible voice and the written voice) as well as demonstrating academic integrity and honesty. An incident of disrespectful behavior in the course may result in an academic withdrawal.

### *Academic Integrity & Honesty*

Students read and agree to the UWG Honor Code, which includes academic honesty and integrity, when they apply to UWG. Students are responsible for knowing and understanding this policy. Students will be held to this standard.

A copy of the Academic Honor Code Pledge Statement that each student has signed is available for review in the [student handbook](#). For more information and definitions on cheating, plagiarism, and academic honesty and integrity, click the Honor Code and Appendix A.

Any incident of academic dishonesty, intended or unintended, whether the assignment is worth 1% or 75%, will be reported to the appropriate university offices and may result in an F for the course.

### *Late/Make Up Assignments:*

Quizzes: May be submitted within 24 hours of the due date/time with a 10 point (one letter grade) penalty.

Case Study Analyses: May be submitted within 24 hours of the due date/time with a 10 point (one letter grade) penalty.

Final Project: determined on a case-by-case basis

# CRIM - 4006 - Victim Advocacy

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

CRIM

Course Number\* 4006

Course Title\* Victim Advocacy

Long Course Title

Course Type\*

Criminology

Political Science

**Catalog Course Description\*** This course explores the legal, cultural, and psychological frameworks underlying victims' rights and advocacy. We will cover topics on trauma-informed communication, ethics and professionalism in victim services, the role of system-based and community-based advocacy, and strategies for effectively managing trauma for a practitioner.

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites CRIM 1100

Concurrent Prerequisites

## Corequisites

Cross-listing POLS 4006

## Restrictions

Is this a General Education course?\*  Yes  No

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

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

Status\*  Active-Visible  Inactive-Hidden

Type of Delivery (Select all that apply)\*

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

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

1

Grading\*

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** This course will be a required course in the newly proposed Certificate in Victim Services. This course will give students the skills needed to enter the career of victim advocacy. It will cover the role of of an advocate, techniques for interacting with victims of crime, ethics and obligations associated with advocacy, and criminal justice policies that impact victims. The field of victim advocacy is greatly in need of educated advocates, so students who take this class and achieve the certificate will be well prepared to enter an in-demand field.

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

Upon completing this course, you will be able to:

1. Explain frameworks underlying victimization and how victims process and recover from trauma
2. Examine the ways that victim advocacy and assistance is provided in different areas of the criminal justice system, specifically how victim assistance is provided during investigations, during the court process, in corrections, and in the juvenile justice system.
3. Demonstrate an understanding of ways to maintain professionalism when working with victims and understand ethical protocols that must be undertaken when working with victims.
4. Identify strategies and resources as a victim advocate for victims in the criminal justice system and community.

## REQUIRED ATTACHMENTS

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

### 1.) Syllabus

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 50

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

**If yes, what will the fee be?\*** NA

**Fee Justification** NA

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

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



# Victim Advocacy

## CRIM/POLS 4006

### Description

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This course explores the legal, cultural, and psychological frameworks underlying victims' rights and advocacy. We will cover topics on trauma-informed communication, ethics and professionalism in victim services, the role of system-based and community-based advocacy, and strategies for effectively managing trauma for a practitioner.

### Materials

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Articles Available Through UWG Library

### Outcomes

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Upon completing this course, you will be able to:

1. Explain frameworks underlying victimization and how victims process and recover from trauma
2. Examine the ways that victim advocacy and assistance is provided in different areas of the criminal justice system, specifically how victim assistance is provided during investigations, during the court process, in corrections, and in the juvenile justice system.
3. Demonstrate an understanding of ways to maintain professionalism when working with victims and understand ethical protocols that must be undertaken when working with victims.
4. Identify strategies and resources as a victim advocate for victims in the criminal justice system and community.

### Assignments

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Course Assessments:

- Quizzes (2)
- Discussions (2)

- Assignments (3)
- Course Paper/Project (1)

Topics will include:

- The role of the system-based and community-based advocates
- Ethics, cultural humility, and professionalism in victim services
- The brain science of trauma and how to competently address trauma indirect victim/survivor services.
- Working with special victim populations
- Victim compensation and restitution
- Trauma-informed communication and needs assessment
- Strategies for effectively managing vicarious/secondary trauma as a practitioner

## Course Schedule

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Week	Module	Topic	Assignment
1	1	Introduction  Historical Perspective of Victimology and Victim Assistance	Quiz 1
2	2	Nature and Extent of Victimization	Quiz 2
3	3	The role of the system-based and community-based advocates	Discussion 1
4	4	Trauma and Recovery of Victims  Strategies for Effectively managing trauma as a practitioner	Assignment 1  Topic for Paper/project Due
5	5	Victim Assistance and the Criminal Justice System	Assignment 2
6	6	Working with Special Victim Populations	Discussion 2
7	7	Ethics, cultural humility, and professionalism in victim services	Assignment 3
8	8	Strategies and resources for victims	Final Paper/project Due

# College/School Policies

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Unique in both its structure and purpose, University College empowers every UWG student to make meaningful academic choices and equip them to navigate the complexities of life, solve local and global challenges, and BECOME who they dream of being. Our faculty, staff, and community partners collaborate with students to help them answer what they want to do and who they want to be.

As part of University College's commitment to your success, every student has a team of faculty, staff, and other students who will mentor them on their journey. For example, if a faculty notices that a student has difficulty in the early days of the semester, that professor will reach out to the student and to the student's success team with a process called "course alerts." In addition, the student will receive an e-mail inviting them to meet with their professor, contact the Department of Student Success for a check-in appointment, and get in touch with other members of their success team.

In addition to faculty and professional staff, your mentor team will include trained and certified successful students (your peers) to work with you one-on-one. This service is free! These peers can work with you as a tutor in a course in which you have difficulty or give you the inside track on what it takes to be a successful student. You can even drop into several face-to-face or virtual tutoring and coaching locations.

To make an appointment, call 678-839-6280 or visit <https://www.westga.edu/academics/universitycollege/student-success/index.php> (<https://www.westga.edu/academics/university-college/studentsuccess/index.php>).

## Institutional Policies

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### Academic Support

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

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

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

## Online Course Content

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

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb\\_article\\_view%26sysparm\\_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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

## Honor Code

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

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

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

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

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important

university-related information to UWG students in a timely manner. It is the student's responsibility to check their email.

## Credit Hour Policy

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

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

<https://www.usg.edu/policymanual/section6/C2675>

<https://www.usg.edu/policymanual/section6/C2675>

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campuscarry.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.

# POLS - 4002 - Case Management

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

POLS

Course Number\* 4002

Course Title\* Case Management

Long Course Title

Course Type\*

Criminology

Political Science

Catalog Course Description\*

This course provides a foundation in effective case management skills for work in human services serving a variety of population groups. It covers communication techniques, interviewing strategies, intake and assessment processes, data collection methods, documentation, making appropriate referrals, service coordination, and termination. This course also examines ethical principles of diversity issues directly related to effective case management.

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites CRIM 1100 or POLS 1101

Concurrent Prerequisites

**Prerequisites**

**Corequisites**

**Cross-listing** CRIM 4002

**Restrictions**

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

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

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

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

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

**Grading\***

**Justification and Assessment**

**Rationale\*** This course will be an elective in the newly proposed Certificate in Victim Services. Professionals who work with victims of crime are often involved in managing or coordinating services to these clients for a period of time, meaning this class will deliver important career-ready skills for our students. This class will be relevant to those wanting to go into many human services fields, not just victim advocacy.

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

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

1. Describe Case Management: What, Who, & Where.
2. Explain Case Management Practice in the context of their major and one additional discipline/field.
3. Contrast the roles of a Case Manager with other social/human service practitioners
4. Perform assessment in a range of scenarios.
5. Analyze. intervention and evaluation plans for a special population.
6. Develop a treatment plan through all stages for members of two different special populations.
7. Document the case management process according to the professional standards of human services.

**REQUIRED ATTACHMENTS**

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

**1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

**Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 50

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

**If yes, what will the fee be?\*** NA

**Fee Justification** NA

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

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

## Syllabus

### CRIM/POLS 4002 Case Management



Developed by:  
Abigail Kolb, Criminology  
Tiffany A. Parsons, Sociology

#### 1. COURSE OBJECTIVES

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

1. Describe Case Management: What, Who, & Where.
2. Explain Case Management Practice in the context of their major and one additional discipline/field.
3. Contrast the roles of a Case Manager with other social/human service practitioners
4. Perform assessment in a range of scenarios.
5. Analyze intervention and evaluation plans for a special population.
6. Develop a treatment plan through all stages for members of two different special populations.
7. Document the case management process according to the professional standards of human services.

Sociology Department Learning Outcomes satisfied in this course are:

- Demonstrate an understanding of basic concepts, perspectives, and their interpretive applications.
- Demonstrate an understanding of the reciprocal relationship between the individual and society.
- Demonstrate an understanding of methodological approaches to description and interpretation
- Demonstrate an understanding of the diversity of American society.
- Demonstrate an ability to think critically

Criminology Department Learning Outcomes satisfied in this course are:

- Describe, explain, and critically evaluate/apply the role of social services in criminal justice and criminology
- Describe, explain, and critically evaluate/apply diversity in criminal justice and criminology.
- Describe, explain, and critically evaluate/apply theory and philosophy in criminal justice and criminology
- Describe, explain, and critically evaluate/apply social scientific research and analytic methods in criminal justice and criminology

Political Science Department Learning Outcomes satisfied in this course are:

- Demonstrate they have developed the knowledge and skills appropriate for employment or professional training in relevant public service careers
- Demonstrate an understanding of the basic theories and concepts of the subfields of political science.
- Demonstrate an understanding of the relationship between the basic theories and concepts of the subfield of political science
- Demonstrate the ability to apply social science to practical problems within the discipline
- Demonstrate the ability to communicate their knowledge orally and in writing.

## 2. COURSE DESCRIPTION

This course provides a foundation in effective case management skills for work in human services serving a variety of population groups. It covers communication techniques, interviewing strategies, intake and assessment processes, data collection methods, documentation, making appropriate referrals, service coordination, and termination. This course also examines ethical principles of diversity issues directly related to effective case management.

### *UNIVERSITY POLICIES*

Common Language for course syllabi:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

## 3. TEXTBOOK AND COURSE MATERIALS

### *Texts:*

- Case Management: An Introduction to Concepts and Skills 4th Ed. by Arthur J. Frankel, Sheldon R. Gelman, and Diane K. Pastor. Oxford University Press

### *Technology:*

- Computer or laptop: reliable, updated, properly working, compatible with CourseDen, and capable of streaming movies
- Internet: reliable, updated, properly working, compatible with CourseDen, and at a speed capable of streaming movies

## 4. COURSE INFORMATION

1.1. Credit Hours 3

- 1.2. Semester and Year Spring 2025
- 1.3. Course Prerequisites SOCI 1101 or SOC 101; CRIM ???? ; POLS ????
- 1.4. Location of Class **XXX**
- 1.5. Class Time **XXX**

## 5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

### *Delivery Method*

The course will be delivered in technology enhanced, face-to-face, hybrid, and online formats. The course will be a combination of instructor lecture, class-wide discussion, small group discussion, as well as active learning exercises.

### *Instructional Approach*

The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

### *Course Structure*

- 6 lessons/modules
- 6 quizzes
- 8 activities
- 1 final exam

## 6. COURSE SCHEDULE

Lesson #s.	Topics	Instructional Content	Assignments/ Quizzes	Class-Level LO Alignment
Welcome: Week 1	Overview and Introduction	Syllabus		
Lesson 1: Weeks 2-3	Intro to Case Management	CH 1 - 2	Quiz 1 Activity 1	1 & 2
Lesson 2: Weeks 4-5	Roles of a Case Manager	CH 3 - 4	Quiz 2 Activity 2	3
Lesson 3: Weeks 6-8	Skills 1: Interpersonal	CH 5	Quiz 3 Activity 3a	4

			Activity 3b	
Lesson 4: Weeks 9-10	Skills 2: Specialized Practice	CH 6	Quiz 4 Activity 4	4
Lesson 5: Weeks 11-12	Skills 3: Intervention & Evaluation	CH 7	Quiz 5 Activity 5	5
Lesson 6: Weeks 13-15	CM w/ Special Populations	CH 9	Quiz 6 Activity 6a Activity 6b	6 & 7
Final Exam Week 16			Final Exam	1-7

<b>7. ASSESSMENT METHODS AND GRADING SCALE</b>
--

- 1) Participation, Discussion and Learning Exercises:
  - Students are expected to attend class and actively participate. In each lesson, students will engage in scholarly discussion and varied learning exercises that may include analyzing media, evaluating policy, hypothetical scenarios, or conducting interviews.
- 2) Activities:
  - Students are expected to critically think about the assigned instructional content weekly and be prepared to apply what they've learned to personal experiences, current events/situations, case studies, etc.
- 3) Quizzes:
  - There are 6 quizzes: true/false, multiple choice, short answer, throughout the semester and will primarily cover the assigned instruction content students are required to complete on their own.
- 4) Final Exam:
  - There is one final, comprehensive exam due at the end of the semester.

**Grading:**

Participation	30%
Quizzes	20%
Activities	40%
Final Exam	10%

%	Letter Grade
90+	A
80-89.9999	B
70-79.9999	C
60-69.9999	D
59.999 & below	F

## 8. COURSE POLICIES

### *Class Attendance*

Attendance Verification is required by the due date. Failure to complete attendance verification by the due date may result in the student being withdrawn from the course. Students are expected to attend class.

### *Class Participation*

Students are expected to actively participate in the class, and student participation is graded. Students are required to participate in the class with utmost respect for other students and the instructor. This includes but is not limited to using respectful language and tone of voice (both audible voice and the written voice) as well as demonstrating academic integrity and honesty. An incident of disrespectful behavior in the course may result in an academic withdrawal.

### *Academic Integrity & Honesty*

Students read and agree to the UWG Honor Code, which includes academic honesty and integrity, when they apply to UWG. Students are responsible for knowing and understanding this policy. Students will be held to this standard.

A copy of the Academic Honor Code Pledge Statement that each student has signed is available for review in the [student handbook](#). For more information and definitions on cheating, plagiarism, and academic honesty and integrity, click the Honor Code and Appendix A.

Any incident of academic dishonesty, intended or unintended, whether the assignment is worth 1% or 75%, will be reported to the appropriate university offices and may result in an F for the course.

### *Late/Make Up Assignments:*

Quizzes: May be submitted within 24 hours of the due date/time with a 10 point (one letter grade) penalty.

Activities: May be submitted within 24 hours of the due date/time with a 10 point (one letter grade) penalty.

Final Exam: determined on a case-by-case basis

# POLS - 4005 - Identity, Victimization, Law, and Society

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

POLS

Course Number\* 4005

Course Title\* Identity, Victimization, Law, and Society

Long Course Title

Course Type\*

Criminology

Political Science

**Catalog Course Description\*** This course explores victim identities, such as race, gender, sexuality, socio-economic status, religion, and others. The course content will include an examination of interactions among victimization, identity, law, and society. Special attention will be paid to the relationship between identity and victimization with law and society.

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites POLS 1101

Concurrent Prerequisites

## Corequisites

**Cross-listing** CRIM 4005

## Restrictions

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

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

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

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

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

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

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

**Grading\***

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** This course will be a required course in the newly proposed Certificate in Victim Services. The course covers information that will be essential to students who want to work with victims of crime in any capacity, including as a victim advocate. This course will demonstrate how different identities and characteristics a victim has may impact their experience of victimization and their interactions with the criminal justice system. The course will emphasize cultural competence in interactions with victims, which will prepare students for careers that serve victims' needs.

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

Upon completion of this course, students will:

1. Demonstrate an understanding of victimization.
2. Identify complexities of victimization associated with a minimum of two identities.
3. Recognize how law and society impacts victims with specific identities.
4. Identify best practices for interacting with victims of various crimes or circumstances.

## REQUIRED ATTACHMENTS

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

### 1.) Syllabus

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 50

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

**If yes, what will the fee be?\*** NA

**Fee Justification** NA

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

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

**Syllabus**  
CRIM/POLS 4005 Identity, Victimization, Law, and Society



Developed by:

Lynn Pazzani, Criminology  
Kathleen Barrett, Political Science  
Tiffany A. Parsons, Sociology

## 1. COURSE OBJECTIVES

Upon completion of this course, students will:

- 1) Demonstrate an understanding of victimization.
- 2) Identify complexities of victimization associated with a minimum of two identities.
- 3) Recognize how law and society impacts victims with specific identities.
- 4) Identify best practices for interacting with victims of various crimes or circumstances.

Criminology Department Learning Outcomes satisfied in this course are:

- Describe, explain, and critically evaluate/apply the role of social services in criminal justice and criminology
- Describe, explain, and critically evaluate/apply diversity in criminal justice and criminology.

Political Science Department Learning Outcomes satisfied in this course are:

- Demonstrate they have developed the knowledge and skills appropriate for employment or professional training in relevant public service careers
- Demonstrate the ability to apply social science to practical problems within the discipline
- Demonstrate the ability to communicate their knowledge orally and in writing.

## 2. COURSE DESCRIPTION

This course explores victim identities, such as race, gender, sexuality, socio-economic status, religion, and others. The course content will include an examination of interactions among victimization, identity, law, and society. Special attention will be paid to the relationship between identity and victimization with law and society.

## UNIVERSITY POLICIES

Common Language for course syllabi:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

### 3. TEXTBOOK AND COURSE MATERIALS

*Articles available through the UWG Library:*

*Technology:*

- Computer or laptop: reliable, updated, properly working, compatible with CourseDen, and capable of streaming movies
- Internet: reliable, updated, properly working, compatible with CourseDen, and at a speed capable of streaming movies

### 4. COURSE INFORMATION

- 1.1. Credit Hours 3
- 1.2. Semester and Year Spring 2025
- 1.3. Course Prerequisites SOCI 1101 or SOC 101; CRIM 1100; POLS 1101
- 1.4. Location of Class **XXX**
- 1.5. Class Time **XXX**

### 5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

*Delivery Method*

The course will be delivered in technology enhanced, face-to-face, hybrid, and online formats. The course will be a combination of lecture, class-wide discussion, small group discussion, as well as active learning exercises.

*Instructional Approach*

The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

### Course Structure

- 14 lessons/modules.
- 14 quizzes
- 3 Case Study Analyses
- 1 Final Project (Assessment Exhibit)

Required Topics:	Instructor Choice A (3)	Instructor Choice B (3)
Socio-Economic Status	Mental Health	Justice Involved/System Impacted
Religion	Disability	Veteran Status/POW
Ethnoraciality	Age	Survivor/Victim
Immigration/Refugee	Language	Family/Relationships
Gender	Size and Appearance	Sub/Counter Culture
Sexuality	Substance Use	

### 6. COURSE SCHEDULE

Lesson #s.	Topics	Quizzes	Major Assignments
Welcome: Week 1	Overview and Introduction		
Lesson 1: Week 2	Soci-Economic Status	Quiz 1	
Lesson 2: Week 3	Religion	Quiz 2	
Lesson 3: Week 4	Ethnoraciality	Quiz 3	
Lesson 4: Week 5	Immigration/Refugee	Quiz 4	
Lesson 5: Week 6	Gender	Quiz 5	
Lesson 6: Week 7	Sexuality	Quiz 6	Case Study Analysis 1
Lesson 7: Week 8	Instructor Choice A	Quiz 7	
Lesson 8: Week 9	Instructor Choice A	Quiz 8	
Lesson 9: Week 10	Instructor Choice A	Quiz 9	
Lesson 10: Week 11	Instructor Choice A	Quiz 10	Case Study Analysis 2
Lesson 11: Week 12	Instructor Choice B	Quiz 11	
Lesson 12: Week 13	Instructor Choice B	Quiz 12	
Lesson 13: Week 14	Instructor Choice B	Quiz 13	Case Study Analysis 3
Lesson 14: Week 15	Instructor Choice B	Quiz 14	
Final Project: Weeks 16			Final Project

**7. ASSESSMENT METHODS AND GRADING SCALE**

- 1) Participation, Discussions, and Learning Exercises:
  - Students are expected to attend class and actively participate. In each lesson, students will engage in scholarly discussion and varied learning exercises that may include analyzing media, evaluating policy, hypothetical scenarios, or conducting interviews.
- 2) Case Study Analyses:
  - Students will be assigned three case studies involving victims with different identities across the semester. In each, students are expected to explain the victimization that occurred/is occurring, describe the complexities of the victimization associated with the victim’s identity(ies), summarize the impacts of law and society on the victim, and explain a best practice for interacting with the victim.
- 3) Quizzes:
  - There are 7 quizzes: true/false, multiple choice, short answer, throughout the semester and will primarily cover the assigned instruction content students are required to complete on their own.
- 4) Final Project:
  - Students will compare and contrast the victimization of, identities of, and impact of law and society on three different types of victimization/identities using the three case studies completed across the semester. Students will synthesize the knowledge learned across the the semester to demonstrate mastery of the following Victim Services Certificate Outcomes:
    - i. Analyze causes of victimization, victims’ rights, and services available to victims.
    - ii. Examine the legal and social experiences of different populations of victims.
    - iii. Examine best practices for interacting with victims in various circumstances.

Grading:

Participation	25%
Quizzes	25%
Case Study Analyses	25%
Final Project	25%

%	Letter Grade
90+	A
80-89.9999	B
70-79.9999	C
60-69.9999	D
59.999 & below	F

## 8. COURSE POLICIES

### *Class Attendance*

Attendance Verification is required by the due date. Failure to complete attendance verification by the due date may result in the student being withdrawn from the course. Students are expected to attend class.

### *Class Participation*

Students are expected to actively participate in the class. Students are required to participate in the class with utmost respect for other students and the instructor. This includes but is not limited to using respectful language and tone of voice (both audible voice and the written voice) as well as demonstrating academic integrity and honesty. An incident of disrespectful behavior in the course may result in an academic withdrawal.

### *Academic Integrity & Honesty*

Students read and agree to the UWG Honor Code, which includes academic honesty and integrity, when they apply to UWG. Students are responsible for knowing and understanding this policy. Students will be held to this standard.

A copy of the Academic Honor Code Pledge Statement that each student has signed is available for review in the [student handbook](#). For more information and definitions on cheating, plagiarism, and academic honesty and integrity, click the Honor Code and Appendix A.

Any incident of academic dishonesty, intended or unintended, whether the assignment is worth 1% or 75%, will be reported to the appropriate university offices and may result in an F for the course.

### *Late/Make Up Assignments:*

Quizzes: May be submitted within 24 hours of the due date/time with a 10 point (one letter grade) penalty.

Case Study Analyses: May be submitted within 24 hours of the due date/time with a 10 point (one letter grade) penalty.

Final Project: determined on a case-by-case basis

# POLS - 4006 - Victim Advocacy

## 2024-2025 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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

College - School/ Department\*

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

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

Is this an Honors  Yes

College course?\*  No

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

## Course Information

Course Prefix\*

POLS

Course Number\* 4006

Course Title\* Victim Advocacy

Long Course Title

Course Type\*

Criminology

Political Science

**Catalog Course Description\*** This course explores the legal, cultural, and psychological frameworks underlying victims' rights and advocacy. We will cover topics on trauma-informed communication, ethics and professionalism in victim services, the role of system-based and community-based advocacy, and strategies for effectively managing trauma for a practitioner.

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

Is this a variable credit hour course?\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites CRIM 1100

Concurrent Prerequisites

## Corequisites

Cross-listing CRIM 4006

## Restrictions

Is this a General Education course?\*  Yes  No

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

Status\*  Active-Visible  Inactive-Hidden

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

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

Grading\*

Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** This course will be a required course in the newly proposed Certificate in Victim Services. This course will give students the skills needed to enter the career of victim advocacy. It will cover the role of of an advocate, techniques for interacting with victims of crime, ethics and obligations associated with advocacy, and criminal justice policies that impact victims. The field of victim advocacy is greatly in need of educated advocates, so students who take this class and achieve the certificate will be well prepared to enter an in-demand field.

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

Upon completing this course, you will be able to:

1. Explain frameworks underlying victimization and how victims process and recover from trauma
2. Examine the ways that victim advocacy and assistance is provided in different areas of the criminal justice system, specifically how victim assistance is provided during investigations, during the court process, in corrections, and in the juvenile justice system.
3. Demonstrate an understanding of ways to maintain professionalism when working with victims and understand ethical protocols that must be undertaken when working with victims.
4. Identify strategies and resources as a victim advocate for victims in the criminal justice system and community.

## REQUIRED ATTACHMENTS

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

### 1.) Syllabus

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 50

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

**If yes, what will the fee be?\*** NA

**Fee Justification** NA

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

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



# Victim Advocacy

## CRIM/POLS 4006

### Description

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This course explores the legal, cultural, and psychological frameworks underlying victims' rights and advocacy. We will cover topics on trauma-informed communication, ethics and professionalism in victim services, the role of system-based and community-based advocacy, and strategies for effectively managing trauma for a practitioner.

### Materials

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Articles Available Through UWG Library

### Outcomes

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Upon completing this course, you will be able to:

1. Explain frameworks underlying victimization and how victims process and recover from trauma
2. Examine the ways that victim advocacy and assistance is provided in different areas of the criminal justice system, specifically how victim assistance is provided during investigations, during the court process, in corrections, and in the juvenile justice system.
3. Demonstrate an understanding of ways to maintain professionalism when working with victims and understand ethical protocols that must be undertaken when working with victims.
4. Identify strategies and resources as a victim advocate for victims in the criminal justice system and community.

### Assignments

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Course Assessments:

- Quizzes (2)
- Discussions (2)

- Assignments (3)
- Course Paper/Project (1)

Topics will include:

- The role of the system-based and community-based advocates
- Ethics, cultural humility, and professionalism in victim services
- The brain science of trauma and how to competently address trauma indirect victim/survivor services.
- Working with special victim populations
- Victim compensation and restitution
- Trauma-informed communication and needs assessment
- Strategies for effectively managing vicarious/secondary trauma as a practitioner

## Course Schedule

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Week	Module	Topic	Assignment
1	1	Introduction  Historical Perspective of Victimology and Victim Assistance	Quiz 1
2	2	Nature and Extent of Victimization	Quiz 2
3	3	The role of the system-based and community-based advocates	Discussion 1
4	4	Trauma and Recovery of Victims  Strategies for Effectively managing trauma as a practitioner	Assignment 1  Topic for Paper/project Due
5	5	Victim Assistance and the Criminal Justice System	Assignment 2
6	6	Working with Special Victim Populations	Discussion 2
7	7	Ethics, cultural humility, and professionalism in victim services	Assignment 3
8	8	Strategies and resources for victims	Final Paper/project Due

# College/School Policies

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Unique in both its structure and purpose, University College empowers every UWG student to make meaningful academic choices and equip them to navigate the complexities of life, solve local and global challenges, and BECOME who they dream of being. Our faculty, staff, and community partners collaborate with students to help them answer what they want to do and who they want to be.

As part of University College's commitment to your success, every student has a team of faculty, staff, and other students who will mentor them on their journey. For example, if a faculty notices that a student has difficulty in the early days of the semester, that professor will reach out to the student and to the student's success team with a process called "course alerts." In addition, the student will receive an e-mail inviting them to meet with their professor, contact the Department of Student Success for a check-in appointment, and get in touch with other members of their success team.

In addition to faculty and professional staff, your mentor team will include trained and certified successful students (your peers) to work with you one-on-one. This service is free! These peers can work with you as a tutor in a course in which you have difficulty or give you the inside track on what it takes to be a successful student. You can even drop into several face-to-face or virtual tutoring and coaching locations.

To make an appointment, call 678-839-6280 or visit <https://www.westga.edu/academics/universitycollege/student-success/index.php> (<https://www.westga.edu/academics/university-college/studentsuccess/index.php>).

## Institutional Policies

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### Academic Support

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

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

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

## Online Course Content

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

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in

CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb\\_article\\_view%26sysparm\\_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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

## Honor Code

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

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

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

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

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important

university-related information to UWG students in a timely manner. It is the student's responsibility to check their email.

## Credit Hour Policy

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

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

<https://www.usg.edu/policymanual/section6/C2675>

<https://www.usg.edu/policymanual/section6/C2675>

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campuscarry.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.

# Certificate of Less than One Year in Victim Services

## 2024-2025 Undergraduate New Program Request

### General Information

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

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

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

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

- Program Type\*
- Degree Program
  - Embedded Certificate
  - Stand-Alone Certificate
  - Endorsement
  - Minor

If embedded, please list the parent program.

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

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

## Program Information

Program Type\*

Certificate

Program Name\*

Certificate of Less than One Year in Victim Services

Degree Type\*

Certificate

Program Description\*

This certificate is designed for students who are interested in serving victims of crime in careers such as victim advocacy. Students will learn about several common types of victimization service providers encounter, and will also learn detailed information about the job of a victim advocate and techniques to assist victims facing a number of circumstances. The program will emphasize cultural competence as well as the impact of the criminal justice system on victims of crime.

Program Location\*

Online

Status\*

Active-Visible  Inactive-Hidden

How will the proposed program be delivered?\*

Face-to-Face  
 Online Only  
 Hybrid

## Curriculum Information

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

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

Type of Program\*  Program  
 Shared Core

## PROGRAM CURRICULUM

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

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

### Step 1

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

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

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

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

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

### Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

### **Required Criminology Courses (6 credit hours)**

**CRIM 1100 Introduction to Criminal Justice**  
**CRIM 3333 Victimology**

### **Required Victim Advocacy Course (3 credit hours)**

**CRIM 4006 Victim Advocacy**  
**POLS 4006 Victim Advocacy**

### **Required Identity Course (3 credit hours)**

**CRIM 4005 Identity, Victimization, Law & Society**  
**POLS 4005 Identity, Victimization, Law & Society**

### **Required Internship (3 credit hours)**

**CRIM 4286 Internship**  
**SOCI 4386 Internship**  
**POLS 4186 Internship in Government**  
**[After] Internship agency must be approved by the certificate director.**

### **Electives (6 credit hours)**

Select 2 courses with different titles

**CRIM 4232 Family Violence**  
**CRIM 4296 Violence Against Women**  
**SOCI 4915 Violence Against Women**  
**CRIM 4334 Human Trafficking**  
**CRIM 4002 Case Management**  
**POLS 4002 Case Management**  
**POLS 4217 Grant Writing for Nonprofit Organizations**  
**POLS 4517 Global Human Rights**

## Justification and Assessment

**Rationale\*** In a recent survey of current Criminology students, we found that approximately 10% were interested in becoming victim advocates when they completed their degree (a number equal to those who were interested in entering law enforcement). As this is a sizable portion of our students, it was decided that specialized programming should be offered to them, as it is for those who are interested in law enforcement, to give them career ready skills and allow them to be successful in their desired field. In designing this certificate, agency partnerships were developed, and it has become clear that such a certificate is desirable to those already working in the field, which means we will likely be able to recruit new students to enroll in the certificate. Students who complete the certificate will also have completed a number of classes that are required for the Criminology B.S. degree, which may encourage them to enroll to complete that degree as well. The field of victim advocacy is in need of educated professionals, so students who complete this certificate will be well equipped to enter an in-demand field.

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

1. Analyze causes of victimization, victims' rights, and services available to victims.
2. Examine the legal and social experiences of different populations of victims.
3. Examine best practices for interacting with victims of various crimes or circumstances.

### SACSCOC Substantive Change

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

Send questions to [kgwaltney@westga.edu](mailto:kgwaltney@westga.edu).

- Check all that apply to this program\***
- Significant departure from previously approved programs
  - New instructional site at which more than 50% of program is offered
  - None of these apply

### SACSCOC Comments

## REQUIRED ATTACHMENTS

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

### 1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

### 2.) Program Map and/or Program Sheet

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

### 3.) Academic Assessment Plan/Reporting

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

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

### 4.) Curriculum Map Assessment

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

**USGBOR One Step Proposal\***  I have attached the USGBOR One Step Proposal.  
 N/A (minor, embedded certificate)

**Program Map\***  I have attached the Program Map.

**Assessment Plan\***  I have attached the Assessment Plan.  
 Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

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

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

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

## Baccalaureate Certificate in Victim

Outcome	Connection
Analyze causes of victimization, victims' rights, and services available to victims.	Relevance and Competitiveness
Examine the legal and social experiences of different populations of victims.	Relevance and Competitiveness
Examine best practices for interacting with victims of various crimes or circumstances.	Relevance and Competitiveness

## Services

Measure/Method	Success Criterion	AY25
<p>In their final project, students will compare and contrast the victimization of, identities of, and impact of law and society on three different types of victimization/identities using the three case studies completed across the semester. Students will synthesize the knowledge learned across the semester to demonstrate mastery of the following outcomes: analyze causes of victimization, victims' rights, and services available to victims, examine the legal and social experiences of different populations of victims, and examine best practices for interacting with victims of various crimes or circumstances.</p>	<p>Mean = 80%</p>	
<p>In their final project, students will compare and contrast the victimization of, identities of, and impact of law and society on three different types of victimization/identities using the three case studies completed across the semester. Students will synthesize the knowledge learned across the semester to demonstrate mastery of the following outcomes: analyze causes of victimization, victims' rights, and services available to victims, examine the legal and social experiences of different populations of victims, and examine best practices for interacting with victims of various crimes or circumstances.</p>	<p>Mean = 80%</p>	
<p>In their final project, students will compare and contrast the victimization of, identities of, and impact of law and society on three different types of victimization/identities using the three case studies completed across the semester. Students will synthesize the knowledge learned across the semester to demonstrate mastery of the following outcomes: analyze causes of victimization, victims' rights, and services available to victims, examine the legal and social experiences of different populations of victims, and examine best practices for interacting with victims of various crimes or circumstances.</p>	<p>Mean = 80%</p>	

AY26	AY27	Use of Results	Plan

**INSTRUCTIONS**

**BACCALAUREATE**

**3. Under the "Courses" Column, list out the individual courses for your specific degree program.** (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

**4. Under each "PL-SLO", list out your specific program level student learning outcomes.** (Ex: Student demonstrates competence in critical thinking.)

**5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.**

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.

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

<b>DEPARTMENT:</b>	Civic Engagement & Public Service	
<b>PROGRAM:</b>	Standalone Certificate	
<p><b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p> <p><b>REINFORCED:</b> Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p> <p><b>MASTERED:</b> Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p> <p><b>**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.</b></p>		<b>1</b>
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Data in.

## CERTIFICATE IN VICTIM SERVICES

	PL-SLO 1	PL-SLO 2	PL-SLO 3
COURSES	Analyze causes of victimization, victims' rights, and services available to victims.	Examine the legal and social experiences of different populations of victims.	Examine best practices for interacting with victims of various crimes or circumstances.
CRIM/POLS/SOCI 4005	I	I	I
CRIM 3333	R	R	R
CRIM 4232	R	R	R
CRIM 4296/SOCI 4915	R	R	R
CRIM 4334	R	R	R
POLS 4217	R	R	R
POLS 4517	R	R	R
CRIM 4286/POLS 4186/SOCI 4386	R	R	R
CRIM/POLS 4002	R	R	R
CRIM/POLS 4006	M, A	M, A	M, A

**2024-2025 Academic Year  
Program Map  
Victim Services Certificate**

**YEAR 1**

TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 1100 Intro to CJ	3	CRIM/POLS 4006 Victim Advocacy	3
CRIM 3333 Victimology	3	Victim services elective (CRIM 4232, CRIM 4296/SOCI 4915, CRIM/POLS 4002, CRIM 4334, POLS 4217, or POLS 4517)	3
Victim services elective (CRIM 4232, CRIM 4296/SOCI 4915, CRIM/POLS 4002, CRIM 4334, POLS 4217, or POLS 4517)	3	CRIM/POLS 4005 Identity	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete CRIM 1100 or take the challenge exam</li> </ul>		<ul style="list-style-type: none"> <li>Begin seeking internship placement for next semester</li> </ul>	

**YEAR 2**

TERM 1		TERM 2	
Course	Credits	Course	Credits
CRIM 4286/POLS 4186/SOCI 4386 Internship	3		
SEMESTER TOTAL	3	SEMESTER TOTAL	
Milestones		Milestones	

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

College/School: University College  
Department: Civic Engagement and Public Service  
Name of Proposed Program: Certificate in Victim Services  
Degree Level: Undergraduate  
Major and CIP Code: NA  
Desired Start Date: Fall 2024

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

The Certificate in Victim Services is consistent with the strategic plan of the University. The program is relevant as there is great demand for professionals in the victim services fields. It will enhance the competitiveness of the University as not only are current students interested in entering victim services professions, but people currently in these professions are in need of training, and are likely to join the UWG community as students to obtain this training. This Certificate will strengthen the connection between the members of the UWG community and the University as they will feel they are getting a unique opportunity to be educated in a career-ready area, thus meeting the goal of placemaking.

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

In a recent survey of Criminology undergraduates, we found that approximately 10% were interested in becoming victim advocates when they finished their degree. This is a number equal to the group of students who are interested in entering law enforcement, and special programming has been designed (the ALETE program) to meet their needs. It was determined that programming to meet the needs of those interested in victim advocacy would be beneficial to students. Additionally, as this project was conceptualized, agency partnerships were developed, and we determined that there is a great need for both new victim advocates in the state of Georgia, and for current victim advocates to receive better training. This means that our students would be well equipped to enter an in-demand field, and that we could potentially recruit people already working as victim advocates to participate in the certificate.

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

The delivery method for the certificate will be online. The reason for this is that there are advocates

located throughout the state who are in need of this training. As they are already working in the field, it would be impractical for them to travel several hours to campus several days a week to take in person classes. Additionally, much of the training advocates already receive is delivered online. As many Criminology and Political Science students, a large part of the anticipated current student enrollment in the program, take classes online only, it would appeal to them to be able to complete the Certificate online. Finally, our goal is to have members of partner agencies teach or co-teach some of the classes in the Certificate, and as they are working in the field, it would be impractical for them to teach in person.

Anticipated enrollment in the Certificate is estimated to be approximately 15 current students in the first semester, and we anticipate that enrollment will grow steadily as awareness of the program grows and as former students demonstrate success by obtaining employment in the field. In addition to those who will enroll in the Certificate, many others will enroll in the courses that are part of the certificate. In addition to the current students who take advantage of the Certificate, it is anticipated that, after the first year of the Certificate's existence, people working as victim advocates will begin to enroll as well. These estimates are based on the survey of Criminology students, the enrollment of the ALETE program, which is a similar concept for a different type of employment, and discussions with agency partners who are interested in having their employees enroll.

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

The Certificate in Victim Services is consistent with the strengths and competencies of the department. Several members of the department study victimization and/or have experience in servicing as victim advocates or running victim advocacy training programs. Learning about victimization is an important part of learning about criminology and criminal justice. It is also relevant to Political Science majors and their faculty, who have interests in human rights and public policy that could be important to victims of crime.

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

The resources need to establish and run this Certificate are low and attainable. Three new courses have been designed to be part of the certificate, and there are faculty in both Political Science and Criminology who are prepared to teach these courses. They would do so as part of their regular workload, as the courses would be relevant to those who are not enrolled in the Certificate as well as those who are. In addition to full time faculty within these programs, we have established a partnership with the Prosecuting Attorneys' Council of Georgia, and one of their advocates will be co-teaching a course on Victim Advocacy for us. This would require an adjunct salary. One faculty member will coordinate the program, which will involve reviewing the transcripts of students who will be graduating from the program to ensure they have met the requirements. This will be part of their service responsibilities. The program coordinator will ensure classes are offered in a way that will support student completion of the program. No additional facilities or equipment are needed, nor is there an accrediting body would need to be involved.

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

It is anticipated that this Certificate will help recruit new students, not only to enroll in the Certificate itself, but to enroll in the Criminology program as they will be completing many Criminology requirements as they complete the Certificate, which may encourage them to become students in the major. Overall, the net budgetary impact should be positive. The changes and realignment of the Criminology program will be related to the types of classes offered. The courses in the Certificate in Victim Services are either already part of the major, or will be offered instead of some current courses. The Certificate course will be relevant for non-Certificate students, and will still help them progress towards their degree. There should not be a negative impact, resulting in loss of credit hours, on the current students, as they will be able to take advantage of the new courses, and will still have access to other courses that help them progress towards their degree.

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

There are no other similar programs within the university; indeed, there are no similar programs within the state of Georgia.

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

A partnership has been developed with the Prosecuting Attorneys' Council of Georgia, specifically the Victim Assistance Division of that organization. The interested members of the department have had meetings with members of this Council, including the Direct of the Victim Assistance Division, to discuss the creation of the Certificate as well as to determine the need for the certificate and create teaching partnerships. This organization serves prosecutors throughout the entire state of Georgia, and each jurisdiction's victim advocates within the court system. This partnership will greatly enhance the reputation of UWG, as we will be providing a valuable service—education and qualified students to intern and work as advocates—to District Attorneys and Victim Advocates across the state. This agency will promote the program to current advocates as well as prospective advocates, as this program will be valuable to them.

Approval by Dean and Date:

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

**INSTRUCTIONS**

**BACCALAUREATE**

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CRIM 4232	R	R	R
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CRIM 4334	R	R	R
POLS 4217	R	R	R
POLS 4517	R	R	R
CRIM 4286/POLS 4186/SOCI 4386	R	R	R
CRIM/POLS 4002	R	R	R
CRIM/POLS 4006	M, A	M, A	M, A

## **Addendum IV**

DATE: March 15, 2024

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. Jeffrey Zamostny, Director of the Office of Undergraduate Research, on behalf of the Undergraduate Research Committee

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on March 8, 2024 to review courses that were submitted by faculty members to receive the Undergraduate Research High Impact Practice attribute in Banner. Courses were submitted and reviewed by the committee in accordance with the guidelines set out in [this document](#), as approved by the Faculty Senate in Fall 2021 and amended in Spring 2023.

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

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

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

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Recommended UWG UR designation	USG ZUR designation (contact hours)
ACCT 4202	Financial Statement Analysis and Valuation	Michael Yu	All	2	3
ANTH 3188	Ethnographic Field Methods	Marjorie Snipes	All	2	3

ANTH 4170	Myth, Magic, and Religion	Marjorie Snipes	All	3	3
BIOL 3310	Microbiology	Sara Molesworth	All	1	1
BIOL 4241	Entomology	Gregory Payne	All	3	3
COMM 4421P	Practicum: bluestone Public Relations Firm	Taylor Bryant	All	3	3
ECON 3410	Macroeconomic Policy	Hilde Patron-Boenheim	All	2	2
GEOL 4024	Paleontology	Bradley Deline	All	3	2
GEOL 4034	Sedimentation and Stratigraphy	Cody Mason	All	2	1
GEOL 4082	Geological Problems	Cody Mason	All	3	2
MATH 3986	Math Internship	David Leach	All	2	4
MATH 4983	Senior Project	David Leach	All	4	3
MKTG 3808	Business Research	Beheruz Sethna	Fall 2024: 10329, 10330	3	3
MKTG 3809	Advertising in the Digital Age	Agnieszka Chwialkowska	Fall 2024: 80392	2	2
PHIL 3315	Contemporary Moral Problems	Walter Riker	All	2	2
PSYC 4140	Psychology of Gender	Rosa Traversa	Fall 2024: 82098	3	2
SOCI 3543	Sociology of Religion	Emily McKendry-Smith	Fall 2024: 83477	2	1
XIDS 2002	Cross-Cultural Communication	Agnieszka Chwialkowska	Fall 2024: 81822	1	1
XIDS 2100	Introduction to Latin American, Caribbean, and Latinx Studies	Betsy Dahms	Fall 2024: 83278	2	1

## **Addendum V**

Cornerstone Course Descriptions Fall 2024

CRN	Section	Instructor	Course Title	Course Description
82741	C01	Basu-Dutt, Sharmistha	Dream Big: Engineering & Science	This course introduces you to the concept of leadership. We will study leadership from the ways in which you, as a leader, can develop a team from the group assigned to you. There will be an experiential component in this course. Each XIDS student is required to practice and observe leadership. Each student will maintain a journal devoted to thoughts and experiences of the semester as they relate to leadership and has the option of writing a final paper tying together these experiences and the theories presented in class and the text. The other option is a project.
81820	C02	Baxter, Brittney Beth	Songbirds: Women Singer/Songwriters	This course will examine the historical, economic, and cultural contributions of women songwriters in a variety of contexts and musical traditions. From ancient examples in Egypt to modern songwriters like Brandi Carlile, we'll take a look at how women have used songwriting, poetry, and music to express, create, and change themselves and others. No music theory needed!
		Bronkema, Ryan	Honors: WDYKA Relationships and Dating in College	Human relationships are complex. To help us understand how we behave in our friendships and relationships, we will brainstorm questions and their potential solutions. When life gets crazy, it is important that we take time to reflect and focus on the things in life that bring us joy. Inspired by John Green's book <i>The Anthropocene Reviewed</i> , we will find people, places, and things, that bring us joy and write a formal review of them. One of the biggest goals of this course is to help you learn more about who you are as a person. To aid in that process, we will each complete three reflections throughout the semester. As a result of taking this course, you will have a better understanding of who you are as a person and your passions.
81821	C03	Chaple, Katie	Creative Writing	This class gives students a creative voice and asks them to take their inner thoughts, emotions and creativity to the page. They'll read and engage with Stephen King's craft book ON WRITING (a student favorite), and across the semester students will write in response to creative prompts in several genres (such as poetry, fiction, creative nonfiction, music lyrics, even screenwriting). Students will read their efforts to the group. Towards the end of the semester, students will workshop short creative pieces. We'll begin connecting how editing, and even publishing intersect with the art of writing, and in what ways and at what stages they influence, transform and even determine (and whether or not they should) literature and the artist.
81822	C04	Chwialkowska, Agnieszka	Business LC: Cross-Cultural Communication	This course focuses on various topics about cross-cultural communication and diversity and implications for a variety of disciplines. This is an activity-based course that helps students understand where their behaviors come from, to encourage them to reflect on their lives and the sources of their deeply held assumptions. This course explores how the way we communicate, perceive the world, behave, and what we believe in is shaped by culture. In-class activities simulate cross-cultural experiences, and short readings and mini cases discussed in class encourage academic exploration of cross-cultural issues such as communication, managing diversity, international negotiations, and conflict resolution. In-class activities encourage students to see the differences among us as a source of synergy rather than a hindrance and introduce the concept of cultural values in a fun and engaging way to help students discover how culture affects our decisions.
		Currier, Ryan	Honors: WDYKA Antarctica?	Antarctica has held the fascination of explorers and scientists since its discovery. It is an ancient landscape, where we can learn about Earth's past, Earth's present, and forecast Earth's future. This course will introduce the geography and geology of Antarctica, the history of humans in Antarctica, and survey some of the ongoing science in Antarctica.
81823	C05	Drammeh, Tijan	WDYKA: USians and Their Government?	Governments have a significant impact on citizens, sometimes positive and sometimes negative. After the events of Summer 2020 and January 2021, many may be asking if there is a better form of government. This course will critically explore various forms of government of government around the world. It will build on the Council on Foreign Relations World 101 Forms of Government model and challenge students to identify what factors make life better for their citizens and why.
82724	C07	Ellison, Amy	The Horror Genre	This course explores fictional aspects of horror and its sub-genres in art, film, and literature. As scholars and audience members, we will examine the metaphorical aspects inherent in horror—and why we flock to such unsettling material. Specific units include critical studies on psychological, supernatural, analog, and body horror framed by an evolving understanding of the monstrous and grotesque. Course expectations include active reading and journaling, participation in discussion and activities, and the completion of a final project and presentation.

Cornerstone Course Descriptions Fall 2024

81819	C08	Green, Kimberly	Business LC: Georgia's Industries	This seminar will explore the unique industries of Georgia. We will examine how clusters of businesses create an ecosystem. Through both activities and discussions, students will have opportunities to explore concepts such as scale, location, and supporting infrastructure for business ecosystems. The state of Georgia is home to a variety of vibrant industries comprised of small and large companies. Just to name a few, we have agriculture (poultry, pecans/peanuts, Vidalia onions), carpets (clustered around Dalton), food and beverage (Coca-Cola, Waffle House), transportation/shipping (world's busiest airport, UPS), automobiles (Kia, Porsche, Mercedes), bioscience and healthcare (CDC), entertainment (movies, music), tourism/convention, and more. In a class project, students will individually collect data about businesses in various industries and we will compile those findings into a class dataset to analyze together as a class. Students will gain practice with spreadsheets and with basic statistics and analytical methods for research.
81825	C09	Haase, David	Leadership through Sport	In any profession or life venture, the attitude and overall culture of a team is a direct reflection of its leadership. In the environment of sport there are many different approaches that have been proven effective. The primary goal of this course is to help current and aspiring leaders gain a better understanding of effective leadership, to provide tools in developing effective leaders, and to provide networking opportunities with individuals across various disciplines. The course is designed to provide the student an opportunity to learn and to apply leadership principles in a variety of settings.
81826	C10	Hansen, John	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. Until his death in 1996, the astronomer Carl Sagan was a leading proponent for searching out life in the universe. This course taught by a professor of chemistry (with background in biochemistry and astronomy) will examine planetary conditions, chemistry, and biology thought necessary to foster the abiotic origin of life in the universe.
81827	C11	Hester, Michael	AAMI: Multicultural Achievement	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.
81828	C12	Hill, Ariel	Star Search: Talent Connection	Throughout the course, students will explore various aspects of talent acquisition and recruitment, including understanding the hiring process, creating effective resumes and cover letters, and developing strong interview skills. They will also learn about the role of social media and online platforms in job searching and personal branding.
81829	C13	Hollingsworth, Alison	Shark Tank & Beyond: Real World	This course would include the following topics and activities: 1) Workshop on study habits and tips for transitioning into college life including a budget overview and Zero-based Budget project, 2) Introduction to entrepreneurship through viewing Shark Tank episodes and participating in group discussions on each episode. 3) Student electronic portfolios with Resume', cover letter, sample project work, presentations, etc. 4) Participation in mock job interviews with members of UWG Career Services serving as interviewers who would evaluate each student on their interview and provide constructive feedback. 5) Personal Elevator Pitch Presentation 6) Guest speakers (Todd Anduze, etc.) 7) Career coaching 8) Monopoly Project Accounting Cycle Overview 9) Business Plan Challenge 10) Tour of the Burson Center and Tinker's Box 11) How to Prepare for an Internship

Cornerstone Course Descriptions Fall 2024

81830	C14	Hopper, Michael	Business LC: Giving You the Business: An Introduction	Drawing on resources both conventional and otherwise, this course will help the business major begin to develop the skills needed to succeed in a business environment. We will focus on time management and self-organization skills useful in college and afterward. From Buzzword Bingo to actual meaningful terminology, the student will learn to "right-size" his or her business vocabulary. We expect to devote substantial time to developing financial responsibility, touching on topics such as personal debt management and the "time value of money," all of which will lead to a focus on some aspects of business-appropriate math and an introduction to Excel. Finally, we will spend some group time working on the interpersonal skills necessary to thrive in a world occasionally populated by Accounting Trolls and Pointy-Haired Bosses.
81831	C15	Isaacs, Shawn	The Walking Dead: Surviving College	Students will be placed into a fictional open-world zombie campaign game set on a wasted University of West Georgia campus. These students will face natural and unnatural problems that will help them understand communication and critical thinking to survive. The early days of a zombie apocalypse have exacted its toll, but humanity remains set to rebuild. May they rebuild a settlement upon the grounds of UWG. How you do it, what you experience, and when death approaches is all up to them.
82744	C91	Jackson, Kristopher	The College Experience as Seen Through Movies	We live in a globalized and mediated world where the movies we watch provide insight into the places where 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 country and the environment. This class will examine a broad range of movies, how they define a group of people or society within a specific period, and how they relate to their college experience. We will also craft or select a cinema's version of today's society. This course will help students think about how films can help us to understand our positions in space and time. A secondary goal of the class is to introduce you to critical issues in film studies that relate to issues for their generation. Some issues that will be seen and discussed are socio-economic status, gender, ethnicity, sexuality, and race. Thus, we will examine how these issues are viewed in the film and, how they represent a particular decade, and how we view this today. In this class, we will watch movies from different decades. Class time will be devoted to lectures, intensive writing, discussion, and group activities, where we will explore such questions as: What does the movie teach us about the society and culture of that specific period of time? Is the film still relevant today? Movies that may be selected are Pretty Woman, The Matrix, Mean Girls, and Breakfast Club. Warning: some of these films have an adult rating and may be offensive. Throughout the course, students will be asked to think critically and utilize some class lessons in their everyday college experience.
81832	C16	Jett, Bonnie	Happiness Now!	The pursuit of happiness is what ultimately drives us all, yet there is no single answer as to how we can both achieve and sustain it. Over the course of this semester, we will explore texts associated with our collective pursuit of happiness, exploring issues such as how we define happiness (and why) to whether we can, in fact, create our own happiness.
81833	C17	Khan, Farooq	Sources of Energy and the Existential Threat of Climate Change	Climate change, as evidenced by floods, hurricanes and wildfires, poses a global existential threat that impacts habitats and food production. Essential human activities (production of energy and transportation) contribute significantly to climate change. This course will utilize reliable current media (New York Times, PBS and NPR) to discuss sources of energy that include fossil fuels, solar energy, 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; Environmental activism (for example, by Greta Thunberg); and public policy in the United States.  The course (taught by a chemist) will also feature a professor of Economics and an entrepreneur active in Carrollton. In large part, students will utilize available resources to give short presentations and discuss various aspects of energy and climate change, from the personal level to a global level.

Cornerstone Course Descriptions Fall 2024

81834	C18	Larson, Julianna	Oh, the Thinks You Can Think!	Think you have out grown Dr. Seuss? Think again! In this course, we revisit many of these childhood favorites by conducting literary analyses of several books by Theodor Geisel (Dr. Seuss). In our analyses, we identify themes relevant to the life of a developing adult. Books are read during class (also accessible in CourseDen) since they are all relatively short and they will provide the prompt for analysis to determine the focus for each week's lesson. Topics for study include diversity, inclusion, mental health, advocacy, risk-taking, decision-making, responsibility, sustainability, and more. Assignments used include class discussion, reflective journaling, literary analysis paper, favorite book presentation, and writing, illustrating, and presenting their own children's book. Additionally, the topics that are covered provide opportunities to highlight several campus resources such as the library, Counseling Center, Center for Diversity and Inclusion, Health Services, and Center for Academic Success.
83497	C19	Lee, Gavin	Honors: WDYKA Jack the Ripper	In 1888, the citizens of London were terrorized by an unknown killer in their midst. This class will examine the murders themselves, the murder victims, the response of the press, the response of the police, and potential suspects. Further, this class will look at the socio-economic conditions in London at the turn of the 19th century, which in many ways are central to the killings themselves. Students will be conducting research using contemporary sources; including articles, eyewitness testimony, autopsy details, and police reports.
81836	C20	Leggett, Ashley	AAMI: Multicultural Achievement	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.
81837	C21	Maggiano, Corey	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 readings for preparation. 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?
81838	C22	Maggiano, Isabel	Monkeying Around	This course introduces students to living primates such as lemurs, macaques, gorillas and chimpanzees and their biology and behavior. This will include aspects of anatomy, social organization, feeding and ranging, communication, community ecology, taxonomy, cognition, and conservation in captivity and in the wild. The course will be taught at the BAFAL (Biological and Forensic Anthropology Lab) and will follow a hands-on experiential learning approach using available lab collections and lab activities. Throughout the course, students will also learn to develop topic presentations and keep proper lab protocols.
83498	C23	McPhail, Martin	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 (video, poster, podcast, etc.) analyzing the materials in a consumer product of their choosing.

81839	C24	Parsons, Mary	Growth Mindset and Academic Transitions	This course supports students throughout the first semester as they transition into college and academic mindset. Utilizing a variety of learning experiences and methods, students will learn about Growth Mindset and Career Readiness while also connecting to their peers and community.
81849	C39	Pius Afon, Toyosi	The Psychology of College	This class will be geared towards self-awareness in college. Students will be introduced to how understanding themselves plays a key role in their success in college. They will be learning about conformity, perspectives and shifting, persuasion, the idea of power in numbers or weakness in numbers, curiosity, and what it is to be humanly human.
81840	C25	Ponder, Terrie	#adulting: Learning Life Skills in a Digital World	As UWG students transition into the world of adulthood, they must learn the most basic "need-to-knows" of being an adult. With present-day technologies, students can easily navigate the world and learn how to do almost anything. Yet, are they receiving the correct information? Are they distracted? Do they know what questions to ask? #adulting will help students navigate the world by practicing and mastering life skills essential to everyone. Some of the hashtag topics of the course include #techguru, #fakenews, #socialresponsibility, #diversityinclusion #beprofessional, #realjob, #budgetingbasics, #needcredit, and #lifehacks. This course will teach these skills while integrating the most current technologies, apps, and other digital tools designed for each specific purpose. As a cumulative project, students will reflect upon their areas of #adulting expertise and will digitally create a blog, website, or videos to be published online to the public.
		Presley, Robyn	Your World is Your Wand!	
81841	C26	Ramsay-Jordan, Natasha	Music for Liberation	Music as a liberatory practice refers to music associated with emotional, social, economic, political, racial, cultural, and environmental movements. Throughout history, musical traditions have been firmly embedded in societies in ways that carried cultural practices for generations. Music is integral to how people communicate and can often replace written communication, particularly those used to discuss life, death, spiritual philosophies, and emotions. This course examines the global phenomenon of music. It explores how different genres of music, including Hip-Hop, Rap, Jazz, Country, Gospel, Reggae, and Calypso, are used as a liberatory tool and accompaniment to addressing socio-political movements for emancipation, civil rights, and self-determination. Students in this course will examine, explore, and critique how different genres of music are used as an activist medium to promote emotional, social, economic, political, racial, cultural, and environmental changes during past and current events.
81842	C27	Richardson, Emily	The Value of Peer Leadership	My course titled, "What do you know about: Academic success" will be based on sharing academic success strategies, reflection on past academic experiences in high school as it relates to the collegiate experience, and an overall institutional connectedness. Over the course of the semester, I will instruct students on different academic success strategies and students will have an opportunity to hear from other students at UWG about what they have learned about their own academic success.
82747	C28	Ridley, Hope	The Psychology of K-Pop	This course aims to explore the world of K-Pop (Korean Pop music), through a lens that merges introductory psychological concepts with pop culture. K-Pop, the global music sensation from South Korea, has taken the music world by storm, captivating millions with its music, choreography, and visuals. In this course, students will unravel the psychological underpinnings behind the phenomenon of K-Pop, while also exploring its impact on contemporary music and fan culture. "Psychology of K-Pop" aims to offer an interdisciplinary exploration of the global phenomenon of music and its cultural impact, appealing to students across diverse academic interests. Topics explored will include K-Pop's influence on contemporary music culture, fan behavior, media representation, and psychological dynamics. For students not initially drawn to K-Pop music, the course provides a unique opportunity to explore broader themes such as cultural globalization, identity formation, media literacy, and social psychology. By examining K-Pop as a case study, students can gain insights into broader societal trends, communication strategies, and the intersection of music, media, and psychology. Whether exploring the sociological dynamics of fan communities, the psychological effects of media exposure, or the cultural significance of global entertainment, this course aims to offer relevant and thought-provoking content that resonates beyond the realm of music enthusiasts.
81843	C29	Rollins, Minna	Business LC: How to Not Be Ignorant in the World	This class in particular is themed "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 issues. The topics in this course range from exploring the role of esports in sports entertainment to learning about life expectancy around the World. The various teaching methods are used, such as in-class discussion, in-class and virtual lectures, small group discussions, and written assignments. Students are required to attend in-class and virtual classes and to interact with their instructor and classmates.

Cornerstone Course Descriptions Fall 2024

82745	C30	Scott, Shelby	Do It for the Gram: Building Your Best Self	To focus on integrating and exploring self care and positivity throughout different parts of the college experience and academics. Students would learn about researching methods, methods across different countries, and how self-care and positivity can be integrated into every aspect of college and more importantly, life.
82746	C31	Sewell, Joshua	WDYKA: Film?	Our film learning community (FLC) consists of four interconnected core-level classes taught over the 2020-21 academic year. In each course, the primary goals include helping you become a better reader, thinker, and communicator, both verbally and in writing. All of these skills are essential for success in any college classroom on any college campus. Additionally, honing these skills will help you beyond the campus community in the working world you seek to join. Our subject – the study of film – will enable us to develop analytical skill sets as we practice reading, thinking, and communicating about assigned films and short readings each week. Certainly, one major aim is to understand film studies as an area of academic and career focus, but the skills you gain here and in the other core classes in the community are a “moveable feast,” meaning that you can use them in any core or major course where professors ask you to solve problems, discuss complex issues, or observe before interpreting. To analyze film, we begin with the foundational premise that it has overwhelming power in artistic, economic, academic, political, religious, and mainstream or “secular” arenas. Film embodies our cultural standards, challenging or even creating them; the movies, as cultural critic Henry Giroux contends, “[do] not simply reflect culture but actually [construct] it.” To know films and film production deeply is to know a great deal about culture’s core beliefs and values, its anxieties and aspirations. So, for this class and going forward, movies are never “just” entertainment. Our work in this semester’s course will involve (re)viewing major motion pictures from different decades, learning the strategies production and filmmaking teams use, discussing literary structure and character development in film, and, of course, examining the deep cultural impact film possesses.
83501	C92	Smith, Rebecca	Business at Newnan	
81844	C32	Speights, Corey	Intro-Live Sports Video Production	The course will provide with hands on experiential learning opportunity in the world of digital media production. Students will work in positions of producer, director, camera, replay, and audio operation.
81846	C34	Taiwo, Olubanke	Level Up: The Freshman Game of Life	This course guides first-year UWG students through a transformative journey, akin to leveling up in a video game, as they navigate the complexities of college life. Through interactive discussions and activities, students explore various pathways including academics, career choices, financial management, and personal development. They acquire essential skills such as effective communication and time management, progressing through levels of self-discovery and growth. Through interactive activities and assignments, students foster meaningful dialogue, empowering them to emerge with newfound clarity and strategies for "leveling up" in the game of life.
81847	C35	Theobald, Duane	Identity in American Cinema	Have you ever watched a film and found that it speaks to you? Filmmakers often create movies that allow viewers to learn more about who they are through the experiences of others. In this seminar, we will examine what it means to construct identity & how we craft our identities—initially through readings that incorporate different disciplines & approaches. Then, through a broad range of films (such as The Godfather, Boyz n the Hood, and Lady Bird), we'll consider how who we are can be found in American cinema and why that matters.
83502	C36	Udombon, Hope	Business in Everyday Life	This course is ideal because it offers a different insight to how business can be applied in everyday life from personal and professional to academics.
81852	C37	Velez-Castrillon, Susana	Business LC: 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 better understand news literacy and the importance of the news for analysis and decision-making.

Cornerstone Course Descriptions Fall 2024

81848	C38	Vaughan, Arielle	Representations of Southern Cuisine	<p>This course is rooted in the concept that the very food we eat to survive connects us to our region, culture, and identity. Through focused, inquiry-driven activities and materials, students will learn to examine cultural artifacts to reveal historical and personal connections and identify ways in which representations of Southern cuisine may shape the ethos of the region for better or worse. Course materials will include passages from Eudora Welty's <i>Delta Wedding</i>, Michael Twitty's <i>The Cooking Gene</i>, and Marcie Cohn Ferris's <i>The Edible South</i>. We will also examine films such as <i>Fried Green Tomatoes</i>, photography from the Southbound gallery catalog, print and video advertisements, and poetry from the Southern Foodways Alliance collection, <i>Vinegar and Char</i>. Students will engage in the high impact practices of intensive writing, undergraduate research, and diversity perspectives in several planned activities such as personal reflection journals, response papers, and a class-composed, research-based cookbook that will allow students to take part in the cultural conversation surrounding Southern food.</p>
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## **Addendum VI**

# CISM - 5470 - Cyberwarfare, Cybercrime, and Digital Forensics

## 2024-2025 Graduate Revise Course Request

### General Information

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

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

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

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

- Proposed Modifications (Check all that apply)\***
- Course Title
  - Prerequisites/Co-requisites
  - Cross-listing
  - Catalog Description
  - Credit Hours
  - Student Learning Outcomes
  - Restrictions
  - Frequency of Course Offering
  - Grading Structure
  - Course Fee
  - Repeat for Credit
  - Other

**If other, please identify.** Change course level - from 6000 to 5000-level.

**Desired Effective Semester\***

Fall

**Desired Effective Year\***

2024

### 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](mailto:curriculog@westga.edu).

School/ Department \*

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

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

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

## [List of Faculty Senate Action and Information Items](#)

### Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix \*

277

Course Number \* 5470

**Course Title\*** Cyberwarfare, Cybercrime, and Digital Forensics

**Long Course Title**

**Course Type - DO NOT EDIT\*** Management Information Systems

**Catalog Course Description\*** This course examines three major disciplines in information security: Cyberwarfare, Cybercrime, and Digital Forensics, covering cybersecurity policies and legal and ethical issues. Although each area of study is worthy of its own focus, this course introduces students to the major approaches, concepts, and skills needed to understand the study of each.

In the Cyberwarfare section, students learn how military and nation-state approaches to cyber warfare differ from those in the business sector. Topics include cyberspace intelligence operations, offensive, and defensive cyberwarfare, military doctrine, and evolving threat strategies. Case projects and real-world incidents underscore the importance of comprehending the cyberwarfare landscape and the potential nonstate actor (e.g., businesses) implications.

In the Cybercrime section, students study the various categories of cybercrimes, including crimes against computers, crimes against people, cyber fraud, and illicit content instances. Topics such as DDOS attacks, ransomware, phishing, cyberbullying, and hate sites will be discussed in terms of what they are and how information security experts must address them.

Finally, digital forensics investigation procedures will be studied, including data acquisition, file recovery, and chain of custody. Students will learn about various digital forensic tools and procedures, as well as specialized forensic investigations, such as Cloud, mobile, and social media forensics procedures. Many topics and exercises will help students learn how to address policy and legal challenges involved in dealing with the Cybercrime categories introduced earlier in the course.

**Prerequisites \*** n/a

**Corequisites\*** n/a

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

**Grading** Graduate Standard Letter

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

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

**Lec Hrs** 3

**Credit Hrs** 3

Lab Hrs 0

Status\*  Active-Visible  Inactive-Hidden

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

Cross-listing  
Restrictions  
Repeat for Credit

Cross-listing CISM 4470

Restrictions n/a

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

Yes  
 No

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

## Justification and Assessment

**What is the rationale for the requested course changes?\*** This course needs to change from CISM 6470 to CISM 5470. We planned to cross-list this course with CISM 4470 (new course). Our understanding is that you can only cross-list 4000-level courses with 5000-level courses.

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

## REQUIRED ATTACHMENTS

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

**1.) Syllabus** - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

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

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

Syllabus\*  I have attached the syllabus.  
 N/A

## Resources and Funding

- Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

**Fee Justification\*** n/a

## Administrative Use Only - DO NOT EDIT

**Course ID\*** 47130

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

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

# CISM - 5470 - Cyberwarfare, Cybercrime, and Digital Forensics

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department? \*

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

## Course Information

Course Prefix\*

Course Number\* 5470

Course Title\* Cyberwarfare, Cybercrime, and Digital Forensics

Course Type\*

**Catalog Course Description\*** This course examines three major disciplines in information security: Cyberwarfare, Cybercrime, and Digital Forensics, covering cybersecurity policies and legal and ethical issues. Although each area of study is worthy of its own focus, this course introduces students to the major approaches, concepts, and skills needed to understand the study of each.

In the Cyberwarfare section, students learn how military and nation-state approaches to cyber warfare differ from those in the business sector. Topics include cyberspace intelligence operations, offensive, and defensive cyberwarfare, military doctrine, and evolving threat strategies. Case projects and real-world incidents underscore the importance of comprehending the cyberwarfare landscape and the potential nonstate actor (e.g., businesses) implications.

In the Cybercrime section, students study the various categories of cybercrimes, including crimes against computers, crimes against people, cyber fraud, and illicit content instances. Topics such as DDOS attacks, ransomware, phishing, cyberbullying, and hate sites will be discussed in terms of what they are and how information security experts must address them.

Finally, digital forensics investigation procedures will be studied, including data acquisition, file recovery, and chain of custody. Students will learn about various digital forensic tools and procedures, as well as specialized forensic investigations, such as Cloud, mobile, and social media forensics procedures. Many topics and exercises will help students learn how to address policy and legal challenges involved in dealing with the Cybercrime categories introduced earlier in the course.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

- Yes
- No

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

n/a

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

Prerequisites n/a

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing CISM 4470

Restrictions n/a

Status\*  Active-Visible  Inactive-Hidden

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

1

Grading\*

Graduate Standard Letter

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

### Justification and Assessment

What is the rationale for adding this course?\*

This course is required for the new Master of Science in Strategic Cybersecurity and Information Management. Originally it was submitted as CISM 6470. Subsequently, the decision was made to cross-list it as CISM 4470 for our undergraduate students. Thus, we are now deleting the 6000-level course and submitting this 5000-level course as a new proposal.

**Student Learning Outcomes\*** Learning Objectives - Students who complete this course successfully will be able to do the following:

- Develop ethical perspectives and practices in computing by understanding computer abuse, laws pertaining to such abuse, and legal gray areas.
- Develop an understanding of morality, ethics, security, privacy, intellectual property rights, and the reliability of software products.
- Demonstrate the ability to use a legal and investigative framework to handle a security breach from investigation to the prosecution of the culprits.
- Develop the ability to handle ethical and moral dilemmas that must be addressed.
- Develop the ability to understand the impact of technology and its effects on society.
- Demonstrate an understanding of digital piracy and intellectual theft, economic crime, online fraud, pornography, online sex crime, cyber-bullying, cyber-stalking, cyber-terrorism, and the rise of the Dark Web.
- Demonstrate an understanding of the digital forensic investigation and its legal context around the world and law enforcement response to cybercrime transnationally.
- Understand cybercrime policy and legislation across the globe.

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 35

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

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



## **CISM 5470: Cyberwarfare, Cybercrime, and Digital**

### **Forensics COURSE DESCRIPTION**

This course examines three major disciplines in information security: Cyberwarfare, Cybercrime, and Digital Forensics, covering cybersecurity policies and legal and ethical issues. Although each area of study is worthy of its own focus, this course introduces students to the major approaches, concepts, and skills needed to understand the study of each.

In the Cyberwarfare section, students learn how military and nation-state approaches to cyber warfare differ from those in the business sector. Topics include cyberspace intelligence operations, offensive, and defensive cyberwarfare, military doctrine, and evolving threat strategies. Case projects and real-world incidents underscore the importance of comprehending the cyberwarfare landscape and the potential nonstate actor (e.g., businesses) implications.

In the Cybercrime section, students study the various categories of cybercrimes, including crimes against computers, crimes against people, cyber fraud, and illicit content instances. Topics such as DDOS attacks, ransomware, phishing, cyberbullying, and hate sites will be discussed in terms of what they are and how information security experts must address them.

Finally, digital forensics investigation procedures will be studied, including data acquisition, file recovery, and chain of custody. Students will learn about various digital forensic tools and procedures, as well as specialized forensic investigations, such as Cloud, mobile, and social media forensics procedures. Many topics and exercises will help students learn how to address policy and legal challenges involved in dealing with the Cybercrime categories introduced earlier in the course.

**Learning Objectives** - Students who complete this course successfully will be able to do the following:

- Develop ethical perspectives and practices in computing by understanding computer abuse, laws pertaining to such abuse, and legal gray areas.
- Develop an understanding of morality, ethics, security, privacy, intellectual property rights, and the reliability of software products.
- Demonstrate the ability to use a legal and investigative framework to handle a security breach from investigation to the prosecution of the culprits.
- Develop the ability to handle ethical and moral dilemmas that must be addressed.
- Develop the ability to understand the impact of technology and its effects on society.
- Demonstrate an understanding of digital piracy and intellectual theft, economic crime, online fraud, pornography, online sex crime, cyber-bullying, cyber-stalking, cyber-terrorism, and the rise of the Dark Web.

- Demonstrate an understanding of the digital forensic investigation and its legal context around the world and law enforcement response to cybercrime transnationally.
- Understand cybercrime policy and legislation across the globe.

#### **INSTRUCTOR INFORMATION**

**NAME:** Ellie Towhidi, Ph.D. **OFFICE**  
**LOCATION:** Richards Hall 247 **OFFICE**  
**HOURS:** TBD  
**CLASS TIME AND LOCATION:** TBD

#### **BOOKS AND MATERIALS**

*Cybercrime and Digital Forensics: An Introduction 3rd Edition by Thomas J. Holt*

*Cyberwarfare: Information Operations in a Connected World 2nd Edition by Mike Chapple*

#### **GRADING**

Your grade will consist of two exams (a midterm and a final), three projects, and one presentation. Good participation (missing one or fewer classes and being engaged).

Midterm	20%
Final Exam	20%
Assignments	30%
Business Case and Presentation	30%

#### **AMERICANS WITH DISABILITIES ACT:**

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 (defined as within two days of class start); further, no retroactive accommodations will be given. Accessibility Services is located in 123 Row Hall at the Student Development Center, telephone 678-839-6428

#### **UNIVERSITY-WIDE SYLLABUS INFORMATION:**

Please review the "[Common Language for Course Syllabi](#)" for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

# Strategic Cybersecurity and Information Management, M.S.

## 2024-2025 Graduate 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](mailto: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\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department \*

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

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

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

## [List of Faculty Senate Action and Information Items](#)

### Program Information

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

Type of Program \*  Program  Shared Core

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

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

Program Name  
Program Description

**Program ID - DO NOT EDIT\*** 4139

**Program Code - DO NOT EDIT**

**Program Type\***

Master's

**Degree Type\***

Master of Science

**Program Description\*** The University of West Georgia's STEM-approved Master of Science in Strategic Cybersecurity and Information Management (SCIM) degree combines technical knowledge and vital cybersecurity skills with business management and enterprise leadership principles that drive organizations. Our program focuses on strategically applying cybersecurity best practices by weaving together technical topics such as vulnerability testing, threat detection, and digital forensics with strategic managerial topics such as data protection, privacy, policy, and risk assessment. The SCIM program's mission is to prepare professionals to be workplace and community leaders in cybersecurity who can do the following: 1) understand how cyber threats can affect their organization's mission 2) able to identify and assess cybersecurity vulnerabilities 3) communicate cyber threats to stakeholders in terms of risk 4) develop feasible, actionable plans to address cyber vulnerabilities 5) be able to implement those plans successfully Employment opportunities may include positions such as Security Engineer, Security Analysts, Project Manager, Forensics Team Lead or Incident Response, Director of Software Security Engineering, Chief Information Security Officer (CISO), Chief Information Officer (CIO), or Chief Technology Officer (CTO). The SCIM program is tied to Cisco's CCNA and CyberOps certifications, aligned with the Certified Information Systems Security Professional (CISSP) Certification knowledge units, the National Institute of Standards and Technology (NIST) Cybersecurity Framework, the National Institute for Cybersecurity Education (NICE) Framework, and the National Security Agency's (NSA) CyberDefense knowledge units. Students have the opportunity to earn three Cisco Digital Badges and two Cisco certification vouchers.

**Learning Outcomes:**

Demonstrate the ability to identify and evaluate enterprise information and networking assets and their security risks, develop and communicate policies and procedures to protect and manage enterprise information and networking security. (CISM5500, CISM 6410)

Understand, evaluate, utilize, and communicate security systems and techniques with an emphasis on security vulnerabilities and threats, physical security, and human role, including identity and access management, cryptography, and Internet of Things security. (CISM 5355, CISM 6420, CISM 6430)

Demonstrate the ability to detect, analyze and resolve security threats and incidents in enterprise networks and systems using variety of technologies such as emerging technologies, big data, cloud computing, mobile computing, social networks, and the Internet of Things to secure an IT infrastructure. (CISM 5600, CISM 6440, CISM 6450)

Design, develop, test, and evaluate enterprise security contingency plans and enterprise secure systems. (CISM 6460)

Understand cybersecurity and privacy through careful consideration of technology and policy, including economic, human, legal, organizational, and socio-political factors. (CISM 6470)

## Curriculum Information

**Prospective Curriculum\***

### **Strategic Cybersecurity and Information Management**

The University of West Georgia's STEM-approved Master of Science in Strategic Cybersecurity and Information Management (SCIM) degree combines technical knowledge and vital cybersecurity skills with business management and enterprise leadership principles that drive organizations. Our program weaves technical topics such as penetration testing and digital forensics with strategic and managerial topics such as data protection, policy, and risk assessment with a heavy focus of applying cybersecurity best practices for business strategy.

The SCIM program's mission is to prepare professionals to be workplace and community leaders in cybersecurity who can do the following:

- 1) understand how cyber threats can affect their organization's mission
- 2) able to identify and assess cybersecurity vulnerabilities
- 3) communicate cyber threats to stakeholders in terms of risk
- 4) develop feasible, actionable plans to address cyber vulnerabilities
- 5) be able to implement those plans successfully

**CISM 5355 Cybersecurity Operations**

**CISM 5470 Cyberwarfare, Cybercrime, and Digital Forensics**

**CISM 5500 Advanced Networking**

**CISM 5600 Advanced Enterprise Security**

**CISM 6410 Information Asset Protection and Risk Management**

**CISM 6420 Defensive and Offensive Security**

**CISM 6430 Cryptography, Identity and Access Management**

**CISM 6440 Cybersecurity and Cloud Computing**

**CISM 6450 IoT Security and Analytics**

**CISM 6460 Security Planning and Systems Development**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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 course number was changed from CISM 6470 to CISM 5470 so that the course could be cross-listed with our undergraduate course (CISM 4470). There were no substantive changes to course.

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

## SACSCOC Substantive Change

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

Send questions to [kgwaltney@westga.edu](mailto:kgwaltney@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

## REQUIRED ATTACHMENTS

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

### 1.) Program Map and/or Program Sheet

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

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

### 3.) Academic Assessment Plan/Reporting

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

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

### 4.) Curriculum Map Assessment

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

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

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

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

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

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

## CISM 5470: Cyberwarfare, Cybercrime, and Digital

### Forensics COURSE DESCRIPTION

This course examines three major disciplines in information security: Cyberwarfare, Cybercrime, and Digital Forensics, covering cybersecurity policies and legal and ethical issues. Although each area of study is worthy of its own focus, this course introduces students to the major approaches, concepts, and skills needed to understand the study of each.

In the Cyberwarfare section, students learn how military and nation-state approaches to cyber warfare differ from those in the business sector. Topics include cyberspace intelligence operations, offensive, and defensive cyberwarfare, military doctrine, and evolving threat strategies. Case projects and real-world incidents underscore the importance of comprehending the cyberwarfare landscape and the potential nonstate actor (e.g., businesses) implications.

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**Learning Objectives** - Students who complete this course successfully will be able to do the following:

- Develop ethical perspectives and practices in computing by understanding computer abuse, laws pertaining to such abuse, and legal gray areas.
- Develop an understanding of morality, ethics, security, privacy, intellectual property rights, and the reliability of software products.
- Demonstrate the ability to use a legal and investigative framework to handle a security breach from investigation to the prosecution of the culprits.
- Develop the ability to handle ethical and moral dilemmas that must be addressed.
- Develop the ability to understand the impact of technology and its effects on society.
- Demonstrate an understanding of digital piracy and intellectual theft, economic crime, online fraud, pornography, online sex crime, cyber-bullying, cyber-stalking, cyber-terrorism, and the rise of the Dark Web.

- Demonstrate an understanding of the digital forensic investigation and its legal context around the world and law enforcement response to cybercrime transnationally.
- Understand cybercrime policy and legislation across the globe.

## INSTRUCTOR INFORMATION

**NAME:** Ellie Towhidi, Ph.D. **OFFICE**  
**LOCATION:** Richards Hall 247 **OFFICE**  
**HOURS:** TBD  
**CLASS TIME AND LOCATION:** TBD

## BOOKS AND MATERIALS

*Cybercrime and Digital Forensics: An Introduction 3rd Edition* by Thomas J. Holt

*Cyberwarfare: Information Operations in a Connected World 2nd Edition* by Mike Chapple

## GRADING

Your grade will consist of two exams (a midterm and a final), three projects, and one presentation. Good participation (missing one or fewer classes and being engaged).

Midterm	20%
Final Exam	20%
Assignments	30%
Business Case and Presentation	30%

## AMERICANS WITH DISABILITIES ACT:

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 (defined as within two days of class start); further, no retroactive accommodations will be given. Accessibility Services is located in 123 Row Hall at the Student Development Center, telephone 678-839-6428

## UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the [“Common Language for Course Syllabi”](#) for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

# Applied Computer Science, M.S.

## 2024-2025 Graduate Revise Program Request

### Introduction

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If you have any questions, please email [curriculog@westga.edu](mailto: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\*

Desired Effective Year\*

### Routing Information

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School/ Department \*

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

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

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

## [List of Faculty Senate Action and Information Items](#)

### Program Information

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

Type of Program \*  Program  Shared Core

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

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

Program Name  
Program Description

Program Name \* Applied Computer Science, M.S.

**Program ID - DO NOT EDIT\*** 4086

**Program Code - DO NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The M.S. in Applied Computer Science degree is a professional program, requiring 30 or 36 hours (depending on student background) of graduate study, that provides the knowledge and skills needed to pursue a career in the exciting and dynamic field of computer science and information technology.

Individuals who do not hold an undergraduate degree in computer science will enroll in a set of introductory courses designed to quickly bring them up to speed. These courses will count toward the required hours for the degree.

Students are expected to have basic knowledge and proficiency in using computers. Students will be expected to have reliable Internet access and their own personal computer capable of running a variety of software tools used in the program. Additional details on computing needs are available from the Computing program website.

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

**Program Location\***

<b>Curriculum Information</b>
-------------------------------

## Program Requirements

### Preparatory

CS 5251 Web Technologies I  
CS 5311 Program Construction I  
CS 6231 Database Systems I  
CS 6312 Program Construction II

### Core Courses

CS 5275 Foundations of Machine Learning  
CS 6241 Software Development I  
CS 6252 Web Technologies II  
CS 6261 Systems and Network Administration

### Software Development Track

CS 6232 Database Systems II  
CS 6242 Software Development II  
CS 6253 Web Technologies III

### Cyber Intelligence Track

CS 5500 Cybersecurity  
CS 6250 Artificial Intelligence for Security  
CS 6271 Advanced Networking

### Data Science Track

CS 6800 Data Analytics  
CS 6810 Intelligence and Analytics Tools  
CS 6820 Generative AI for Data Scientists

## **Additional Courses**

**CS 6910 Project I**  
**CS 6920 Project II**  
**CS 6983 Directed Research**  
**CS 6986 Internship**

## **Total Program: 30 Hours (with CS-Background); 36 Hours (non CS-Background)**

### **Additional Program Requirements**

**Students are allowed only one grade of "C" in all courses applying toward the degree.**

**Students without a degree in Computer Science must complete the Preparatory courses (12 hours), all Core Courses (12 hours), and courses from one of the three Tracks (9 hours) plus one elective course (3 hours).**

**Students with a degree in Computer Science must complete all Core Courses (12 hours), and all courses from one of the three Tracks (9 hours) plus an additional 9 hours of electives.**

**Electives must be from from the Software Development, Data Science, or Cyber Intelligence tracks, directed research with a faculty sponsor, or an approved graduate course outside the program.**

**Additional program requirements are found on the Program of Computing website at <https://www.westga.edu/academics/art-culture-science/computing-math/computing/ms-computer-science.php>.**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.**

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

### Step 3 - Adding Courses to Cores in the Curriculum Schema

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

## Justification and Assessment

**Rationale\*** The updates to the Program Curriculum will allow us to continue to offer advanced material for students with no background in Computer Science as before. However, the inclusion of the different Tracks will give us the ability to meet the needs of students who do have a CS background, and offer them material to match current trends in technology. The inclusion of the Tracks and realignment of the coursework will also allow us to grow in the future by potentially offering new courses / tracks to meet industry needs.

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

### SACSCOC Substantive Change

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

Send questions to [kgwaltney@westga.edu](mailto:kgwaltney@westga.edu)

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

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

### SACSCOC Comments

## REQUIRED ATTACHMENTS

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

### **1.) Program Map and/or Program Sheet**

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

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### **3.) Academic Assessment Plan/Reporting**

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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.

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE								
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Computing and Mathematics			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	
	PROGRAM:	MS of Applied Computer Science		COURSES	Effectively function as a member of a team engaged in the process of modeling, designing, and implementing computer-based systems of varied complexity utilizing multiple technologies.	Recognize and analyze social, professional, and ethical issues and responsibilities they may face as computing professionals.	Prepare and give effective technical presentations using appropriate technologies.	Write clear and accurate technical documents.	
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)		1	CS 5251			I		I	
		2	CS 5275					M, A	
		3	CS 5311			I		I	
	4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)	<u>INTRODUCED</u> : Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	CS 5500			I		
			5	CS 6231			I		I
			6	CS 6232		I	R		R
			7	CS 6241		M, A			R
			8	CS 6242		R			R
			9	CS 6250			R		R
			10	CS 6252		R	R	M, A	R
			11	CS 6253		R	R	R	R
			12	CS 6261			M, A		R
			13	CS 6271		R	R		R
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.	<u>REINFORCED</u> : Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	14	CS 6312		I		I	R
			15	CS 6800			R		R
			16	CS 6810			R		R
			17	CS 6820			R		R
			18	CS 6983					R
			19						
	6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	<u>MASTERED</u> : Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	20						
			21						
			22						
		<b>**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.</b>							

**Academic Year  
Program Map  
MS of Applied Computer Science  
Software Development Track  
(those with a CS undergrad degree)**

YEAR 1			
TERM 1 - Fall		TERM 2 - Spring	
Course	Credits	Course	Credits
CS 5275 – Found. of Machine Learning	3	CS 6232 – Database II	3
CS 6241 – Software Development I	3	CS 6242 – Software Development II	3
		CS 6252 – Web Technologies II	3
SEMESTER TOTAL	6	SEMESTER TOTAL	9
<b>Milestones</b>		<b>Milestones</b>	
TERM 3 - Summer			
Course	Credits		
CS 6253 – Web Technologies III	3		
CS 6261 – Sys & Network Admin	3		
SEMESTER TOTAL	6		
<b>Milestones</b>			
YEAR 2			
TERM 1 – Fall		TERM 2 - Spring	
Course	Credits	Course	Credits
CS Elective	3		
CS Elective	3		
CS Elective	3		
SEMESTER TOTAL	9		

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.

**Academic Year  
Program Map  
MS of Applied Computer Science  
Data Science Track  
(those with a CS undergrad degree)**

YEAR 1					
TERM 1 - Fall				TERM 2 - Spring	
Course	Credits			Course	Credits
CS 5275 – Found. of Machine Learning	3			CS 6252 – Web Technologies II	3
CS 6241 – Software Development I	3			CS 6800 – Data Analytics	3
CS Elective	3			CS 6810 – Intell. & Analytic Tools	3
SEMESTER TOTAL	9			SEMESTER TOTAL	9
<b>Milestones</b>				<b>Milestones</b>	
TERM 3 - Summer					
Course	Credits				
CS 6261 – Sys & Network Admin	3				
SEMESTER TOTAL	3				
<b>Milestones</b>					
YEAR 2					
TERM 1 – Fall				TERM 2 - Spring	
Course	Credits			Course	Credits
CS 6820 - Generative AI for Data Sci.	3				
CS Elective	3				
CS Elective	3				
SEMESTER TOTAL	9				

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.

**Academic Year  
Program Map  
MS of Applied Computer Science  
Cyber Intelligence Track  
(those with a CS undergrad degree)**

YEAR 1					
TERM 1 - Fall				TERM 2 - Spring	
Course	Credits			Course	Credits
CS 5275 – Found. of Machine Learning	3			CS 5500 – Cybersecurity	3
CS 6241 – Software Development I	3			CS 6252 – Web Technologies II	3
CS 6271 – Adv Networking	3			CS Elective	3
SEMESTER TOTAL	9			SEMESTER TOTAL	9
<b>Milestones</b>				<b>Milestones</b>	
TERM 3 - Summer					
Course	Credits				
CS 6261 – Sys & Network Admin	3				
SEMESTER TOTAL	6				
<b>Milestones</b>					
YEAR 2					
TERM 1 – Fall				TERM 2 - Spring	
Course	Credits			Course	Credits
CS 6250 – AI for Security	3				
CS Elective	3				
CS Elective	3				
SEMESTER TOTAL	9				

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.

**Academic Year  
Program Map  
MS of Applied Computer Science  
Software Development Track  
(those without a CS undergrad degree)**

YEAR 1			
TERM 1 - Fall		TERM 2 - Spring	
Course	Credits	Course	Credits
CS 5251 – Web Technologies I	3	CS 6252 – Web Technologies II	3
CS 5311 – Program Construction I	3	CS 6312 – Program Construction II	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
<b>Milestones</b>		<b>Milestones</b>	
TERM 3 - Summer			
Course	Credits		
CS 6253 – Web Technologies III	3		
CS 6261 – Sys & Network Admin	3		
SEMESTER TOTAL	6		
<b>Milestones</b>			
YEAR 2			
TERM 1 – Fall		TERM 2 - Spring	
Course	Credits	Course	Credits
CS 5275 – Found. of Machine Learning	3	CS 6232 – Database II	3
CS 6231 – Database I	3	CS 6242 – Software Development II	3
CS 6241 – Software Development I	3	CS Elective	3
SEMESTER TOTAL	9		9

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.

**Academic Year  
Program Map  
MS of Applied Computer Science  
Data Science Track  
(those without a CS undergrad degree)**

YEAR 1			
TERM 1 - Fall		TERM 2 - Spring	
Course	Credits	Course	Credits
CS 5251 – Web Technologies I	3	CS 5275 – Found. of Machine Learning	3
CS 5311 – Program Construction I	3	CS 6252 – Web Technologies II	3
		CS 6312 – Program Construction II	3
SEMESTER TOTAL	6	SEMESTER TOTAL	9
<b>Milestones</b>		<b>Milestones</b>	
TERM 3 - Summer			
Course	Credits		
CS 6261 – Sys & Network Admin	3		
SEMESTER TOTAL	3		
<b>Milestones</b>			
YEAR 2			
TERM 1 – Fall		TERM 2 - Spring	
Course	Credits	Course	Credits
CS 6231 – Database I	3	CS 6800 – Data Analytics	3
CS 6241 – Software Development I	3	CS 6810 – Intell. & Analytic Tools	3
CS 6820 – Generative AI for Data Sci.	3	CS Elective	3
SEMESTER TOTAL	9		9

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.

**Academic Year  
Program Map  
MS of Applied Computer Science  
Cyber Intelligence Track  
(those without a CS undergrad degree)**

YEAR 1			
TERM 1 - Fall		TERM 2 - Spring	
Course	Credits	Course	Credits
CS 5251 – Web Technologies I	3	CS 5275 – Found. of Machine Learning	3
CS 5311 – Program Construction I	3	CS 6252 – Web Technologies II	3
		CS 6312 – Program Construction II	3
SEMESTER TOTAL	6	SEMESTER TOTAL	9
<b>Milestones</b>		<b>Milestones</b>	
TERM 3 - Summer			
Course	Credits		
CS 6261 – Sys & Network Admin	3		
SEMESTER TOTAL	3		
<b>Milestones</b>			
YEAR 2			
TERM 1 – Fall		TERM 2 - Spring	
Course	Credits	Course	Credits
CS 6231 – Database I	3	CS 5500 – Cybersecurity	3
CS 6250 – AI for Security	3	CS 6241 – Software Development I	3
CS 6271 – Adv Networking	3	CS Elective	3
SEMESTER TOTAL	9		9

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.

# CS - 5251 - Web Technologies I

## 2024-2025 Graduate New Course Request

### General Information

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

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

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department? \*

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

## Course Information

Course Prefix\*

Course Number\* 5251

Course Title\* Web Technologies I

Course Type\*

**Catalog Course Description\*** An introduction to the design, development, and implementation of websites using client-side technologies. Students are expected to develop a dynamic website using current industry best practices for client-side development.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

**What is the rationale for adding this course?\*** This course is an introduction to software development for graduate students with no prior experience.

**Student Learning Outcomes\*** Implement a website using HTML5. HTML5 is the latest standard of HTML (Hypertext Markup Language). HTML is used to structure the content of a website.

Use CSS (Cascading Style Sheets) to format a web site giving it an appealing and cohesive feel and look.

Apply the scripting language JavaScript to make a website more dynamic. We will focus on client-side scripting. A client-side script is executed by the user's web browser rather than the web server.

Employ a front-end toolkit to improve the user experience.

Use virtual collaboration tools to communicate effectively technical content.

## **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.

# CS 5251 – Web Technologies I

Credit Hours – 3

## Description

An introduction to the design, development, and implementation of websites using client-side technologies. Students are expected to develop a dynamic website using current industry best practices for client-side development.

## Prerequisite:

None

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>
- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

By the end of this class you will be able to do the following.

- Implement a website using HTML5. HTML5 is the latest standard of HTML (Hypertext Markup Language). HTML is used to structure the content of a website.
- Use CSS (Cascading Style Sheets) to format a web site giving it an appealing and cohesive feel and look.
- Apply the scripting language JavaScript to make a website more dynamic. We will focus on client-side scripting. A client-side script is executed by the user's web browser rather than the web server.
- Employ a front-end toolkit to improve the user experience.
- Use virtual collaboration tools to communicate effectively technical content.

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%

F	0-69.9%
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## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

## Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

## Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

## Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

## CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture.

Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

## COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

## College/School Policies

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

Students are encouraged to practice the following Big Six college experiences to be successful in CACSI coursework and degree programs:

*(A) Connect with professors, staff, coaches, etc. who care about you as a person:*

1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

## Institutional Policies

Please visit the following site for a review of University Policies that apply to all courses:

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

# CS - 5275 - Foundations of Machine Learning

## 2024-2025 Graduate New Course Request

### General Information

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

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

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

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

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

academic department? \*

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

## Course Information

Course Prefix\*

Course Number\* 5275

Course Title\* Foundations of Machine Learning

Course Type\*

**Catalog Course Description\*** Introduction to the foundational concepts and techniques of machine learning, focusing on hands-on applications of machine learning algorithms in solving real-world problems, concurrently addressing the field's theoretical aspects and ethical implications.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

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

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

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

**Prerequisites** Permission of department

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

What is the rationale for adding this course?\* This course will be the foundational course for the new MS ACS, Data Science Track

Student Learning Outcomes\*  
Understand the core principles of supervised, unsupervised, and reinforcement learning.  
Gain proficiency in data preprocessing, feature engineering, and model selection to optimize machine learning workflows.  
Evaluate the predictive capabilities of various models using appropriate metrics.  
Recognize the ethical implications and responsibilities of deploying machine learning models, such as bias, fairness, and privacy concerns.

### **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

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.

# CS 5275 – Foundations of Machine Learning

Credit Hours – 3

## Description

Introduction to the foundational concepts and techniques of machine learning, focusing on hands-on applications of machine learning algorithms in solving real-world problems, concurrently addressing the field's theoretical aspects and ethical implications.

## Prerequisite:

Permission of department

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>
- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

By the end of this class you will be able to do the following.

- Understand the core principles of supervised, unsupervised, and reinforcement learning.
- Gain proficiency in data preprocessing, feature engineering, and model selection to optimize machine learning workflows.
- Evaluate the predictive capabilities of various models using appropriate metrics.
- Recognize the ethical implications and responsibilities of deploying machine learning models, such as bias, fairness, and privacy concerns.

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
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Homeworks	10%
Projects	30%
Exams	40%

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The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
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## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

## Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

## Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

## Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
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## CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or

activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

## COMMUNICATION

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- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

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## College/School Policies

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1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

## Institutional Policies

Please visit the following site for a review of University Policies that apply to all courses:

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

# CS - 5311 - Program Construction I

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

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

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

academic department? \*

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

## Course Information

Course Prefix\*

Course Number\* 5311

Course Title\* Program Construction I

Course Type\*

**Catalog Course Description\*** An introduction to object-oriented design and programming using fundamental software engineering principles and concepts. Students are expected to develop an object-oriented application using current industry best practices for program development.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

What is the rationale for adding this course?\* This course is an introduction to software development for graduate students with no prior experience.

Student Learning Outcomes\*  
Explain what a programming language is and how a program is developed and executed  
Test and debug small (2 – 4 classes) object-oriented programs  
Write simple object-oriented programs that use basic programming constructs

### 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  Yes  
 No

332 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.

# CS 5311 – Program Construction I

Credit Hours – 3

## Description

An introduction to object-oriented design and programming using fundamental software engineering principles and concepts. Students are expected to develop an object-oriented application using current industry best practices for program development.

## Prerequisite:

None

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>
- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

By the end of this class you will be able to do the following.

- Explain what a programming language is and how a program is developed and executed
- Test and debug small (2 – 4 classes) object-oriented programs
- Write simple object-oriented programs that use the following programming constructs:
  - Data members and methods
  - Other class objects
  - Decision statements
  - Repetition statements
  - Lists and collections

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%

F	0-69.9%
---	---------

## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

## Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

## Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

## Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

## CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture.

Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

## COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

## College/School Policies

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

Students are encouraged to practice the following Big Six college experiences to be successful in CACSI coursework and degree programs:

*(A) Connect with professors, staff, coaches, etc. who care about you as a person:*

1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

## Institutional Policies

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# CS - 5500 - Cybersecurity

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department? \*

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

## Course Information

Course Prefix\*

Course Number\* 5500

Course Title\* Cybersecurity

Course Type\*

**Catalog Course Description\*** This course offers an overview of computer and network security. It includes components of current computing systems, addressing various security vulnerabilities, threats, and best practices. The curriculum also contains network security measures, including cyber defense tools and techniques to protect computer networks against potential cyber threats.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

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

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

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

**Prerequisites** Permission of department

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

What is the rationale for adding this course?\* This course will be included in the new Cyber Intelligence Track for the MC ACS

Student Learning Outcomes\* Understand the fundamentals of Cybersecurity  
Apply theory, practice, and applications of security.  
Identify and analyze the current cyber threat landscape.  
Analyze security features using various tools

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

Syllabus\*  I have attached the REQUIRED syllabus.

## Resources and Funding

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

Present or Projected Annual Enrollment\* 25

Will this course have special fees or tuition  Yes  
 No

341 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.

# CS 5500 – Cybersecurity

Credit Hours – 3

## Description

This course offers an overview of computer and network security. It includes components of current computing systems, addressing various security vulnerabilities, threats, and best practices. The curriculum also contains network security measures, including cyber defense tools and techniques to protect computer networks against potential cyber threats.

## Prerequisite:

Permission of department

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>

- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

Students will be able to learn the following security issues and solution concepts from this course.

- Understand the fundamentals of Cybersecurity
- Apply theory, practice, and applications of security.
- Identify and analyze the current cyber threat landscape.
- Analyze security features using various tools

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%
F	0-69.9%

## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

## Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

## Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

## Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

## CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

## COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
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## College/School Policies

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1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

## Institutional Policies

Please visit the following site for a review of University Policies that apply to all courses:

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# CS - 6250 - Artificial Intelligence for Security

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department? \*

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

## Course Information

Course Prefix\*

Course Number\* 6250

Course Title\* Artificial Intelligence for Security

Course Type\*

**Catalog Course Description\*** This course offers an overview of AI-driven security incorporating artificial intelligence techniques and technologies to enhance and automate cybersecurity measures in an increasingly dynamic and complex digital landscape. It includes defense mechanisms against evolving cyber threats by leveraging learning algorithms. It also presents the power of artificial intelligence, machine learning, and other advanced technologies to proactively identify, analyze, and mitigate real-world cyber threats.

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

Is this a variable credit hour course?  Yes  No \*

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

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

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

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

Prerequisites CS6261

Concurrent Prerequisites

Corequisites

## Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

What is the rationale for adding this course?\* This course will be included in the new Cyber Intelligence Track for the MC ACS

Student Learning Outcomes\* Define the role and importance of artificial intelligence in Cyberdefense.  
Analyze state-of-the-art applications of AI in Cybersecurity.  
Understand the role of historical data and trends in security modeling.  
Investigate strategies for keeping AI models updated and adaptive to new threats.

### 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

**Annual Enrollment\***

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

Yes

No

If yes, what will the fee be?\*

**Fee Justification**

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

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

# CS 6250 – Artificial Intelligence for Security

Credit Hours – 3

## Description

This course offers an overview of AI-driven security incorporating artificial intelligence techniques and technologies to enhance and automate cybersecurity measures in an increasingly dynamic and complex digital landscape. It includes defense mechanisms against evolving cyber threats by leveraging learning algorithms. It also presents the power of artificial intelligence, machine learning, and other advanced technologies to proactively identify, analyze, and mitigate real-world cyber threats.

## Prerequisite:

CS 6261

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>
- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

Students will be able to learn the following AI-driven security concerns and solution concepts from this course.

- Define the role and importance of artificial intelligence in Cyberdefense.
- Analyze state-of-the-art applications of AI in Cybersecurity.
- Understand the role of historical data and trends in security modeling.
- Investigate strategies for keeping AI models updated and adaptive to new threats.

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%

B	80-89.9%
C	70-79.9%
F	0-69.9%

## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

## Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

## Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

## Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

## CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

## COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

## College/School Policies

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2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

### Institutional Policies

Please visit the following site for a review of University Policies that apply to all courses:

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

# CS - 6253 - Web Technologies III

## 2024-2025 Graduate New Course Request

### General Information

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Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

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School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department? \*

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

## Course Information

Course Prefix\*

Course Number\* 6253

Course Title\* Web Technologies III

Course Type\*

**Catalog Course Description\*** A continuation of CS 6252: design, development, and implementation of websites using client- and server-side technologies. Students are expected to develop a dynamic website using current industry best practices for client- and server-side development.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

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

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

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

Prerequisites CS6252

Concurrent Prerequisites

Corequisites

Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

What is the rationale for adding this course?\* This course will be part of the updated Software Development Track for the MC ACS

Student Learning Outcomes\*  
Develop an attractive, website using current technologies  
Implement back-end functionality, including database interactions  
Build web development solutions for real world problems

### 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  Yes  
 No

359 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.

# CS 6253 – Web Technologies III

Credit Hours – 3

## Description

A continuation of CS 6252: design, development, and implementation of websites using client- and server-side technologies. Students are expected to develop a dynamic website using current industry best practices for client- and server-side development.

## Prerequisite:

CS 6262, or permission of department

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer

- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>
- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

By the end of this class you will be able to do the following:

- Develop an attractive, website using current technologies
- Implement back-end functionality, including database interactions
- Build web development solutions for real world problems

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%
F	0-69.9%

## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

## Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

## Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

## Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

### CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

## COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

## College/School Policies

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*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

## Institutional Policies

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# CS - 6271 - Advanced Networking

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department?

\*

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

## Course Information

Course Prefix\*

CS

Course Number\* 6271

Course Title\* Advanced Networking

Course Type\*

Computer Science

**Catalog Course Description\*** This course provides an in-depth understanding of computer networks. It includes wired and wireless networking and explores protocols and algorithms for efficient network services. The curriculum also contains the theory and practices used in computer networks that enable seamless communication, resource sharing, and collaboration among connected devices.

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

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

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

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

**Prerequisites** CS5311 or permission of department

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

Justification and Assessment

What is the rationale for adding this course?\* This course will be included in the new Cyber Intelligence Track for the MC ACS

Student Learning Outcomes\* Define and explain the fundamental components of computer networks. Understand the layers and functionalities of the network models. Identify and apply standard networking protocols and algorithms. Investigate network design and control issues.

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

**Annual Enrollment\***

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

Yes

No

If yes, what will the fee be?\*

**Fee Justification**

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

# CS 6271 – Advanced Networking

Credit Hours – 3

## Description

This course provides an in-depth understanding of computer networks. It includes wired and wireless networking and explores protocols and algorithms for efficient network services. The curriculum also contains the theory and practices used in computer networks that enable seamless communication, resource sharing, and collaboration among connected devices.

## Prerequisite:

CS5311 or permission of department

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
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## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>
- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

Students will be able to learn the following networking concepts from this course.

- Define and explain the fundamental components of computer networks.
- Understand the layers and functionalities of the network models.
- Identify and apply standard networking protocols and algorithms.
- Investigate network design and control issues.

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
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There will be no opportunity to make-up missed work or earn extra credit.

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A	90-100%
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## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

## Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

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## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

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*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

## Institutional Policies

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# CS - 6800 - Data Analytics

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department?  
\*

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

## Course Information

Course Prefix\*

CS

Course Number\* 6800

Course Title\* Data Analytics

Course Type\*

Computer Science

**Catalog Course Description\*** This course dives into the world of data analytics, focusing on techniques and tools used to analyze, interpret, and visualize data in meaningful ways. It emphasizes statistical analysis, information retrieval, and effective communication of insights derived from data.

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

Is this a variable credit hour course?  
\*  Yes  No

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

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

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

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

Prerequisites CS5275

Concurrent Prerequisites

Corequisites

Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

What is the rationale for adding this course?\* This course will be included in the new Data Science Track for the MC ACS

Student Learning Outcomes\*  
Use statistical methods to uncover patterns within data.  
Gain familiarity with data analytics software for data manipulation, analysis, and visualization.  
Effectively communicate data-driven insights through storytelling and visual representation techniques.

### 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.

# CS 6800 – Data Analytics

Credit Hours – 3

## Description

This course dives into the world of data analytics, focusing on techniques and tools used to analyze, interpret, and visualize data in meaningful ways. It emphasizes statistical analysis, information retrieval, and effective communication of insights derived from data.

## Prerequisite:

CS5275

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

Textbook:

Storytelling with Data: A Data Visualization Guide for Business Professionals, Knaflic, 2015, 978-1119002253

<https://www.amazon.com/Storytelling-Data-Visualization-Business-Professionals/dp/1119002257>

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>
- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

By the end of this class you will be able to do the following.

- Use statistical methods to uncover patterns within data.
- Gain familiarity with data analytics software for data manipulation, analysis, and visualization.
- Effectively communicate data-driven insights through storytelling and visual representation techniques.

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%

B	80-89.9%
C	70-79.9%
F	0-69.9%

## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

## Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

## Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

## Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

## CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

## COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

## College/School Policies

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2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

### Institutional Policies

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# CS - 6810 - Intelligence and Analytics Tools

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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School/ Department\*

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

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

academic department? \*

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

## Course Information

Course Prefix\*

Course Number\* 6810

Course Title\* Intelligence and Analytics Tools

Course Type\*

Catalog Course Description\* This course explores intelligence and analytics tools for various domains, with an emphasis on practical case studies.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

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

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

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

Prerequisites CS5275

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

What is the rationale for adding this course?\* This course will be included in the new Data Science Track for the MC ACS

Student Learning Outcomes\*  
Develop the ability to approach real-world problems analytically.  
Apply computational methods and derive data-driven solutions.  
Build models to forecast trends and help make informed business decisions.

### 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  Yes  
 No

386 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.

# CS 6810 – Intelligence and Analytics Tools

Credit Hours – 3

## Description

This course explores intelligence and analytics tools for various domains, with an emphasis on practical case studies.

## Prerequisite:

CS5275

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

### Textbook

Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking, Provost and Fawcett, 2013, 978-1449361327

<https://www.amazon.com/Data-Science-Business-Data-Analytic-Thinking/dp/1449361323>

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>
- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

By the end of this class you will be able to do the following.

- Develop the ability to approach real-world problems analytically.
- Apply computational methods and derive data-driven solutions.
- Build models to forecast trends and help make informed business decisions.

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%

C	70-79.9%
F	0-69.9%

## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

## Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

## Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

## Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

## CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or

activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

## COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

## College/School Policies

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

Students are encouraged to practice the following Big Six college experiences to be successful in CACSI coursework and degree programs:

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2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

### Institutional Policies

Please visit the following site for a review of University Policies that apply to all courses:

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# CS - 6820 - Generative AI for Data Scientists

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department? \*

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

## Course Information

Course Prefix\*

Course Number\* 6820

Course Title\* Generative AI for Data Scientists

Course Type\*

**Catalog Course Description\*** This course surveys recent groundbreaking techniques in generative AI (e.g., generative adversarial networks, variational autoencoders, transformer models, etc.) and strategies for utilizing natural language in prompt engineering to support data scientists.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

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

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

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

Prerequisites CS5275

Concurrent Prerequisites

Corequisites

Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

What is the rationale for adding this course?\* This course will be included in the new Data Science Track for the MC ACS

Student Learning Outcomes\*  
Learn about the fundamental concepts and architectures of generative models.  
Implement and train small-scale generative models using open-source frameworks, focusing on generating high-quality synthetic data.  
Explore practical applications of generative AI in data augmentation, anomaly detection, and creative content generation.  
Discuss the ethical implications of generative AI, issues related to data privacy, model misuse, and the impact of synthetic content generation on society.

### **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 25  
Annual Enrollment\*

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

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

#### Fee Justification

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

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

# CS 6820 – Generative AI for Data Scientists

Credit Hours – 3

## Description

This course surveys recent groundbreaking techniques in generative AI (e.g., generative adversarial networks, variational autoencoders, transformer models, etc.) and strategies for utilizing natural language in prompt engineering to support data scientists.

## Prerequisite:

CS5275

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

Textbook:

Generative Deep Learning, Foster, 2023, 978-1098134181

<https://www.oreilly.com/library/view/generative-deep-learning/9781098134174/>

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>
- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

By the end of this class you will be able to do the following.

- Learn about the fundamental concepts and architectures of generative models.
- Implement and train small-scale generative models using open-source frameworks, focusing on generating high-quality synthetic data.
- Explore practical applications of generative AI in data augmentation, anomaly detection, and creative content generation.
- Discuss the ethical implications of generative AI, issues related to data privacy, model misuse, and the impact of synthetic content generation on society.

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%
F	0-69.9%

## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

## Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

## Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

## Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

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- It is the student's responsibility to make sure the correct file is submitted.
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## CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

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2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

### Institutional Policies

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# CS - 6983 - Directed Research

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department? \*

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

## Course Information

Course Prefix\*

Course Number\* 6983

Course Title\* Directed Research

Course Type\*

**Catalog Course Description\*** Individual research in computer science through a mutual agreement between the student and a computing faculty member. May be repeated for a maximum of 6 hours credit. Departmental consent is required for use of this credit toward a degree in computer science.

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\* 1-3

Credit Hrs\* 1-3

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

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

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

**Prerequisites** Permission of department

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

**Justification and Assessment**

What is the rationale for adding this course?\* With the growth of the MS in Applied Computer Science, we anticipate additional opportunities for students to collaborate with faculty on independent research and this course would allow for credit toward the degree.

Student Learning Outcomes\* Work with faculty on an independent research project

**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\* 5

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.

# CS 6983 – Directed Research

Credit Hours: 1-3

## Description

Individual research in computer science through a mutual agreement between the student and a computing faculty member. May be repeated for a maximum of 6 hours credit. Departmental consent is required for use of this credit toward a degree in computer science.

## Prerequisite:

Permission of department

## Meeting Times

This course is a 100% online course. There are no synchronous class meetings, neither face-to-face nor online, for this course. All course material will be delivered through CourseDen. In particular, you will be expected to do the following tasks in CourseDen

- Locate important announcements (at the top of the page).
- Get all course-related material.
- Access required exercises for the course.
- Upload your files for grading.

## Materials

You will need access to the following resources for this course.

## Software

To complete all assignments and activities for the course, you will need access to the following software.

- A modern web-browser such as Google Chrome or Firefox.
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel

## Hardware

The course will be 100% online. So, you will have a computer (laptop or desktop) to access course materials and complete assignments and activities. The hardware below is required to complete the work on your own computer:

- A reasonably modern computer
- A broadband network connection.

## Other Resources

The following resources will be used in some course assignments and activities,

- SNAP! - <https://snap.berkeley.edu/>
- CS Unplugged - <https://csunplugged.org/en/>

## Outcomes

By the end of this class you will be able to do the following:

- Work with faculty on an independent research project

## Evaluation

The course will be evaluated through the assignments described in the Assignments section. The final grade will be calculated as follows:

Assignment	Percentage of Overall Grade
Activities	10%
Quizzes	10%
Homeworks	10%
Projects	30%
Exams	40%

There will be no opportunity to make-up missed work or earn extra credit.

The final grade will be determined based on the following scale:

Letter Grade	Rubric Points Earned
A	90-100%
B	80-89.9%
C	70-79.9%
F	0-69.9%

## Assignments

Throughout the course, you will practice your skills and demonstrate your understanding through a series of assignments.

### Activities

Alongside lectures, activities will allow you to explore course topics and concepts through a guided hands-on assignment.

## Quizzes

Quizzes will allow you to self-assess your understanding of topics and concepts introduced in lectures.

## Homework

Homework assignments will build from topics and concepts introduced through lectures and activities to further explore these topics and concepts through a focused assignment to be completed on your own.

## Projects

Projects will build up understanding of course concepts through applying skills learned in lectures and explored in activities and/or homework assignments.

## Exams

Exams will assess your understanding of concepts introduced in lectures, and practiced through activities, homework assignments, and/or projects.

## Course Policies and Resources

The following policies and resources will be in place for this course.

### Attendance & Assignments

- Attendance will be determined based on you accessing the course page.
- There will not be any makeup for any assignments.
- There will be no dropped lab exercise or project grades.
- All assignments are due at the scheduled time. Late work is not accepted.
- It is the student's responsibility to make sure the correct file is submitted.
- Under no circumstance will submissions be accepted via email.

## CONTENT

All materials will be posted online at the course page in CourseDen. Lectures will be provided as video posted to Youtube and linked from the course page. Lectures will be accompanied by quizzes and/or activities that give you a chance to check your understanding of the content covered in the lecture. Finally, assessment will consist of five basic types: activities, quizzes, homework exercises, projects, and exams. All assignments will be managed entirely on the course page.

## COMMUNICATION

There are three primary modes of communication available to you for this course.

- A discussion forum will be available on the course page. Please limit creation of new threads. Your posts should be on-topic for the discussion and adhere to standard expectations for communication on campus (treat it as though you were in a classroom discussion).
- You may contact me directly through email, Google hangout message, or schedule a meeting via Google Meet (request time through email or hangout message).

Regular online meetings (via Google Meet) will be held for you to ask questions or discuss any concerns with the instructor and other classmates.

## College/School Policies

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

Students are encouraged to practice the following Big Six college experiences to be successful in CACSI coursework and degree programs:

*(A) Connect with professors, staff, coaches, etc. who care about you as a person:*

1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

*(B) Participate in experiential learning opportunities:*

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

## Institutional Policies

Please visit the following site for a review of University Policies that apply to all courses:

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

# Higher Education Administration, M.Ed.

## 2024-2025 Graduate Revise Program Request

### Introduction

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

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

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

If you have any questions, please email [curriculog@westga.edu](mailto: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.** Requesting new course prefix of HEDA (Higher Education Administration)

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department \*

Department of Counseling, Higher Education, and Speech Language Pathology

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

Yes

No

Is this a College of Education Program?\*

Yes

No

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

Yes

No

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program\*

Program

Shared Core

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

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

Program Name

Program Description

Program Name\* Higher Education Administration, M.Ed.

**Program ID - DO NOT EDIT\*** 4130

**Program Code - DO NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** University of West Georgia's Master of Education in Higher Education Administration provides a comprehensive education to those wishing to understand the complexities present in higher education and develop skills to advance in the field. Students will gain knowledge from esteemed scholars and practitioners across various disciplines, such as law, finance, and governance, in addition to the foundational areas, such as social theory and higher education administration. The program will introduce students to multiple disciplines allowing them to make positive contributions in the field. Upon completing the degree, students will be an effective practitioner and equipped to pursue a wide range of roles within higher education. The program is offered fully online.

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

**Program Location\***

## Curriculum Information

## Admission Requirements

Online M.Ed. in Higher Education Administration:

- Official Transcripts from previous institutions you have attended.
- Minimum cumulative GPA: 2.75 (3.0 GPA recommended)
- Personal Statement/Statement of Interest
- (2) Letters of Recommendation, (electronic link w/ ratings in graduate app)
- Resume

## Learning Outcomes

- Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice.
- Candidates will demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities.
- Candidates will demonstrate an ability to apply social theories essential to the higher education setting.
- Candidates will demonstrate the knowledge, skills, and attitudes required of an effective and ethical higher education leader.
- Candidates will demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission
- Candidates will demonstrate a comprehensive understanding of higher education governance and finance expected of an entry level practitioner.
- Candidates will demonstrate knowledge, skills, and dispositions related to law and ethics.
- Candidates will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

## Courses

**HEDA 6170 Student Affairs in Higher Education**

**HEDA 6172 Social Theory in Higher Education**

**HEDA 6174 Higher Education Administration**

**HEDA 6175 Economics and Finance in Higher Education**

**HEDA 6176 Law and Higher Education**

**HEDA 6177 Applied Research and Assessment in Higher Education**

**HEDA 6178 Students in American Higher Education**

**HEDA 6179 Capstone: Investigative Study in**

**HEDA 7175 Capstone Investigative Study in  
Higher Education**

**HEDA 7145 Diversity in Higher Education**

**HEDA 7180 Organization and Governance in  
Higher Education**

**[After] Total Credit Hours: 30**

**[After] Note: Internships are not a degree requirement for the online Master of Education in Higher Education Administration program; however, we encourage candidates who do not have significant work experience in higher education to pursue a graduate internship during their course of study. The University of West Georgia offers internship placement in many of its executive offices (e.g., Student Affairs, Academic Affairs, and Office of the President). Students interested in internship opportunities should contact their program advisor once admitted.**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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\*** To address student needs, affordability, and pathways for professional and academic success, the Department of Counseling, Higher Education, and Speech-Language Pathology's Higher Education faculty proposes a curriculum change for the Master of Education (M.Ed.) in College Student Affairs. Enrollment in the program in Fall 2023 was 14 students, which is a 62% decrease from Fall 2020 enrollment (37 students). In the attached rationale, we will provide 1) program strategy, 2) program description, 3) core curriculum changes, and 4) program delivery.

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

- Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice.
- Candidates will demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities.
- Candidates will demonstrate an ability to apply social theories essential to the higher education setting.
- Candidates will demonstrate the knowledge, skills, and attitudes required of an effective and ethical higher education leader.
- Candidates will demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission
- Candidates will demonstrate a comprehensive understanding of higher education governance and finance expected of an entry level practitioner.
- Candidates will demonstrate knowledge, skills, and dispositions related to law and ethics.
- Candidates will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

### **SACSCOC Substantive Change**

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

Send questions to [kgwaltney@westga.edu](mailto:kgwaltney@westga.edu)

**Please select all that apply.\***

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

**Check all that apply to this program\***

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

**SACSCOC Comments**

## **REQUIRED ATTACHMENTS**

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

### **1.) Program Map and/or Program Sheet**

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

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

### **3.) Academic Assessment Plan/Reporting**

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

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

### **4.) Curriculum Map Assessment**

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

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

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

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

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

## **Rationale**

To address student needs, affordability, and pathways for professional and academic success, the Department of Counseling, Higher Education, and Speech-language Pathology's Higher Education faculty proposes a curriculum change for the Master of Education (M.Ed.) in College Student Affairs. Enrollment in the program in Fall 2023 was 14 students, which is a 62% decrease from Fall 2020 enrollment (37 students). In what follows, we will provide 1) program strategy, 2) program description, 3) core curriculum changes, and 4) program delivery.

## **Strategy**

The approach for the program revision is to address affordability, and pathways for professional and academic success. To do so, the first action was changing the name of the program from the M.Ed. in College Student Affairs to the M.Ed. in Higher Education Administration. The name change clearly reflects the goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

To ensure the program is marketable, affordability remains a key concern for consumers of graduate education programs. The current program entails a 42-credit hour, in-person curriculum. Competitor programs across the state operate at 30-36 credit hours, (see Georgia Southern University, Georgia State University, University of Georgia). This curriculum redesign proposes a 30-credit hour fully online M.Ed. in Higher Education Administration. By accelerating the program, candidates will accrue a cost savings of roughly \$1,500 due to a reduced fee structure. The current program's total cost is slightly above \$14,000, while the proposed online program will cost a student roughly \$9,500 and target a broad national and international market of working professionals and recent graduates entering the workforce.

Along with marketability and financial sustainability, efficiency and academic rigor remain vital to the success of a program. By reducing the program by 12 hours, the faculty eliminated all courses that did not directly align with the goals and purpose of the degree and replaced them with courses with more contemporary topics and objectives. For instance, counseling courses may be critical for a student affairs program; however, 9 credit hours of counseling courses lacks relevance for a comprehensive higher education degree, as compared to additional content knowledge in 1) budgeting in finance, 2) law and ethics, 3) NIL objectives, and 4) organizational governance. Additionally, through the reduction in course hours and acceleration of the program, students are able to complete the degree in one academic year (Fall, Spring, Summer).

## **Revised Program Description**

University of West Georgia's Master of Education in Higher Education Administration provides a comprehensive education to those wishing to understand the complexities present in higher education and develop skills to advance in the field. Students will gain knowledge from esteemed scholars and practitioners across various disciplines, such

as law, finance, and governance, in addition to the foundational areas, such as social theory and higher education administration. The program will introduce students to multiple disciplines allowing them to make positive contributions in the field. Upon completing the degree, students will be an effective practitioner and equipped to pursue a wide range of roles within higher education. The program is offered fully online.

**Program Map: Higher Education Administration - Online  
Master of Education (M.Ed)**  
Catalog Year: 2024-2025

The aim of the example course plan below is to provide the structure of the **online** program. The specific courses outlined under each term may vary based on semester/term offerings.

PREFIX	NU MBE R	COURSE TITLE	CRED IT HOU RS	MIN GRA DE	MILESTONES
<b>FALL 2024 (SEMESTER ONE): 12 CREDIT HOURS</b>					
HEDA	6170	Student Affairs in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program.
HEDA	6172	Social Theory in Higher Education	3	C	
HEDA	6178	Students in American Higher Education	3	C	
HEDA	6174	Higher Education Administration	3	C	
<b>SPRING 2025 (SEMESTER TWO): 12 CREDIT HOURS</b>					
HEDA	6177	Applied Research and Assessment in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program.
HEDA	6176	Law and Higher Education	3	C	
HEDA	6175	Economics and Finance in Higher Education	3	C	
HEDA	7145	Diversity in Higher Education	3	C	
<b>SUMMER 2024 (SEMESTER THREE): 6 CREDIT HOURS</b>					
HEDA	7180	Organization and Governance in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program. <b>-Successful completion of Capstone required to graduate.</b>
HEDA	6179	Capstone: Investigative Study in Higher Education	3	C	
<b>TOTAL REQUIRED HOURS</b>			<b>30</b>	Graduation requirement: Complete all courses and successfully pass Capstone; Required to earn C or higher.	

**\*Note.** Internships are not a degree requirement for the online Master of Education in Higher Education Administration program; however, we encourage candidates who do

not have significant work experience in higher education to pursue a graduate internship during their course of study. The University of West Georgia offers internship placement in many of its executive offices (e.g., Student Affairs, Academic Affairs, and Office of the President). Students interested in internship opportunities should contact their program advisor once admitted.

The table above provides all core curriculum changes for the Revised M.Ed. in CSA. The core curriculum consists of a total of ten unique courses at three credit hours each. All courses have a new prefix of HEDA, with a majority of courses undergoing a name change and revisions of course content and student learning outcomes. The only course that will not undergo a name change is the Higher Education Administration course. As stated earlier, all counseling courses were removed, and three new courses were created to provide a comprehensive education. These courses focus on finance, law and ethics, and diversity in higher education and are HEDA 6176, HEDA 6175, and HEDA 7145, respectively. The culminating project will be an investigative study in higher education which was formerly a capstone course.

### ***Revised Program Outcomes***

- Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice.
- Candidates will demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities.
- Candidates will demonstrate an ability to apply social theories essential to the higher education setting.
- Candidates will demonstrate the knowledge, skills, and attitudes required of an effective and ethical higher education leader.
- Candidates will demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission
- Candidates will demonstrate a comprehensive understanding of higher education governance and finance expected of an entry level practitioner.
- Candidates will demonstrate knowledge, skills, and dispositions related to law and ethics.
- Candidates will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

### ***Admissions***

*Below are the admission requirements for the **Online M.Ed. in Higher Education***

#### ***Administration:***

- Official Transcripts from previous institutions you have attended.
- Minimum cumulative GPA: 2.75 (3.0 GPA recommended)
- Personal Statement/Statement of Interest
- (2) Letters of Recommendation, (electronic link w/ ratings in graduate app)

- Resume

**Program Delivery Modalities:**

The Online M.Ed. in Higher Education Administration will be 100% online (asynchronous).

**Program Map: Higher Education Administration - Online**  
**Master of Education (M.Ed)**

Bulletin Year: 2024-2025

The aim of the example course plan below is to provide the structure of the **online** program. The specific courses outlined under each term may vary based on semester/term offerings.

**Commented [1]:** Stated Online - Was not sure if we wanted to move way from "accelerated" from our last meeting conversation.  
  
Sponsored / Fellowship program map will have it clearly indicated on top as "Fellowship: Residential"

PREFIX	NUMBER	COURSE TITLE	CREDIT HOURS	MIN GRADE	MILESTONES
<b>FALL 2024 (SEMESTER ONE): 12 CREDIT HOURS</b>					
HEDA	6170	Student Affairs in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program.
HEDA	6172	Social Theory in Higher Education	3	C	
HEDA	6178	Students in American Higher Education	3	C	
HEDA	6174	Higher Education Administration	3	C	
<b>SPRING 2025 (SEMESTER TWO): 12 CREDIT HOURS</b>					
HEDA	6177	Applied Research and Assessment in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program.
HEDA	6176	Law and Higher Education	3	C	
HEDA	6175	Economics and Finance in Higher Education	3	C	
HEDA	7145	Diversity in Higher Education	3	C	
<b>SUMMER 2024 (SEMESTER THREE): 6 CREDIT HOURS</b>					
HEDA	7180	Organization and Governance in Higher Education	3	C	-Successfully complete all courses with a letter grade C or better. -Students may not earn more than two C's during the program. <b>-Successful completion of Capstone required to graduate.</b>
HEDA	6179	Capstone: Investigative Study in Higher Education	3	C	
<b>TOTAL REQUIRED HOURS</b>			<b>30</b>	Graduation requirement: Complete all courses and successfully pass Capstone; Required to earn C or higher.	

**Commented [2]:** Is a minimum GPA applicable / something to consider adding?

\*Internships

Internships are not a degree requirement for the online Master of Education in Higher Education Administration program; however, we encourage candidates who do not have significant work experience in higher education to pursue a graduate internship during their course of study. The University of West Georgia offers internship placement in many of its executive offices (e.g., Student Affairs, Academic Affairs, and Office of the President). Students interested in internship opportunities should contact their program advisor once admitted.

# HEDA 6170-Student Affairs in Higher Education

## Course Information

### Course Description

This course offers a holistic exploration of the dynamic field of student affairs, emphasizing its pivotal role within the intricate landscape of American higher education. Through a nuanced examination of philosophical, historical, and theoretical foundations, students will gain profound insights into the multifaceted dimensions of the profession. This course seeks to cultivate a comprehensive understanding that prepares students for meaningful engagement in the field by delving into the cultural and organizational contexts of student affairs work.

**Credit Hours:** 3

**Prerequisites:** None

**Delivery Method:** Hybrid or Entirely Online

### Student Learning Outcomes

This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of the social dimensions within higher education. As a result of students successfully completing this course, they will be able to:

- 1) Recognize and articulate the philosophical and theoretical underpinnings of student affairs which contextualize contemporary practices
- 2) Outline and critically analyze factors impacting effective student affairs practice
- 3) List and critically evaluate contemporary issues impacting student affairs
- 4) Demonstrate the ability to navigate various functional areas within student affairs
- 5) Recognize and articulate the importance of fostering an inclusive perspective within the profession
- 6) Identify the connection of foundational knowledge gained for subsequent study, practitioner skills development, and research strategy

## **HEDA 6172- Social Theory in Higher Education**

### **Course Information**

#### **Course Description**

Social Theory in Higher Education delves into the intricate intersections of social, cultural, economic, and political factors, unveiling their profound influence on the dynamics of higher education institutions. Through an exploration of various social theories, this course equips students with analytical tools to critically examine and contribute to the evolving landscape of higher education.

**Credit Hours:** 3

**Prerequisites:** None

**Delivery Method:** Hybrid or Entirely Online

#### **Student Learning Outcomes**

- 1) Recognize and articulate how key social theories influence institutional development and policy.
- 2) Critically examine topics such as social stratification, access, equity, and social mobility through various social theories to demonstrate application of theory to higher education studies.
- 3) Identify and connect critical theory components to understand various social justice issues, power, and privilege within the higher education landscape.
- 4) Explain how economic, political, and cultural globalization processes shape the structure and function of institutions globally.
- 5) Identify social, political, and economic forces that shape policy and be able to explain the implications for institutions and students.
- 6) Recognize the role of culture in shaping academic disciplines, campus culture, and the experiences of diverse student populations by identifying components of cultural theory at play.
- 7) Explain how gender roles, stereotypes, and power dynamics influence the experiences of students, faculty, and administrators to illustrate an understanding of gender intersectionality.

## HEDA 6178- Students in American Higher Education

### Course Information

#### Course Description

This graduate-level course comprehensively explores the experiences, challenges, and diversity within student populations in American higher education. Aligned with ACPA/NASPA Professional Competencies, it equips students with essential knowledge and skills for understanding and actively supporting student success in the dynamic landscape of American higher education. Students will gain a comprehensive understanding of the diverse experiences and needs of student populations, empowering them to actively support student success in American higher education.

**Credit Hours:** 3

**Prerequisites:** None

**Delivery Method:** Hybrid or Entirely Online

#### Student Learning Outcomes

This graduate-level course is structured to align with ACPA/NASPA Professional Competencies, ensuring students develop a robust foundation beyond theoretical knowledge. By engaging with this course, students will achieve specific learning outcomes:

- 1) Outline various ways diversity impacts student experience and success in higher education.
- 2) Recognize and articulate the unique challenges faced by underrepresented students.
- 3) Formulate strategies for creating inclusive and equitable learning environments, emphasizing practical approaches to address diverse student needs.
- 4) Identify and apply appropriate student development theories to understand and support diverse student populations.
- 5) Outline implications of student development theories emphasizing practical application.
- 6) Recognize and Identify characteristics of effective programs for first year student retention and success.
- 7) Identify and analyze the various functions of student affairs departments and develop strategies for addressing diverse student needs, linking student services to overall institutional success.
- 8) Identify key factors contributing to student retention and success, developing strategies for institutional success.
- 9) Develop assessment plans to evaluate student learning outcomes and use data for continuous improvement in higher education.

## HEDA 6174- Higher Education Administration

### Course Information

#### Course Description

Embark on a transformative journey in higher education administration with this innovative course. Designed for aspiring leaders, HEDA 6174 blends strategic thinking, technological integration, and global perspectives to equip you with the skills needed in today's dynamic academic landscape.

**Credit Hours:** 3

**Prerequisites:** None

**Delivery Method:** Hybrid or Entirely Online

#### Student Learning Outcomes

This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of higher education administration. The course objectives include:

- 1) Demonstrate a comprehensive understanding of contemporary leadership theories and practical application in higher education contexts.
- 2) Demonstrate proficiency in utilizing data analytics tools, interpreting data effectively, and applying findings to inform strategic decision-making.
- 3) Apply design thinking principles to develop innovative solutions for creating inclusive, sustainable, and technology-enhanced campus environments.
- 4) Identify trends and challenges in the higher education administration landscape.
- 5) Demonstrate an entrepreneurial mindset by pitching a viable entrepreneurial initiative for institutional advancement and evaluating its impact on institutional success and advancement.
- 6) Identify contemporary leadership theories and apply them in higher education contexts. Develop adaptive decision-making skills through simulations and case studies.

# HEDA 6177- Applied Research and Assessment in Higher Education

## Course Information

### Course Description

Tailored for aspiring higher education professionals, HEDA 6177 equips students with the knowledge and skills to conduct meaningful research and evaluation in diverse higher education settings. This course offers a comprehensive platform for master's students to delve into the intricacies of research and analysis in higher education. Through a blend of theoretical understanding and practical application, students will emerge equipped to contribute meaningfully to evidence-based decision-making and continuous improvement within diverse higher education settings.

**Credit Hours:** 3

**Prerequisites:** HEDA 6174 & HEDA 6178

**Delivery Method:** Hybrid or Entirely Online

### Student Learning Outcomes

This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of higher education administration. The course objectives include:

- 1) Explain the theoretical foundations underpinning research and assessment in higher education.
- 2) Apply diverse research methods by choosing appropriate methodologies for specific higher education contexts.
- 3) Execute appropriate assessment activities by aligning them with institutional goals and contributing to student success.
- 4) Demonstrate the ability to translate academic concepts into real-world settings by seamlessly integrating theoretical knowledge into practical applications,
- 5) Illustrate the prioritization of evidence-based decision-making and describe its significance in shaping effective policies and practices.
- 6) Drive continuous improvement initiatives by applying research and assessment findings to enhance institutional effectiveness and overall student outcomes.

## HEDA 6176- Law and Higher Education

### Course Information

#### Course Description

This advanced-level course offers a comprehensive examination of pivotal laws, court rulings, and regulations that profoundly impact both public and private colleges and universities. Encompassing an exploration of student and faculty contractual and constitutional rights, federal financial aid and civil rights legislation, privacy statutes, and tort law, the course provides a nuanced understanding of the legal landscape within higher education.

**Credit Hours:** 3

**Prerequisites:** HEDA 6174 & HEDA 6178

**Delivery Method:** Hybrid or Entirely Online

#### Student Learning Outcomes

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Articulate the fundamental legal principles that underpin the functioning and leadership of colleges and universities, emphasizing their practical application in professional contexts.
- 2) Utilize analytical tools to assess situations and identify potential legal issues, fostering a proactive and informed approach to legal challenges within higher education.
- 3) Integrate legal principles into the policy development process, emphasizing the importance of aligning institutional policies with legal requirements.
- 4) Explain the core tenets of personal and organizational risk and liability, fostering an understanding of how these factors impact one's professional responsibilities and decision-making.
- 5) Clarify the distinctions between public and private higher education legal frameworks, elucidating their implications for students, faculty, and staff across both institutional types.
- 6) Articulate evolving legal theories shaping the student–institution relationship, providing insights into their practical implications for professional practice within higher education.
- 7) Describe the influence of national constitutions and laws on the rights of students, faculty, and staff within public and private college campuses.

## **HEDA 6175- Economics and Finance in Higher Education**

### **Course Information**

#### **Course Description**

Explore the economic principles and financial practices shaping American colleges and universities in HEDA 6175. This course offers a thorough examination of the financial landscape within higher education. Students gain insights into the economic forces driving the higher education sector by blending theory with practical applications. This course equips students with a comprehensive understanding of higher education's economic and financial intricacies. This objective guides learners in exploring theoretical foundations and practical applications, fostering skills and insights crucial for effective decision-making and leadership in the dynamic landscape of higher education.

**Credit Hours:** 3

**Prerequisites:** HEDA 6174 & HEDA 6178

**Delivery Method:** Hybrid or Entirely Online

#### **Student Learning Outcomes**

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Outline ways economic principles influence higher education.
- 2) Apply fundamental financial practices relevant to higher education institutions.
- 3) Critically analyze, interpret, and apply pertinent information from higher education literature.
- 4) Solve practice-based issues using appropriate tools, methods, and approaches.
- 5) Recognize and develop leadership skills applicable to diverse settings within higher education.
- 6) Adapt to legal and political contexts to make informed and legally appropriate decisions.
- 7) Design, implement, and evaluate practices aligned with higher education's dynamic financial and economic realities.
- 8) Understand and outline ways to manage organizational improvement within higher education institutions.
- 9) Recognize and Adhere to institutional, state, and national governance models relevant to higher education.
- 10) Develop the capability to work effectively with and within diverse groups in the higher education environment.
- 11) Acquire the skills to evaluate and interpret differing philosophical perspectives within higher education.
- 12) Display a forum where individuals can discuss and appreciate diverse viewpoints within higher education.

## HEDA 7145- Diversity in Higher Education

### Course Information

#### Course Description

HEDA 7145 empowers students with actionable insights and skills in diversity leadership within the higher education environment. This course strategically blends theory and practice, guiding learners to develop a nuanced understanding of their leadership potential and cultivate advocacy proficiency in the dynamic landscape of higher education. HEDA 7145 focuses on personal leadership development and the cultivation of values, knowledge, and skills essential for effective advocacy and collaboration in higher education, this course places special emphasis on honing skills in planning, organizing, coordinating, and delivering programs that drive systematic change. Students engage in using data to identify needs, dismantle barriers, and mobilize resources, ultimately aiming to instigate transformative change within higher education.

**Credit Hours:** 3

**Prerequisites:** HEDA 6174 & HEDA 6178

**Delivery Method:** Hybrid or Entirely Online

#### Student Learning Outcomes

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Demonstrate applicable knowledge of leadership strategies designed to enhance communities and the learning environment in higher education (ACPA/NASPA Competencies – LEAD; SC E.3, O.1, O.2).
- 2) Demonstrate knowledge of the qualities of effective leaders from various perspectives, distinguishing effective from non-effective leaders (ACPA/NASPA Competencies – LEAD; CACREP II.G.7.d,e; SC O.1, O.4).
- 3) Identify and apply successful strategies and approaches for student/professional advocacy in public policy and matters of quality and accessibility. This includes the role of the professional counselor/student affairs practitioner in advocating on behalf of the profession (ACPA/NASPA Competencies – VPH, LEAD; CACREP II.G.1.h, III.G.2.c., III.G.2.d., III.G.2.e.; III.G.2.f., CMHCE.4, SC E.1).
- 4) Articulate principles of advocacy actions and leadership necessary to address institutional and social barriers that impede access, equity, and success in communities, students, and effective counseling and student affairs programs (ACPA/NASPA Competencies - LEAD; CACREP III.G.1.i, SCE.2).

# **HEDA 7180 – Organization and Governance in Higher Education**

## **Course Information**

### **Course Description**

This course provides a comprehensive understanding of the intricate fabric that defines and guides institutions of higher learning. This course aims to provide students with actionable insights and practical skills, fostering a nuanced understanding of organizational theories, governance structures, and leadership dynamics. By the course's end, participants will be equipped to navigate and contribute effectively within the complex landscape of American higher education.

**Credit Hours:** 3

**Prerequisites:** HEDA 6175 & HEDA 6176

**Delivery Method:** Hybrid or Entirely Online

### **Student Learning Outcomes**

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Identify and Describe organizational theories and models at different levels within higher education.
- 2) Explain diverse state and institutional governance processes to illustrate proficiency in navigating higher education governance.
- 3) Articulate how governance structures operate within state higher education systems.
- 4) Identify the foundational organizational structures utilized by colleges for instruction and services.
- 5) Identify and comprehend the varied roles and responsibilities of leaders within educational institutions.
- 6) Recognize and analyze the multifaceted issues and challenges leaders confront in the higher education landscape.
- 7) Actively engage with the course content through stimulating projects and dynamic in-class discussions.
- 8) Apply acquired theoretical knowledge to practical scenarios, culminating in a final paper demonstrating real-world application.

## **HEDA 6179 – Capstone: Investigative Study in Higher Education**

### **Course Information**

#### **Course Description**

During the capstone course, students will be working on a project to illustrate mastery on a topic they have identified to investigate further within the field of higher education. Students will apply the knowledge and skills they have gained through coursework and their internship to present their work at the end of the program.

**Credit Hours:** 3

**Prerequisites:** HEDA 6175 & HEDA 6176

**Delivery Method:** Hybrid or Entirely Online

#### **Student Learning Outcomes**

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Integrate and synthesize knowledge gained throughout coursework into a final project.
- 2) Reflect on learning and professional development.
- 3) Apply higher education principles and theory to inform their final project.
- 4) Synthesize various solutions to an identified higher education issue/topic.
- 5) Integrate internship experience to illustrate the importance of chosen topics.
- 6) Present culminating project to illustrate mastery of presentation skills.

**Master of Education (MED)**

**Higher Education Administration**

**Student Learning Outcome**

**Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education.**

Candidates will demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment.

Candidates will demonstrate an ability to apply social theories essential to the higher education setting.

Candidates will demonstrate the knowledge, skills, and attitudes required of an effective and ethical higher education leader.

Candidates will demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in their mission.

Candidates will demonstrate a comprehensive understanding of higher education governance and finance expected of higher education administrators.

Candidates will demonstrate knowledge, skills, and dispositions related to law and ethics.

Candidates will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Connection
2D
2D
2D
2D
2D
2D
2D
2D

<b>Measure/Method</b>
Higher Education Administration (HEDA 6174). This course-embedded key assessment will be submitted via
Students in American Higher Education (HEDA 6178). This course-embedded key assessment will be
Student Affairs in Higher Education (HEDA 6170). This course-embedded key assessment will be submitted via
Social Theory in Higher Education (HEDA 6172). This course-embedded key assessment will be submitted via
Student Affairs in Higher Education (HEDA 6170). This course-embedded key assessment will be submitted via CourseDen and will be directly related to the respective SLO. The assignment will require students to demonstrate the knowledge, skills, and attitudes required of an effective student affairs leader. The assignment will be structured as a written report, during the fall semester, which is scored on a 4-point Likert scale of "unacceptable, developing, proficient, and exceptional." Scoring will be done by the faculty member who teaches the course. Scores will be calculated by determining students' individual assignment mean (0-4). The program has determined that a score of 3 (proficient) is an acceptable level of performance for candidates at the master's level. Students can view their performance rating through CourseDen.
Capstone (HEDA 6179). This course-embedded key assessment will be submitted via CourseDen and will be
Higher Education Administration (HEDA 6174). This course-embedded key assessment will be submitted via
Law and Ethics in Higher Education (HEDA 6176). This course-embedded key assessment will be submitted via
Organization and Governance in Higher Education (HEDA 7180). This course-embedded key assessment will
Organization and Governance in Higher Education (HEDA 7180). This course-embedded key assessment will
Law and Ethics in Higher Education (HEDA 6176). This course-embedded key assessment will be submitted via
Law and Ethics in Higher Education (HEDA 6176). This course-embedded key assessment will be submitted via
Applied Research and Assessment in Higher Education (HEDA 6177). This course-embedded key assessment

Success Criterion	AY24 (Fall)	(Spring)	AY25 (Summer)
HEDA 6174:Students will score an	100% (HEDA	Not scored	Not Scored
Students will score an average of 3	100% (HEDA	100%	Not Scored
Students will score an average of 3	100% (HEDA	Not scored	Not Scored
Students will score an average of 3	100% (HEDA	Not	Not Scored
Students will score an average of 3 on their overall key assessment evaluation which meets the "Proficient" level based on the specific criteria on the evaluation rubric.	100% (HEDA 6170)	Not scored	Not Scored
Students will score an average of 3	Not scored	Not scored	100% (HEDA
HEDA 6174:Students will score an	100% (HEDA	Not scored	Not Scored
Students will score an average of 3	Not scored	100%	Not Scored
Students will score an average of 3	Not scored	Not	100% (HEDA
Students will score an average of 3	Not scored	Not	100% (HEDA
Students will score an average of 3	Not scored	100%	Not Scored
Students will score an average of 3	Not scored	100%	Not Scored
Students will score an average of 3	Not scored	100%	Not Scored







INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE													
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Counseling, Higher Education, and Speech-Language Pathology			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8		
	2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	Higher Education Administration (M. Ed.)	COURSES	Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform practice	Candidates will demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities	Candidates will demonstrate an ability to apply social theories essential to the higher education setting	Candidates will demonstrate the knowledge, skills, and attitudes required of an effective and ethical higher education leader	Candidates will demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission	Candidates will demonstrate a comprehensive understanding of higher education governance and finance expected of an entry level practitioner	Candidates will demonstrate knowledge, skills, and dispositions related to law and ethics.	Candidates will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation		
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)		1	HEDA 6170		I, A		I, A							
		2	HEDA 6172			I, A								
		3	HEDA 6178		I	I, A								
	4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	HEDA 6174		I, A				I, A				
			5	HEDA 6177									I, A	
			6	HEDA 6176						I, A	I, A	M, A		
			7	HEDA 6175				R		I	M	I		
		REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8	HEDA 7145			I	R						
			9	HEDA 7180						R, A	I, A			
			10	HEDA 6179 (Capstone)		R	R	R	M	R, A	R	R	R	R
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.  In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.		11	HEDA 8100*		I, R	I, R	I, R	I, R	I, R	I, R	I, R	I, R	
			12	HEDA 8200*		R	R	R	R	R	R	R	R	
		MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13	*Highly dependent on internship site and experience. These are desired outcomes.										
		14												
		15												
		16												
		17												
		18												
		19												
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.		**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20											
		21												
		22												

# Post-Baccalaureate Certificate in Speech-Language Pathology

## 2024-2025 Graduate Revise Program Request

### Introduction

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

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

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

If you have any questions, please email [curriculog@westga.edu](mailto: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\***

**Desired Effective Year\***

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department \*

Department of Counseling, Higher Education, and Speech Language Pathology

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

Yes

No

Is this a College of Education Program?\*

Yes

No

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

Yes

No

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program\*

Program

Shared Core

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

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

Program Name

Program Description

**Program ID - DO NOT EDIT\*** 4141

**Program Code - DO NOT EDIT**

**Program Type\*** Certificate

**Degree Type\*** Graduate Certificate

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

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

**Program Location\*** Online

## Curriculum Information

## Admission Requirements

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

Standalone coursework in a) biological sciences, b) chemistry or physics, c) social/behavioral sciences, and d) statistics must be completed before taking the following courses: SLPA 5705, SLPA 5706, SLPA 5707.

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

**SLPA 5701 Introduction to Communication  
Sciences and Disorders**

**SLPA 5702 Speech and Language Acquisition  
and Disorders**

**SLPA 5703 Phonetics**

**SLPA 5704 Anatomy & Physiology of Speech &  
Hearing**

**SLPA 5705 Speech and Hearing Science**

**SLPA 5706 Introduction to Audiology**

**SLPA 5707 Introduction to Neurological  
Disorders**

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

**SLPA 5792 Internship in Speech Language  
Pathology**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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 proposed program revision adds an optional internship (SLPA 5792) to the post-baccalaureate certificate program in speech-language pathology which satisfies the requirement for students to apply for certification as a speech language associate under a newly approved GaPSC rule. This will provide a pathway for students who complete the post-baccalaureate certificate to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system.

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

## **SACSCOC Substantive Change**

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

Send questions to [kgwaltney@westga.edu](mailto:kgwaltney@westga.edu)

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

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

## **SACSCOC Comments**

## REQUIRED ATTACHMENTS

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

### **1.) Program Map and/or Program Sheet**

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

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

### **3.) Academic Assessment Plan/Reporting**

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

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

### **4.) Curriculum Map Assessment**

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

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

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

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

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

Academic Year 2024-2025			
Program Map			
Post-Baccalaureate Certificate in Speech-Language Pathology			
YEAR 1			
Summer 1		Fall 1	
Course	Credits	Course	Credits
SLPA 5701 Introduction to Communication Disorders	3	SLPA 5702 Speech & Language Acquisition and Disorders	3
		SLPA 5703 Phonetics	3
		SLPA 5704 Anatomy & Physiology of Speech & Hearing	3
SEMESTER TOTAL	3	SEMESTER TOTAL	9
Milestones		Milestones	
<ul style="list-style-type: none"> <li>If not already completed, students have the option to take standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication-sciences-and-disorders-specific university requirements.</li> </ul>		<ul style="list-style-type: none"> <li>If not already completed, students have the option to take standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication-sciences-and-disorders-specific university requirements.</li> </ul>	

Course	Spring 1	Credits	Course	Fall 2	Credits
SLPA 5705 Speech and Hearing Science		2	SLPA 5792 Internship in Speech-Language Pathology (optional)		8
SLPA 5706 Introduction to Audiology		2			
SLPA 5707 Introduction to Neurological Disorders		2			
SEMESTER TOTAL		6	SEMESTER TOTAL		8
Milestones			Milestones		
Standalone coursework in (a) biological sciences, (b) chemistry or physics, (c) social/behavioral sciences, and (d) statistics that fulfill non-communication-sciences-and-disorders-specific university requirements must be completed prior to this semester.			This optional internship fulfills the requirement for students to apply for certification as a speech language associate in Georgia schools.		

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

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE							
	DEPARTMENT:			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	Counseling, Higher Education, and Speech-Language Pathology			Demonstrate knowledge of and distinguish between communication/swallowing disorders including their etiology and diagnosis.	Demonstrate knowledge of professional practices and issues within speech-language pathology.	Demonstrate knowledge of anatomical structures and physiological processes that support communication and swallowing processes.	Demonstrate competency in understanding speech and language development, distinguishing between typical and atypical	
	PROGRAM:	Speech-Language Pathology	COURSES					
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)								
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1	SLPA 5701	I, A	I	I	
			2	SLPA 5702	R		R, A	
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			3	SLPA 5703	R	R	R	
			4	SLPA 5704	R	R, A	R	
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.			5	SLPA 5705	R	R		
			6	SLPA 5706	R	R	R	
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.			7	SLPA 5707	M	M, A	M	
			8	SLPA 5792	M	M	M	
			9					
			10					
			11					
			12					
			13					
			14					
			15					
			16					
			17					
			18					
			19					
			20					
			21					
			22					

## Post-baccalaureate Certificate Speech-Language Pathology

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

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

# SLPA - 5792 - Internship in Speech Language Pathology

## 2024-2025 Graduate New Course Request

### General Information

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Desired Effective Semester\*

Desired Effective Year\*

### 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](mailto:curriculog@westga.edu).

School/ Department\*

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

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

academic department? \*

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

### Course Information

Course Prefix\*

Course Number\* 5792

Course Title\* Internship in Speech Language Pathology

Course Type\*

**Catalog Course Description\*** This course provides supervised clinical experience in speech-language pathology. Under the direct supervision of a certified speech-language pathologist, students will gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting. To enroll in this course, students must hold a bachelor's degree in speech-language pathology OR have a bachelors degree in another field plus prerequisite coursework in speech-language pathology.

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\* 8

Credit Hrs\* 8

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

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

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

#### Prerequisites

Concurrent Prerequisites N/A

Corequisites N/A

**Cross-listing** N/A

**Restrictions** Application to Office of Field Experiences (FE)

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

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

**Grading\***

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

## Justification and Assessment

**What is the rationale for adding this course?\*** This course is being added as an optional course for students admitted to the post-baccalaureate certificate program in speech-language pathology. Completion of this course satisfies requirements for a newly approved Georgia PSC rule for the creation of a Speech Language Associate Program. This will provide a pathway for students who complete the post-baccalaureate certificate to pursue a career as a speech language associate working in support of a certified speech language pathologist in the school system.

**Student Learning Outcomes\***

1. Acquire direct clinical experience while providing intervention and screenings under the supervision of a certified speech-language pathologist, in either small group, individual, or inclusion settings (ASHA Standard V-C, V-E, V-F)
2. Implement intervention plans by selecting or developing appropriate materials and instrumentation for intervention. (ASHA Standard IV-F, V-B)
3. Document the progress of clients using quantitative and/or qualitative data. (ASHA Standard V-B)
4. Demonstrate ability to apply current evidence-based principles and techniques to clinical practice. (ASHA Standard V-B, IV-F)
5. Recognize the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others and modify assessment and intervention accordingly. (ASHA Standard V-B, IV-C, IV-G).
6. Demonstrate oral and written communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others, including but not limited to, supervisors, clinical staff, parents/caregivers, and cohort members (ASHA Standard V-A, V-B).
7. Demonstrate knowledge of the principles and rules of the current ASHA Code of Ethics. (ASHA Standard V-B, IV-E).

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 20

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

**If yes, what will the fee be?\*** \$100 flat fee (not per credit hour)

**Fee Justification** This fee covers the Clinician's related expenditures for faculty travel to the Clinical sites, printing course materials, seminars and other items associated with the oversight and instruction of the clinical intern. The Internship phase of the program is more intense, requiring more observation and guidance and requires the supervisor to travel to multiple sites, as there is typically only one clinician assigned to a clinical site. If fee is not approved, there is no revenue to cover expenses for supervision and materials as this department has no state or e-tuition funding. Without the fee, the program would not meet supervision requirements by the Georgia Professional Standards Commission (GaPSC) for the Speech-Language Associate certification.

**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.



# Internship in Speech Language Pathology

## SLPA-5792

Spring 2025 Section 01 6 Credits

### Description

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This course provides supervised clinical experience in speech-language pathology. Under the direct supervision of a certified speech-language pathologist, students will gain clinical clock hours in direct service provision for speech-language therapy clients in a school setting. To enroll in this course, students must hold a bachelor's degree in speech-language pathology OR have a bachelors degree in another field plus prerequisite coursework in speech-language pathology.

### Contact Information

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### Meeting Times

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### Materials

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### Outcomes

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The student will:

1. *Acquire direct clinical experience while providing intervention and screenings under the supervision of a certified speech-language pathologist, in either small group, individual, or inclusion settings (ASHA Standard V-C, V-E, V-F)*
2. *Implement intervention plans by selecting or developing appropriate materials and instrumentation for intervention. (ASHA Standard IV-F, V-B)*
3. *Document the progress of clients using quantitative and/or qualitative data. (ASHA Standard V-B)*
4. *Demonstrate ability to apply current evidence-based principles and techniques to clinical practice. (ASHA Standard V-B, IV-F)*
5. *Recognize the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others and modify assessment and intervention accordingly. (ASHA Standard V-B, IV-C, IV-G).*

6. Demonstrate oral and written communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others, including but not limited to, supervisors, clinical staff, parents/caregivers, and cohort members (ASHA Standard V-A, V-B).

7. Demonstrate knowledge of the principles and rules of the current ASHA Code of Ethics. (ASHA Standard V-B, IV-E).

## ✓ Evaluation

Criteria

Breakdown

Students will be graded on a pass/fail basis and will receive a grade of "Satisfactory" or "Unsatisfactory."

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## ☰ Assignments

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## 📅 Schedule

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## \* Course Policies and Resources

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## 🎯 College/School Policies

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### College of Education Vision

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

### College of Education Mission

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

# Diversity and Inclusion Statement for the College of Education

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

## Institutional Policies

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### Academic Support

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

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

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

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

### Online Course Content

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

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb\\_article\\_view%26sysparm\\_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb/?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHnqPF).

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

## Honor Code

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

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

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

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

## UWG Email Policy

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

## 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.

## Credit Hour Policy

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

## HB 280 (Campus Carry)

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

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

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## Additional Items

# School Improvement, Ed.D.

## 2024-2025 Graduate Revise Program Request

### Introduction

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

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

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

If you have any questions, please email [curriculog@westga.edu](mailto: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\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department \*

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

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

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

## [List of Faculty Senate Action and Information Items](#)

### Program Information

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

Type of Program \*  Program  Shared Core

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

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

Program Name  
Program Description

Program Name \* School Improvement, Ed.D.

**Program ID - DO NOT EDIT\*** 4079

**Program Code - DO NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The online Ed.D. program in School Improvement offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become the next generation of change agents. Our mission is to develop educational professionals who initiate systemic and sustainable improvement in schools. Graduates will strategically and collaboratively plan, design, implement, and document the impact of educational improvements that promote and increase the academic achievement and social development of all students.

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

**Program Location\***

## Curriculum Information

## Program Overview

The online Ed.D. program in School Improvement offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become the next generation of change agents. Our mission is to develop educational professionals who initiate systemic and sustainable improvement in schools. Graduates will strategically and collaboratively plan, design, implement, and document the impact of educational improvements that promote and increase the academic achievement and social development of all students. It is the goal of our program and its faculty that our graduates:

- Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.
- Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement.
- Conduct research that can be applied to initiate and sustain PK - 12 school improvement.
- Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

## Application Process

Admission to the Doctor of Education in School Improvement Program is highly competitive. Each spring and summer, all timely and complete applications meeting the minimum recommended requirements are thoroughly reviewed by several faculty members. All applicants, including previous UWG students, must complete all steps of the application process as outlined below. Only completed applications received by the deadline will be considered.

Complete the online application for graduate admissions. If you are pursuing the 60 credit hour program, you must identify your Area of Concentration on the application. The online application requires a \$40.00 non-refundable application fee.

All applicants must have earned a Master's degree from a regionally or nationally accredited institution.

A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale is required for all graduate coursework.

Vitae: A vitae listing education and employment history, experience with school improvement, and awards and recognitions. The C.V. should demonstrate

progressive K-12 leadership experience, and include contact information for 3 references. Current and complete contact information, including an active email address, should be provided.

**Official Transcripts:** Request official transcripts from degree-granting institutions for undergraduate and graduate work. Place the transcripts in this packet in their original, sealed envelopes (it cannot be treated as official if it has been opened). Or the university may send e-scripts to [graduate@westga.edu](mailto:graduate@westga.edu).

**Essay:** Complete a 750-1,000 word essay that uses scholarly literature (e.g., research articles) to connect your experience with school improvement and your professional goals with the body of research related to the topic. Explain how research has informed your professional practice and what outcomes you believe are possible when implementing effective school improvement practices. Please write your essay in APA, 7th edition format, including citations and a reference list.

**Writing Sample:** Submit previously written work (5-10 pages in length) that you feel demonstrates your writing abilities. Written work can include papers from graduate degree work or work reports.

International applicants must follow procedures and timelines of the UWG International Student Admissions and Programs Office (ISAP).

Finalists may be selected for a telephone or virtual interview.

## **Transfer of Credits**

In the 60 credit-hour program, the core 48 credit-hours must be taken at UWG as per the student's program of study. A maximum of 15 semester hours of graduate credit for area of concentration courses may be transferred from another accredited institution or applied from previous coursework at the University of West Georgia, subject to the following conditions:

work must have been completed within seven years of the date of admission to the Ed.D. degree program;

work must have been applicable toward a graduate degree at the institution where the credit was earned;

the coursework must be approved by the Ed.D. Director.

courses must have been taken post Master's degree; (normally 7000 level courses or above)

the courses must meet the thematic requirements for the AoC: and

a grade of B or higher must have been earned in the coursework.

### **AoC (Area of Concentration) - required in 60 credit hour program**

The Area of Concentration (or AoC) in the School Improvement program provides a specialized, thematic concentration to the student's studies. Made up of 15 credit hours of electives and the student's dissertation, the AoC comprises a student's focus within the program. Specific AoC's are developed in conjunction with various departments within the College of Education at the University of West Georgia. Currently, the available AoC's include:

English to Speakers of Other Languages (ESOL)

Elementary Education

Educational Leadership

Instructional Technology

K-12 Online Learning

Media Specialist

Reading

School Counseling

Special Education (General Curriculum)

### **For Georgia Students only**

The Doctor of Education in School Improvement Degree is approved by the Georgia PSC for a certificate upgrade for students who enter the program with Georgia certification in Educational Leadership, English to Speakers of Other Languages, Elementary Education, Instructional Technology, K-12 Online Learning, Media Specialist, Reading, School Counseling, and/or Special Education General Curriculum.

The following conditions/restrictions apply:

The student must enter the program with the qualifying certification area already on

their Georgia certificate as a clear renewable field,

The student must select the applicable, qualifying certification area as their minimum 15-hour Area of Concentration. In order to receive a certification upgrade as a part of the Ed.D. in School Improvement, the hours must be taken at UWG as a part of this degree program,

Educational Leadership students must meet the specific position requirements, and

The program does not lead to initial certification.

It is the responsibility of the applicant/student to check the upgrade possibilities at the GAPSC Certificate Upgrade Advisor.

## **General Academic Standards**

Graduate students must maintain a cumulative grade point average of 3.0 or higher to remain in Good Academic Standing. Students must be in Good Academic Standing to be eligible to graduate and admission to candidacy. Student's must also maintain good standing on major program assessments, or will face intervention and consequences.

A student will be dismissed from the program if he or she earns two C's, one F or two U's in dissertation hours, or a combination of a C in coursework and a U in dissertation hours.

## **Academic Standing**

In addition to the University of West Georgia academic requirements, the Doctor of School Improvement Program uses a student review process to monitor student progress within the Ed.D. program.

Each student is reviewed regularly regarding the following:

Academic progress and standards,

Ethical, legal, and professional standards and performance in the program, and

Progress on major program assessments.

Students not performing at the required level, not making significant progress toward completion of the dissertation, or judged to be in noncompliance with the ethical, legal, and professional standards of the program will be notified, and may

face action which includes but is not limited to completing a Student Development

Plan, placement on academic or other probation, or dismissal from the program.

## **Program of Study for Students Without an Ed.S. Degree**

### **Core Content School Improvement (18 hours):**

**EDSI 9923 The Culturally Proficient Leader:  
Building Inclusive Environments**

**EDSI 9925 Policy Analysis for School  
Improvement**

**EDSI 9933 Leadership for Change**

**EDSI 9941 Organizational Theories and School  
Improvement**

**EDSI 9942 Advanced Instructional Practices to  
Improve Schools**

**EDSI 9943 Advanced Principles of School  
Improvement**

### **Elective (Select any one) (3 hours):**

**EDLE 8304 Leadership for Organizational  
Change and Improvement**

**EDLE 8305 Effective Management to Promote  
Student Learning**

**EDLE 8306 Instructional Leadership for  
Improving**

**EDLE 8312 School Finance and Resource  
Management**

**EDLE 8324 Ethical Leadership in Education**

**EDLE 8329 Leadership for Equity and  
Excellence**

**CEPD 8102 Lifespan Human Development**

**MEDT 8461 Diffusion of Innovations**

**MEDT 8463 Issues in Instructional Technology**

**ECSE 7560 Contemporary Issues in Education**

**ECED 7273 Family/Community Involvement for  
School Improvement**

**CEPD 8194 Research: Mixed Methods Analysis**

**[After] Or any other approved 7000 or above course**

## **Research (12 hours):**

**EDSI 9960 Research Design**  
**EDSI 9961 Quantitative Research Methods**  
**EDSI 9962 Qualitative Research Methods**  
**EDSI 9171 Program Evaluation**

## **Doctoral Seminar (3 hours):**

**EDSI 9901 Doctoral Seminar**

## **Dissertation (9 hours):**

**EDSI 9998 Research for Doctoral Dissertation**

## **Area of Concentration (AoC) (15 hours)**

## **Total Program: 60 hours**

### **Program Notes:**

- 1. Courses in the (AoC) Area of Concentration (15 hours) may be taken at designated times during the plan of studies.**
- 2. Up to 12 credit hours of post-Masters' coursework may be transferred in for doctoral credit in the Area of Concentration and hours may be taken after admission to candidacy and with the approval of the advisor.**
- 3. Additional program policies are outlined on the School Improvement Doctoral Program website.**

## **Program of Study for Students With an Ed.S. Degree**

## **Core Content School Improvement (15 hours)**

**EDSI 9923 The Culturally Proficient Leader:  
Building Inclusive Environments**

**EDSI 9925 Policy Analysis for School  
Improvement**

**EDSI 9933 Leadership for Change**

**EDSI 9941 Organizational Theories and School  
Improvement**

**EDSI 9943 Advanced Principles of School  
Improvement**

## **Research (9 hours)**

**EDSI 9171 Program Evaluation**

**EDSI 9961 Quantitative Research Methods**

**EDSI 9962 Qualitative Research Methods**

## **School Improvement Capstone Experience (9 hours)**

**EDSI 9998 Research for Doctoral Dissertation**

**Total Program: 33 hours**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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.

<b>Justification and Assessment</b>
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**Rationale\*** To address student needs, affordability, and pathways for professional and academic success, the Department of Leadership, Research, and School Improvement faculty proposes an alternative program of study option for students who hold a Specialist (Ed.S.) degree beginning fall 2024. The Ed.D. in School Improvement program will continue requiring a masters degree for admission, and permit an Ed.S. degree with an area of concentration in a GaPSC-approved teaching field, service field, or Tier II leadership to serve as a basis for program admission. Students entering the program with a masters degree will complete the full 60 credit hour program of study. Students with an Ed.S. degree will be eligible for the proposed 33 credit hour program of study (see program map attached). The new track will not require new courses. There is also no change in modality (fully online).

The faculty opted to change the EDSI program level outcomes to better align with the needs of our professional students, the school districts they serve, and the UWG strategic priorities related to relevance, competitiveness, and placemaking. The new program level outcomes will also be changed with the 60 credit hour EDSI track.

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

Students will:

1. Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.
2. Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement.
3. Conduct research that can be applied to initiate and sustain PK - 12 school improvement.
4. Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

### SACSCOC Substantive Change

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

Send questions to [kgwaltney@westga.edu](mailto:kgwaltney@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

## REQUIRED ATTACHMENTS

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

### 1.) Program Map and/or Program Sheet

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

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

### 3.) Academic Assessment Plan/Reporting

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

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

### 4.) Curriculum Map Assessment

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

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

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

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

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

## **Ed.D. in School Improvement New Track Program of Study Proposal for Students Who Hold an Ed.S. Degree**

### **Program Description**

The online Ed.D. program in School Improvement offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become the next generation of change agents. Our mission is to develop educational professionals who initiate systemic and sustainable improvement in schools. Graduates will strategically and collaboratively plan, design, implement, and document the impact of educational improvements that promote and increase the academic achievement and social development of all students. It is the goal of our program and its faculty that our graduates:

- Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.
- Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement.
- Conduct research that can be applied to initiate and sustain PK - 12 school improvement.
- Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.

### **Rationale**

To address student needs, affordability, and pathways for professional and academic success, the Department of Leadership, Research, and School Improvement faculty proposes a new 33 credit hour track for students who hold a Specialist (Ed.S.) degree beginning summer 2024. The Specialist degree is specific to the field of education and is considered the beginning of doctoral-level work in educational programs. The Ed.D. in School Improvement program will continue requiring a master's degree for admission. Students entering the program with a masters degree will complete the full 60 credit hour program of study track. Students with an Ed.S. degree will be eligible for the proposed 33 credit hour program of study (see program map below). The new track will not require new courses. There is also no change in modality (fully online).

## Strategy

The new 33 credit hour track will ensure we are more competitive with institutions that have fewer doctoral program credit hour requirement while also allowing students to transfer in credits and reduce their overall program of study required hours even further. For example, the Ed.D. in Educational Leadership at Georgia State University requires students to take approximately 54-57 credit hours with the option to transfer in 12 credits, for a potential program of study of 42 credit hours. The Ed.D. in Educational Leadership at Kennesaw State University offers students a 45 credit hour program of study with the option to transfer in 9 hours, for a potential 36 hour program of study. Finally, Georgia Southern University has an Ed.D. in Educational Leadership with a 39-69 credit hour program of study with the option to transfer in 9 credits for a 30 credit hour program option.

### Program Map: New 33 Credit Hour Track Program of Study Doctorate in School Improvement

Catalog Year: 2024-2025

The aim of the example program map (see below) is to provide the structure of the program of study for students holding an Ed.S. degree. The specific courses outlined under each term may vary based on semester/term offerings. Students currently enrolled in the program who hold an Ed.S. degree will have the option to update their program of study to the 33 credit hour track using the Teach Out Plan (also see below).

#### Program Map for New 33 Credit Hour Track

PREFIX	NUMBER	COURSE TITLE	CREDIT HOURS	MIN GRADE	MILESTONES
<b>SUMMER 2024 (SEMESTER ONE): 6 CREDIT HOURS</b>					
EDSI	9171	Program Evaluation	3	B	-Successfully complete all courses with a letter grade B or better. -Students earning a C grade are placed on academic probation. -Students may not earn more than two C's during the program.
EDSI	9941	Organizational Theories and School Improvement	3	B	
<b>FALL 2025 (SEMESTER TWO): 6 CREDIT HOURS</b>					
EDSI	9961	Quantitative Research Methods	3	B	-Successfully complete all courses with a letter grade B or better.

EDSI	9943	Advanced Principles of School Improvement	3	B	-Students earning a C grade are placed on academic probation. -Students may not earn more than two C's during the program.
<b>SPRING 2026 (SEMESTER THREE): 6 CREDIT HOURS</b>					
EDSI	9962	Qualitative Research Methods	3	B	-Successfully complete all courses with a letter grade B or better. -Students earning a C grade are placed on academic probation. -Students may not earn more than two C's during the program.
EDSI	9933	Leadership for Change	3	B	-Students earning a C grade are placed on academic probation. -Students may not earn more than two C's during the program.
<b>SUMMER 2026 (SEMESTER FOUR): 6 CREDIT HOURS</b>					
EDSI	9925	Policy Analysis for School Improvement	3	B	-Successfully complete all courses with a letter grade B or better. -Students earning a C grade are placed on academic probation. -Students may not earn more than two C's during the program.
EDSI	9998	Research for Doctoral Dissertation	3	B	-Students earning a C grade are placed on academic probation. -Students may not earn more than two C's during the program.
<b>FALL 2026 (SEMESTER FIVE): 6 CREDIT HOURS</b>					
EDSI	9923	The Culturally Proficient Leader	3	B	-Successfully complete all courses with a letter grade B or better. -Students earning a C grade are placed on academic probation. -Students may not earn more than two C's during the program.
EDSI	9998	Research for Doctoral Dissertation	3	B	-Students earning a C grade are placed on academic probation. -Students may not earn more than two C's during the program.
<b>SPRING 2027 (SEMESTER SIX): 3 CREDIT HOURS</b>					
EDSI	9998	Research for Doctoral Dissertation	3	B	-Successfully complete all courses with a letter grade B or better. -Students earning a C grade are placed on academic probation. -Students may not earn more than two C's during the program.

<b>TOTAL REQUIRED HOURS</b>	<b>33</b>	Graduation requirement: Complete all courses and successfully pass Research for Doctoral Dissertation; Required to earn B or higher.
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Program of Study Teach Out Plan for **CURRENT** Students with an Ed.S.

COURSE	HR	COURSE	HR
<b>Core Content School Improvement</b>	<b>15</b>	<b>Research</b>	<b>9</b>
<b>Select 5 courses below:</b> <ul style="list-style-type: none"> <li>• EDSI 9923 The Culturally Proficient Leader</li> <li>• EDSI 9925 Policy Analysis for School Improvement</li> <li>• EDSI 9933 Leadership for Change</li> <li>• EDSI 9941 Organizational Theories and School Improvement</li> <li>• EDSI 9942 Advanced Instructional Practices to Improve Schools</li> <li>• EDSI 9943 Advanced Principles of School Improvement</li> </ul>		<b>Select 3 courses below:</b> <ul style="list-style-type: none"> <li>EDSI 9960 Research Design</li> <li>EDSI 9961 Quantitative Methods</li> <li>EDSI 9962 Qualitative Methods</li> <li>EDSI 9171 Program Evaluation</li> </ul>	
<b>School Improvement Capstone Experience</b>	<b>9</b>		
EDSI 9998 Research for Doctoral Dissertation			
EDSI 9998 Research for Doctoral Dissertation			
EDSI 9998 Research for Doctoral Dissertation		<b>Total Program:</b>	<b>33</b>

**Admissions**

*Below are the admission requirements for applicants seeking the 33 credit hour program of study*

:

- Online application for graduate admissions
- Writing sample of previously written work (5-10 pages in length) that demonstrates writing abilities. Written work can include papers from graduate degree work or work reports.
- A vitae listing education and employment history, experience with school improvement, and awards and recognitions. The C.V. should demonstrate progressive K-12 leadership experience, and include contact information for 3 references. Current and complete contact information, including an active email address, should be provided.
- Official transcripts from all degree-granting institutions (Bachelor's Master's, etc.). Place the transcripts in an envelope in their original, sealed envelopes (it cannot be treated as official if it has been opened). All applicants must have earned a Master's degree from a regionally or nationally accredited institution.

- A cumulative minimum graduate grade point average (GPA) of 3.0 on a 4.0 scale is required for all graduate course work.
- Complete a 750-1,000 word essay that uses scholarly literature (e.g., research articles) to connect experience with school improvement and professional goals with the body of research related to the topic. Explain how research has informed professional practice and what outcomes are possible when implementing effective school improvement practices. Essay should be written in APA, 7th edition format, including citations and a reference list.

**Program Delivery Modalities:**

The new track will be offered 100% online via asynchrony instruction. Newly admitted students are asked to attend a new student virtual orientation session prior to beginning classes.

**INSTRUCTIONS**

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within

**CURRICULUM MAPPING TEMPLATE**

DEPARTMENT:	Leadership, Research, and School Improvement		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	
PROGRAM:	School Improvement (Ed.D.)	COURSES	Develop a strong knowledge base on theories and practices in PK - 12 educational leadership, instruction, and applied research.	Effectively engage and influence stakeholders with a common purpose towards PK - 12 school improvement.	Conduct research that can be applied to initiate and sustain PK - 12 school improvement.	Lead evidence-based research efforts to promote and increase equitable student learning and development for all students.	
		1	EDSI 9171	I, R	I, R	I, R	I
		2	EDSI 9941	I, R, A	I, R, A		
		3	EDSI 9961	I, A		I, A	I, A
	<b>INTRODUCED:</b> 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	EDSI 9943	I, R, A	I, R, A	I, R, A	
		5	EDSI 9962	R, M, A		I, A	I, A
		6	EDSI 9933	R, M	R, M	I, R	
		7	EDSI 9925	R, M	R, M		
	<b>REINFORCED:</b> Students are expected to possess a basic level of <u>knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</u>	8	EDSI 9998	R, M	R, M	R, M	R, M
		9	EDSI 9923		R, M		
		10					
		11					
		12					
	<b>MASTERED:</b> Students are expected to possess and advanced level of <u>knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</u>	13					
		14					
		15					
		16					
		17					

the course.		18				
		19				
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20				
		21				
		22				

## Ed.D. in School Improvement Proposed, Teach Out Plan, and Current Program of Studies

New Track - 33 Credit Hour Program of Study for Students with an Ed.S. beginning Fall 2024

COURSE	HR	COURSE	HR
<b>Core Content School Improvement</b>	<b>15</b>	<b>Research</b>	<b>9</b>
EDSI 9941 Organizational Theories and School Improvement		EDSI 9171 Program Evaluation	
EDSI 9943 Advanced Principles of School Improvement		EDSI 9961 Quantitative Research Methods	
EDSI 9933 Leadership for Change		EDSI 9962 Qualitative Research Methods	
EDSI 9925 Policy Analysis for School Improvement			
EDSI 9923 The Culturally Proficient Leader			
<b>School Improvement Capstone Experience</b>	<b>9</b>		
EDSI 9998 Research for Doctoral Dissertation			
EDSI 9998 Research for Doctoral Dissertation			
EDSI 9998 Research for Doctoral Dissertation		<b>Total Program:</b>	<b>33</b>

Program of Study Teach Out Plan for **CURRENT** Students with an Ed.S.

COURSE	HR	COURSE	HR
<b>Core Content School Improvement</b>	<b>15</b>	<b>Research</b>	<b>9</b>
<b>Select 5 courses below:</b> <ul style="list-style-type: none"> <li>• EDSI 9923 The Culturally Proficient Leader</li> <li>• EDSI 9925 Policy Analysis for School Improvement</li> <li>• EDSI 9933 Leadership for Change</li> <li>• EDSI 9941 Organizational Theories and School Improvement</li> <li>• EDSI 9942 Advanced Instructional Practices to Improve Schools</li> <li>• EDSI 9943 Advanced Principles of School Improvement</li> </ul>		<b>Select 3 courses below:</b> <ul style="list-style-type: none"> <li>EDSI 9960 Research Design</li> <li>EDSI 9961 Quantitative Methods</li> <li>EDSI 9962 Qualitative Methods</li> <li>EDSI 9171 Program Evaluation</li> </ul>	
<b>School Improvement Capstone Experience</b>	<b>9</b>		
EDSI 9998 Research for Doctoral Dissertation			
EDSI 9998 Research for Doctoral Dissertation			
EDSI 9998 Research for Doctoral Dissertation		<b>Total Program:</b>	<b>33</b>

Current and Continuing 60 Credit Hour Program of Study for Admitted Students with a Master's Degree (without an Ed.S. degree)

COURSE	HR	COURSE	HR
<b>Core Content School Improvement</b>	<b>18</b>	<b>Research</b>	<b>12</b>
EDSI 9923 The Culturally Proficient Leader		EDSI 9960 Research Design	
EDSI 9925 Policy Analysis for School Improvement		EDSI 9961 Quantitative Methods	
EDSI 9933 Leadership for Change		EDSI 9962 Qualitative Methods	
EDSI 9941 Organizational Theories and School Improvement		EDSI 9171 Program Evaluation	
EDSI 9942 Advanced Instructional Practices to Improve Schools			
EDSI 9943 Advanced Principles of School Improvement			
<b>Elective (Select any one)</b>	<b>3</b>		
<ul style="list-style-type: none"> <li>• EDLE 8304 Leadership for Organizational Change</li> <li>• EDLE 8305 Effective Management</li> <li>• EDLE 8306 Instructional Leadership</li> <li>• EDLE 8312 School Finance</li> <li>• EDLE 8324 Ethical Leadership in Education</li> <li>• EDLE 8329 Leadership for Equity and Excellence</li> <li>• CEPD 8102 Lifespan Human Development</li> <li>• MEDT 8461 Diffusion of Innovations</li> <li>• MEDT 8463 Issues in Instructional Technology</li> <li>• ECSE 7560 Contemporary Issues in Education</li> <li>• ECED 7273 Family/Community Involvement for School Improvement</li> <li>• CEPD 8194 Mixed Methods Analysis</li> <li>• Or any other approved 7000 or above course</li> </ul>			
<b>Doctoral Seminar</b>	<b>3</b>	<b>Area of Concentration (AoC)</b>	<b>15</b>
EDSI 9901 Doctoral Seminar			
<b>Dissertation</b>	<b>9</b>		
EDSI 9998 Research for Doctoral Dissertation			
		<b>Total Program:</b>	<b>60</b>

# CRIM - 5002 - GIS, Planning, and Public Service

## 2024-2025 Graduate New Course Request

### General Information

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

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

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

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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

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

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department? \*

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

### Course Information

Course Prefix\*

Course Number\* 5002

Course Title\* GIS, Planning, and Public Service

Course Type\*

**Catalog Course Description\*** This course is an introduction to geographic information systems (GIS) and its use in the public service as it relates to planning, public administration, and public safety, particularly in local government and communities. The course is theoretical and practical (i.e., very hands-on), addressing both the structure of geographic information systems and the use of this tool within planning for spatial analysis and data management.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

**Prerequisites** GEOG 5551: Introduction to GIS and Mapping Science

**Concurrent Prerequisites** None

**Corequisites** None

**Restrictions**

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

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

**Grading\***

Graduate Standard Letter

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

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

**Justification and Assessment**

**What is the rationale for adding this course?\*** This course will be part of a new standalone graduate certificate in GIS, Planning, and Public Service. It will serve as the assessment course for the certificate.

**Student Learning Outcomes\***

1. Discuss the history of GIS, and how it has evolved into the technology, we use today.
2. Explain and interpret how GIS is used in real-world spatial analysis.
3. Recognize and explain the two models for representing spatial data: vector and raster.
4. Identify many applications of geospatial technology in the public sector.
5. Apply GIS knowledge and skills to solve real-world problems in planning issues in public service for policy and procedures in local agencies and government

**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

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.

# GIS, Planning, and Public Service

CRIM-5002

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## Description

The course is an introduction to geographic information systems (GIS) and its use in the public service as it relates to planning, public administration, and public safety, particularly in local government and communities. The course is theoretical and practical (i.e., very hands-on), addressing both the structure of geographic information systems and the use of this tool within planning for spatial analysis and data management.

## Materials

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**All Course material and reading will be available from the UWG Library**

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## Outcomes

Upon completing this course, you will be able to:

1. Discuss the history of GIS, and how it has evolved into the technology, we use today.
2. Explain and interpret how GIS is used in real-world spatial analysis.
3. Recognize and explain the two models for representing spatial data: vector and raster.
4. Identify many applications of geospatial technology in the public sector.
5. Apply GIS knowledge and skills to solve real-world problems in planning issues in public service for policy and procedures in local agencies and government

## □ Assignments

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### Course Assessments:

- Quizzes (3)
- Assignments (8)
- Final Project (1)

### **Final Project**

You will be required to complete a GIS and Planning report related to a topic in public safety or public service. This report will include your application of planning theory, use of GIS data with the proper analytical method using ArcGIS, with a final map where you write about what you have found and conclude for the proper agency. Specifically, students will identify an agency or local government entity that a planning an issue or case that needs review at the spatial level. Students will then apply a planning theory and use GIS data to map their findings as they relate to the area of interest. The student will then report their findings and recommendations for change, implementation of policy or procedures, and next steps in the planning process for spatial development to the public safety agency or local government entity. Students must include all spatial data analyses and maps within their project. You will find more information concerning this paper and how to complete it in the course den, along with the grading rubric.

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## □ Schedule

<b><u>TENTATIVE CLASS SCHEDULE</u></b>			
<b>Week #</b>	<b>Date</b>	<b>Readings and Class Topics</b>	<b>Assignments Due</b>
1	XX -XX	Introduction to Course	
2	XX -XX	Introduction to GIS	Quiz 1
3	XX -XX	History of GIS Application in Urban and Regional Planning	Quiz 2
4	XX -XX	GIS Application in Public Safety	Assignment 1
5	XX -XX	GIS Application in Local government and Public Service	Assignment 2

6	XX -XX	ArcGIS Pro Data and Map Basic	Quiz 3
7	XX -XX	Making and Sharing Maps Making selections	Final Project Topic Due
8	XX -XX	Exploring Geospatial relationships	Assignment 3
9	XX -XX	Map Projections	Assignment 4
10	XX -XX		Draft Part 1 of Final Project Due
11	XX -XX	Geoprocessing	Assignment 5
12	XX -XX	Creating and Editing Spatial Data and Geocoding	Assignment 6
13	XX -XX	Introduction to Raster Data and Analysis	Assignment 7
14	XX -XX	Determining Suitability	Assignment 8
15	XX -XX		Work on Final Project
16	XX -XX		Final Project Due

# POLS - 5002 - GIS, Planning, and Public Service

## 2024-2025 Graduate New Course Request

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

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

academic department? \*

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

### Course Information

Course Prefix\*

Course Number\* 5002

Course Title\* GIS, Planning, and Public Service

Course Type\*

**Catalog Course Description\*** This course is an introduction to geographic information systems (GIS) and its use in the public service as it relates to planning, public administration, and public safety, particularly in local government and communities. The course is theoretical and practical (i.e., very hands-on), addressing both the structure of geographic information systems and the use of this tool within planning for spatial analysis and data management.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

**Prerequisites** GEOG 5551: Introduction to GIS and Mapping Science

**Concurrent Prerequisites** None

**Corequisites** None

**Restrictions**

Status\*  Active-Visible  Inactive-Hidden

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

Grading\* Graduate Standard Letter

Type of Delivery (Select all that apply)\*  Carrollton or Newnan Campus: Face-to-Face  Entirely Online  Hybrid  Fully Online

**Justification and Assessment**

What is the rationale for adding this course?\* This course will be part of a new standalone graduate certificate in GIS, Planning, and Public Service. It will serve as the assessment course for the certificate.

Student Learning Outcomes\* 1. Discuss the history of GIS, and how it has evolved into the technology, we use today. 2. Explain and interpret how GIS is used in real-world spatial analysis. 3. Recognize and explain the two models for representing spatial data: vector and raster. 4. Identify many applications of geospatial technology in the public sector. 5. Apply GIS knowledge and skills to solve real-world problems in planning issues in public service for policy and procedures in local agencies and government

**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

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.

# GIS, Planning, and Public Service

POLS-5002

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## Description

The course is an introduction to geographic information systems (GIS) and its use in the public service as it relates to planning, public administration, and public safety, particularly in local government and communities. The course is theoretical and practical (i.e., very hands-on), addressing both the structure of geographic information systems and the use of this tool within planning for spatial analysis and data management.

## Materials

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**All Course material and reading will be available from the UWG Library**

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## Outcomes

Upon completing this course, you will be able to:

1. Discuss the history of GIS, and how it has evolved into the technology, we use today.
2. Explain and interpret how GIS is used in real-world spatial analysis.
3. Recognize and explain the two models for representing spatial data: vector and raster.
4. Identify many applications of geospatial technology in the public sector.
5. Apply GIS knowledge and skills to solve real-world problems in planning issues in public service for policy and procedures in local agencies and government

## □ Assignments

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### Course Assessments:

- Quizzes (3)
- Assignments (8)
- Final Project (1)

### **Final Project**

You will be required to complete a GIS and Planning report related to a topic in public safety or public service. This report will include your application of planning theory, use of GIS data with the proper analytical method using ArcGIS, with a final map where you write about what you have found and conclude for the proper agency. Specifically, students will identify an agency or local government entity that a planning an issue or case that needs review at the spatial level. Students will then apply a planning theory and use GIS data to map their findings as they relate to the area of interest. The student will then report their findings and recommendations for change, implementation of policy or procedures, and next steps in the planning process for spatial development to the public safety agency or local government entity. Students must include all spatial data analyses and maps within their project. You will find more information concerning this paper and how to complete it in the course den, along with the grading rubric.

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## □ Schedule

<b><u>TENTATIVE CLASS SCHEDULE</u></b>			
<b>Week #</b>	<b>Date</b>	<b>Readings and Class Topics</b>	<b>Assignments Due</b>
1	XX -XX	Introduction to Course	
2	XX -XX	Introduction to GIS	Quiz 1
3	XX -XX	History of GIS Application in Urban and Regional Planning	Quiz 2
4	XX -XX	GIS Application in Public Safety	Assignment 1
5	XX -XX	GIS Application in Local government and Public Service	Assignment 2

6	XX -XX	ArcGIS Pro Data and Map Basic	Quiz 3
7	XX -XX	Making and Sharing Maps Making selections	Final Project Topic Due
8	XX -XX	Exploring Geospatial relationships	Assignment 3
9	XX -XX	Map Projections	Assignment 4
10	XX -XX		Draft Part 1 of Final Project Due
11	XX -XX	Geoprocessing	Assignment 5
12	XX -XX	Creating and Editing Spatial Data and Geocoding	Assignment 6
13	XX -XX	Introduction to Raster Data and Analysis	Assignment 7
14	XX -XX	Determining Suitability	Assignment 8
15	XX -XX		Work on Final Project
16	XX -XX		Final Project Due