Memorandum

To: General Faculty

Date: January 21, 2026

Regarding: Faculty Senate Agenda for January 23, 2026 in Nursing, room 106

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1. Call to Order

2. Roll Call

3. Minutes

    A) The December 5, 2025 Faculty Senate Meeting Minutes were approved electronically on December 18, 2025.

4. Discussion with Leadership

    A) President

    B) Provost

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

    1) General Information Updates

    2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Stacy Boyd, Chair)

Action Items (Addendum I):

  A) College of Education

    1) Department of Special Education

        a) SPED - 3250 - Teaching Elementary Mathematics I - Dual Certification
           Request: Add
           This course explores mathematics education content, methods, and materials appropriate for the cognitive development of children in grades K–5 including those with disabilities. Students in this course will investigate effective instructional strategies with a focus on whole-number numerical reasoning, patterning, and algebraic thinking. This course is being created in the Special

Education department's program plan to better serve undergraduate students pursuing certification in Special Education General Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will strengthen our graduates' competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

b) SPED - 3260 - Teaching Elementary Mathematics II- Dual Certification

Request: Add

This course investigates mathematics education content, methods, and materials appropriate for the cognitive development of young children in grades K-5, including children with disabilities. Students will explore key mathematical domains including numerical reasoning with integers, measurement, data analysis, geometry, and spatial reasoning. Through course discussions, assignments, and readings, students will examine developmentally appropriate instructional approaches. Students will then apply their knowledge of mathematical content, teaching methods, and instructional materials. This course is being created in the Special Education department's program plan to better serve undergraduate students pursuing certification in Special Education General Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will strengthen our graduates'

competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

c) SPED - 3270 - Teaching Content and Processes for Science Education- Dual Certification

Request: Add

This course provides students with an examination of science education content, instructional methodologies, essential skills, and teaching materials specifically designed for children in grades Pre-K through 5, including specialized approaches to meeting the needs of students with disabilities. Through engaging course discussions, hands-on assignments, and current research readings, students will explore evidence-based approaches to elementary science instruction that align with national science standards and state curriculum frameworks. This course is being created in the Special Education department's program plan to better serve undergraduate students pursuing certification in Special Education General Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will strengthen our graduates' competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

d) SPED - 3280 - Teaching Content and Processes: Social Studies- Dual Certification

Request: Add

Candidates will examine the current content and methodology of social studies education for young learners (grades P-K) including those with disabilities. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Candidates will design and implement learning experiences that incorporate the knowledge and skills appropriate for an elementary social studies

program. This course is being created in the Special Education department's program plan to better serve undergraduate students pursuing certification in Special Education General Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will strengthen our graduates' competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

2) Department of Sport Management, Wellness, and Physical Education

   a) Health and Community Wellness, B.S.

Request: Revise

The proposal makes the following revisions:

(1) Adding a third option to the ABM pathway, allowing students to choose up to 2 classes (6 credits) out of 3 classes (9 credits).

- CMWL 6800 -> CMWL 4103

(2) Adjusting the total hours completed for eligibility from 90 credit hours to 75 credit hours to allow earlier access/admission to the ABM program. This still requires and allows for completion of all CORE, Field of Study, and required professional content pre-requisite courses.

(3) While a high level of academic success remains essential, lowering the GPA requirement from 3.2 to 3.0 aligns with standard graduate school admission requirements and would be reasonable.

(4) The revised learning objective uses clearer, more accessible, public-facing language while maintaining alignment with the original intent. It emphasizes practical application, reflects current priorities in wellness, and is broadly phrased to remain flexible as wellness frameworks and standards evolve (ex: National Wellness Institute is now rebranded/renamed as the Wellness Alliance).

B) College of Humanities, Arts, and Social Sciences

1) School of Humanities

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

      Request: Revise

      Allowing students to apply at the 75 hour mark rather than the 90 hour mark allows more effective planning for students interested in the program. Students will meet with the Graduate Coordinator when they have completed between 60 and 75 hours, will discuss why they're interested in applying to the program and plan the specific course substitutions they would like to use. Applying at the 75 credit hour mark allows students to space out their ABM coursework over their senior year, whereas applying at 90 hours means that students have limited time to complete their six graduate credit hours. This proposal also clarifies the application process based on the revised timeline for submitting applications.

2) School of Social Sciences

   a) [Social and Behavioral Health, B.S.](#)

      Request: Revise

      The rationale for this modification is to update the major's Curriculog with courses that have been added to the catalog and to reduce the number of petitions that need to be done for students.

      Anthropology Courses

      - ANTH 4190 - this course has been counted toward the Social & Behavioral Health major for several years via petition. As a course on an alternative health practice, it is an extremely appropriate fit for Area 1C of the major.

      - ANTH 3110 - this course was initially added to Area 4 of the major. After consulting with the Anthropology faculty, we have determined that Area 2A is more appropriate given the consent and learning outcomes of the course.

      Criminology Courses

      - CRIM 3242 - the Criminology faculty recommended the addition of this course to Area 1B. Drug Abuse is an important topic within the realm of behavioral and mental health.

- CRIM 4000 & CRIM 4003 - these courses cover the same content as SOCI 4000 and SOCI 4003. Adding these courses to the major will remove a bottleneck, as the SOCI courses sometimes fill up and Social & Behavioral Health majors are unable to get seats.

- CRIM 4280 - Problem-Solving Courts help address issues such as substance abuse and are therefore relevant to the topic of Area 2B, health services.

- CRIM 4300 - As the enivronment impacts the health outcomes of people living within it, this course was determined to be an appropriate elective in consultation with the Criminology faculty.

Psychology Courses

PSYC 3730, PSYC 4160, PSYC 4270, & PSYC 4280 - these courses have been counted toward this major for several years via petition.

Sociology Courses

SOCI 3293 & SOCI - these courses have also been counted toward this major for several years via petition.

The assessment of the major is not impacted by these changes.

C) Perry College of Mathematics, Computing, and Sciences

   1) School of Computing, Analytics, and Modeling

      a) COMP - 1010 - Computing in the Modern World

      Request: Add

      The goal of this course is to evaluate and apply technology to meet the demands of the digital world. The students will use modern digital applications and apply them in their area of study. This course is applicable to any academic program and post-graduate outcomes in all professional careers. Generative AI raises important ethical questions about bias, misinformation, and the impact of AI-generated content. Students are challenged to think critically about the implications, ethical dilemmas, and the responsibilities when employing Generative AI. Students have to consider how to address these issues when employing Gen AI. In data analysis and data-driven decision making, students are presented with open-ended problems, which requires them to explore and evaluate different choices based on the evidence provided through data, and use logic

reasoning. This course is proposed to count in General Education core area Institutional Priorities.

    D) Tanner Health School of Nursing

        1) Nursing, Pre-licensure Track, BSN

Request: Revise

The current program of 6-8 semester is not in alignment with industry standards and makes our program longer and not attractive to applicants. The new program makes the program less resource intensive and decreases costs to the students. By making the program 60 credits and 4-semesters helps students and aligns with clinical partner requests.

Information Items (Addendum II):

UPC approved proposals to delete programs as follows:

    A) University College

        1) Center for Interdisciplinary Studies

            a) Global Studies, B.A.

Delete program

Following its deactivation over three years ago, the Global Studies program no longer has any active majors, as all enrolled students have graduated.

        2) Department of Civic Engagement and Public Service

            a) Embedded Certificate in Prisoner Reentry and Community Corrections

Delete program

The faculty member who primarily supported this certificate through their expertise and teaching has not been part of UWG for several years now. The certificate was not in high demand among students. We have instead shifted our focus towards areas that our current faculty do have expertise in, and that are in demand by students/careers, such as the new Victim Services certificate. Further, the criminology program is streamlining the number of electives we have on the books, as we had more than we could possibly teach in a reasonable amount of time and many have not been offered in years/duplicate topics from other electives. As part of this, the reentry course and other courses part of the certificate are in the process of being deactivated.

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

Action Items (Addendum III):

A) College of Education

    1) Department of Educational Technology and Foundations

        a) Ed.D. in Learning Design and Educational Technology

        Request: Add

        The Instructional Technology and School Librarianship programs at UWG are state leaders. Currently, the culminating degree in this area at UWG is the Ed.S. degree. This is a program built exclusively for Georgia Educators. The rationale for developing this program is grounded in strong alignment with UWG's existing strengths and the opportunity to address unmet needs within the University System of Georgia (USG). Our preliminary analysis focused on three key data points:

        (1) Overall Program enrollment trends – UWG's Instructional Technology, Media, and Design program (soon to be renamed Learning Design and Educational Technology) is the state leader and has been for quite some time. From Fall 2020 until Fall 2025, our program's enrollment has grown by 181%.

        (2) Current Ed.S. enrollments – While we are a leader in our area, specifically the Ed.S. program (encompassing Instructional Technology and School Librarianship) accounts for 75% of all Ed.S. students in these fields across the USG (726 out of 981 Ed.S. students). Upon completion, these students have only one UWG pathway for doctoral study: the highly competitive Ed.D. in School Improvement.

        (3) Turnaway rates in existing programs – In Spring 2025, 76 qualified applicants seeking IT and SL concentrations in the Ed.D. in School Improvement areas were unable to secure admission due to limited capacity. These students applied with no marketing.

        This proposed doctoral program stands apart from competing programs by being 100% online, requiring an Ed.S. for program entry, and by including an applied-research capstone project, where educators will address authentic, field-based problems through systematic and systemic methods, producing solutions

grounded in research yet directly implementable in their professional contexts. This innovative approach positions UWG's program as distinctive within the USG and highly attractive to experienced educators seeking advanced credentials with immediate workplace impact..

b) LDET - 9100 - Foundations of Learning Design and Educational Technology

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course provides an advanced introduction to the field of Learning Design and Educational Technology with a focus on P-12 systems.

c) LDET - 9200 - Research Strategies for LDET

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course introduces candidates to research traditions and methodologies widely used within Learning Design and Educational Technology.

d) LDET - 9300 - Learning Design Studio

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course deepens candidates' expertise in designing high-impact learning experiences.

e) LDET - 9400 - Inquiry and Measurement for LDET

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course develops candidates' competencies in collecting, analyzing, and interpreting data commonly used in P-12 research and decision-making.

f) LDET - 9500 - Professional Development Through Universal Design for Learning

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course examines theories of adult learning and their application to designing professional learning in P-12 contexts.

g) LDET - 9700 - LDET and Organizational Strategies

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course examines leadership, management, and organizational strategies that support the effective implementation of learning, curriculum, and technology initiatives in P-12 educational systems.

h) LDET - 9800 - Performance Systems and Needs Analysis

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course explores human performance improvement (HPI) models, improvement science models, and the tools used to analyze needs, performance gaps, and systemic barriers in P-12 organizations.

i) LDET - 9900 - Policy and Ethics in LDET

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. This course examines educational technology policy, digital ethics, and legal frameworks that shape P-12 learning environments.

j) LDET - 9998 - Capstone I: Problem of Practice Investigation & Prototype Development

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. In Capstone I, candidates identify and investigate a problem of practice within their P-12 context. Candidates conduct a performance analysis or needs assessment, review the literature, collect and analyze data, and design an evidence-based intervention or prototype. The

completed Capstone I proposal and prototype serve as the foundation for implementation during Capstone II.

k) LDET - 9999 - Capstone II: Implementation & Impact Analysis

Request: Add

This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology. Capstone II focuses on implementing the intervention or procedures developed in Capstone I and evaluating their impact.

2) Department of Special Education

a) Ed.D. Special Education

Request: Add

The proposal of this new Ed.D. in Special Education program responds to a state-wide need for advanced leadership training in special education, particularly in legal compliance, program evaluation, policy development, and inclusive instructional practices. With no USG institutions offering an Ed.D. in Special Education and only two on-campus Ph.D. programs in the field (UGA and GSU), Georgia educators seeking doctoral-level training often turn to out-of-state or for-profit providers.

UWG already enrolls 80% of all students pursuing an Ed.S. in Special Education in Georgia which creates a direct and ready pipeline of candidates for the Ed.D. In addition, demand is already evident: in spring 2025, 29 Special Education AOC applicants were denied admission to the current School Improvement doctorate due to capacity limits. These denials underscore the unmet need for a specialized Ed.D. in Special Education that can serve this growing pool of highly qualified candidates.

UWG's fully online delivery will make the program accessible statewide, serving current Ed.S. graduates (including 576 enrolled students) and other education professionals seeking leadership roles. This design distinguishes it from existing programs by combining flexible online access with applied, practice-based research and leadership training.

b) SPED - 9000 - Orientation to the Ed.D. in Special Education

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field. This required zero-credit orientation course introduces doctoral students to the expectations, structures, and professional dispositions required for the Ed.D. in Special Education.

c) SPED - 9010 - Policy to Practice: Legal and Ethical Decision-Making in Special Education

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course examines the complex intersection of law, policy, ethics, and practice in special education leadership.

d) SPED - 9020 - Leadership in Finance, Budgeting, and Resource Management for Special Education

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course develops the fiscal and resource management competencies required for responsible, ethical, and legally compliant practices, ensuring adherence to all applicable laws, policies, and regulations.

e) SPED - 9030 - Current Trends and Issues in Special Education

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course strengthens doctoral candidates' abilities to engage in scholarly research as an emerging special education leader.

f) SPED - 9040 - Facilitative Leadership in Special Education: Advanced Communication, Collaboration, and Conflict

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares special education leaders to apply facilitative leadership practices that strengthen communication, collaboration, and conflict management within multidisciplinary educational teams.

g) SPED - 9060 - Systemic Program Evaluation

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares candidates to evaluate educational programs, initiatives, and services across P-12 systems.

h) SPED - 9070 - Advanced Research Methods for Special Education Leaders

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course equips candidates with advanced skills to critically evaluate and apply research in special education.

i) SPED - 9080 - Cultivating Leadership Through Coaching and Mentorship of Special Educators

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares candidates to lead professional growth systems for special educators through evidence-based coaching, mentorship, and organizational learning strategies.

j) SPED - 9090 - Strategic Design and Impact Analysis in Special Education Systems

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. This course prepares educational leaders to design, implement, and evaluate transformative initiatives within special education systems.

k) SPED - 9998 - Capstone I: Problem of Practice Investigation & Development

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. In this foundational capstone course, candidates solidify a significant problem of practice in special education to conduct an in-depth investigation grounded in research and stakeholder input. The course builds on the learning and product formulated in SPED 9030: Current Trends and Issues in Special Education and impact study in Capstone II by producing a conceptual framework to guide their capstone project.

l) SPED - 9999 - Capstone II: Implementation & Impact Analysis

Request: Add

This course is being developed as part of the new Ed.D. in Special Education program. In this culminating capstone course, candidates implement their approved capstone project and conduct an impact analysis grounded in ethical inquiry and research-based evaluation. Students collect and analyze data, interpret outcomes, reflect on leadership actions, and prepare a final written and oral defense.

B) University College

1) Department of Civic Engagement and Public Service

b) Master of Public Administration, M.P.A.

Request: Revise

This proposal adds a new concentration in Social and Community Policy in the MPA. The Sociology MA has been deactivated, but there are many students interested in earning graduate degrees with a focus on sociology or related disciplines. This concentration would allow students to take advanced courses in Sociology while earning an MPA, a highly versatile degree. This proposal aligns with the recommendations made by NASPAA (the accrediting body for the MPA) during their site visit in Spring 2024. Three SOCI courses supporting this program were approved at the December 5, 2025, Faculty Senate meeting.

Information Item (Addendum IV):

A) GPC approved the termination of the Computer Science Endorsement program for the College of Education, Department of Educational Technology and Foundations.

Committee IV: Faculty Affairs Committee (Levi Ofoe, Chair)

Action Item (Addendum V):

   A) Senior & Principal Lecturer Positions

      Request: Vote to Approve

         a. Proposed Changes to the Faculty Handbook

               i. Rationale: This document clarifies an existing senior lecturer position and proposes the creation of a new principal lecturer position that will provide a structured and equitable career path for non-tenure track faculty who are primarily focused on teaching excellence, pedagogical innovation, departmental initiatives, and service at the University of West Georgia. The non-tenure track senior lecturer and principal lecturer positions will parallel the expectations and career advancement opportunities for tenure-track associate and full professor ranks. These positions are expected to ensure that non-tenure track faculty are afforded opportunities, including the following:

                  1. Structured Career Progression: It provides non-tenure track faculty with a defined path for advancement, increased compensation, and job security.

                  2. Leadership Development: Senior and principal lecturers can assume leadership roles, such as developing initiatives, curriculum development and coordination, advising, and mentoring.

                  3. Retention and Morale: A defined career trajectory improves faculty morale and retention by offering opportunities for teaching, professional growth, and leadership. Without clear paths, UWG risks losing talented non-tenure track faculty.

                  4. Focus on Pedagogical Excellence: These roles allow faculty to focus on excellence in teaching, curriculum development, and developing innovation aimed at enhancing student outcomes.

   6. Old Business

         a. None

   7. New Business

      a. Focused discussion on regional impact, connection, and alignment.

8. Announcements
9. Adjourn

Addendum I

SPED - 3250 - Teaching Elementary Mathematics I - Dual Certification

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/ Department* `Department of Special Education`

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

Is this a College of Education course?* (•) Yes ( ) No

Is this an Honors College course?*   ☐ Yes   ☑ No

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

Course Information

Course Prefix*

SPED

Course Number* 3250

Course Title* Teaching Elementary Mathematics I - Dual Certification

Long Course Title

Course Type*

Special Education

Catalog Course Description* This course explores mathematics education content, methods, and materials appropriate for the cognitive development of children in grades K–5 including those with disabilities. Students in this course will investigate effective instructional strategies with a focus on whole-number numerical reasoning, patterning, and algebraic thinking.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

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Corequisites

Cross-listing

Restrictions Teacher Education Admission TE
Must be Special Education- Dual Certification (Special Education General
Curriculum/Elementary Education) major. (Major Code: 7005 with Concentration Code:
4015)

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

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

Status * ⦿ Active-Visible ◯ Inactive-Hidden

Type of Delivery ☑ Entirely at a Distance - This course is delivered 100% through distance education
(Select all that technology. No visits to campus or designated sites are required.
apply) *
☐ Fully at a Distance - All or nearly all of the class sessions are delivered via
technology. The course does not require students to travel to a classroom for
instruction; however, it might require students to travel to a site to attend an
orientation or to take exams.

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

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

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

Frequency - How `3`   **Grading** * Undergraduate Standard
many semesters per   Letter
year will this course
be offered?

Justification and Assessment

Rationale * This course is being created in the Special Education department's program plan to better
serve undergraduate students pursuing certification in Special Education General
Curriculum/Elementary Education (P-5). This course represents a critical component of our
dual certification pathway that requires specialized expertise in core subject areas,
differentiated instruction, and inclusive classroom practices. This course addition positions
us to better align course content with current special education standards ensuring our dual
certification graduates are well-prepared to meet the diverse needs of all learners in general
education settings. This enhanced programmatic coherence will ultimately strengthen our
graduates' competencies as both special educators and elementary teachers, making them
more competitive in today's inclusive educational landscape.

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

1. Analyze and explain the mathematical content, concepts, and procedures underlying elementary mathematics within the domains of numerical reasoning, patterning, and algebraic reasoning by successfully completing mathematics tasks and written reflections. (TAPS 1, 2, 4, 7, 8, 10; ACEI 1, 2.3; CEC 3, 5)

2. Differentiate between conceptual and procedural knowledge in mathematics by solving problems that require both approaches, and explicitly connect procedures to underlying concepts in written or oral explanations. (TAPS 1, 2, 3, 4, 10; ACEI 1, 2.3, 3; CEC 3, 5)

3. Design and implement strategies that organize mathematical content, structure the classroom environment, and engage children in ways that maximize learning in mathematics, as evidenced through lesson plans, peer feedback, and classroom simulations. (TAPS 1, 2, 3, 7, 8, 10; ACEI 1, 2.3, 3, 4; CEC 3, 5)

4. Select, apply, and evaluate strategies for teaching mathematics, such as problem solving, task selection and implementation, facilitating meaningful discourse, questioning techniques, supporting productive struggle, building procedural fluency from conceptual understanding, and using evidence of student thinking, through lesson plans, discussions, and teaching demonstrations. (TAPS 1, 2, 4, 7, 8, 10; ACEI 1, 2.3, 3; CEC 3, 5)

5. Evaluate how children construct mathematical knowledge by analyzing student work, observing classroom interactions, and reflecting on how children apply their mathematical understanding in new contexts.(TAPS 1, 2, 3, 4, 7, 8, 9, 10; ACEI 1, 2.3, 3; CEC 2, 3, 5)

6. Apply assessment techniques, including formative and diagnostic assessments, to support learning and instructional planning by designing, administering, and analyzing assessments of student mathematical understanding. (TAPS 1, 2, 4, 5, 6, 10; ACEI 1, 2.3, 3, 4; CEC 3, 4, 5)

**Standards that reference "CEC" refer to the Initial Practice Based Professional Preparation Standards for Special Educators set forth by the Council for Exceptional Children (2020). "TAPS" references refer to the Teacher Assessment on Performance Standards set forth by the Georgia Department of Education as part of the Teacher Keys Effectiveness System (TKES). "ACEI" references refer to standards for the Association for Childhood Education International which guide the preparation of early childhood and elementary educators.

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   30+
Annual Enrollment*

Will this course have   ☐ Yes   **If yes, what will the**   N/A
special fees or tuition   **fee be?***
required?*   ☑ No

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.

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Special Education

Teaching Elementary Mathematics I- Dual Certification SPED 3250

3 Credits

☐ Description

This course explores mathematics education content, methods, and materials appropriate for the cognitive development of children in grades K –5 including those with disabilities. Students in this course will investigate effective instructional strategies wi th a focus on whole-number numerical reasoning, patterning, and algebraic thinking.

☐ Outcomes

1.Analyze and explain the mathematical content, concepts, and procedures underlying elementary mathematics within the domains of numerical reasoning, patterning, and algebraic reasoning by successfully completing mathematics tasks and written reflections.*(TAPS 1, 2, 4, 7, 8, 10; ACEI 1, 2.3; CEC 3, 5)*

2.Differentiate between conceptual and procedural knowledge in mathematics by solving problems that require both approaches, and explicitly connect procedures to underlying concepts in written or oral explanations. *(TAPS 1, 2, 3, 4, 10; ACEI 1, 2.3, 3; CEC 3, 5)*

3.Design and implement strategies that organize mathematical content, structure the classroom environment, and engage children in ways that maximize learning in mathematics, as evidenced through lesson plans, peer feedback, and classroom simulations.
(TAPS 1, 2, 3, 7, 8, 10; ACEI 1, 2.3, 3, 4; CEC 3, 5)

4. Select, apply, and evaluate strategies for teaching mathematics such as problem solving, task selection and implementation, facilitating meaningful discourse, questioning techniques, supporting productive struggle, building procedural fluency from conceptual understanding, and using evidence of student thinking through lesson plans, discussions, and teaching demonstrations*(TAPS 1, 2, 4, 7, 8, 10; ACEI 1, 2.3, 3; CEC 3, 5)*

5.Evaluate how children construct mathematical knowledge by analyzing student work, observing classroom interactions, and reflecting on how children apply their mathematical understanding in new contexts.*(TAPS 1, 2, 3, 4, 7, 8, 9, 10; ACEI 1, 2.3, 3; CEC 2, 3, 5)*

6.Apply assessment techniques including formative and diagnostic assessments to support learning and instructional planning by designing, administering, and analyzing assessments of student

mathematical understanding. *(TAPS 1, 2, 4, 5, 6, 10; ACEI 1, 2.3, 3, 4; CEC 3, 4, 5)*

**Standards that reference "CEC" refer to the Initial Practice Based Professional Preparation Standards for Special Educators set forth by the Council for Exceptional Children (2020). "TAPS" references refer to the Teacher Assessment on Performance Standards set forth by the Georgia Department of Education as part of the Teacher Keys Effectiveness System (TKES). "ACEI" references refer to standards for the Association for Childhood Education International which guide the preparation of early childhood and elementary educators.

Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

SPED - 3260 - Teaching Elementary Mathematics II- Dual Certification

2026-2027 Undergraduate New Course 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.

Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

Routing Information

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College - School/ Department* `Department of Special Education`

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

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

Is this an Honors College course?*	☐ Yes ☑ No
Is the addition/change related to core, honors, or XIDS courses?*	☐ Yes ☑ No

Course Information

Course Prefix* SPED

Course Number* 3260

Course Title* Teaching Elementary Mathematics II- Dual Certification

Long Course Title

Course Type* Special Education

Catalog Course Description* This course investigates mathematics education content, methods, and materials appropriate for the cognitive development of young children in grades K-5, including children with disabilities. Students will explore key mathematical domains including numerical reasoning with integers, measurement, data analysis, geometry, and spatial reasoning. Through course discussions, assignments, and readings, students will examine developmentally appropriate instructional approaches. Students will then apply their knowledge of mathematical content, teaching methods, and instructional materials.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Teacher Education Admission TE

Must be Special Education- Dual Certification (Special Education General Curriculum/Elementary Education) major. (Major Code: 7005 with Concentration Code: 4015)

Is this a General Education course?* ○ Yes ● No

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

Status* ● Active-Visible ○ Inactive-Hidden

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This course is being created in the Special Education department's program plan to better serve undergraduate students pursuing certification in Special Education General Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will ultimately strengthen our graduates' competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

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

1.Demonstrate understanding of mathematical content, concepts, and procedures in elementary mathematics within the domains of numerical reasoning, measurement and data reasoning, and geometric and spatial reasoning by solving mathematics tasks and explaining solutions. (TAPS 1, 2, 4, 7, 8, 10; ACEI 1, 2; CEC 3, 5)

2.Distinguish between conceptual and procedural knowledge in mathematics by solving problems, analyzing solution strategies, and explicitly connecting procedures to underlying concepts in written or oral explanations. (TAPS 1, 2, 3, 4, 10; ACEI 1, 2.3, 3; CEC 3, 5)

3.Design and apply strategies to organize mathematical content, structure the classroom environment, and engage children for maximum learning in mathematics as demonstrated in lesson plans, instructional activities, or classroom simulations. (TAPS 1, 2, 3, 7, 8, 10; ACEI 1, 2.3, 3, 4; CEC 3, 5, 6)

4. Identify, describe, and reflect on strategies for teaching mathematics including problem solving, task selection and implementation, facilitating meaningful discourse, questioning techniques, supporting productive struggle, building procedural fluency from conceptual understanding, and using evidence of student thinking in assignments and discussions. (TAPS 1, 2, 4, 7, 8, 10; ACEI 1, 2.3, 3; CEC 3, 5)

5. Evaluate how children construct mathematical knowledge and apply their understanding by analyzing student work, observing classroom interactions, and writing reflections on children's mathematical reasoning. (TAPS 1, 2, 3, 4, 7, 8, 9, 10; ACEI 1, 2.3, 3; CEC 2, 3, 5)

6. Select and use assessment techniques that support learning and instructional planning, including formative and diagnostic assessments, by designing, administering, and analyzing results to guide instructional decisions. (TAPS 1, 2, 4, 5, 6, 10; ACEI 1, 2.3, 3, 4; CEC 2, 3, 4, 5)

**Standards that reference "CEC" refer to the Initial Practice Based Professional Preparation Standards for Special Educators set forth by the Council for Exceptional Children (2020). "TAPS" references refer to the Teacher Assessment on Performance Standards set forth by the Georgia Department of Education as part of the Teacher Keys Effectiveness System (TKES). "ACEI" references refer to standards for the Association for Childhood Education International which guide the preparation of early childhood and elementary educators.

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* 30+

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.

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Special Education

Teaching Elementary Mathematics II- Dual Certification SPED 3260

3 Credits

Description

This course investigates mathematics education content, methods, and materials appropriate for the cognitive development of young children in grades K-5, including children with disabilities. Students will explore key mathematical domains including numerical reasoning with integers, measurement, data analysis, geometry, and spatial reasoning. Through course discussions, assignments, and readings, students will examine developmentally appropriate instructional approaches. Students will then apply their knowledge of mathematical content, teaching methods, and instructional materials.

Outcomes

1. Demonstrate understanding of mathematical content, concepts, and procedures in elementary mathematics within the domains of numerical reasoning, measurement and data reasoning, and geometric and spatial reasoning by solving mathematics tasks and explaining solutions. *(TAPS 1, 2, 4, 7, 8, 10; ACEI 1, 2; CEC 3, 5)*

2. Distinguish between conceptual and procedural knowledge in mathematics by solving problems, analyzing solution strategies, and explicitly connecting procedures to underlying concepts in written or oral explanations. *(TAPS 1, 2, 3, 4, 10; ACEI 1, 2.3, 3; CEC 3, 5)*

3. Design and apply strategies to organize mathematical content, structure the classroom environment, and engage children for maximum learning in mathematics as demonstrated in lesson plans, instructional activities, or classroom simulations. *(TAPS 1, 2, 3, 7, 8, 10; ACEI 1, 2.3, 3, 4; CEC 3, 5, 6)*

4. Identify, describe, and reflect on strategies for teaching mathematics including problem solving, task selection and implementation, facilitating meaningful discourse, questioning techniques, supporting productive struggle, building procedural fluency from conceptual understanding, and using evidence of student thinking in assignments and discussions.
(TAPS 1, 2, 4, 7, 8, 10; ACEI 1, 2.3, 3; CEC 3, 5)

5. Evaluate how children construct mathematical knowledge and apply their understanding by analyzing student work, observing classroom interactions, and writing reflections on children's mathematical reasoning. *(TAPS 1, 2, 3, 4, 7, 8, 9, 10; ACEI 1, 2.3, 3; CEC 2, 3, 5)*

6. Select and use assessment techniques that support learning and instructional planning, including formative and diagnostic assessments, by designing, administering, and analyzing results to guide

instructional decisions. *(TAPS 1, 2, 4, 5, 6, 10; ACEI 1, 2.3, 3, 4; CEC 2, 3, 4, 5)*

**Standards that reference "CEC" refer to the Initial Practice Based Professional Preparation Standards for Special Educators set forth by the Council for Exceptional Children (2020). "TAPS" references refer to the Teacher Assessment on Performance Standards set forth by the Georgia Department of Education as part of the Teacher Keys Effectiveness System (TKES). "ACEI" references refer to standards for the Association for Childhood Education International which guide the preparation of early childhood and elementary educators.

Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

SPED - 3270 - Teaching Content and Processes for Science Education- Dual Certification

2026-2027 Undergraduate New Course 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.

Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

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.

College - School/ Department* `Department of Special Education`

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

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

Is this an Honors College course?*
☐ Yes
☑ No

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

Course Information

Course Prefix* SPED

Course Number* 3270

Course Title* Teaching Content and Processes for Science Education- Dual Certification

Long Course Title

Course Type* Special Education

Catalog Course Description* This course provides students with an examination of science education content, instructional methodologies, essential skills, and teaching materials specifically designed for children in grades Pre-K through 5, including specialized approaches to meeting the needs of students with disabilities. Through engaging course discussions, hands-on assignments, and current research readings, students will explore evidence-based approaches to elementary science instruction that align with national science standards and state curriculum frameworks.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Teacher Education Admission TE

Must be Special Education - Dual Certification (Special Education General Curriculum/Elementary Education) major. (Major Code: 7005 with Concentration Code: 4015)

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

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

Status* ◉ Active-Visible ◯ Inactive-Hidden

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This course is being created in the Special Education department's program plan to better serve undergraduate students pursuing certification in Special Education General Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will ultimately strengthen our graduates' competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

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

1.Demonstrate integration of physical, life, and earth science concepts by designing and solving tasks aligned with elementary school science curricula. (TAPS 1, 2, 3, 4, 5, 6, 7, 8, 10; CEC 3, 5; ACEI 2.2, 3.1)

2.Select and apply developmentally appropriate teaching strategies to teach science skills, attitudes, and knowledge to elementary children in lesson plans and instructional activities. (TAPS 1, 2, 4, 7, 8; CEC 2, 5, 6; ACEI 2.2, 3.2)

3. Analyze and explain developmental and cultural differences in children's thinking as they relate to science learning, supported by examples from observations or case studies. (TAPS 1, 2, 3, 4, 5, 6, 7, 8; CEC 2, 3, 5, 6; ACEI 2.2, 3.3)

4. Identify and evaluate resources, materials, and technologies for teaching science by creating annotated lists or integrating them into lesson activities. (TAPS 1, 2, 3, 4, 5, 6, 7, 8; CEC 2, 3, 5; ACEI 2.2, 3.3)

5. Compare and critique dominant views of science education by identifying strengths and weaknesses of each view in written or oral reflections. (TAPS 1, 2, 3, 4, 5, 6, 7, 8, 10; CEC 1, 3; ACEI 2.2)

6.Develop and present science lesson plans and units of study that integrate science with other subject areas and demonstrate alignment with curriculum standards. (TAPS 1, 2, 3, 4, 5, 6, 7, 8, 10; ACEI 2.2, 3.1, 3.3)

7.Identify and propose strategies for teaching science to disadvantaged, minority, and special student populations through case studies or instructional design tasks. (TAPS 1, 2, 3, 4, 5, 6, 7, 8, 10; CEC 2, 3, 5, 6; ACEI 2.2, 3.2)

8. Demonstrate positive scientific attitudes and interest in teaching and learning about the natural world by participating in inquiry activities and reflecting on personal practice. (TAPS 1, 2, 3, 4, 5, 6, 7, 8; CEC 1, 3; ACEI 2.2, 3.5)

9.Demonstrate the ability to evaluate or safely and effectively manipulate simple science equipment commonly found in elementary classrooms through hands-on activities or simulations.
(TAPS 1, 2, 3, 4, 5, 6, 7, 8; CEC 3, 5; ACEI 2.2)

10.Assess student learning in science using authentic measures such as performance tasks, anecdotal records, and portfolios, and interpret the results to inform instruction.
(TAPS 1, 2, 3, 4, 5, 6, 7, 8, 9; CEC 2, 3, 4, 5; ACEI 2.2, 4.0)

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REQUIRED ATTACHMENTS

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1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
⬤ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30+

Will this course have special fees or tuition required?* ☐ Yes   **If yes, what will the fee be?*** n/a
☑ No

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.

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Special Education

Teaching Content and Processes for Science Education-Dual Certification

SPED 3270

3 Credits

☐ Description

This course provides students with an examination of science education content, instructional methodologies, essential skills, and teaching materials specifically designed for children in grades Pre-K through 5, including specialized approaches to meeting the needs of students with disabilities. Through engaging course discussions, hands-on assignments, and current research readings, students will explore evidence-based approaches to elementary science instruction that align with national science standards and state curriculum frameworks.

☐ Outcomes

The student will:

1. Demonstrate integration of physical, life, and earth science concepts by designing and solving tasks aligned with elementary school science curricula. *(TAPS 1, 2, 3, 4, 5, 6, 7, 8, 10; CEC 3, 5; ACEI 2.2, 3.1)*

2. Select and apply developmentally appropriate teaching strategies to teach science skills, attitudes, and knowledge to elementary children in lesson plans and instructional activities.
(TAPS 1, 2, 4, 7, 8; CEC 2, 5, 6; ACEI 2.2, 3.2)

3. Analyze and explain developmental and cultural differences in children's thinking as they relate to science learning, supported by examples from observations or case studies.
(TAPS 1, 2, 3, 4, 5, 6, 7, 8; CEC 2, 3, 5, 6; ACEI 2.2, 3.3)

4. Identify and evaluate resources, materials, and technologies for teaching science by creating annotated lists or integrating them into lesson activities. *(TAPS 1, 2, 3, 4, 5, 6, 7, 8; CEC 2, 3, 5; ACEI 2.2, 3.3)*

5. Compare and critique dominant views of science education by identifying strengths and weaknesses of each view in written or oral reflections. *(TAPS 1, 2, 3, 4, 5, 6, 7, 8, 10; CEC 1, 3; ACEI 2.2)*

6. Develop and present science lesson plans and units of study that integrate science with other subject areas and demonstrate alignment with curriculum standards. *(TAPS 1, 2, 3, 4, 5, 6, 7, 8, 10; ACEI 2.2, 3.1, 3.3)*

7. Identify and propose strategies for teaching science to disadvantaged, minority, and special student

populations through case studies or instructional design tasks *(TAPS 1, 2, 3, 4, 5, 6, 7, 8, 10; CEC 2, 3, 5, 6; ACEI 2.2, 3.2)*

8. Demonstrate positive scientific attitudes and interest in teaching and learning about the natural world by participating in inquiry activities and reflecting on personal practice *(TAPS 1, 2, 3, 4, 5, 6, 7, 8; CEC 1, 3; ACEI 2.2, 3.5)*

9. Demonstrate the ability to evaluate or safely and effectively manipulate simple science equipment commonly found in elementary classrooms through hands-on activities or simulations.
(TAPS 1, 2, 3, 4, 5, 6, 7, 8; CEC 3, 5; ACEI 2.2)

10. Assess student learning in science using authentic measures such as performance tasks, anecdotal records, and portfolios, and interpret the results to inform instruction.
(TAPS 1, 2, 3, 4, 5, 6, 7, 8, 9; CEC 2, 3, 4, 5; ACEI 2.2, 4.0)

**Standards that reference "CEC" refer to the Initial Practice Based Professional Preparation Standards for Special Educators set forth by the Council for Exceptional Children (2020). "TAPS" references refer to the Teacher Assessment on Performance Standards set forth by the Georgia Department of Education as part of the Teacher Keys Effectiveness System (TKES). "ACEI" references refer to standards for the Association for Childhood Education International which guide the preparation of early childhood and elementary educators.

Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

SPED - 3280 - Teaching Content and Processes: Social Studies- Dual Certification

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

Routing Information

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

College - School/Department* `Department of Special Education`

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

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

Is this an Honors College course? *
- ☐ Yes
- ☑ No

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

Course Information

Course Prefix *   SPED

Course Number * 3280

Course Title * Teaching Content and Processes: Social Studies- Dual Certification

Long Course Title

Course Type *   Special Education

Catalog Course Description * Candidates will examine the current content and methodology of social studies education for young learners (grades P-K) including those with disabilities. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Candidates will design and implement learning experiences that incorporate the knowledge and skills appropriate for an elementary social studies program.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Teacher Education Admission TE

Must be Special Education- Dual Certification (Special Education General Curriculum/Elementary Education) major. (Major Code: 7005 with Concentration Code: 4015)

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

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

Status* ● Active-Visible   ◯ Inactive-Hidden

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This course is being created in the Special Education department's program plan to better serve undergraduate students pursuing certification in Special Education General Curriculum/Elementary Education (P-5). This course represents a critical component of our dual certification pathway that requires specialized expertise in core subject areas, differentiated instruction, and inclusive classroom practices. This course addition positions us to better align course content with current special education standards ensuring our dual certification graduates are well-prepared to meet the diverse needs of all learners in general education settings. This enhanced programmatic coherence will ultimately strengthen our graduates' competencies as both special educators and elementary teachers, making them more competitive in today's inclusive educational landscape.

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

1. Integrate content from social science disciplines into elementary-level tasks and lesson plans to support children's understanding of history, geography, economics, civics, and culture. (CEC 2–5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 8, 10; ACEI 2.4)

2. Identify and describe the skills children need to participate effectively in a democratic society by analyzing classroom activities, case studies, and curriculum standards.
(CEC 2–5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 7, 8; ACEI 2.4)

3. Critique social studies instructional materials by evaluating accuracy, cultural responsiveness, developmental appropriateness, and alignment with learning goals.
(TAPS 1, 2, 3, 4, 5, 6, 8; CEC 2–5, 7, 8; ACEI 2.4)

4.Design and implement social studies teaching strategies that engage all learners, including students with disabilities and students from multicultural backgrounds, through lesson plans and instructional activities. (ACEI 2.4, 5.4, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5; CEC 2–5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 8, 9, 10)

5.Integrate current topics and trends such as multicultural education, global education, career education, character education, and current events into elementary social studies lessons and units. (ACEI 2.4, 5.1, 15.1; CEC 2–5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 8, 10)

6.Demonstrate knowledge and application of assessment methods in social studies by creating and using tools such as rubrics, performance tasks, and portfolios to evaluate children's learning. (ACEI 2.4, 4.2, 5.4, 7.3; CEC 2–5, 7, 8; TAPS 1, 2, 3, 4, 8)

7.Apply learning and teaching strategies that differentiate instruction and enhance thinking, listening, vocabulary development, reading, and writing in social studies content areas. (CEC 2–5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 7, 8; ACEI 2.4, 2.1)

8. Select, adapt, and evaluate instructional materials and techniques to meet the specific needs of individual students, create supplementary curriculum resources, and plan for ongoing assessment of student learning. CEC 2–5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 7, 8; ACEI 2.4, 3.1, 3.2)

**Standards that reference "CEC" refer to the Initial Practice Based Professional Preparation Standards for Special Educators set forth by the Council for Exceptional Children (2020). "TAPS" references refer to the Teacher Assessment on Performance Standards set forth by the Georgia Department of Education as part of the Teacher Keys Effectiveness System (TKES). "ACEI" references refer to standards for the Association for Childhood Education International which guide the preparation of early childhood and elementary educators.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ● I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30+

Will this course have special fees or tuition required?* ☐ Yes ☑ No   **If yes, what will the fee be?*** 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.

UNIVERSITY OF WEST GEORGIA

Other · College of Education · Special Education

Teaching Content and Processes: Social Studies- Dual Certification

SPED 3280

3 Credits

☐ Description

Candidates will examine the current content and methodology of social studies education for young learners (grades P-K) including those with disabilities. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Candidates will design and implement learning experiences that incorporate the knowledge and skills appropriate for an elementary social studies program.

☐ Outcomes

1. Integrate content from social science disciplines into elementary level tasks and lesson plans to support children's understanding of history, geography, economics, civics, and culture. *(CEC 2-5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 8, 10; ACEI 2.4)*

2. Identify and describe the skills children need to participate effectively in a democratic society by analyzing classroom activities, case studies, and curriculum standards.
(CEC 2-5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 7, 8; ACEI 2.4)

3. Critique social studies instructional materials by evaluating accuracy, cultural responsiveness, developmental appropriateness, and alignment with learning goals.
(TAPS 1, 2, 3, 4, 5, 6, 8; CEC 5-2, 7, 8; ACEI 2.4)

4. Design and implement social studies teaching strategies that engage all learners, including students with disabilities and students from multicultural backgrounds, through lesson plans and instructional activities. *(ACEI 2.4, 5.4, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5; CEC 5-2, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 8, 9, 10)*

5. Integrate current topics and trends such as multicultural education, global education, career education, character education, and current events into elementary social studies lessons and units. *(ACEI 2.4, 5.1, 15.1; CEC 2-5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 8, 10)*

6. Demonstrate knowledge and application of assessment methods in social studies by creating and using

tools such as rubrics, performance tasks, and portfolios to evaluate children's learning *(ACEI 2.4, 4.2, 5.4, 7.3; CEC 2-5, 7, 8; TAPS 1, 2, 3, 4, 8)*

7. Apply learning and teaching strategies that differentiate instruction and enhance thinking, listening, vocabulary development, reading, and writing in social studies content areas *(CEC 2-5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 7, 8; ACEI 2.4, 2.1)*

8. Select, adapt, and evaluate instructional materials and techniques to meet the specific needs of individual students, create supplementary curriculum resources, and plan for ongoing assessment of student learning. *(CEC 2-5, 7, 8; TAPS 1, 2, 3, 4, 5, 6, 7, 8; ACEI 2.4, 3.1, 3.2)*

**Standards that reference "CEC" refer to the Initial Practice Based Professional Preparation Standards for Special Educators set forth by the Council for Exceptional Children (2020). "TAPS" references refer to the Teacher Assessment on Performance Standards set forth by the Georgia Department of Education as part of the Teacher Keys Effectiveness System (TKES). "ACEI" references refer to standards for the Association for Childhood Education International which guide the preparation of early childhood and elementary educators.

Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Health and Community Wellness, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2026`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

curriculog@westga.edu.

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

Is this a School of Nursing 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. n/a

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* Health and Community Wellness, B.S.

47

Program ID - DO NOT EDIT*   4979

Program Code - DO NOT EDIT

Program Type*   [Bachelor]

Degree Type*   [Bachelor of Science]

Program Description*   The mission of the Bachelor of Science (B.S.) in Health & Community Wellness is to provide professional candidates for employment in a variety of settings to promote health and wellness. Through program courses and experiential learning experiences, students will be prepared to help people, organizations, and communities change lifestyle behaviors to minimize health risks and improve overall wellness.

Students have the option to choose the General Track or one of four professional tracks. Professional track options include: Athletic Training, Physical Therapy, Occupational Therapy, or Dietetics. These tracks serve as a pathway and will prepare students to apply for a masters or doctoral program in the designated field of study. Students must maintain a minimum of 3.0 GPA for good academic standing on any of the four professional tracks in this program.

Students choosing the General Track will have the option of completing fifteen (15) credit hours of electives or can select an approved minor. Students must maintain a minimum of 2.0 GPA for good academic standing on the General Track in this program.

The Accelerated Bachelor's to Master's Degree Pathway in Health and Wellness at the University of West Georgia allows outstanding students who major in Health and Community Wellness to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in Health and Wellness allows exceptional students to count up to six (6) hours towards the M.S. in Integrative Health and Wellness. Upon completion of the undergraduate B.S. in Health and Community Wellness, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.S. in Integrative Health and Wellness graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree.

Learning Outcomes:
1. The student will integrate theory, evidence, and professional practices in wellness to design, carry out, and evaluate initiatives by considering a holistic view, using effective approaches, acting with professional values, putting plans into practice, and adapting to participant's unique needs and circumstances.

2. The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.

3. The student will demonstrate dispositions essential to becoming effective professionals.

4. The student will apply participatory, holistic, and strength-based processes to design and evaluate a wellness program that meets the objectives and outcomes established by key stakeholders.

Status*   ⦿ Active-Visible   ◯ Inactive-Hidden

Status   Active Visible   Inactive Hidden

Program Location *   Carrollton

Curriculum Information

Prospective Curriculum*

Health and Community Wellness, General Track

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Field of Study: 18 Hours (a)

PHED 2628 First Aid and CPR for Education Majors

PHED 2000 App Con of Fitness & Wellness

CMWL 2100 Intro to Health and Community Wellness

PSYC 1101 Introduction to General Psychology

MATH 1401 Elementary Statistics

CMWL 2200 Social Determinants of Health and Wellness

PHED 2605 Functional Anatomy

Professional Classes for the Degree:42 Hours Required (a)

CMWL 3100 Lifespan Development

CMWL 3210 Principles of Nutrition

CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership

CMWL 3300 Medical Terminology

CMWL 3101 Mental and Emotional Wellness

CMWL 3102 Psychology of Health and Wellness

CMWL 4100 Wellness Coaching

PHED 4603 Advanced Concepts of Personal Training

CMWL 4000 Exercise and Wellness Programming for Special Populations

CMWL 4101 Worksite Wellness Programs

CMWL 4103 Applied Research Methods in Health and Community Wellness

CMWL 3220 Principles and Foundations of Health Promotion and Education

CMWL 3110 Program Evaluation in Community
Settings

CMWL 4102 Health and Community Wellness
Internship

Professional Elective for the Degree: 3 Hours Required (a)

Select one of the following courses:

CMWL 3230 Exercise Leadership

CMWL 3302 Healthcare Leadership & Policy

CMWL 3304 Sexual Health & Wellness

CMWL 3401 Technology in Health and
Community Wellness

PHED 4631 Prevention and Care of Athletic
Injuries

NUTR 3100 Lifecycle Nutrition and Disease
Management

Electives Recommended: 15 Hours (a)

(Electives are for an approved minor or special topics courses. All electives must
be at the 3000 level or above. The academic advisor must approve any 2000 level
courses)

Total: 120 Hours

Minimum 2.0 GPA required for graduation

(a) Courses must be completed with a grade of C or better.

Health and Community Wellness, Athletic Training Track (a)

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Athletic Training Professional Track Core IMPACTS Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Core IMPACTS Area M; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1401 for Core IMPACTS Area T; and PSYC 1101 for Core IMPACTS Area S.

Field of Study: 18 Hours

PHED 2628 First Aid and CPR for Education Majors

PHED 2000 App Con of Fitness & Wellness

CMWL 2100 Intro to Health and Community Wellness

CMWL 2200 Social Determinants of Health and Wellness

PHYS 1111 Introductory Physics I

CHEM 1211 Principles of Chemistry I

MATH 1112 College Trigonometry

Professional Classes for the Degree: 45 Hours Required

CMWL 3100 Lifespan Development

CMWL 3210 Principles of Nutrition

CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership

CMWL 3300 Medical Terminology

CMWL 3101 Mental and Emotional Wellness

CMWL 3102 Psychology of Health and Wellness

CMWL 4100 Wellness Coaching

PHED 4603 Advanced Concepts of Personal Training

CMWL 4000 Exercise and Wellness Programming for Special Populations

PHED 4631 Prevention and Care of Athletic Injuries

CMWL 4101 Worksite Wellness Programs

CMWL 4103 Applied Research Methods in Health and Community Wellness

CMWL 3220 Principles and Foundations of Health Promotion and Education

CMWL 3110 Program Evaluation in Community Settings

CMWL 4102 Health and Community Wellness Internship

Required Electives: 14 Hours

All courses are required to satisfy this professional track.

BIOL 2251 Anatomy and Physiology I

BIOL 2251L Anatomy and Physiology I Laboratory

BIOL 2252 Anatomy and Physiology II

BIOL 2252L Anatomy and Physiology II Laboratory

CHEM 1211L Principles of Chemistry I Lab

PHYS 1111L Introductory Physics I Laboratory

PSYC 3150 Abnormal Psychology

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track, and ending coursework must be at a 3.0 GPA to apply to a Master's Athletic Training program.

Health and Community Wellness, Dietetics Track (a)

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Dietetics Professional Track Core IMPACTS Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Core IMPACTS Area M; CS 1000 for Core IMPACTS Area I; CHEM 1211 and CHEM 1211L, CHEM 1212 and 1212L, and MATH 1401 for Core IMPACTS Area T.

Field of Study: 18 Hours

PHED 2628 First Aid and CPR for Education Majors

PHED 2000 App Con of Fitness & Wellness

CMWL 2100 Intro to Health and Community Wellness

BIOL 2251 Anatomy and Physiology I

BIOL 2251L Anatomy and Physiology I Laboratory

Laboratory

BIOL 2252 Anatomy and Physiology II

BIOL 2252L Anatomy and Physiology II Laboratory
CHEM 2411L Organic Chemistry I Laboratory
MATH 1112 College Trigonometry

Professional Classes for the Degree: 42 Hours Required

CMWL 2200 Social Determinants of Health and Wellness
CMWL 3100 Lifespan Development
CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership
CMWL 3300 Medical Terminology
CMWL 3101 Mental and Emotional Wellness
CMWL 3102 Psychology of Health and Wellness
CMWL 4100 Wellness Coaching
PHED 4603 Advanced Concepts of Personal Training
CMWL 4000 Exercise and Wellness Programming for Special Populations
CMWL 4101 Worksite Wellness Programs
CMWL 4103 Applied Research Methods in Health and Community Wellness
CMWL 3220 Principles and Foundations of Health Promotion and Education
CMWL 3110 Program Evaluation in Community Settings
CMWL 4102 Health and Community Wellness Internship

Professional Elective for the Degree: 3 Hours Required

Select one of the Following Courses:

CMWL 3230 Exercise Leadership
CMWL 3302 Healthcare Leadership & Policy
CMWL 3304 Sexual Health & Wellness
CMWL 3401 Technology in Health and Community Wellness
PHED 4631 Prevention and Care of Athletic Injuries

Required Electives: 15 Hours

For this professional track, these courses are required to earn a Minor in Nutrition Promotion and Education

Promotion and Education...

CMWL 3210 Principles of Nutrition
CHEM 2411 Organic Chemistry I
NUTR 3100 Lifecycle Nutrition and Disease
Management
[After]

Select two of the following courses:

HIST 4580 American Foodways
NUTR 3200 Sports Nutrition
NUTR 4100 Nutrition Education and Counseling
Strategies
NUTR 4300 Cultural Aspects of Food and
Nutrition

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Dietetics program.

Health and Community Wellness, Occupational Therapy Track (a)

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Occupational Therapy Professional Track Core IMPACTS Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Core IMPACTS Area M; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1401 for Core IMPACTS Area T; and SOCI 1101 for Core IMPACTS Area S.

Field of Study: 18 Hours

PHED 2000 App Con of Fitness & Wellness
CMWL 2100 Intro to Health and Community
Wellness

Wellness

CMWL 2200 Social Determinants of Health and Wellness

MATH 1112 College Trigonometry

PHYS 1111 Introductory Physics I

PHYS 1111L Introductory Physics I Laboratory

PSYC 1101 Introduction to General Psychology

Professional Classes for the Degree: 45 Hours Required

PHED 2628 First Aid and CPR for Education Majors

CMWL 3210 Principles of Nutrition

CMWL 3240 Current Issues and Trends in Fitness and Wellness Leadership

CMWL 3300 Medical Terminology

PSYC 3010 Human Growth and Development

CMWL 3101 Mental and Emotional Wellness

CMWL 3102 Psychology of Health and Wellness

CMWL 4100 Wellness Coaching

PHED 4603 Advanced Concepts of Personal Training

CMWL 4000 Exercise and Wellness Programming for Special Populations

PHED 4631 Prevention and Care of Athletic Injuries

CMWL 4101 Worksite Wellness Programs

CMWL 4103 Applied Research Methods in Health and Community Wellness

CMWL 3220 Principles and Foundations of Health Promotion and Education

CMWL 3110 Program Evaluation in Community Settings

CMWL 4102 Health and Community Wellness Internship

Required Electives: 12 Hours

All courses are required to satisfy this professional track

BIOL 2251 Anatomy and Physiology I

BIOL 2251L Anatomy and Physiology I Laboratory

BIOL 2252 Anatomy and Physiology II

BIOL 2252L Anatomy and Physiology II Laboratory

PSYC 3150 Abnormal Psychology

Total: 120 Hours

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track and ending coursework must be at a 3.0 GPA to apply to a Master's Occupational Therapy program

Health and Community Wellness, Physical Therapy Track (a)

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Physical Therapy Professional Track Core IMPACTS Curriculum. Specific course requirements in these areas for this track include MATH 1111 for Core IMPACTS Area M; BIOL 1107 and BIOL 1107L, BIOL 1108 and BIOL 1108L, and MATH 1401 for Core IMPACTS Area T; and PSYC 1101 for Core IMPACTS Area S.

Field of Study: 18 Hours

PHED 2628 First Aid and CPR for Education Majors
CMWL 2100 Intro to Health and Community Wellness
CMWL 2200 Social Determinants of Health and Wellness
CHEM 1211 Principles of Chemistry I
CHEM 1212 Principles of Chemistry II
BIOL 2251 Anatomy and Physiology I
MATH 1112 College Trigonometry

Professional Classes for the Degree: 44 Hours Required

PSYC 3010 Human Growth and Development
PSYC 3150 Abnormal Psychology
CMWL 3210 Principles of Nutrition
CMWL 3240 Current Issues and Trends in

Fitness and Wellness Leadership

CMWL 3300 Medical Terminology

CMWL 3101 Mental and Emotional Wellness

CMWL 3102 Psychology of Health and Wellness

CMWL 4100 Wellness Coaching

PHED 4603 Advanced Concepts of Personal Training

CMWL 4000 Exercise and Wellness Programming for Special Populations

CMWL 3220 Principles and Foundations of Health Promotion and Education

CMWL 3110 Program Evaluation in Community Settings

CMWL 4102 Health and Community Wellness Internship

PHED 4631 Prevention and Care of Athletic Injuries

Required Electives: 15 Hours

All courses are required to satisfy this professional track.

PHYS 1111 Introductory Physics I

PHYS 1111L Introductory Physics I Laboratory

PHYS 1112 Introductory Physics II

PHYS 1112L Introductory Physics II Laboratory

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212L Principles of Chemistry II Lab

BIOL 2251L Anatomy and Physiology I Laboratory

BIOL 2252 Anatomy and Physiology II

BIOL 2252L Anatomy and Physiology II Laboratory

Total: 120 Hours

(a) Students must maintain an overall 3.0 GPA in this professional track. Prerequisites GPA and ending coursework must be at 3.0 to apply to a DPT program. An overall ending GPA of 3.5 or higher is recommended for this competitive program.

Accelerated Bachelor's to Master's Degree Pathway

Accelerated Bachelor's to Master's Degree Pathway

Students applying for the ABM Pathway in Health and Wellness must:

-Have completed at least 75 hours toward a B.S. in Health and Community Wellness

-Have completed at least 75 hours toward a B.S. in Health and Community Wellness, General Track, to include completion of all CORE and Area F Field of Study requirements.

-Have completed at least 30 hours of the 75 hours of coursework at the University of West Georgia.

-Have a UWG GPA of 3.0 or higher and must maintain that GPA while they are undergraduates.

-Meet all admission requirements for the M.S. in Integrative Health and Wellness except for completion of the B.S. in Health and Community Wellness.

-Complete the undergraduate course sequence of CMWL 3101, CMWL 3102, and CMWL 4100 prior to registering for any graduate courses and the undergraduate course sequence of PHED 2605 and PHED 4603 prior to registering for CMWL 6400.

Students can apply up to 6 credits to towards the MS in Integrative Health and Wellness. Course options include CMWL 6400 (for CMWL 4000), CMWL 6500 (for CMWL 3401) and CMWL 6800 (for CMWL 4103).

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Adding a third option to the ABM pathway, allowing students to choose up to 2 classes (6 credits) out of 3 classes (9 credits).
- CMWL 6800 -> CMWL 4103

Adjusting the total hours completed for eligibility from 90 credit hours to 75 credit hours to allow earlier access/admission to the ABM program. This still requires and allows for completion of all CORE, Field of Study, and required professional content pre-requisite courses.

While a high level of academic success remains essential, lowering the GPA requirement from 3.2 to 3.0 aligns with standard graduate school admission requirements and would be reasonable.

The revised learning objective uses clearer, more accessible, public-facing language while maintaining alignment with the original intent. It emphasizes practical application, reflects current priorities in wellness, and is broadly phrased to remain flexible as wellness frameworks and standards evolve (ex: National Wellness Institute is now rebranded/renamed as the Wellness Alliance).

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

1. The student will integrate theory, evidence, and professional practices in wellness to design, carry out, and evaluate initiatives by considering a holistic view, using effective approaches, acting with professional values, putting plans into practice, and adapting to participant's unique needs and circumstances.

2. The student will be able to implement evidence-based information appropriate to developmental level, health literacy level, learning needs, learning readiness, and cultural values and beliefs to educate clients and the public about health promotion and wellness.

3. The student will demonstrate dispositions essential to becoming effective professionals.

4. The student will apply participatory, holistic, and strength-based processes to design and evaluate a wellness program that meets the objectives and outcomes established by key stakeholders.

SACSCOC Substantive Change

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

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

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program

☑ None of these apply

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Accelerated Bachelor's to Master's Degree (ABM) in Health and Wellness

The Accelerated Bachelor's to Master's Degree Pathway in Health and Wellness at the University of West Georgia allows outstanding students who major in Health and Community Wellness to begin earning credit toward a graduate degree while completing their Bachelor's degree. The ABM in Health and Wellness allows exceptional students to count up to six (6) hours towards the M.S. in Integrative Health and Wellness.

The Accelerated Bachelor's to Master's Degree Pathway offers the opportunity to simultaneously satisfy partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate B.S. in Health and Community Wellness, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the M.S. in Integrative Health and Wellness graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree.

Eligibility Requirements

Students applying for the ABM Pathway in Health and Wellness must:

- Have completed at least 75 hours toward a B.S. in Health and Community Wellness, General Track

- Have completed at least 30 hours of the 75 hours of coursework at the University of West Georgia.

- Have a UWG GPA of 3.0 or higher and must maintain that GPA while they are undergraduates.

- Meet all admission requirements for the M.S. in Integrative Health and Wellness with the exception of completion of the B.S. in Health and Community Wellness.

Application Process

- Meet with your advisor to discuss the pathway.

• Complete an application form for the Accelerated Bachelor's to Master's Degree Pathway. This should be submitted after CORE and Field of Study courses have been successfully completed.
• Complete a graduate application for the graduate degree program and submit all required documents for admission.

Acceptance to the Pathway

Once a student has been accepted to the pathway the student should follow the plan of study prescribed by the program and take the courses approved for the ABM pathway. Students will be classified as an undergraduate student. Once the student has earned the bachelor's degree with a satisfactory undergraduate grade point average and has earned a grade of "B" or better in graduate coursework, the student's classification will be changed to a graduate student.

Approved Graduate Courses

The table below shows the graduate courses for which students can receive credit towards both the graduate and undergraduate degrees, along with the undergraduate courses which they would replace. Students in the program may receive credit for the following courses (in the Master of Science in Integrative Health and Wellness). **Undergraduate students admitted to the ABM pathway must complete the undergraduate course sequence of CMWL 3101, CMWL 3102, and CMWL 4100 prior to registering for any graduate courses and must complete the undergraduate course sequence of PHED 2605 and PHED 4603 prior to registering for CMWL 6400.**

Graduate Course	Replaced Undergraduate Course
CMWL 6500 Technology in Integrative Wellness	CMWL 3401 Technology in Health and Community Wellness
CMWL 6400 Physical Well-being for the Professional	CMWL 4000 Exercise and Wellness Programming for Special Populations
CMWL 6800 Research and Grants in Integrative Health and Wellness	CMWL 4103 Applied Research Methods in Health and Community Wellness

Accelerated Bachelor's to Master of Science in Health and Wellness (MS-IHW) Application Form

Please fill out by hand or electronically and return to:

Chrissy Knoll (cknoll@westga.edu), Master of Science in Integrative Health and Wellness program coordinator.

By submitting this form, you are starting the application process for the ABM program in Health and Wellness. After receiving email approval, you must then apply to the **Master of Science in Integrative Health and Wellness program** through UWG Graduate Admissions (see requirements below). Your ABM application will be considered complete once your graduate program application has been submitted and approved.

Full Name:_____

UWG ID Number:_____

Credit Hours Completed: _____

Current Major Track: __ B.S. in Health and Community Wellness

Anticipated Master Program Start Term (Semester & Year): _____

Date: _____

Student Signature: _____

Department Chair Signature: _____

Master of Science in Integrative Health and Wellness PROGRAM APPLICATION REQUIREMENTS
___ Completed application via UWG Graduate Admissions.
___ Resume
___ Transcripts from all colleges attended (including current UWG transcript).
___ Personal statement, explaining your goals for pursuing a Master of Science in Integrative Health and Wellness graduate degree.

___ Application fee of $40

* ABM applicants need a GPA of 3.0 or more.

Students applying for the ABM Pathway in Health and Wellness must:

-Have completed at least 75 hours toward a B.S. in Health and Community Wellness, General Track

-Have completed at least 30 hours of the 75 hours of coursework at the University of West Georgia.

-Have a UWG GPA of 3.0 or higher and must maintain that GPA while they are undergraduates.

-Meet all admission requirements for the M.S. in Integrative Health and Wellness except for completion of the B.S. in Health and Community Wellness.

-Complete the undergraduate course sequence of CMWL 3101, CMWL 3102, and CMWL 4100 prior to registering for any graduate courses and the undergraduate course sequence of PHED 2605 and PHED 4603 prior to registering for CMWL 6400.

Students can apply up to 6 credits to towards the MS in Integrative Health and Wellness. Course options include CMWL 6400 (for CMWL 4000), CMWL 6500 (for CMWL 3401), and CMWL 6800 (for CMWL 4103).

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

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester ＊ `Fall`

Desired Effective Year ＊ `2026`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department* [School of Humanities]

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

Is this a College of Education Program?* ( ) Yes (•) No

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* (•) Program ( ) Shared Core

If other, please identify.

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

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

Program Name

Program Description

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

Program ID - DO NOT EDIT* 5099

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Art

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

Eligibility Requirements
Students applying for the ABM track in English Education must:
• Have completed at least 75 hours toward a B.A. in English or B.A. in English Education.
• Have completed at least 30 hours of the 75 hours of coursework at the University of West Georgia.
• Have a UWG GPA of 3.5 or higher
• Have taken English 3000.
Students applying for the accelerated program will not be required to take standardized admissions tests.

Application Process
Meet with the English Graduate Coordinator to discuss the program. This should take place when the student has reached a minimum of 60 hours and completed all Field of study coursework.

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

Once a student has been accepted to the ABM track, the student should follow the prescribed plan of study and take only the courses approved in their application for the ABM track. Students in the ABM track will be classified as undergraduates. Once a student has earned the bachelor's degree, the student's classification will be changed to graduate student.

Undergraduate students admitted to the ABM track should take at least two (2) 4000-level courses before taking any of their approved 6000-level courses listed below. These may be in process at the time of application to the program.

Sample course substitutions:
ENGL 6105: Seminar in British Literature I for ENGL 4000: Studies in British Literature I
ENGL 6110: Seminar in American Literature I for ENGL 4003: Studies in Early American Lit
ENGL 6115: Seminar in British Lit II for ENGL 4002: Studies in British Lit II
ENGL 6120: Seminar in American Lit II for ENGL 4005: Studies in American Lit II

Students may not substitute a graduate course for ENGL 4384: Senior Seminar.
In addition to the above, students in the English Education track may not substitute graduate courses for the following: ENGL 3400, ENGL 4295, ENGL 4300.

Status * ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location *

| Carrollton |

Curriculum Information

Prospective Curriculum*

Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements: (42 Hours)

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

Field of Study: 18 Hours

Required Courses: 9 Hours

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

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

Choose three courses from the following: 9 Hours

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

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

into SPAN XERCSMN 1002 (or higher) via the Language Placement Exam administered by the International Languages and Cultures program. Consult the ILC website or speak with an advisor for details.

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

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

A. Methods: 3 Hours

ENGL 3000 Research and Methodology

B. Literary History: 12 Hours

Students approved for the ABM may substitute two graduate courses (6 graduate credit hours) for courses in the undergraduate English major. Sample substitutions are indicated in this section.

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

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

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

ENGL 4005 Studies in American Lit. II
[Right] or ENGL 6120 American Literature II

[Right] or ENGL 0120 American Literature II

[After]

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

C. English Education Requirements: 9 Hours

Students may not substitute a graduate course for these requirements.

ENGL 4295 Studies in Young Adult Literature
ENGL 3400 Pedagogy and Writing
ENGL 4300 Studies in the English Language
[After] (English Grammar OR History of the English
          Language)

D. Electives: 3 Hours*

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

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

E. Senior Seminar: 3 Hours*

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

ENGL 4384 Senior Seminar

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

CEPD 4101 Educational Psychology
[Right] **

MEDT 3401 Integrating Technology into the
Curriculum   73
[Right] ****

[Right] ****

SPED 3715 The Inclusive Classroom: Differentiating Instruction

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

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

SEED 4238 Instructional Strategies for Secondary English Education
[Right] **

SEED 4238L Instructional Strategies for Secondary English Education Laboratory
[Right] **

SEED 4286 Teaching Internship
[Right] **

SEED 4289 Teaching Internship Seminar
[Right] **

G. General Electives: 5 credit hours

Total: 120 Hours

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

See admission requirements in the College of Education.

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

*****Prerequisite MEDT 2401 or exemption exam

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale*   Allowing students to apply at the 75 hour mark rather than the the 90 hour mark allows more effective planning for students interested in the program. Students will meet with the Graduate Coordinator when they have completed between 60 and 75 hours, will discuss why they're interested in applying to the program and plan the specific course substitutions they would like to use. Applying at the 75 credit hour mark allows students to space out their ABM coursework over their senior year, whereas applying at 90 hours means that students have limited time to complete their six graduate credit hours. This proposal also

clarifies the application process based on the revised timeline for submitting applications.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

Check all that apply to this program*

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

SACSCOC Comments   Change is related to the admission process.

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Social and Behavioral Health, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2026`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

curriculog@westga.edu.

School/ Department* School of Social Sciences

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

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ● Program ○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Social and Behavioral Health, B.S.

Program ID - DO NOT EDIT* 5083

Program Code - DO NOT EDIT

Program Type* [Bachelor]

Degree Type* [Bachelor of Science]

Program Description* Program Description

The Bachelor of Science in Social & Behavioral Health is a multidisciplinary degree. The program provides students with the opportunity to learn foundation skills necessary to succeed in the dynamic health and social services environments. Areas of study include health services, health analytics, complementary & alternative healthcare, cultural & social aspects of health, and behavioral & mental health.

Students will have the opportunity to learn many skills, including but not limited to the following:

how community and social factors contribute to a variety of public health solutions and policies;

how to plan, implement, and administer social service and/or behavioral health programs;

how to design, evaluate, and assess social service and/or behavioral health programs to ensure their quality and effectiveness;

how to work with individuals in community or social services settings;

and how to help people navigate the healthcare system to find the resources they need to be healthy.

Program features include, but are not limited to: flexibility in designing program to fit interests, courses taught by experts in the field, and participating in an internship practicum providing real job experience

Program Learning Outcomes

After completing the BS in Social and Behavioral Health, students will be able to:

Assess social and cultural frameworks of diverse populations of healthcare consumers

Demonstrate understanding of human growth and development as related to social and behavioral health issues

Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness

Design and assess social and behavioral programs, research or services aimed at improving health

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

80

Program Location*

Curriculum Information

Prospective Curriculum*

Program Requirements

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Fielf of Study: 18 Hours

SABH 1101 Intro to Soc & Behav Health

ANTH 1102 Introduction to Anthropology

PSYC 1101 Introduction to General Psychology

SOCI 1101 Introductory Sociology

[After] Choose two courses from the following list (at least one must be lower-level BIOL). Course credit hours must total 6 hours between the two courses:

ANTH 1105 Introduction to Biological Anthropology

[After] Lower-level (1000 or 2000 level) BIOL courses (does not include labs)

Major Courses: 60 Hours

Area 1: 18 Hours

Choose two courses from each of the following areas:

A. Cultural and Social Aspects of Health

ANTH 4130 Medical Anthropology

ANTH 4135 Genes and Genomania
[Left]   *

NURS 3101 Professional Nursing Concept I
PSYC 4350 Culture and Psychology
SOCI 3623 Social Inequality
SOCI 3733 Social Psychology: The Sociological Tradition
SOCI 3804 Death, Grief and Caring
SOCI 4323 Sociology of Race
SOCI 4440 Medical Sociology
PSYC 3730 Social Psychology

B. Behavioral & Mental Health

PSYC 3010 Human Growth and Development
PSYC 3150 Abnormal Psychology
PSYC 3703 Behavior Modification
PSYC 4360 Community Psychology
PSYC 4760 Introduction to Psychotherapy
SOCI 3134 Introduction to Social Work and Social Welfare
SOCI 4441 Sociology of Mental Health
SOCI 4543 Deviant and Alternative Behavior
CRIM 3242 Drug Abuse

C. Complementary & Alternative Health

ANTH 4130 Medical Anthropology
[Left]   *

NURS 3000 Holistic Health Assessment
PSYC 3580 Holistic Health Psychology
PSYC 3800 Psychology of Mind and Body
PSYC 4085 Horizon Seminar
SOCI 4439 Sociology of Global Health
SOCI 4700 Sociology of Emotions
ANTH 4190 Modern Shamanism

Area 2: 12 Hours

Choose two courses from each of the following areas:

A. Health Analytics and Methods

ANTH 3110 Human Osteology

ANTH 3188 Ethnographic Field Methods

ANTH 4122 Skeletal Indicators of Health and Behavior

ANTH 4176 Narrative and Storytelling in Ethnography

[Left]   *

NURS 3400 Nursing Research and Evidence-Based Practice

POLS 2601 Introduction to Political Science Inquiry

POLS 3601 Political Analysis

SABH 4000 Research Methodology

[After] (or)

SOCI 4000 Research Methodology

[After] (or)

CRIM 4000 Research Methodology

SABH 4003 Applied Statistics for Sociology

[After] Or

SOCI 4003 Applied Statistics for Sociology

[After] Or

CRIM 4003 Statistics for Social Sciences

SOCI 4613 Interviews and Observations

B. Health Services

CRIM 4280 Contemporary Issues in Criminal Justice

[Right] The topic of CRIM 4280 must be "Problem-Solving Courts."

POLS 3201 Public Policy

POLS 4200 Principles of Public Administration

POLS 4208 Health Policy

POLS 4209 Environmental Policy

POLS 4210 Public Management

POLS 4215 Management of Non-Profit Organizations

POLS 4217 Grant Writing for Nonprofit Organizations

SOCI 4734 Social Work Skills

Area 3: 3 Hours

SOCI 4386 Internship

Area 4: Upper Division Electives 6 Hours

Select two (2) courses from the following list OR courses listed in Areas 1 or 2 not already applied to Areas 1 or 2

ANTH 3186 Anthropology of Gender
ANTH 4170 Myth, Magic and Religion
[Left]   *

CMWL 3100 Lifespan Development
[Left]   *

PHED 4501 Contemporary Health Issues
PSYC 3110 Human Sexuality
PSYC 4140 Psychology of Gender
SOCI 3543 Sociology of Religion
SOCI 3954 Sociology of Aging
SOCI 4153 Women and Aging
SOCI 4182 Aging Families
SOCI 4445 Sociology of Youth
SOCI 4915 Violence Against Women
SOCI 3293 Sociology of Family
SOCI 4293 Families, Foster Care, and Adoption
PSYC 4270 Psychology of Childhood
PSYC 4280 Psychology of Adolescence and Adulthood
CRIM 4300 Environmental Crime

Minor and General Electives 17-21 Hours

To complete the remaining 17-21 credit hours, students will have the option to explore other areas of academic interest through elective courses, a minor course of study, or pursue a certificate program (e.g. Data Analytics, Social Services, etc.). Students are encouraged to create a cluster of elective courses that will enhance their knowledge and skill in a particular area of interest.

Total: 120 Hours

*Courses marked with an asterisk count only if student previously earned credit for the course as a requirement for another major. These courses cannot be chosen as

an option to take after declaring Social & Behavioral Health as major.

PROGRAM CURRICULUM

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

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click here for a <u>video</u> 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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The rationale for this modification is to update the major's Curriculog with courses that have been added to the catalog and to reduce the number of petitions that need to be done for students.

Anthropology Courses
- ANTH 4190 - this course has been counted toward the Social & Behavioral Health major for several years via petition. As a course on an alternative health practice, it is an extremely appropriate fit for Area 1C of the major.
- ANTH 3110 - this course was initially added to Area 4 of the major. After consulting with the Anthropology faculty, we have determined that Area 2A is more appropriate given the consent and learning outcomes of the course.

Criminology Courses
- CRIM 3242 - the Criminology faculty recommended the addition of this course to Area 1B. Drug Abuse is an important topic within the realm of behavioral and mental health.
- CRIM 4000 & CRIM 4003 - these courses cover the same content as SOCI 4000 and SOCI 4003. Adding these courses to the major will remove a bottleneck, as the SOCI courses sometimes fill up and Social & Behavioral Health majors are unable to get seats.
- CRIM 4280 - Problem-Solving Courts help address issues such as substance abuse and are therefore relevant to the topic of Area 2B, health services.
- CRIM 4300 - As the enivronment impacts the health outcomes of people living within it, this course was determined to be an appropriate elective in consultation with the Criminology faculty.

Psychology Courses
PSYC 3730, PSYC 4160, PSYC 4270, & PSYC 4280 - these courses have been counted toward this major for several years via petition.

Sociology Courses
SOCI 3293 & SOCI - these courses have also been counted toward this major for several years via petition.

The assessment of the major is not impacted by these changes.

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

SACSCOC Substantive Change

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

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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

COMP - 1010 - Computing in the Modern World

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

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

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

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

Is this an Honors ☐ Yes

College course?* ☑ No

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

Course Information

Course Prefix* [COMP]

Course Number* 1010

Course Title* Computing in the Modern World

Long Course Title

Course Type* [Computing]

Catalog Course Description* The goal of this course is to evaluate and apply technology to meet the demands of the digital world. The students will use modern digital applications and apply them in their area of study. This course is applicable to any academic program and post-graduate outcomes in all professional careers.

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* 0

Credit Hrs* 2

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* ● Yes   ○ No

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

Status* ● Active-Visible   ○ Inactive-Hidden

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

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

Grading* | Undergraduate Standard Letter

Justification and Assessment

Rationale* Generative AI raises important ethical questions about bias, misinformation, and the impact of AI-generated content. Students are challenged to think critically about the implications, ethical dilemmas, and the responsibilities when employing Generative AI. Students have to consider how to address these issues when employing Gen AI.

In data analysis and data-driven decision making, students are presented with open-ended problems, which requires them to explore and evaluate different choices based on the evidence provided through data, and use logic reasoning.

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

There are three major learning objectives for COMP 1010 are as follows:

1. Maintain, evaluate, and communicate information related to your area of interest using applications such as Generative AI, shared files management, data management, and data analytical tools.

2. Collaborate in a team to complete a project and present results.

3. Effectively use the professional project development process to manage your time in a team to deliver project outcomes on time.

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* 250

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.**

Comp 1010

Computing in the Modern World

Lecture Hours: 2.00 - Lab Hours: 2.00 - Total Hours: 3.00

Description

The goal of this course is to evaluate and apply technology to meet the demands of the digital world. The students will use modern digital applications and apply them in their area of study. This course is applicable to any academic program and post-graduate outcomes in all professional careers.

Learning Outcomes

There are three major learning objectives for COMP 1010 are as follows:

1) Maintain, evaluate, and communicate information related to your area of interest using applications such as Generative AI, shared files management, data management, and data analytical tools.
2) Collaborate in a team to complete a project and present results.
3) Effectively use the professional project development process to manage your time in a team to deliver project outcomes on time.

Schedule

Module 1: Generative AI and its impact

- o Week 1: Describe how Gen AI works and apply Gen AI tools for word processing and content generation (text, image, video, etc.)
- o Week 2: Describe some of the algorithmic ideas underlying Gen AI software.
- o Week 3: Assess the Gen AI risk in career and society (limitations and ethical implications)
- o Week 4: Address the risks associated with AI by using the NIST AI Risk Management Framework: Generative AI Profile.
- o Week 5: Complete a collaborative exercise on best practice of Generative AI

Module 2: Data Organization and Project Management

- o Week 6: Manage computer file systems and file structure
- o Week 7: Describe best practices in collaborative file management tools

- o Week 8: Apply collaborative file management tools to a case scenario. (how collaborative tools work together for a particular team of an organization)
- o Week 9: In a team project, demonstration and open discussion relate to personal area of interest for the use of collaborative file management tools

Module 3: Data analysis, data-driven decision making, and time management

- o Week 10: Maintain data via a data collection application such as spreadsheet software
- o Week 11: In a case study, analyze data and make data-driven decisions
- o Week 12: Utilize project management and time management applications
- o Week 13: Conduct a case study on scheduling and time management
- o Week 14: Apply best practices to schedule and manage the project development process.
- o Week 15: Present the results of team project related to a personal area of interest

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: https://www.usg.edu/strategic_academic_initiatives/assets/strategic_academic_initiatives/committee_docs/documents/InstitutionalCourseProposalForm.docx This form was last updated on 8/15/2024.

Core Curriculum Course Proposal Form – Core IMPACTS

Proposing institutions and reviewing bodies should review the following before completing their sections of this form.

Requests for courses to be added to Core IMPACTS:
- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore . . .)?
- Do the course prefix, numbering, title, and description conform with the USG list of Common Course Prefixes, Numbers, Titles, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.8 (https://www.usg.edu/academic_affairs_handbook/section2/C738#p2-4-8-common_courses)

Rules for inclusion in Core IMPACTS:

- See the Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Courses in Core IMPACTS Domains (https://www.usg.edu/academic_affairs_handbook/section2/C738#p2-4-4_details_regarding_core_courses)
- See the Academic and Student Affairs Handbook, Section 2.4.3 Rules for Including Course in the IMPACTS Core (https://www.usg.edu/academic_affairs_handbook/section2/C738#p2-4-3_Core_inclusion_rules)

There are 3 parts to this form:

- Part 1 is to be filled out by the **Institution** proposing the course.
- Part 2 is to be filled out by the Regents' Academic Advisory Committee (**RAC)** reviewing the course.
- Part 3 is to be filled out by the **Council on General Education**.

Part 1. To be filled out by the institution proposing the course.

> **Note:** This form and all ancillary information should be filled out in Word and saved as a single document using the following file-naming convention:
>
> UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber for example **GCSUPSYC1101.docx**
>
> You will then fill out some very brief information and upload the entire document to the USG website at https://www.usg.edu/strategic_academic_initiatives/committees/course_proposal_form
>
> **Please do not delete any pages of this document.**

1. **Institution:** University of West Georgia

2. **This is a proposal for** (mark one box below):

	Change in an already-approved course only, no change in Core IMPACTS domain. Mark this box if you are making a change in a course that is already approved for a Core IMPACTS domain at your institution. Provide information in the boxes below on the current course, the revised course, and the rationale for the change.
	Course change information
	From:
	To:
	Rationale:
X	Placement of a course into a Core IMPACTS domain.

3. **Course Subject** (e.g., philosophy): Computing

4. **Course Prefix and Number** (e.g., PSYC 1101): COMP 1010

5. **Course Title** as it appears (or will appear) in the catalog:

Computing in the Modern World

6. **Lecture Hours – Laboratory Hours* – Credit Hours** (e.g., 3-0-3):

2   0   2

* In determining credit hours, 2 – 3 laboratory hours are usually equivalent to one credit hour. So a course with a 2 hour lab would be 3-2-4; a course with a 3 hour lab would be 3-3-4.

7. **Provide a catalog description of the course** in the box below:

> The goal of this course is to evaluate and apply technology to meet the demands of the digital world. The students will use modern digital applications and apply them in their area of study. This course is applicable to any academic program and post-graduate outcomes in all professional careers.

8. Course Prerequisites:

Learning Support Prerequisites or Corequisites: Please select the most appropriate Learning Support prerequisite or corequisite statement. Check only one.

X	None
	Corequisite: Learning Support English unless exempted.
	Exit or exemption from Learning Support English.
	Corequisite: Learning Support Mathematics unless exempted.
	Exit or exemption from Learning Support Mathematics.
	Exit or exemption from both Learning Support English and Learning Support Mathematics.
	Other (explain):

Collegiate Courses that will be Prerequisites and/or Corequisites for this course (enter "none" if not applicable):

9. Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.5 states that:

Courses in one Core IMPACTS domain may be prerequisites for other courses in that domain.

No course in one Core IMPACTS domain may be a prerequisite for a course in any other Core IMPACTS domain without the approval of the Council on General Education.

Are you requesting that a course in another Core IMPACTS domain be a prerequisite to the course proposed here? **(*Courses that are required of all students at your institution do not count here.*)**

	Yes
X	No

Please provide the rationale for your request.

N/A

10. Common Course Prefixes, Numbers, Titles, and Descriptions

Does this course use a common course prefix and number as listed in the **Academic and Student Affairs Handbook, Section 2.4.8**? (Please review the list of common course prefixes, numbers, and descriptions at https://www.usg.edu/academic_affairs_handbook/section2/C738#p2-4-8-common_courses.

	Yes
X	No

If you responded "no," is a common course prefix and number available for this course?

	Yes
X	No

If you responded "no" that you are **not using a common course prefix and number** and "yes" that **a common course prefix and number are available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

N/A

11. Core IMPACTS Domain(s) for Proposed Course

What are the Core IMPACTS domain(s) as well as the associated System Domain Outcomes (SDOs) and linked Career-Ready Competencies (CRCs) that are to be highlighted for the proposed course? If requesting that a course be placed in more than one Core IMPACTS domain, all applicable domains must be marked.

X	Institutional Priority (Institution)
	    SDOs: Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.
	    CRCs: Critical Thinking / Teamwork / Time Management

	Mathematics & Quantitative Skills (Mathematics)
	    SDOs: Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.
	    CRCs: Information Literacy / Inquiry and Analysis / Problem-Solving

	Political Science & U.S. History (Citizenship)
	    SDOs: Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia. [All parts of this Learning Outcome must be met to complete the Citizenship domain. At some institutions this will require successful completion of two courses; at other institutions the Learning Outcome may be met by successful completion of a single course.]
	    CRCs: Critical Thinking / Intercultural Competence / Persuasion

	Arts, Humanities & Ethics (Humanities)
	    SDOs: Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.
	    CRCs: Ethical Reasoning / Information Literacy / Intercultural Competency

	Communicating in Writing (Writing)
	    SDOs:
	    • Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.

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- Students will appropriately acknowledge the use of materials from original sources.
- Students will adapt their written communications to purpose and audience.
- Students will analyze and draw informed inferences from written texts.
  CRCs: Critical Thinking / Information Literacy / Persuasion

Technology, Mathematics & Sciences (STEM)
  SDOs: Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.
  CRCs: Inquiry and Analysis / Problem-Solving / Teamwork

Social Sciences (Social Sciences)
  SDOs: Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.
  CRCs: Intercultural Competence / Perspective-Taking / Persuasion

How will this course satisfy the System Domain Outcome(s) selected above? (If the course is proposed for more than one domain, provide a separate explanation of how the course will meet the System Domain Outcome(s) for each domain.)

Generative AI raises important ethical questions about bias, misinformation, and the impact of AI-generated content. Students are challenged to think critically about the implications, ethical dilemmas, and the responsibilities when employing Generative AI. Students have to consider how to address these issues when employing Gen AI.

In data analysis and data-driven decision making, students are presented with open-ended problems, which requires them to explore and evaluate different choices based on the evidence provided through data, and use logic reasoning.

How might instructors in sections of this course help students develop the three Career-Ready Competencies? (If the course is proposed for more than one domain, provide a separate explanation of how the instructors might help students develop the three Career-Ready Competencies for *each* domain.)

Critical Thinking: Generative AI raises important ethical questions about bias, misinformation, and the impact of AI-generated content. Students are challenged to think critically about the implications, ethical dilemmas, and the responsibilities when employing Generative AI. Students have to consider how to address these issues when employing Gen AI.

In data analysis and data-driven decision making, students are presented with open-ended problems, which requires them to explore and evaluate different choices based on the evidence provided through data, and use logic reasoning.

Teamwork: Students will work in teams by capitalizing on shared project management software. Participation in team projects will allow students to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Time Management: Students apply project management and time management software to prioritize and structure tasks and resources in order to achieve an effective use of time while performing goal-directed activities.

12. General Course Information

The information provided below should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor. Please do NOT attach a complete syllabus.

Please provide *course* student learning outcomes.

There are three major learning objectives for COMP 1010 are as follows:
1) Maintain, evaluate, and communicate information related to your area of interest using applications such as Generative AI, shared files management, data management, and data analytical tools.
2) Collaborate in a team to complete a project and present results.
3) Effectively use the professional project development process to manage your time in a team to deliver project outcomes on time.

Please provide a topical outline demonstrating the breadth and depth of the proposed course. Please be as comprehensive as possible within the limits of an outline.

Module 1: Generative AI and its impact
- Week 1: Describe how Gen AI works and apply Gen AI tools for word processing and content generation (text, image, video, etc.)
- Week 2: Describe some of the algorithmic ideas underlying Gen AI software.
- Week 3: Assess the Gen AI risk in career and society (limitations and ethical implications)
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- Week 5: Complete a collaborative exercise on best practice of Generative AI

Module 2: Data Organization and Project Management
- Week 6: Manage computer file systems and file structure
- Week 7: Describe best practices in collaborative file management tools
- Week 8: Apply collaborative file management tools to a case scenario. (how collaborative tools work together for a particular team of an organization)

Please provide examples of instructional strategies and engagement activities that will be implemented to achieve *course* learning outcomes.

The course will employ project-based learning to allow students the opportunity to employ the concepts and techniques learned. Additionally, the course will include example at-your-own pace guided activities to exemplify how an experienced practitioner would approach the activity to better prepare students for the projects. In this way, students will receive an initial exposure through the guided activities with the instructor available to facilitate and assist as needed, and then the student will move on to demonstrate and further practice what they have learned in the project assignments.

Please provide examples of possible course materials (e.g., textbooks, OERs) for the course.

The course will employ primarily instructor developed materials with supplemental materials on targeted topics, such as the USG Student Guide to Gen AI, included where appropriate.

13. General Education and Core IMPACTS Course Assessment

How will you assess whether students taking this proposed course meet the approved Core IMPACTS System Domain Outcome(s)? (If the course is proposed for more than one domain, provide a separate explanation of how you will assess the System Domain Outcome(s) for each domain.)

Students will be assessed through the project assignments where they will demonstrate their ability to analyze a problem and apply appropriate problem-solving strategies utilizing concepts and techniques introduced during the course.

How will the *course* level assessment you described immediately above contribute to your institutional process for assessing general education system domain outcomes?

14. Course approval by institution

List each step of the approval process at your institution and provide the **dates** on which your proposal was approved by each body or at each level. **By submitting this proposal you are affirming that this proposal has already received all appropriate approvals at your institution and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, who should be listed on one of the lines below.**

Date	Level or approving body

15. Previous Versions of this Proposal

Have any proposals for this course previously been submitted by your institution to the Council on General Education?

	Yes
	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

	Approved
	Denied
	Withdrawn
	Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?

16. Appropriate Academic Committee to Review this Proposal

Please recommend the most appropriate Regents' Academic Advisory Committee (RAC) to review this proposal.

	Anthropology		Foreign Languages
	Arts and Sciences Deans		Geological Sciences and Geography
	Biological Sciences		Georgia Film Academy Film Production
	Business Administration, Management, & Economics		History
	Chemistry		Humanities
	Communication		Kinesiology
X	Computing Disciplines		Mathematical Subjects
	Criminal Justice		Nursing
	Data Science		Philosophy & Religion
	Educator Preparation		Physics & Astronomy
	English		Political Science
	Environmental Science		Psychology
	Family and Consumer Services		Social Work
	Fine and Applied Arts		Sociology

17. Please provide the following contact information for the person submitting the proposal. This should be either the Provost/VPAA or someone designated by the Provost/VPAA:

Name of Person Submitting Proposal:	
Email Address:	
Phone Number:	
Mailing Address:	

Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee (RAC)

This part of the form should be completed by the Regents' Academic Advisory Committee Chair after the course has been reviewed by the appropriate Regents' Academic Advisory Committee (RAC).

Upon completion of the form, please resave the form and send as an attachment to: melanie.largin@usg.edu

Please do not delete any pages of this document.

Course Prefix, Number, & Title:

Institution:

1. Date the review by the Regents' Academic Advisory Committee (RAC) was completed:

2. Did the RAC **approve** this proposal?

	Yes
	No

3. Please enter the RAC review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook, sections 2.4.3 and 2.4.4. (See beginning of this form (before Part 1) for summary of criteria and links.)

    Insert RAC review here. Box will expand as needed.

4. Please mark the domain(s) of the Core Curriculum for which your committee has approved the changed or proposed course.

	Institutional Priority (Institution)
	Mathematics & Quantitative Skills (Mathematics)
	Political Science & U.S. History (Citizenship)
	Arts, Humanities & Ethics (Humanities)
	Communicating in Writing (Writing)
	Technology, Mathematics & Sciences (STEM)
	Social Sciences (Social Sciences)

Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.5 states that:

Courses in one domain may be prerequisites for other courses in that same domain.

No course in one Core IMPACTS domain may be a prerequisite for a course in any other Core IMPACTS domain without the approval of the Council on General Education.

Did the institution apply for an exception to the general prerequisite rules?

	Yes
	No

If yes, did the advisory committee **support the requested** exceptions to the prerequisite rules?

	Yes
	No

Please provide contact information for the Chair of the Regents' Academic Advisory Committee.

Academic Committee:	
Chair name:	
Chair institution:	
Chair daytime phone number:	
Chair email Address:	

Part 3. To be filled out by the System Liaison for the Council on General Education.

Course Prefix, Number, & Title:

Institution:

1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

	Approved
	Denied
	Withdrawn
	Tabled

3. Please enter any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for summary of criteria and links.)

Insert text here. Box will expand as needed.

4. Please mark the domain(s) of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

	Institutional Priority (Institution)
	Mathematics & Quantitative Skills (Mathematics)
	Political Science & U.S. History (Citizenship)
	Arts, Humanities & Ethics (Humanities)
	Communicating in Writing (Writing)
	Technology, Mathematics & Sciences (STEM)
	Social Sciences (Social Sciences)

5. Please provide contact information for the System Liaison to the Council on General Education.

Liaison name:	Melanie Largin
Liaison daytime phone number:	404-962-3059
Liaison email Address:	Melanie.largin@usg.edu

Nursing, Pre-licensure Track, BSN

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

Modifications (Check all that apply) *

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2026`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

curriculog@westga.edu.

School/ Department*

Tanner Health System School of Nursing

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* Nursing, Pre-licensure Track, BSN

Program ID - DO NOT EDIT *   4991

Program Code - DO NOT EDIT

Program Type *   Bachelor

Degree Type *   Bachelor of Science in Nursing

Program Description *   The BSN Program pre-licensure track requires 120 semester credit hours for graduation and combines a rich and liberal foundation in the arts, sciences, and humanities with a unique program emphasizing the art and science of nursing.

Status *   ◉ Active-Visible   ◯ Inactive-Hidden

Program Location *   Carrollton

Curriculum Information

Prospective Curriculum *

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area T to be completed as follows: 11 Hours

BIOL 1107 Principles of Biology I
[Right] (and)

BIOL 1108 Principles of Biology II
[Right] with labs

[After] (or)

CHEM 1151 Survey of Chemistry I
[Right] (and)

CHEM 1152 Survey of Chemistry II
[Right] with labs

[After] (or)

CHEM 1211 Principles of Chemistry I
[Right] (and)

CHEM 1212 Principles of Chemistry II
[Right] with labs

[After] (or)

PHYS 1111 Introductory Physics I
[Right] (and)

PHYS 1112 Introductory Physics II
[Right] with labs

MATH 1401 Elementary Statistics

Field of Study, which includes: 18 Hours

BIOL 2251 Anatomy and Physiology I
BIOL 2251L Anatomy and Physiology I
Laboratory

[Right] (and)

BIOL 2252 Anatomy and Physiology II

BIOL 2252L Anatomy and Physiology II Laboratory

[Right] (and)

BIOL 2260 Foundations of Microbiology

BIOL 2260L Foundations of Microbiology Laboratory

[Right] (and)

[Left]   **

PSYC 1030 Personal Relationships

[After] (or)

[Left]   **

PSYC 1101 Introduction to General Psychology

[After] (or)

[Right] (eCore)

[Left]   **

SOCI 1101 Introductory Sociology

[Right] (eCore)

[After] (or)

[Left]   **

SOCI 1160 Introduction to Social Problems

[After] **Student may not use the same PSYC or SOCI course to fulfill both Core IMPACTS Area S and Field of Study requirements.

Pre-licensure BSN Track

In addition to the Core IMPACTS requirements (60 semester hours) as specified in the UWG Undergraduate Catalog, pre-licensure BSN students must complete the following nursing courses (60 semester hours):

Carrollton BSN Program Pre-Licensure Track

4 semesters

First Semester

NURS 3000 Holistic Health Assessment

NURS 3010 Professionalism & Ethics in Nursing

NURS 3020 Person-Centered & Compassionate Care in Nursing I

NURS 3050 Pathophysiology & Pharmacology I

Second Semester

NURS 3030 Caring for Vulnerable Populations

NURS 3100 Pathophysiology & Pharmacology II

NURS 3400 Nursing Research and Evidence-Based Practice

NURS 3021 Person-Centered Care II: Care of the Adult & Older Adult

NURS 3060 Advancing Health Through Leadership, Policy & Interprofessional Practice

Third Semester

NURS 4020 Quality & Safety Science and Informatics in Nursing Practice

NURS 4022 Person-Centered Care III: Family-Centered Care Across the Lifespan

NURS 4030 Population, Public & Community Health Nursing

NURS 4110 Clinical Reasoning in Acute & Complex Adult Health

Fourth Semester

NURS 4023 Person-Centered Care IV: Transition to Professional Nursing Practicum

NURS 4040 Capstone in Professional Role Formation

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The current program of 6-8 semester is not in alignment with industry standards and makes our program longer and not attractive to applicants. The new program makes the program less resource intensive and decreases costs to the students. By making the program 60 credits and 4-semesters helps students and aligns with clinical partner requests.

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

1. Provide holistic nursing care to persons in a variety of healthcare settings, focusing on health promotion and disease and injury prevention across the lifespan.
2. Practice caring as the essence of nursing for persons of diverse shared values and beliefs.
3. Utilize critical thinking and clinical reasoning to provide safe, competent, evidence-based care.
4. Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.
5. Apply leadership and management principles to achieve high standards of quality and safety in the delivery of person-centered care.
6. Exemplify a commitment to personal and professional development, leadership, health, and well-being.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

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

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

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

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

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

☐ None of these apply

Check all that apply to this program*

☐ Significant departure from previously approved programs

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

☐ Change in credit hours required to complete the program

☑ None of these apply

SACSCOC Comments

Aligns with USG initiatives of making programs more competitive and attractive to students. The new program makes the program less resource intensive and decreases costs to the students. By making the program 60 credits and 4-semesters helps students and aligns with clinical partner requests.

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.

Academic Year
Program Map
BSN AND NURSING
Concentration (if applicable)

YEAR 1			

YEAR 1

TERM 1

Course	Credits
ENGL 1101	3
Math 1001 or 1111	3
XIDS 2022	2
BIOL 1107/CHEM 1151	4
SOCIAL SCIENCE	3
SEMESTER TOTAL	15

Milestones

MILESTONES: • COMPLETE ENGL 1101 WITH C OR BETTER • COMPLETE BIOL 1107/L OR CHEM 1151K WITH B OR BETTER • MATH 1111 IS A CO-REQUISITE FOR CHEM 1151K • MAKE C OR BETTER IN MATH 1001 OR MATH 1111

TERM 2

Course	Credits
ENGL 1102	3
MATH 1401	3
BIOL 1108/CHEM 1152	4
PSYC OR SOCI	3
HUMANITIES	3
SEMESTER TOTAL	16

Milestones

MILESTONES: • COMPLETE ENGL 1102 WITH C OR BETTER • COMPLETE BIOL 1108/L OR CHEM 1152K WITH B OR BETTER

YEAR 2

TERM 1

Course	Credits
BIOL 2251	4
HIST 1111 OR 1112	3
POLS 1101	3
HUMANITIES	3
ELECTIVE	2
SEMESTER TOTAL	13

Milestones

MILESTONE: • MAKE C OR BETTER IN BIOL 2251/L

TERM 2

Course	Credits
BIOL 2252	4
BIOL 2260	4
HIST 2111 OR 2112	3
ORAL COMMUNICATIONS	3
SEMESTER TOTAL	14

Milestones

MILESTONE: • MAKE C OR BETTER IN BIOL 2252/L AND BIOL 2260/L

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
NURS 3010 PROF & ETHICS	2	NURS 3100 PATHO/PHARM II	3
NURS 3020 PC I	6	NURS 3030 VULNERABLE	3
NURS 3000 HEALTH ASSESSMENT	3	NURS 3400 EBP	2
3050 PATHO/PHARM I	3	NURS 3021 PC II	7
		NURS 3060 LEADERSHIP	2
SEMESTER TOTAL	14	SEMESTER TOTAL	17
Milestones		**Milestones**	
Pass all courses with a minimum B.		Pass all courses with a minimum B.	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
NURS 4022 PC III	3	NURS 4023 PC IV	8
NURS 4110 CLINICAL REASONING	7	CAPSTONE PROFESSIONAL ROLE	3
NURS 4020 QUALITY/SAFETY	2	ELECTIVE	3
NURS 4030 POP HEALTH	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	14
Milestones		**Milestones**	
Pass all courses with a minimum B.		Pass all courses with a minimum B.	

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS				PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Nursing							
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	Bachelor of Science in Nursing (BSN)	**COURSES**	Provide holistic nursing care to persons in a variety of healthcare settings, focusing on health promotion and disease and injury prevention across the lifespan.	Practice caring as the essence of nursing for persons of diverse shared values and beliefs.	Utilize critical thinking and clinical reasoning to provide safe, competent, evidence-based care.	Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems	Apply leadership and management principles to achieve high standards of quality and safety in the delivery of person-centered care	Exemplify a commitment to personal and professional development, leadership, health, and well-being.
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	NURS 3010 Prof and Ethics					I	I
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	2	NURS 3020 PC and Compassio Nursing I	I, A	I			I	
		3	NURS 3000 Health Assessment	I, A					
		4	NURS 3050 Patho/Pharm I	I					
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)		5	NURS 3100 Patho/Pharm II	R, A					
		6	NURS 3030 Vulnerable Pops		I, A	I			
		7	NURS 3400 EBP			M, A			
	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	NURS 3021 PC II: Care of Adult	R, A				R	
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.		9	NURS 3060 Leadership, Policy and IP						
		10	NURS 4022 PC III: Family	R, A	R			R	
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.		11	NURS 4110 Clinical Reasoning	M		M, A			
		12	NURS 4020 Quality/Safety				M, A		
	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	NURS 4030 Pop Health		I				
		14	NURS4023 PC IV: Transition	M, A				M	
		15	NURS 4040 Capstone	M	M, A	M	M	M, A	M, A
		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							

BSN
Nursing

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY26	AY27	AY28	Interpretation & Use of Results	Improvement Plan
Provide holistic nursing care to persons in a variety of healthcare settings, focusing on health promotion and disease and injury prevention across the lifespan.	Relevance - Goal 1: Update existing programs and develop new programs to engage students in 21st-century learning experiences based	NCLEX pass rate	80% first-time exam applicants will pass the NCLEX on the first attempt					
Practice caring as the essence of nursing for persons of diverse shared values and beliefs.	Relevance - Goal 3: Elevate ALL students' professional, cultural, and global competencies via cocurricular	NCLEX pass rate	80% first-time exam applicants will pass the NCLEX on the first attempt					
Utilize critical thinking and clinical reasoning to provide safe, competent, evidence-based care.	Competitiveness - Goal 3: Embed excellence in service — create remarkable experiences through proactive service excellence (everyone	Complete competency portfolio	Portfolio will be assessed in the PC courses at the end of every semester					
Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems	Placemaking - Goal 4: Cultivate traditions and experiences that people are eager to engage with and that enliven a sense of pride in being a part of the University of	Complete competency portfolio	Portfolio will be assessed in the PC courses at the end of every semester					

Apply leadership and management principles to achieve high standards of quality and safety in the delivery of person-centered care	Competitiveness - Goal 7: Shape and deploy next-generation operating and service models emphasizing financial stability and wherewithal (creating margin in our resources to facilitate investment	Complete competency portfolio	Portfolio will be assessed in the PC courses at the end of every semester					
Exemplify a commitment to personal and professional development, leadership, health, and well-being.	Competitiveness - Goal 2: Be distinct — design distinctive, world-class experiences inside and outside the classroom for all who "Go West," differentiating ourselves from our	Capstone Project and Exit HESI	Capstone project will be completed in Capstone course along with a positive predictor on the HESI					

Addendum II

Global Studies, B.A.

2026-2027 Undergraduate Delete Program 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.

Desired Effective Semester - Please update* `Spring`

Desired Effective Year - Please update* `2026`

What would you like to do?*
- ○ Deactivate Existing Program
- ● Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department* `University College` `Center for Interdisciplinary Studies`

Is this a School of Nursing or School of ○ Yes ● No

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

Communication, Film and Media course?

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

Program Information

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

Type of Program* ⦿ Program
◯ Shared Core

IMPORT curriculum data from the Catalog by clicking ⬇️icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

DO NOT edit the <u>imported</u> information below.

Program Name* Global Studies, B.A.

Program Type* Bachelor

Degree Type* Bachelor of Art

Program Location* Carrollton

Program Description* Global Studies is an interdisciplinary enquiry into the developments which have in the past and will continue to shape the interconnectedness of people and places around the world. It employs critical analyses of the processes which have contributed to both the complexity and variety of our world societies and to the common features of the changing human and natural environments.

Learning Outcomes
Demonstrate an understanding of the interconnectedness of local, regional, and global events, processes, and patterns.

Demonstrate an understanding of the individual's and local place's relationships to global events, processes, and patterns.

Demonstrate an understanding of a conceptual or theoretical approach to global events, processes, and patterns.

Demonstrate an ability to apply humanistic, social scientific, or scientific methods to answer a global question.

Demonstrate an ability to construct and present an argument based on evidence.

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Status* ◯ Active-Visible   ⦿ Inactive-Hidden

Prospective Curriculum - Not Applicable *

Requirement

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

Core Curriculum

Core Area F: 18 Hours

Core Area F (Major Specific Courses): 18 Hours

I. Introduction to Global Studies: 3 Hours

XIDS 2301 Introduction to Global Studies

II. Foundations of Global Studies: 3-18 Hours

Courses under the 3000 level from the list below

No more than 1 course from the same department

ANTH 1100 Faces of Culture
ANTH 1102 Introduction to Anthropology
ANTH 1004 Introduction to Archaeology
COMM 1154 Introduction to Mass Communications
[After] COMM 2002

[After] COMM 2100

[After] COMM 2104

PHIL 2010 Introduction to Philosophy
PHIL 2030 Introduction to Ethics
ART 2201 History of World Art I
ART 2202 History of World Art II
ASTR 2313 Astronomy
BIOL 1012 Ecology and Environmental Biology
BIOL 1013 Biology of AIDS and Infectious Disease
XIDS 2202 Environmental Studies
CS 1020 Computers and Society
[Before]ENVS 1012

ENVS 2202 Environmental Science
ENGL 2110 World Literature
ENGL 2190 Studies in Literature by Women
SOCI 1101 Introductory Sociology
SOCI 1160 Introduction to Social Problems
SOCI 2203 Introduction to Women's Studies
FORL 2200 Survey of National Literatures
FORL 2300 Topics in National Literatures
ECON 2100 Economics for Everyone
ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics
GEOG 1013 World Geography
GEOG 1111 Introduction to Physical Geography
GEOG 1112 Weather and Climate
GEOG 1113 Landform Geography
GEOG 2010 Political Geography
GEOG 2503 Cultural Geography
HIST 1111 Survey of World History/Civilization I
HIST 1112 Survey of World History/Civilization II
[After] GEOL 1222

GEOL 1121 Exploring Earth
GEOL 2313 Descriptive Astronomy
GEOL 2503 Introduction to Oceanography
MUSC 1100 Music Appreciation
MUSC 1110 Survey of World Music
MUSC 1120 Survey of Jazz, Rock, and Popular Music

III. Foreign Language through 2002: 3-12 Hours

Major Courses: 33 Hours

Major Courses: 33 Hours

All majors must complete the senior capstone seminar: 3 Hours

Courses needed to complete the major can be taken in any of the following tracks:* 21 Hours

Minor - All Global Studies majors must minor in a Foreign Language: 12-15 Hours

Study abroad, taken either in major or foreign language minor: 9 Hours

Electives: 9-15 Hours

Total: 120 Hours

Justification and Assessment

Rationale* Following its deactivation over three years ago, the Global Studies program no longer has any active majors, as all enrolled students have graduated.

SACSCOC Substantive Change

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

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found here.

      Teach Out Plan✱ ☑ I have attached the Teach Out Plan

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

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

Administrative Use Only - DO NOT EDIT

      Program ID

Proposal to deactivate the BA in Global Studies

Rationale: Extremely low major and graduation numbers indicate a lack of student interest in the Global Studies program. The three-year average of graduates has never exceeded a a high of 3.33, and the current three-year average is 0.33. Currently, only four actively enrolled UWG students are majoring in Global Studies. Two additional students are Global Studies majors but they have not registered for courses at UWG for two consecutive semesters (both last enrolled in Spring 2022). It should be noted that the BA in Global Studies program has never received consistent nor, arguably, adequate institutional support, primarily in the form of dedicated personnel (faculty) to administer, advise, and teach in the program. We can speculate whether this lack of support contributed to the low graduation numbers, but it is nevertheless true that the enduringly low numbers made it difficult to justify the dedication of resources to the program, especially during two periods of austerity budgets over the past 15 years. The numbers for the most recent five-year period make the case even more difficult–only five students have graduated in Global Studies since AY 2017-18.

Teach-Out Plan:

Existing Global Studies majors will not be affected by the deactivation of this major. As the following table shows, minimal alternative accommodations will need to be made. The two alternative courses, GEOG 1013 and XIDS 4000, are offered every semester and since 2012 have been accepted as equivalents for XIDS 2301 and GLOB 4000, respectively. Currently, there are four Global Studies majors. Three of them have already completed these two required courses (or the approved equivalents). Thus, a single student will require the alternative accommodation after the Global Studies program is deactivated and XIDS 2301 and GLOB 4000 are no longer offered.

Requirement	Necessary alternative accommodation
AREA F	
XIDS 2301 - Introduction to Global Studies	GEOG 1013 - World Geography
15 additional credit hours from a large set of courses offered by multiple academic units at UWG.	None
MAJOR	
GLOB 4000 - Capstone	XIDS 4000 - Interdisciplinary Capstone
21 hours of 3000/4000 level coursework offered by other academic units and approved by the Coordinator of the Global Studies Program.	None
MINOR	

Any foreign language	None
Study Abroad	
9 hours of coursework in a study abroad program	None

Embedded Certificate in Prisoner Reentry and Community Corrections

2026-2027 Undergraduate Delete Program Request

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

Desired Effective Semester - Please update* `Fall`

Desired Effective Year - Please update* `2026`

What would you like to do?*
- ⦿ Deactivate Existing Program
- ◯ Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department* `Department of Civic Engagement and Public Service`

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

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

Program Information

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

Type of Program ◉ Program
               ○ Shared Core

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

DO NOT edit the <u>imported</u> information below.

Program Name Embedded Certificate in Prisoner Reentry and Community Corrections

Program Type [Certificate]

Degree Type [Certificate]

Program Location [Carrollton] [Online]

Program Description Reentry is a broad term used to refer to issues related to the transition of offenders from prison to community supervision. Nationwide, 700,000 people are released from correctional custody every year with a 68% recidivism rate within the first three years. Current reentry programs advocate for solutions that will help people returning from prison obtain employment, connect with their families, and rejoin their communities in an effort to reduce this recidivism rate. This certificate program will prepare students to work in fields related to reentry by providing them an education in the barriers that reduce the likelihood of successful reintegration and in current reentry strategies and characteristics of successful programs.

Status ◉ Active-Visible   ○ Inactive-Hidden

Prospective Curriculum - Not Applicable *

Required Courses: 15 Hours

CRIM 2275 Introduction to Corrections
CRIM 4230 Ethics and Criminal Justice
CRIM 4260 Prisoner Reentry and Community Corrections
CRIM 4265 Crime and Social Inequality
CRIM 4293 Correctional programs

Electives: 6 Credits

CRIM 3242 Drug Abuse
CRIM 3333 Victimology
CRIM 4231 Women in the Criminal Justice System
CRIM 4232 Family Violence
CRIM 4233 Gangs
CRIM 4280 Contemporary Issues in Criminal Justice
[Right] **Must be relevant to reentry and approved by the Certificate Director.**

CRIM 4286 Internship
[Right] **Must be relevant to reentry and approved by the Certificate Director.**

Justification and Assessment

Rationale* The faculty member who primarily supported this certificate through their expertise and teaching has not been part of UWG for several years now. The certificate was not in high demand among students. We have instead shifted our focus towards areas that our current faculty do have expertise in, and that are in demand by students/careers, such as the new Victim Services certificate.

Further, the criminology program is streamlining the number of electives we have on the books, as we had more than we could possibly teach in a reasonable amount of time and many have not been offered in years/duplicate topics from other electives. As part of this, the reentry course and other courses part of the certificate are in the process of being deactivated.

SACSCOC Substantive Change

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Teach Out Plan* ☑ I have attached the Teach Out Plan

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

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

Administrative Use Only - DO NOT EDIT

Program ID

Teach-Out Plan for the Deactivation of the
Embedded Certificate in Prisoner Reentry and Community Corrections

The Embedded Certificate in Prisoner Reentry and Community Corrections will be deactivated in Fall 2026. Students will no longer be admitted into the certificate beginning Fall 2026.

Students in the certificate will be notified of the decision to close the certificate through advising sessions and email notifications.

As of Fall 2025, there are 6 students actively enrolled in this certificate. See the table breakdown:

Number of Credit Hours Earned	Number of Students
6 hours completed	3
9 hours completed	1
16 hours completed	1
18 hours completed	1

Students will be advised of their options in completing the certificate. Among the 5 required courses, 3 will remain in the curriculum and continue to be taught even after the deactivation of the certificate. For the remaining 2 courses, students will be advised to complete any CRIM 3- or 4- thousand level elective.

See the table of required courses and their substitution below:

Current Required Courses	Substitution Courses
CRIM 2275 - Introduction to Corrections	No substitution needed – this course is still offered
CRIM 4230 - Ethics and Criminal Justice	No substitution needed – this course is still offered
CRIM 4260 - Prisoner Reentry and Community Corrections	Any CRIM 3XXX/4XXX Elective
CRIM 4265 - Crime and Social Inequality	No substitution needed – this course is still offered
CRIM 4293 - Correctional Programs	Any CRIM 3XXX/4XXX Elective

There are no additional charges/expenses to students to complete this teach out plan. Faculty and staff will not be affected.

Addendum III

Ed.D. in Learning Design and Educational Technology

2026-2027 Graduate New Program Request

General Information

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

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

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

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2026

Program Type*
- ( ) Degree Program
- ( ) Embedded Certificate
- ( ) Stand-Alone Certificate
- ( ) Minor
- ( ) Endorsement
- ( ) Educator Certification

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

> Department of Educational Technology and Foundations

Is this a School of Nursing or School of Communication, Film and Media course, or does it belong to the Graduate School and not an academic department?* ○ Yes ● No

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

Program Information

Program Name* Ed.D. in Learning Design and Educational Technology

Degree Type*

> Doctorate in Education

Program Description* The Ed.D. in Learning Design and Educational Technology (LDET) prepares experienced Georgia P-12 educators to lead transformational instructional improvement grounded in evidence and authentic professional practice. Throughout the program, candidates develop research competencies and data literacy skills necessary to investigate complex educational challenges and make informed, evidence-based decisions. Coursework and applied learning experiences engage candidates in analyzing theories and emerging trends related to learning, curriculum, and technology within P-12 systems. Graduates will design, implement, and evaluate innovative learning experiences that improve student outcomes while ensuring accessibility, ethical digital engagement, and learner-centered design. Through collaborative inquiry and engagement with diverse stakeholders, candidates will advocate for, communicate, and build shared vision around effective learning ecosystems. By completing a field-embedded capstone project, graduates will demonstrate the ability to apply systematic, data-driven inquiry to solve problems of practice and lead meaningful, sustainable change across classrooms, library programs, schools, districts, and educational systems.

Program Location*

> Online

Status* ● Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?*

☐ On Campus - A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).

☐ Hybrid - A program of study leading to a degree with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.

☑ Online - A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).

☐ On Campus or Hybrid

☐ On Campus or Online

☐ Hybrid or Online

☐ On Campus or Hybrid or Online

Curriculum Information

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

Type of Program*   ⦿ Program
　　　　　　　　　　　　　 ○ Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

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

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

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on ☰ "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

Prospective Curriculum*

Program Overview

Program Description
The Ed.D. in Learning Design and Educational Technology (LDET) prepares experienced Georgia P-12 educators to lead transformational instructional improvement grounded in evidence and authentic professional practice. Throughout the program, candidates develop research competencies and data literacy skills necessary to investigate complex educational challenges and make informed, evidence-based decisions. Coursework and applied learning experiences engage candidates in analyzing theories and emerging trends related to learning, curriculum, and technology within P-12 systems. Graduates will design, implement, and evaluate innovative learning experiences that improve student outcomes while ensuring accessibility, ethical digital engagement, and learner-centered design. Through collaborative inquiry and engagement with diverse stakeholders, candidates will advocate for, communicate, and build shared vision around effective learning ecosystems. By completing a field-embedded capstone project, graduates will demonstrate the ability to apply systematic, data-driven inquiry to solve problems of practice and lead meaningful, sustainable change across classrooms, library programs, schools, districts, and educational systems.

Program Learning Outcomes
It is the goal of our program and its faculty that our graduates:

(1) Develop evidence-based research competencies and data literacy for the P-12 context.

(2) Analyze trends and theories related to learning, curriculum, and technology in P-12 education.

(3) Design, implement, and evaluate high-impact learning experiences to improve P-12 student outcomes.

(4) Model accessible learning design and responsible engagement in P-12 digital environments.

(5) Shape a shared vision for effective learning, curriculum, and technology by building shared goals and engaging P-12 stakeholders.

(6) Collaboratively solve authentic problems of practice using systematic data-driven inquiry to improve classroom, library program, school, district, or state-level outcomes related to P-12 learning, curriculum, and technology.

Program Admissions Requirements

Applicants must hold a conferred Ed.S. degree (minimum 3.25 GPA) from a

regionally or nationally accredited institution in Instructional Technology, School Librarianship, or Curriculum and Instruction.

Applicants must hold a Georgia PSC Level 6 service certificate in the same field as the conferred Ed.S. degree in Instructional Technology (GaPSC Service Field 903), School Librarian (GaPSC Service Field 813), or Curriculum and Instruction (GaPSC Service Field 902).

Program Admissions Process

Only applications completed by the deadline will be considered. Upon determining that you meet the certification and degree requirements detailed above, please complete the online application, which also requires you to submit all items detailed below in Round 1:
Round 1 Application (due by deadline posted on UWG Graduate School website)

-Writing Sample (5-10 page sample taken from prior graduate coursework or work report)

-Curriculum Vitae or Resume

-Official transcripts from all degree-granting institutions (Associates, Bachelors, Masters, Specialist, etc.)

-Personal Statement related to Learning Design and Educational Technology. Complete a 750-1000 word essay in APA, 7th edition format, including citations and a reference list that:
--Highlights scholarly literature (e.g., research articles, white papers, reports) to connect your experience with Learning Design and Educational Technology to your specific certification field, and your professional goals with the body of research related to the topic.
--Describes the outcomes of your Ed.S. degree and the impact it had on your professional practice.
--Provides a concrete example of how you've used evidence (e.g., data) to improve your practices.
--Identifies outcomes you aim to achieve by attending this program.

-Letter of support from school or district personnel (e.g., principal, coordinator, director, associate superintendent) to support applicant throughout this program, specifically agreeing to support applicant's capstone project. (TEMPLATE LETTER TO BE ADDED)

Round 2 Application Process
Program faculty will review all complete submitted applications and select candidates to submit a video interview. Candidates will be contacted and informed of the application decision.

Required Courses

Students take two courses a semester in the sequence shared below.

LDET 9100 Foundations of Learning Design and Educational Technology

LDET 9200 Research Strategies for LDET

LDET 9300 Learning Design Studio

LDET 9400 Inquiry and Measurement for LDET

LDET 9500 Professional Development Through Universal Design for Learning

SPED 9060 Systemic Program Evaluation

LDET 9700 LDET and Organizational Strategies

LDET 9800 Performance Systems and Needs Analysis

LDET 9900 Policy and Ethics in LDET

LDET 9998 Capstone I: Problem of Practice Investigation & Prototype Development

LDET 9999 Capstone II: Implementation & Impact Analysis

Justification and Assessment

Rationale* The Instructional Technology and School Librarianship programs at UWG are state leaders. Currently, the culminating degree in this area at UWG is the Ed.S. degree. This is a program built exclusively for Georgia Educators. The rationale for developing this program is grounded in strong alignment with UWG's existing strengths and the opportunity to address unmet needs within the University System of Georgia (USG). Our preliminary analysis focused on three key data points:

(1) Overall Program enrollment trends – UWG's Instructional Technology, Media, and Design program (soon to be renamed Learning Design and Educational Technology) is the state leader and has been for quite some time. From Fall 2020 until Fall 2025, our program's enrollment has grown by 181%.

(2) Current Ed.S. enrollments – While we are a leader in our area, specifically the Ed.S. program (encompassing Instructional Technology and School Librarianship) accounts for 75% of all Ed.S. students in these fields across the USG (726 out of 981 Ed.S. students). Upon completion, these students have only one UWG pathway for doctoral study: the highly competitive Ed.D. in School Improvement.

(3) Turnaway rates in existing programs – In Spring 2025, 76 qualified applicants seeking IT and SL concentrations in the Ed.D. in School Improvement areas were unable to secure admission due to limited capacity. These students applied with no marketing.

This proposed doctoral program stands apart from competing programs by being 100% online, requiring an Ed.S. for program entry, and by including an applied-research capstone project, where educators will address authentic, field-based problems through systematic and systemic methods, producing solutions grounded in research yet directly implementable in their professional contexts. This innovative approach positions UWG's program as distinctive within the USG and highly attractive to experienced educators seeking advanced credentials with immediate workplace impact.

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

Program outcomes were developed by synthesizing and extending the initial certification standards for these three areas of the GaPSC (Georgia Professional Standards Commission) and considering other appropriate standards (e.g., ISTE Standards for Coaches and Education Leaders).

1. Develop evidence-based research competencies and data literacy for the P-12 context.

2. Analyze trends and theories related to learning, curriculum, and technology in P-12 education.

3. Design, implement, and evaluate high-impact learning experiences to improve P-12 student outcomes.

4. Model accessible learning design and responsible engagement in P-12 digital environments.

5. Shape a shared vision for effective learning, curriculum, and technology by building shared goals and engaging P-12 stakeholders.

6. Collaboratively solve authentic problems of practice using systematic data-driven inquiry to improve classroom, library program, school, district, or state-level outcomes related to P-12 learning, curriculum, and technology.

SACSCOC Substantive Change

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

Program Map*	☑ I have attached the Program Map.
USGBOR One Step Proposal*	☑ I have attached the USGBOR One Step Proposal.
	☐ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).
Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A - Assessment Plan is not required (minor is a part of an existing major).
Curriculum Map Assessment*	☑ I have attached the Curriculum Map.

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

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

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

NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

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. This document should be used for both new academic degree programs and for stand-alone certificates. Once a program is approved in concept, the full proposal review process is utilized, and the proposal is then submitted into Curriculog. Once this proposal has been completed, the academic dean should share this with the provost and coordinate next steps for discussion

College/School: College of Education
Department: Educational Technology and Foundations
Name of Proposed Program or Certificate: Learning Design and Educational Technology
Degree Level: Educational Doctorate (Ed.D.)
Major and CIP Code: 13.0501

Desired Start Date: Summer 2027

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

Based on the priorities outlined in the UWG Strategic Plan, the proposed degree program directly supports the University's mission and advances its three strategic priorities of placemaking, relevance, and competitiveness.

Placemaking: Although the program will be delivered fully online, it will intentionally foster a strong sense of community among cohort members, cultivating a lasting affinity for the UWG brand. We anticipate that many participants will be returning UWG alumni, further reinforcing their personal connection to the University's culture and network.

Relevance: This program addresses a documented and pressing need among P–12 educators. Its coursework is designed for immediate, authentic application in participants' current professional roles, ensuring direct impact on teaching and learning. Moreover, the program is tailored to meet the evolving needs of UWG's school district partners, thereby strengthening the University's service to both local and statewide communities.

Competitiveness: Building on the strong reputation of the Ed.D. in School Improvement, this program will expand UWG's portfolio of respected graduate offerings in education. It will distinguish itself from comparable programs through the integration of a Capstone project in place of a traditional dissertation, positioning UWG as an innovator in graduate-level educator preparation while enhancing its appeal to a broader range of prospective students.

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?

The rationale for developing this program is grounded in clear market demand, strong alignment with UWG's existing strengths, and the opportunity to address unmet needs within the University System of Georgia (USG). Our preliminary analysis focused on three key data points:

1. **Overall Program enrollment trends** – UWG's Instructional Technology, Media, and Design program is the state leader and has been for quite some time. From Fall 2020 until Fall 2025, our program's enrollment has grown by 181%. The figure below shows UWG's enrollment in comparison to all other USG institutes combined (Based on USG enrollment data reported every Fall semester):
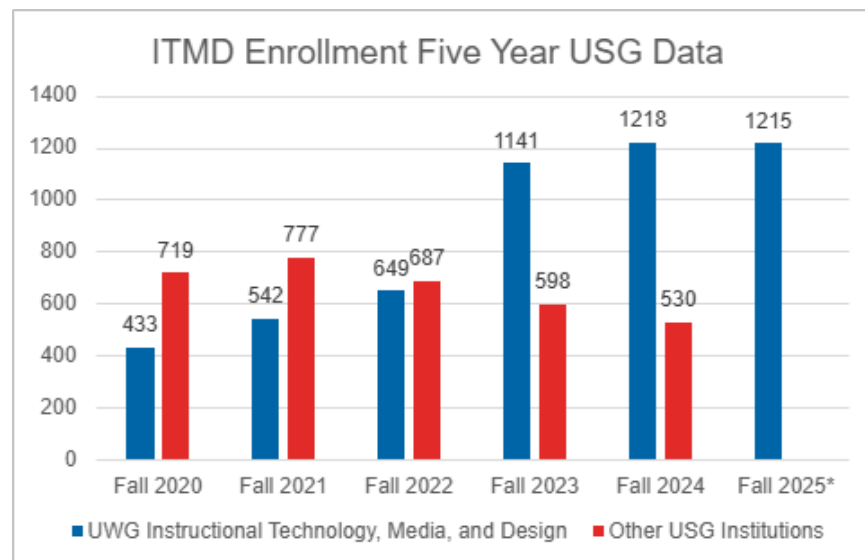
*Fall 2025 data from the USG is not available at this time; however, I have included our Fall 2025 enrollment.

2. **Current Ed.S. enrollments** – While we are a leader in our area, specifically the Ed.S. program (encompassing Instructional Technology and School Librarianship) accounts for 75% of all Ed.S. students in these fields across the USG (726 out of 981 Ed.S. students). Upon completion, these students have only one UWG pathway for doctoral study: the highly competitive Ed.D. in School Improvement.
3. **Turnaway rates in existing programs** – In Spring 2025, 76 qualified applicants seeking IT and SL concentrations in the Ed.D. in School Improvement areas were unable to secure admission due to limited capacity. These students applied with no marketing.

The market landscape reinforces the opportunity. While another USG institution plans to launch an Ed.D. in this field, UWG's program will enter the market with clear advantages—chief among them its intentional focus on P–12 education, streamlined credit-hour requirements for Ed.S. graduates, and practice-oriented design. For example, the University of Georgia's forthcoming program (enrolling Fall 2026) will require more credit hours and a traditional dissertation, while comparable programs at Kennesaw State University and Georgia Southern University also demand

more time to completion. In contrast, UWG's model will enable Ed.S.-prepared students to complete the doctorate in fewer hours, accelerating time to degree. For example, students possessing an Ed.S. (most P-12 educators) have an expedited track. Our program is focused on improving P-12 education in Georgia schools and is housed within a COE where the majority of students are Georgia residents.

A defining feature of the proposed program is the **Capstone Project**, which replaces the dissertation. This two-semester applied project will challenge students to address authentic, field-based problems developed collaboratively with Georgia educational institutions (e.g., school districts, RESAs, Georgia Department of Education) through systematic and systemic methods, producing solutions grounded in research yet directly implementable in their professional contexts. This innovative approach positions UWG's program as distinctive within the USG and highly attractive to experienced educators seeking advanced credentials with immediate workplace impact.

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

Delivery Method: The program will be offered fully online, providing maximum flexibility for working professionals and enabling participation from across Georgia and beyond.

Projected Enrollment: We anticipate admitting two cohorts annually—one beginning in Summer (initial launch) and a second in Spring once the program is established—each consisting of approximately 25 students, for a total of 50 students per year and steady state enrollment of 100-150.

Basis for Estimates: Projections are informed by UWG's significant market share in relevant Ed.S. programs, particularly in Instructional Technology (IT) and School Librarianship (SL), as well as unmet demand from qualified applicants to the Ed.D. in School Improvement. For example:

- If only 8.9% of UWG's Spring 2025 Ed.S. graduates (25 out of the 281 students graduating) in these fields enrolled, the program would fill a full cohort.
- In Spring 2025 alone, 76 qualified applicants seeking an IT concentration in the Ed.D. in School Improvement areas were denied admission to the Ed.D. in School Improvement due to capacity limits.

These data points indicate that filling two cohorts annually is feasible given the existing applicant pool and unmet demand.

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

The proposed program is firmly aligned with the department's established strengths and core competencies. The department currently enrolls 57% of all IT and SL students across the USG, positioning UWG as the state leader in these disciplines. This leadership, combined with the department's growing expertise, provides a strong foundation for expanding into the Curriculum and Instruction (C&I) field through this program. The Curriculum and Instruction standards are heavily aligned to the IT program ones.

In recent years, the department has made **strategic faculty hires** with deep P–12 learning design and technology expertise, as well as specialized knowledge in emerging learning technologies, system-level instructional technology, and school library leadership. This breadth of expertise ensures the program will be academically rigorous, professionally relevant, and responsive to evolving field demands. The faculty within our department bring a balance of practical experience and a respected international presence, serving as officers in our international organizations and on a variety of editorial boards for prominent journals in our field.

Additionally, the department's long-standing network of part-time faculty and engaged advisory boards provides a dual advantage: maintaining program quality and serving as an active conduit for recruitment. These connections will help ensure the program's continued relevance and its ability to attract high-caliber students from across Georgia and beyond.

5) How many credit hours will be needed to complete the program. List / describe any new courses that will be created to support the program. What percentage of the total credit hours of the program will be new courses?

This program will be 33-credit hours, designed to stack directly on top a completed Ed.S. degree program. If an applicant does not have an Ed.S., she or he will be directed to complete a 27-hour EDS program first, bringing the total number of hours to 60. We will need to develop all new courses to build this program, with two (18%, 2 out of 11) collaboratively built. Please see below for a list of the courses and progression.

Semester	Capstone Preparation	Learning Design and Ed. Tech
1 Summer	**LDET 9200 – Research Strategies for LDET**	**LDET 9100 – Foundations of Learning Design and Educational Technology**
2 Fall	**LDET 9400 – Inquiry and Measurement in LDET**	**LDET 9300 – Learning Design Studio**
3 Spring	**SPED 9060 – Systemic Program Evaluation** **Note:** This course is collaboratively developed and taught by SPED and LDET faculty when offered.	**LDET 9500 – Professional Development Through Universal Design for Learning** **Note:** This course is collaboratively developed and taught by SPED and LDET faculty when offered.
4 Summer	**LDET 9800 – Performance Systems and Needs Analysis**	**LDET 9700 – LDET and Organizational Strategies**
5 Fall	**LDET 9998 - Capstone I: Problem of Practice Investigation & Prototype Development**	**LDET 9900 - Policy and Ethics in Learning Design & Educational Technology**
6 Spring	**LDET 9999 - Capstone II: Implementation & Impact Analysis**	

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

Because the program will be delivered entirely online, no additional physical facilities or specialized equipment will be required. Most essential software is already available through existing institutional licenses, minimizing new technology costs.

The primary resource considerations involve **faculty workload, program administration, and accreditation**:

● **Faculty:** Current faculty possess the expertise needed to design and launch the program;

however, to support an initial cohort of 20–25 students, the department would request one additional full-time tenure-track faculty member and one full-time clinical faculty member. Along with this, resources for a program coordinator/assistant chair for this specific program would be needed. For every additional 100 students beyond the initial enrollment, we would request one additional full-time faculty member and a Limited Term Instructor (LTI).

- **Program Administration:** The department requests a half-time program specialist (shared with another Ed.D. program). The half-time program specialist will assist with coordination, advising, and operational support, ensuring high-quality student experiences.
- **Accreditation:** We will work closely with the College of Education Certification Office and the Georgia Professional Standards Commission to ensure program graduates are eligible for appropriate certification upgrades. Additional resources may be required to support increased student volume and facilitate required accreditation site visits.

This resource plan ensures that the program can be launched efficiently while maintaining high academic quality and compliance with all professional standards.

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

From a design standpoint, the department has the faculty expertise needed to develop and launch the program (though following recent COE trends, we would request funds to develop the courses); however, additional resources from the College of Education or University will be requested to ensure the program's successful implementation and long-term sustainability. These resources would primarily support faculty expansion, administrative coordination, and accreditation activities, as outlined in the resource plan.

The program's budgetary impact is anticipated to be positive. The tuition and fees per student would be approximately $12,957 for the initial cohort (x 50 students) resulting in $647,850 (this is counting the initial cohorts enrolled only and not the state share). We are requesting two faculty positions for ~$107,700 each ($215,400 total) per year and a half program specialist for ~$45,000 per year. This would be a conservative estimate of ~$127,050 in revenue, not including any state share (and omitting a semester of calculation or cohorts admitted later). Additionally, we would remove one-time requests of $10,000 for program development and ~$22,000 for course development, to still result in a net positive of $95,050.

There will also be the need for part-time faculty to potentially cover other courses if courses taught in this program are taught by full-time faculty. This would be $5000 for each section to be covered (~4 sections = $20,000).

UWG's exceptional Ed.S. enrollment, combined with our demonstrated ability to maintain program quality at high volumes, positions us to generate a significant return on investment. By leveraging existing expertise and infrastructure while strategically adding targeted resources, the program can quickly achieve cost-effectiveness and contribute meaningfully to the University's

overall financial health.

8) 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 is no direct duplication of the proposed program within UWG's current academic offerings. While there is some potential overlap with the existing Ed.D. in School Improvement, the proposed program serves a distinct audience—primarily students with concentrations in Instructional Technology, School Librarianship, and Curriculum and Instruction—by offering a specialized pathway directly aligned with their professional expertise and career goals.

Importantly, admission to this program will be managed by the department that houses these concentrations, ensuring strategic enrollment management and minimizing internal competition. No existing programs or majors are recommended for termination or deletion due to this proposal.

9) 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.

UWG's Instructional Technology, Media, and Design programs are already recognized as state leaders in their respective fields. The proposed program will further strengthen this reputation by expanding our capacity to prepare P–12 educators with advanced expertise in learning design, instructional technology, and related disciplines. Graduates will be positioned as innovative practitioners and leaders, directly contributing to the advancement of teaching and learning in Georgia and beyond.

The program will also build on the department's strong track record with **Georgia's BEST Partnerships**, where the Instructional Technology program has played a pivotal role. We anticipate this degree will be closely affiliated with partner districts participating in Georgia's BEST, ensuring both immediate relevance and broad visibility. Partner districts are well-positioned to advocate for the program, highlight its benefits within their networks, and showcase its impact across and beyond the state.

By leveraging these established partnerships, the program will not only maintain UWG's market dominance within the USG but also amplify the University's influence on the profession through the success and visibility of its graduates.

Approval by Dean and Date:

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

University of West Georgia
Degree: <mark>Ed.D. in Learning Design and Educational Technology (33 hours)</mark>

Entry Degree: Educational Specialist	**Exit Degree:** Ed.D. in Learning Design and Educational Technology (33 hours)
Entry Certification: Georgia PSC Level 6 service certificate in Instructional Technology (GaPSC Service Field 903), School Librarian (GaPSC Service Field 813), or Curriculum and Instruction (GaPSC Service Field 902)	**Exit Certification for Georgia Educators:** <mark>S-7 in-field upgrade based on Ed.S. field</mark>

Student Name :	**Student 917#:**
Student Email :	**Student Phone** :
Student GaPSC Certification ID# :	**Student Professional Role** :
GaPSC Certification Field(s) You Hold :	**Advisor Name** :

Ed.D. in Learning Design and Educational Technology

Course Prefix and Number	Course Title	Credit hours	Grade
	Semester 1		
LDET 9100	Foundations of Learning Design and Educational Technology	3	
LDET 9200	Research Strategies for LDET	3	
	Semester 2		
LDET 9300	Learning Design Studio	3	
LDET 9400	Inquiry and Measurement	3	
	Semester 3		
LDET 9500	Professional Development Through Universal Design for Learning [1]	3	
SPED 9060	Systemic Program Evaluation [1]	3	
	Semester 4		
LDET 9700	LDET and Organizational Strategies	3	
LDET 9800	Performance Systems and Needs Analysis	3	
	Semester 5		
LDET 9900	Policy and Ethics in LDET	3	
LDET 9998	Capstone I: Problem of Practice Investigation & Prototype Development	3	
	Semester 6		
LDET 9999	Capstone II: Implementation & Impact Analysis (Prerequisite: LDET 9998)	3	

Notes:
1. This course is collaboratively taught by SPED and LDET faculty when offered.

EFFECTIVE TBD

Doctorate of Education (Ed.D.)

Learning Design and Education Technology

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY27	AY28	AY29	Use of Results	Improvement Plan
(1) Graduates will develop evidence-based research competencies and data literacy for the P-12 context.	Student Success; Responsible Stewardship; Economic Competitiveness (USG 2029)	Capstone Proposal Defense (LDET 9998) Passed	At least 80% of candidates pass their Capstone Proposal Defense					
(2) Graduates will analyze trends and theories related to learning, curriculum, and technology in P-12 education.	Student Success; Economic Competitiveness (USG, 2029)	Research and Theory Analysis Project (LDET 9100) Rubric	3.0 or higher on mean of rubric criteria					
(3) Graduates will design, implement, and evaluate high-impact learning experiences to improve P–12 student outcomes.	Student Success; Economic Competitiveness (USG, 2029)	Design Studio (LDET 9300) Rubric	3.0 or higher on mean of rubric criteria					
(4) Graduates will model accessible learning design and responsible engagement in P-12 digital environments.	Student Success; Responsible Stewardship (USG, 2029)	Professional Development Project (LDET 9500) Rubric	3.0 or higher on mean of rubric criteria					
(5) Graduates will shape a shared vision for effective learning, curriculum, and technology by building shared goals and engaging P-12 stakeholders.	Community Impact; Student Success; Economic Competitiveness (USG, 2029)	Performance Systems Report (LDET 9800) Rubric	3.0 or higher on mean of rubric criteria					
(6) Graduates will collaboratively solve authentic problems of practice using systematic data-driven inquiry to improve classroom, school, district, or state-level outcomes related to P-12 learning, curriculum, and technology.	Student Success; Community Impact; Responsible Stewardship (USG, 2029)	Capstone Project Defense (LDET 9999) Passed	At least 80% of candidates pass their Capstone Project Defense					

USG Strategic Plan to 2029

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

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

DEPARTMENT: Educational Technology and Foundations

PROGRAM: Learning Design and Educational

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

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

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

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

COURSES		PL-SLO 1 (1) Graduates will develop evidence-based research competencies and data literacy for the P-12 context.	PL-SLO 2 (2) Graduates will analyze trends and theories related to learning, curriculum, and technology in P-12 education.	PL-SLO 3 (3) Graduates will design, implement, and evaluate high-impact learning experiences to improve P–12 student outcomes.	PL-SLO 4 (4) Graduates will model accessible learning design and responsible engagement in P-12 digital environments.	PL-SLO 5 (5) Graduates will shape a shared vision for effective learning, curriculum, and technology by building shared goals and engaging P-12 stakeholders.	PL-SLO 6 (6) Graduates will collaboratively solve authentic problems of practice using systematic data-driven inquiry to improve classroom, school, district, or state-level outcomes related to P-12 learning, curriculum, and technology.
1	LDET 9100	I,R	I,A	I,R	I	I	
2	LDET 9200	R	R		I		I
3	LDET 9300	R	R	M,A	R		
4	LDET 9400	R			R	R	R
5	LEDT 9500	R	R	R	M,A	R	R
6	SPED 9060	R	R	R	R	R	R
7	LDET 9700		R	R	R	R	
8	LDET 9800	R		R	R	M,A	R
9	LDET 9900		R		R	R	
10	LDET 9998	M,A	M	M	M	M	M
11	LDET 9999	M	M	M	M	M	M,A
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							

University of West Georgia Office of Institutional Effectiveness and Assessment

LDET - 9100 - Foundations of Learning Design and Educational Technology

2026-2027 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* `Summer`

Desired Effective Year* `2026`

Routing Information

Routes cannot be changed after a proposal is launched.

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

School/ Department* `Department of Educational Technology and Foundations`

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

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

rather than an
academic department?
*

Does this course ◯ Yes   ◉ No
belong solely to the
Graduate School? *

Course Information

Course Prefix *   LDET   **Course Number** *   9100

Course Title * Foundations of Learning Design and Educational Technology

Course Type *   Media and Instructional Technology

Catalog Course   This course provides an advanced introduction to the field of Learning Design and
Description *   Educational Technology with a focus on P-12 systems. Candidates examine theories of
                     learning, curriculum, and instructional design, along with historical and emerging trends
                     shaping the field. Students analyze research on learning, evaluate educational technologies,
                     and explore the systemic context that influences technology integration in classrooms and
                     school libraries.

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   ☐ Yes   ☑ No
credit hour course? *

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

Can a student take   ☐ Yes   **If yes, indicate**   n/a
this course multiple   **maximum number of**
times, each attempt ☑ No   **credit hours counted**
counting separately   **toward graduation.** *
toward graduation? *

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

Prerequisites

Concurrent
Prerequisites

Corequisites   158

Cross-listing

Restrictions Must be admitted to the Ed.D. in Learning Design and Technology program.

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)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology.

Student Learning Outcomes*

(1) Analyze foundational and emerging theories of learning, curriculum, and instructional design relevant to P-12 environments. (PLO 2)

(2) Evaluate the future directions of the LDET field, with attention to P-12 innovations and trends. (PLO 2)

(3) Describe the pedagogical, organizational, and ethical implications of educational technology adoption in schools and school libraries. (PLO 2, PLO 4)

(4) Critique research literature to determine theoretical alignment and applicability to P-12 instructional challenges. (PLO 1, PLO 2)

(5) Analyze systemic factors (e.g., policy, funding, infrastructure, culture) that influence technology integration and curriculum in P-12 settings. (PLO 2, PLO 5)

(6) Synthesize learning and design theories to inform instructional decision-making for diverse learners. (PLO 2, PLO 3)

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?*   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.

Proposed Syllabus

Course Title

 LDET 9100 - Foundations of Learning Design and Educational Technology

Credit Hours

3

Description

This course provides an advanced introduction to the field of Learning Design and Educational Technology with a focus on P-12 systems. Candidates examine theories of learning, curriculum, and instructional design, along with historical and emerging trends shaping the field. Students analyze research on learning, evaluate educational technologies, and explore the systemic context that influences technology integration in classrooms and school libraries.

Course Learning Outcomes

1. Analyze foundational and emerging theories of learning, curriculum, and instructional design relevant to P-12 environments. (PLO 2)
2. Evaluate the future directions of the LDET field, with attention to P-12 innovations and trends. (PLO 2)
3. Describe the pedagogical, organizational, and ethical implications of educational technology adoption in schools and school libraries. (PLO 2, PLO 4)
4. Critique research literature to determine theoretical alignment and applicability to P-12 instructional challenges. (PLO 1, PLO 2)
5. Analyze systemic factors (e.g., policy, funding, infrastructure, culture) that influence technology integration and curriculum in P-12 settings. (PLO 2, PLO 5)
6. Synthesize learning and design theories to inform instructional decision-making for diverse learners. (PLO 2, PLO 3)

Key Assessment:

Research and Theory Analysis Project (LDET 9100) Rubric (PLO 2): Students will write a report (e.g., an annotated bibliography) on a trend, problem of practice, or intervention.

Common Language for Course Syllabi

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

LDET - 9200 - Research Strategies for LDET

2026-2027 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.

Desired Effective Semester* [Summer]

Desired Effective Year* [2026]

Routing Information

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

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

School/ Department* [Department of Educational Technology and Foundations]

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

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Course Information

Course Prefix* | LDET | **Course Number*** 9200

Course Title* Research Strategies for LDET

Course Type* | Media and Instructional Technology |

Catalog Course Description* This course introduces candidates to research traditions and methodologies widely used within Learning Design and Educational Technology. Methods include action research, design-based research (DBR), program evaluation, design cases, learning analytics, case studies, and mixed-methods approaches. Candidates study methodological strengths, limitations, and appropriate applications within P-12 systems. Emphasis is placed on practitioner research and on designing studies that meaningfully address problems of practice. Through applied projects, candidates develop research proposals, analyze examples of LDET scholarship, and practice data-driven inquiry techniques.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No   **If yes, indicate maximum number of credit hours counted toward graduation.*** n/a

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

Prerequisites

Concurrent Prerequisites

163

Corequisites

Corequisites

Cross-listing

Restrictions Must be admitted to the Ed.D. in Learning Design and Technology program.

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)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology.

Student Learning Outcomes* 1) Critically compare major research traditions used in Learning Design and Educational Technology, including action research, DBR, program evaluation, design cases, and multi-methods approaches. (PLO 1)

2) Evaluate methodological strengths, limitations, and appropriate applications of different research approaches within P-12 contexts. (PLO 1)

3) Formulate researchable problems of practice grounded in P-12 learning, curriculum, and technology needs. (PLO 1, PLO 6)

4) Develop a research proposal that integrates methodological justification, data collection strategies, and ethical considerations to examine authentic P-12 educational challenges. (PLO 1, PLO 4)

5) Analyze published LDET scholarship to determine methodological quality, relevance, and implications for practice. (PLO 1, PLO 2)

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?***   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.

Proposed Syllabus

Course Title

LDET 9200 - Research Strategies for LDET

Credit Hours

3

Description

This course introduces candidates to research traditions and methodologies widely used within Learning Design and Educational Technology. Methods include action research, design-based research (DBR), program evaluation, design cases, learning analytics, case studies, and mixed-methods approaches. Candidates study methodological strengths, limitations, and appropriate applications within P-12 systems. Emphasis is placed on practitioner research and on designing studies that meaningfully address problems of practice. Through applied projects, candidates develop research proposals, analyze examples of LDET scholarship, and practice data-driven inquiry techniques.

Course Learning Outcomes

1. Critically compare major research traditions used in Learning Design and Educational Technology, including action research, DBR, program evaluation, design cases, and multi-methods approaches. (PLO 1)
2. Evaluate methodological strengths, limitations, and appropriate applications of different research approaches within P-12 contexts. (PLO 1)
3. Formulate researchable problems of practice grounded in P-12 learning, curriculum, and technology needs. (PLO 1, PLO 6)
4. Develop a research proposal that integrates methodological justification, data collection strategies, and ethical considerations to examine authentic P-12 educational challenges. (PLO 1, PLO 4)
5. Analyze published LDET scholarship to determine methodological quality, relevance, and implications for practice. (PLO 1, PLO 2)

Common Language for Course Syllabi

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

LDET - 9300 - Learning Design Studio

2026-2027 Graduate New Course Request

General Information

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

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

Desired Effective Semester* `Summer`

Desired Effective Year* `2026`

Routing Information

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

School/ Department* `Department of Educational Technology and Foundations`

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

168

academic department? *

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

---

Course Information

Course Prefix* `LDET`

Course Number* 9300

Course Title* Learning Design Studio

Course Type* `Media and Instructional Technology`

Catalog Course Description* This course deepens candidates' expertise in designing high-impact learning experiences. Topics include models of motivation, cognitive load management, multimedia learning principles, learning experience design (LXD), inclusive design, and adaptive and personalized learning environments. Candidates evaluate and design complex instructional solutions that integrate technology, data, and theory. Through iterative design and critique, students develop prototypes, apply usability testing, and refine learning solutions based on evidence.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Must be admitted to the Ed.D. in Learning Design and Technology program.

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)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology.

Student Learning Outcomes*

1) Apply advanced learning design principles (e.g., motivation, cognitive load theory, and multimedia learning) to develop high-impact learning solutions. (PLO 3)

2) Integrate learner data, performance analytics, and stakeholder input into iterative design decisions. (PLO 1, PLO 3)

3) Develop prototype learning experiences that demonstrate inclusive and accessible design. (PLO 3, PLO 4)

4) Conduct usability testing and evaluate learner experience to refine instructional products. (PLO 3)

5) Critique emerging technologies to determine their potential impact on P-12 learners. (PLO 2, PLO 3)

6) Produce a complete design documentation package demonstrating theory-to-practice alignment. (PLO 3)

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 25

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.

Proposed Syllabus

Course Title
 LDET 9300 - Learning Design Studio

Credit Hours
3

Description
This course deepens candidates' expertise in designing high-impact learning experiences. Topics include models of motivation, cognitive load management, multimedia learning principles, learning experience design (LXD), inclusive design, and adaptive and personalized learning environments. Candidates evaluate and design complex instructional solutions that integrate technology, data, and theory. Through iterative design and critique, students develop prototypes, apply usability testing, and refine learning solutions based on evidence.

Course Learning Outcomes
1. Apply advanced learning design principles (e.g., motivation, cognitive load theory, and multimedia learning) to develop high-impact learning solutions. (PLO 3)
2. Integrate learner data, performance analytics, and stakeholder input into iterative design decisions. (PLO 1, PLO 3)
3. Develop prototype learning experiences that demonstrate inclusive and accessible design. (PLO 3, PLO 4)
4. Conduct usability testing and evaluate learner experience to refine instructional products. (PLO 3)
5. Critique emerging technologies to determine their potential impact on P-12 learners. (PLO 2, PLO 3)
6. Produce a complete design documentation package demonstrating theory-to-practice alignment. (PLO 3)

Key Assessment:
Design Studio (LDET 9300) Rubric (PLO 3): Students create a portfolio demonstrating their high-quality learning materials and provide a theoretical connection to their design and development decisions.

Common Language for Course Syllabi

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

LDET - 9400 - Inquiry and Measurement for LDET

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester* `Summer`   **Desired Effective Year*** `2026`

Routing Information

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

School/ Department* `Department of Educational Technology and Foundations`

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

174

academic department? *

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

Course Information

Course Prefix *   LDET

Course Number * 9400

Course Title * Inquiry and Measurement for LDET

Course Type *   Media and Instructional Technology

Catalog Course Description * This course develops candidates' competencies in collecting, analyzing, and interpreting data commonly used in P-12 research and decision-making. Topics include survey design, interviews, observations, document analysis, extant data sources, descriptive and inferential statistics, and data visualization. Candidates evaluate strengths and limitations of various data collection approaches and use statistical software to conduct analyses. Emphasis is placed on elegant data collection (i.e., efficiency and effectiveness) and on applying findings to real-world learning and organizational challenges. Candidates demonstrate an ability to translate data into meaningful insights for classrooms, school libraries, schools, and districts.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites

Concurrent Prerequisites

175

Corequisites

Cross-listing

Restrictions Must be admitted to the Ed.D. in Learning Design and Technology program.

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)*

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

Justification and Assessment

What is the rationale for adding this course?* This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology.

Student Learning Outcomes*

1) Design and justify data collection plans using surveys, interviews, observations, documents, and extant data sources. (PLO 1)

2) Apply descriptive and inferential statistical techniques to analyze educational datasets using statistical software. (PLO 1)

3) Interpret quantitative and qualitative findings to generate actionable insights for P-12 learning environments. (PLO 1, PLO 6)

4) Evaluate validity, reliability, trustworthiness, and ethical considerations in P-12 data collection. (PLO 1, PLO 4)

5) Construct data visualizations that communicate findings effectively to P-12 stakeholders. (PLO 5)

6) Critique the appropriateness and rigor of data collection approaches in published research studies. (PLO 1)

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?* 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.

Proposed Syllabus

Course Title

LDET 9400 - Inquiry and Measurement for LDET

Credit Hours

3

Description

This course develops candidates' competencies in collecting, analyzing, and interpreting data commonly used in P-12 research and decision-making. Topics include survey design, interviews, observations, document analysis, extant data sources, descriptive and inferential statistics, and data visualization. Candidates evaluate strengths and limitations of various data collection approaches and use statistical software to conduct analyses. Emphasis is placed on elegant data collection (i.e., efficiency and effectiveness) and on applying findings to real-world learning and organizational challenges. Candidates demonstrate an ability to translate data into meaningful insights for classrooms, school libraries, schools, and districts.

Course Learning Outcomes

1. Design and justify data collection plans using surveys, interviews, observations, documents, and extant data sources. (PLO 1)
2. Apply descriptive and inferential statistical techniques to analyze educational datasets using statistical software. (PLO 1)
3. Interpret quantitative and qualitative findings to generate actionable insights for P-12 learning environments. (PLO 1, PLO 6)
4. Evaluate validity, reliability, trustworthiness, and ethical considerations in P-12 data collection. (PLO 1, PLO 4)
5. Construct data visualizations that communicate findings effectively to P-12 stakeholders. (PLO 5)
6. Critique the appropriateness and rigor of data-collection approaches in published research studies. (PLO 1)

Common Language for Course Syllabi

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

LDET - 9500 - Professional Development Through Universal Design for Learning

2026-2027 Graduate New Course Request

General Information

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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.

Desired Effective Semester* `Summer`   Desired Effective Year* `2026`

Routing Information

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

School/ Department* `Department of Educational Technology and Foundations`

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

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

Graduate School rather than an academic department? *

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

Course Information

Course Prefix* `LDET`

Course Number* 9500

Course Title* Professional Development Through Universal Design for Learning

Course Type* `Media and Instructional Technology`

Catalog Course Description* This course examines theories of adult learning and their application to designing professional learning in P-12 contexts. Grounded in Universal Design for Learning (UDL), candidates develop, deliver, and evaluate inclusive professional development experiences that meet the needs of diverse stakeholders. Emphasis is placed on modeling learner-centered design, integrating evidence-based practice, and addressing barriers to educator engagement. Candidates will design multi-modal professional learning artifacts, facilitate professional development sessions, and analyze educator performance data to evaluate effectiveness.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

181

Corequisites

Cross-listing

Restrictions Must be admitted to the Ed.D. in Learning Design and Educational Technology program or the Ed.D. in Special Education program.

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)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?*   This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology.

Student Learning Outcomes*

1) Apply adult learning theories to design effective professional learning experiences for P-12 educators. (PLO 5)

2) Develop multi-modal professional development materials grounded in the Universal Design for Learning framework. (PLO 3, PLO 4)

3) Deliver professional learning sessions that model inclusive, accessible, learner-centered strategies. (PLO 4, PLO 5)

4) Evaluate the effectiveness of professional development using educator performance data and participant feedback. (PLO 1, PLO 6)

5) Identify barriers to educator engagement and propose evidence-based strategies to address them. (PLO 3, PLO 5)

6) Integrate Science of Reading awareness into UDL-aligned professional development resources. (PLO 2, PLO 4)

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?* 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.

Proposed Syllabus

Course Title

 LDET 9500 - Professional Development Through Universal Design for Learning

Credit Hours

3

Description

This course examines theories of adult learning and their application to designing professional learning in P-12 contexts. Grounded in Universal Design for Learning (UDL), candidates develop, deliver, and evaluate inclusive professional development experiences that meet the needs of diverse stakeholders. Emphasis is placed on modeling learner-centered design, integrating evidence-based practice, and addressing barriers to educator engagement. Candidates will design multi-modal professional learning artifacts, facilitate professional development sessions, and analyze educator performance data to evaluate effectiveness.

Course Learning Outcomes

1. Apply adult learning theories to design effective professional learning experiences for P-12 educators. (PLO 5)
2. Develop multi-modal professional development materials grounded in the Universal Design for Learning framework. (PLO 3, PLO 4)
3. Deliver professional learning sessions that model inclusive, accessible, learner-centered strategies. (PLO 4, PLO 5)
4. Evaluate the effectiveness of professional development using educator performance data and participant feedback. (PLO 1, PLO 6)
5. Identify barriers to educator engagement and propose evidence-based strategies to address them. (PLO 3, PLO 5)
6. Integrate Science of Reading awareness into UDL-aligned professional development resources. (PLO 2, PLO 4)

Key Assessment:

Professional Development Project (LDET 9500) Rubric (PLO 4): Students complete a professional development project and evaluation report, indicating effectiveness and suggestions for improvement.

Common Language for Course Syllabi

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

LDET - 9700 - LDET and Organizational Strategies

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester* `Summer`   Desired Effective Year* `2026`

Routing Information

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School/ Department* `Department of Educational Technology and Foundations`

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* LDET

Course Number* 9700

Course Title* LDET and Organizational Strategies

Course Type* Media and Instructional Technology

Catalog Course Description* This course examines leadership, management, and organizational strategies that support the effective implementation of learning, curriculum, and technology initiatives in P-12 educational systems. Candidates explore organizational culture, financial and human resource management, technology planning, cross-departmental collaboration, and strategic decision-making. Emphasis is placed on systems thinking and management of organizational change, and leading innovation. Through applied projects, students analyze organizational structures and design plans that promote coherent learning ecosystems across schools and districts.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

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Corequisites

Corequisites

Cross-listing

Restrictions Must be admitted to the Ed.D. in Learning Design and Educational Technology program.

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)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology.

Student Learning Outcomes*

1) Analyze organizational culture, structures, and systems that influence learning, curriculum, and technology implementation. (PLO 5)

2) Evaluate leadership, management, and resource-allocation strategies for developing coherent P-12 learning ecosystems. (PLO 5)

3) Apply systems-thinking frameworks to diagnose organizational challenges and opportunities. (PLO 2, PLO 5)

4) Design organizational strategies that integrate learning design, technology planning, and cross-departmental collaboration. (PLO 3, PLO 5)

5) Critically examine governance and change management processes that shape innovation in P-12 environments. (PLO 4, PLO 5)

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

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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   **If yes, what will the fee be?***   n/a
☑ No

Fee Justification

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

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

Proposed Syllabus

Course Title

 LDET 9700 - LDET and Organizational Strategies

Credit Hours

3

Description

This course examines leadership, management, and organizational strategies that support the effective implementation of learning, curriculum, and technology initiatives in P-12 educational systems. Candidates explore organizational culture, financial and human resource management, technology planning, cross-departmental collaboration, and strategic decision-making. Emphasis is placed on systems thinking and management of organizational change, and leading innovation. Through applied projects, students analyze organizational structures and design plans that promote coherent learning ecosystems across schools and districts.

Course Learning Outcomes

1. Analyze organizational culture, structures, and systems that influence learning, curriculum, and technology implementation. (PLO 5)
2. Evaluate leadership, management, and resource-allocation strategies for developing coherent P-12 learning ecosystems. (PLO 5)
3. Apply systems-thinking frameworks to diagnose organizational challenges and opportunities. (PLO 2, PLO 5)
4. Design organizational strategies that integrate learning design, technology planning, and cross-departmental collaboration. (PLO 3, PLO 5)
5. Critically examine governance and change management processes that shape innovation in P-12 environments. (PLO 4, PLO 5)

Common Language for Course Syllabi

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

LDET - 9800 - Performance Systems and Needs Analysis

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester* [Summer]

Desired Effective Year* [2026]

Routing Information

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

School/ Department* [Department of Educational Technology and Foundations]

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

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academic department? *

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

Course Information

Course Prefix* LDET

Course Number* 9800

Course Title* Performance Systems and Needs Analysis

Course Type* Media and Instructional Technology

Catalog Course Description* This course explores human performance improvement (HPI) models, improvement science models, and the tools used to analyze needs, performance gaps, and systemic barriers in P-12 organizations. Candidates conduct needs assessments, identify root causes, evaluate instructional and non-instructional factors, and propose aligned interventions. The course emphasizes data collection techniques used in performance analysis. Through applied practice, candidates produce a performance improvement plan that includes actionable recommendations grounded in evidence and aligned to organizational goals. The outputs of this course can be aligned with Capstone projects.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Corequisites

Cross-listing

Restrictions Must be admitted to the Ed.D. in Learning Design and Educational Technology program.

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)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology.

Student Learning Outcomes*

1) Apply human performance improvement (HPI) and improvement science models to analyze performance problems in P-12 settings. (PLO 6)

2) Conduct comprehensive needs assessments that examine instructional, organizational, and environmental factors. (PLO 1, PLO 6)

3) Identify and analyze root causes of performance gaps using qualitative and quantitative data. (PLO 1, PLO 6)

4) Develop evidence-based intervention recommendations aligned with organizational goals and learner needs. (PLO 3, PLO 5, PLO 6)

5) Evaluate the feasibility, ethical considerations, and systemic implications of proposed performance solutions. (PLO 4, PLO 5)

6) Communicate a performance improvement plan integrating data, analysis, and proposed actions to various stakeholders. (PLO 5, PLO 6)

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   **If yes, what will the fee be?*** n/a
☑ No

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.

Proposed Syllabus

Course Title

 LDET 9800 - Performance Systems and Needs Analysis

Credit Hours

3

Description

This course explores human performance improvement (HPI) models, improvement science models, and the tools used to analyze needs, performance gaps, and systemic barriers in P-12 organizations. Candidates conduct needs assessments, identify root causes, evaluate instructional and non-instructional factors, and propose aligned interventions. The course emphasizes data collection techniques used in performance analysis. Through applied practice, candidates produce a performance improvement plan that includes actionable recommendations grounded in evidence and aligned to organizational goals. The outputs of this course can be aligned with Capstone projects.

Course Learning Outcomes

1. Apply human performance improvement (HPI) and improvement science models to analyze performance problems in P-12 settings. (PLO 6)
2. Conduct comprehensive needs assessments that examine instructional, organizational, and environmental factors. (PLO 1, PLO 6)
3. Identify and analyze root causes of performance gaps using qualitative and quantitative data. (PLO 1, PLO 6)
4. Develop evidence-based intervention recommendations aligned with organizational goals and learner needs. (PLO 3, PLO 5, PLO 6)
5. Evaluate the feasibility, ethical considerations, and systemic implications of proposed performance solutions. (PLO 4, PLO 5)
6. Communicate a performance improvement plan integrating data, analysis, and proposed actions to various stakeholders. (PLO 5, PLO 6)

Key Assessment:

Performance System Report (LDET 9800) Rubric (PLO 5): Students complete a report of their problem investigation and identified causes with aligned recommendations to various audiences that include shared goals.

Common Language for Course Syllabi

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

LDET - 9900 - Policy and Ethics in LDET

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester* `Summer`   Desired Effective Year* `2026`

Routing Information

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School/ Department* `Department of Educational Technology and Foundations`

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 *   LDET

Course Number *   9900

Course Title *   Policy and Ethics in LDET

Course Type *   Media and Instructional Technology

Catalog Course Description *   This course examines educational technology policy, digital ethics, and legal frameworks that shape P-12 learning environments. Candidates review federal and state policies, district technology governance, accessibility requirements, copyright and intellectual property considerations, and digital citizenship. Ethical dilemmas are explored through case analysis and policy critique. Candidates evaluate how policy impacts classroom practice, school library programming, equity, data privacy, and systemic decision-making.

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

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

Lec Hrs *   3

Lab Hrs *   0

Credit Hrs *   3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

198

Cross-listing

Restrictions Must be admitted to the Ed.D. in Learning Design and Educational Technology program.

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)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology.

Student Learning Outcomes*

1) Analyze federal, state, and local policies that influence P-12 teaching, learning, and technology integration. (PLO 2, PLO 4, PLO 5)

2) Evaluate the ethical implications of tools and practices, including privacy, data governance, accessibility, and intellectual property. (PLO 4)

3) Interpret legal frameworks related to accessibility, copyright, and digital citizenship in P-12 education. (PLO 4)

4) Critique policy decisions and governance structures for their impact on access, opportunity, and instructional quality. (PLO 4, PLO 5)

5) Apply ethical reasoning frameworks to resolve dilemmas related to digital engagement and technology-enabled learning. (PLO 4)

6) Develop policy recommendations or critiques that advocate for learner-centered ecosystems. (PLO 4, PLO 5)

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

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

1.) Syllabus

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

Syllabus＊ ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment＊ 25

Will this course have special fees or tuition required?＊ ☐ Yes ☑ No   **If yes, what will the fee be?**＊ n/a

Fee Justification

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

Proposed Syllabus

Course Title

LDET 9900 - Policy and Ethics in LDET

Credit Hours

3

Description

This course examines educational technology policy, digital ethics, and legal frameworks that shape P-12 learning environments. Candidates review federal and state policies, district technology governance, accessibility requirements, copyright and intellectual property considerations, and digital citizenship. Ethical dilemmas are explored through case analysis and policy critique. Candidates evaluate how policy impacts classroom practice, school library programming, equity, data privacy, and systemic decision-making.

Course Learning Outcomes

1. Analyze federal, state, and local policies that influence P-12 teaching, learning, and technology integration. (PLO 2, PLO 4, PLO 5)
2. Evaluate the ethical implications of tools and practices, including privacy, data governance, accessibility, and intellectual property. (PLO 4)
3. Interpret legal frameworks related to accessibility, copyright, and digital citizenship in P-12 education. (PLO 4)
4. Critique policy decisions and governance structures for their impact on access, opportunity, and instructional quality. (PLO 4, PLO 5)
5. Apply ethical reasoning frameworks to resolve dilemmas related to digital engagement and technology-enabled learning. (PLO 4)
6. Develop policy recommendations or critiques that advocate for learner-centered ecosystems. (PLO 4, PLO 5)

Common Language for Course Syllabi

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

LDET - 9998 - Capstone I: Problem of Practice Investigation & Prototype Development

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester* `Summer`

Desired Effective Year* `2026`

Routing Information

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School/ Department* `Department of Educational Technology and Foundations`

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

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

**rather than an
academic department?** *

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

Course Information

Course Prefix * [LDET]

Course Number * 9998

Course Title * Capstone I: Problem of Practice Investigation & Prototype Development

Course Type * [Media and Instructional Technology]

**Catalog Course
Description** * In Capstone I, candidates identify and investigate a problem of practice within their P-12 context. Candidates conduct a performance analysis or needs assessment, review the literature, collect and analyze data, and design an evidence-based intervention or prototype. Emphasis is placed on applying research strategies, aligning solutions to organizational goals, and engaging stakeholders in collaborative inquiry. The completed Capstone I proposal and prototype serve as the foundation for implementation during Capstone II.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites

**Concurrent
Prerequisites**

Corequisites

Corequisites

Cross-listing

Restrictions Must be admitted to the Ed.D. in Learning Design and Educational Technology program.

Status* ◉ Active-Visible   ○ Inactive-Hidden

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

Grading* `Satisfactory/Unsatisfactory - No IP`

Type of Delivery (Select all that apply)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology

Student Learning Outcomes*

(1) Identify a problem of practice grounded in P-12 data, research, and organizational needs. (PLO 1, PLO 6)

(2) Conduct a literature review that synthesizes research to contextualize the problem of practice. (PLO 1, PLO 2)

(3) Implement a performance analysis or needs assessment that includes data collection and interpretation. (PLO 1, PLO 6)

(4) Design an evidence-based intervention or prototype that aligns with organizational goals and learner needs. (PLO 3, PLO 5, PLO 6)

(5) Engage stakeholders in collaborative inquiry to refine the problem and proposed solution. (PLO 5, PLO 6)

(6) Produce a defensible Capstone I proposal demonstrating methodological rigor and ethical responsibility. (PLO 1, PLO 4, PLO 6)

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?＊   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.

Proposed Syllabus

Course Title

 LDET 9998 - Capstone I: Problem of Practice Investigation & Prototype Development

Credit Hours

3

Description

In Capstone I, candidates identify and investigate a problem of practice within their P-12 context. Candidates conduct a performance analysis or needs assessment, review the literature, collect and analyze data, and design an evidence-based intervention or prototype. Emphasis is placed on applying research strategies, aligning solutions to organizational goals, and engaging stakeholders in collaborative inquiry. The completed Capstone I proposal and prototype serve as the foundation for implementation during Capstone II.

Course Learning Outcomes

1. Identify a problem of practice grounded in P-12 data, research, and organizational needs. (PLO 1, PLO 6)
2. Conduct a literature review that synthesizes research to contextualize the problem of practice. (PLO 1, PLO 2)
3. Implement a performance analysis or needs assessment that includes data collection and interpretation. (PLO 1, PLO 6)
4. Design an evidence-based intervention or prototype that aligns with organizational goals and learner needs. (PLO 3, PLO 5, PLO 6)
5. Engage stakeholders in collaborative inquiry to refine the problem and proposed solution. (PLO 5, PLO 6)
6. Produce a defensible Capstone I proposal demonstrating methodological rigor and ethical responsibility. (PLO 1, PLO 4, PLO 6)

Key Assessment:

Capstone Proposal Defense (LDET 9998) Passed (PLO 1): Students successfully defend their capstone proposal, with an emphasis on appropriate methodologies, through a virtual presentation.

Common Language for Course Syllabi

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

LDET - 9999 - Capstone II: Implementation & Impact Analysis

2026-2027 Graduate New Course Request

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Desired Effective Semester* `Summer`

Desired Effective Year* `2026`

Routing Information

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School/ Department* `Department of Educational Technology and Foundations`

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 * LDET

Course Number * 9999

Course Title * Capstone II: Implementation & Impact Analysis

Course Type * Media and Instructional Technology

Catalog Course Description * Capstone II focuses on implementing the intervention or procedures developed in Capstone I and evaluating their impact. Candidates carry out their action research, improvement science, or design-based research plan, collect and analyze outcome data, assess effectiveness, and develop recommendations for sustainability and scale. The culminating capstone report synthesizes evidence, stakeholder feedback, methodological reflection, and implications for practice, and includes elements for communicating the outcomes to various audiences.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites LDET 9998

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Must be admitted to the Ed.D. in Learning Design and Technology program.

Status * ⦿ Active-Visible   ◯ Inactive-Hidden

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

Grading *   Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply) *

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course? *   This course is being added as part of the proposal to create the Ed.D. in Learning Design and Educational Technology.

Student Learning Outcomes *

(1) Implement the intervention or procedures designed in Capstone I with fidelity to the proposed methodology. (PLO 6)

(2) Collect and analyze outcome data to evaluate the intervention's effectiveness. (PLO 1, PLO 6)

(3) Interpret findings to determine instructional and organizational implications. (PLO 4, PLO 5, PLO 6)

(4) Synthesize research, data, stakeholder input, and methodological reflections into a comprehensive capstone report. (PLO 1, PLO 6)

(5) Communicate findings to multiple audiences using appropriate formats. (PLO 5, PLO 6)

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?*   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.

Proposed Syllabus

Course Title
 LDET 9999 - Capstone II: Implementation & Impact Analysis

Credit Hours
3

Prerequisite
LDET 9998

Description
Capstone II focuses on implementing the intervention or procedures developed in Capstone I and evaluating their impact. Candidates carry out their action research, improvement science, or design-based research plan, collect and analyze outcome data, assess effectiveness, and develop recommendations for sustainability and scale. The culminating capstone report synthesizes evidence, stakeholder feedback, methodological reflection, and implications for practice, and includes elements for communicating the outcomes to various audiences.

Course Learning Outcomes
1. Implement the intervention or procedures designed in Capstone I with fidelity to the proposed methodology. (PLO 6)
2. Collect and analyze outcome data to evaluate the intervention's effectiveness. (PLO 1, PLO 6)
3. Interpret findings to determine instructional and organizational implications. (PLO 4, PLO 5, PLO 6)
4. Synthesize research, data, stakeholder input, and methodological reflections into a comprehensive capstone report. (PLO 1, PLO 6)
5. Communicate findings to multiple audiences using appropriate formats. (PLO 5, PLO 6)

Key Assessment:
Capstone Project Defense (LDET 9999) Passed (PLO 6): Students defend their completed capstone project through virtual presentation and written reports that address the perspectives of various stakeholders.

Common Language for Course Syllabi

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

Ed.D. Special Education

2026-2027 Graduate New Program Request

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Desired Effective Semester* `Fall`	**Desired Effective Year*** `2026`

Program Type*
- ◉ Degree Program
- ○ Embedded Certificate
- ○ Stand-Alone Certificate
- ○ Minor
- ○ Endorsement
- ○ Educator Certification

If embedded, please list the parent program.

Routing Information

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

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

curriculog@westga.edu.

School/ Department* [Department of Special Education]

Is this a School of Nursing or School of Communication, Film and Media course, or does it belong to the Graduate School and not an academic department?*   ( ) Yes   (•) No

Is this a College of Education Program?*   (•) Yes   ( ) No

Program Information

Program Name*   Ed.D. Special Education

Degree Type*   [Doctorate in Education]

Program Description*   The Ed.D. in Special Education prepares experienced educators to assume advanced positions at the school, district, state, or higher-education levels. Designed for candidates who have completed an Education Specialist (Ed.S.) degree in Special Education, the program emphasizes strategic improvement, systems design, and ethical leadership. Graduates emerge as practitioner-scholars capable of transforming special education through research-based decision-making, inclusive leadership, and applied action research. Cohorts will be admitted twice a year, in the Spring and Summer.

Program Location*   [Online]

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

How will the proposed program be delivered?*

☐ On Campus - A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).

☐ Hybrid - A program of study leading to a degree with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.

☑ Online - A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).

☐ On Campus or Hybrid

☐ On Campus or Online

☐ Hybrid or Online

☐ On Campus or Hybrid or Online

Curriculum Information

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

Type of Program＊ ● Program
　　　　　　　　　　　○ Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

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

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

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on ☰ "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

Prospective Curriculum*

Program Specific Admittance Guidelines

Applicants must hold a conferred Ed.S. degree in Special Education or a related field with a minimum GPA of 3.25

Applicants must hold a Georgia PSC teacher, leader, or service Level 6 certificate in the same field as the conferred Ed.S. degree in Special Education or Speech-Language Pathology.

Required Coursework

SPED 9000 Doctoral Orientation

SPED 9010 Policy to Practice: Legal and Ethical Decision-Making in Special Education

SPED 9020 Leadership in Finance, Budgeting, and Resource Management for Special Education

SPED 9030 Current Trends and Issues in Special Education

SPED 9040 Facilitative Leadership in Special Education: Advanced Communication, Collaboration, and Conflict Management

SPED 9060 Systemic Program Evaluation

SPED 9070 Advanced Research Methods for Special Education Leaders

SPED 9080 Cultivating Leadership Through Coaching and Mentorship of Special Educators

SPED 9090 Strategic Design and Impact Analysis in Special Education Systems

LDET 9500 Professional Development Through Universal Design for Learning

SPED 9988 Capstone I: Problem of Practice Investigation & Development

SPED 9999 Capstone II: Implementation & Analysis

SPED 9100 Pre-Graduation Seminar

[After] Total Credit Hours: 33

Justification and Assessment

Rationale * The proposal of this new Ed.D. in Special Education program responds to a state-wide need for advanced leadership training in special education, particularly in legal compliance, program evaluation, policy development, and inclusive instructional practices. With no USG institutions offering an Ed.D. in Special Education and only two on-campus Ph.D. programs in the field (UGA and GSU), Georgia educators seeking doctoral-level training often turn to out-of-state or for-profit providers.

UWG already enrolls 80% of all students pursuing an Ed.S. in Special Education in Georgia —cornering the market at the specialist level—which creates a direct and ready pipeline of candidates for the Ed.D. In addition, demand is already evident: in spring 2025, 29 Special Education AOC applicants were denied admission to the current School Improvement doctorate due to capacity limits. These denials underscore the unmet need for a specialized Ed.D. in Special Education that can serve this growing pool of highly qualified candidates.

UWG's fully online delivery will make the program accessible statewide, serving current Ed.S. graduates (including 576 enrolled students) and other education professionals seeking leadership roles. This design distinguishes it from existing programs by combining flexible online access with applied, practice-based research and leadership training.

Program Learning Outcomes - Please provide PLOs in a numbered list format. * The following Student Learning Outcomes (SLOs) have been developed based on the Council for Exceptional Children (CEC) Advanced Preparation Standards along with the CEC and the Council of Administrators of Special Education (CASE) joint Administrator of Special Education Professional Leadership Standards.

SLO 1: Doctoral candidates will analyze current policies and legal mandates to develop and evaluate compliant action plans that demonstrate adherence to IDEA and ethical principles.

SLO 2: Doctoral candidates will employ leadership and management frameworks to assess organizational needs, implement improvement strategies, and analyze their impact.

SLO 3: Doctoral candidates will design and conduct program evaluations, analyze instructional and service-delivery data, and recommend evidence-based improvements to strengthen special education programs.

SLO 4: Doctoral candidates will evaluate human and fiscal resource needs, develop budgets and personnel plans, and assess the effectiveness of resource allocation.

SLO 5: Doctoral candidates will collaborate with stakeholders, communicate effectively, and lead teams to support special education programs.

SACSCOC Substantive Change

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

Check all that apply to this program *
☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

Program Map*	☑ I have attached the Program Map.
USGBOR One Step Proposal*	☑ I have attached the USGBOR One Step Proposal.
	☐ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).
Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A - Assessment Plan is not required (minor is a part of an existing major).
Curriculum Map Assessment*	☑ I have attached the Curriculum Map.

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

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

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Ed.D. in Special Education
33 Credit Hours

PROGRAM SHEET

Name: _____   UWG ID 917#: _____

Proposed Courses

All courses are 3 credit hours with the exception of the zero-credit orientation course and pre-graduation seminar course.

Semester	Course 1	Course 2	Course 3
1: Summer	SPED 9010 Policy to Practice: Legal and Ethical Decision-Making in Special Education	SPED 9020 Leadership in Finance, Budgeting, and Resource Management for Special Education	SPED 9000 Doctoral Orientation (0-credit hour)
2: Fall	SPED 9030 Current Trends and Issues in Special Education	SPED 9040 Facilitative Leadership	
Milestone 1: Capstone Concept Proposal[1]			
3: Spring	LDET 9500 Professional Development Through Universal Design for Learning	SPED 9060 Systemic Program Evaluation	
4: Summer	SPED 9070 Advanced Research Methods for Special Education Leaders	SPED 9998 Capstone I: Problem of Practice Investigation & Development	
Milestone 2: Capstone Methods Proposal Defense[2]			
5: Fall	SPED 9080 Cultivating Leadership Through Coaching and Mentorship of Special Educators	SPED 9090 Strategic Design and Impact Analysis in Special Education Systems	
6: Spring	SPED 9999 Capstone II: Implementation & Impact Analysis	SPED 9100 Pre-Graduation Seminar (0-credit hour)	
Milestone 3: Capstone Defense[3]			

NEW ACADEMIC PROGRAM CONCEPT PROPOSAL

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. This document should be used for both new academic degree programs and for stand-alone certificates. Once a program is approved in concept, the full proposal review process is utilized, and the proposal is then submitted into Curriculog. Once this proposal has been completed, the academic dean should share this with the provost and coordinate next steps for discussion

College/School: College of Education

Department: Special Education

Name of Proposed Program or Certificate: Ed.D. in Special Education

Degree Level: Doctoral (Ed.D.)

Major and CIP Code: Special Education; 13.1001

Desired Start Date: Summer 2027

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

   The Ed.D. in Special Education directly aligns with UWG's mission to transform lives through education, leadership, and service. The program strengthens UWG's role as a hub for innovation and leadership in special educator preparation (**placemaking**) by proposing to create the only Ed.D. in Special Education within the USG. Placemaking will continue to be pursued by encouraging UWG Ed.S. alumni to continue to stay here at UWG, and student belonging will be supported by using cohort models. UWG already leads the state as the #1 provider of initial teacher certification in special education, the #1 MAT, the #1 M.Ed., and the #1 Ed.S. in Special Education—establishing a strong foundation of excellence at every level of educator preparation. Building on this distinction, the Ed.D. is **highly relevant** to Georgia's ongoing need for special education leaders, addressing critical shortages in administrative, compliance, and instructional leadership. By meeting a statewide and national demand, it enhances UWG's **competitiveness** among peer institutions and further positions the university as the leader in advanced special education training.

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?**

The program responds to a state-wide need for advanced leadership training in special education, particularly in legal compliance, program evaluation, policy development, and inclusive instructional practices. With no USG institutions offering an Ed.D. in Special Education and only two on-campus Ph.D. programs in the field (UGA and GSU), Georgia educators seeking doctoral-level training often turn to out-of-state or for-profit providers.

UWG already enrolls 80% of all students pursuing an Ed.S. in Special Education in Georgia—cornering the market at the specialist level—which creates a direct and ready pipeline of candidates for the Ed.D. In addition, demand is already evident: in spring 2025, 29 Special Education AOC applicants were denied admission to the current School Improvement doctorate due to capacity limits. These denials underscore the unmet need for a specialized Ed.D. in Special Education that can serve this growing pool of highly qualified candidates.

UWG's fully online delivery will make the program accessible statewide, serving current Ed.S. graduates (including 576 enrolled students) and other education professionals seeking leadership roles. This design distinguishes it from existing programs by combining flexible online access with applied, practice-based research and leadership training.

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

The program will be delivered 100% online, allowing for both statewide and national reach. Enrollment estimates are grounded in three key indicators: strong existing Ed.S. enrollment, expressed interest from current students, and the unmet statewide demand for online doctoral programs in special education. Evidence of this demand is clear. In spring 2025, 29 students seeking a special education area of concentration were denied admission to the School Improvement Ed.D. due to capacity limits. At the same time, UWG's related graduate programs have experienced unprecedented growth—enrollment in the Leadership track increased from 14 to 87 students (a 521% increase) between fall 2024 and fall 2025, while the traditional Ed.S. track grew from 333 to 487 students (a 46% increase) during the same period. These patterns demonstrate a strong and growing pipeline of candidates prepared for advanced doctoral study, supporting the proposed cohort model. Based on these trends, enrollment is projected to include 50 students across two cohorts in AY 2027 (start date: Summer 2027), doubling to 100 students in four cohorts by AY 2028 (Spring 2028; Summer 2028), growing to 150 students in six cohorts by AY 2029, and reaching 200 students across eight cohorts by AY 2030. If we admitted 10% of our current enrollment, this meets 2 cohorts of the Ed.D. in Special Education. This indicates that meeting two cohorts annual is feasible for the Ed.D. in Special Education.

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

The proposed Ed.D. in Special Education is highly consistent with the established strengths and core competencies of the Department of Special Education. The program directly

aligns with our mission of preparing exceptional special education professionals for the state of Georgia. The department has a proven record of excellence in graduate education and leadership preparation, demonstrated by its standing as the #1 provider of initial certification, MAT, M.Ed., and Ed.S. programs in Special Education in Georgia, enrolling 80% of the state's Ed.S. candidates. This positions the department as the natural leader to extend preparation to the doctoral level.

Our faculty bring recognized expertise in critical areas that align with the program's design, including special education law and policy, program evaluation, curriculum design, leadership preparation, and online graduate instruction. The Ed.D. will build directly on the success of our thriving Ed.S. in Special Education, leveraging experienced faculty, established research capacity, and strong partnerships with P–12 districts across Georgia. These partnerships ensure the program remains responsive to practitioner needs and focused on solving the most pressing challenges in the field.

The department's 13 faculty members represent a balance of respected national scholars and experienced practitioners. Faculty serve on national and state-level boards, editorial boards of leading journals, and as consultants for schools and agencies, bringing visibility and influence to the program. In addition to this core faculty, the department benefits from a cadre of highly qualified part-time faculty who bring current expertise from schools and agencies, providing students with applied, practice-based perspectives. The program will also be supported by an advisory board composed of P–12 partners and state leaders, ensuring that coursework and capstone projects remain aligned with field-based needs and statewide priorities.

Collectively, this blend of scholarly achievement, practitioner expertise, and advisory guidance underscores the department's readiness and capacity to deliver a rigorous, practice-focused doctoral program in special education.

5) **How many credit hours will be needed to complete the program. List / describe any new courses that will be created to support the program. What percentage of the total credit hours of the program will be new courses?**

Total Hours: 33 (27 coursework + 6 capstone) designed to stack with a completed Ed.S. program.
Total Number of Courses: 13 (9 required content + 2 capstone + 2 zero credit seminars)
- **New Courses:** 13 (~100%) developed specifically for this program in the Department

of Special Education
- **New Interdepartmental Courses:** 1 shared course developed across departments

New Courses in Special Education:

1. **Orientation to the EDD in Special Education (0 hrs)**
   This required zero-credit orientation course introduces doctoral students to the expectations, structures, and professional dispositions required for the Ed.D. in Special Education. Students will explore doctoral-level scholarly writing, expectations, ethical and professional standards, and the collaborative culture of the program. Emphasis is placed on building a strong foundation in reflective practice, academic integrity, leadership readiness, and engagement in a community of scholars. This course supports students in navigating resources, clarifying program requirements, and establishing goals aligned with advanced professional practice in special education.
2. **Policy to Practice: Legal and Ethical Decision-Making in Special Education (3 hrs)**
   This doctoral-level course examines the complex intersection of law, policy, ethics, and practice in special education leadership. Candidates critically analyze federal, state, and local legislation, case law, and regulatory frameworks, with particular attention to how these requirements are interpreted and implemented in varied educational settings. The course emphasizes the development of ethical decision-making skills grounded in statutory and regulatory expectations, professional standards, and procedural safeguards. Candidates explore recurring issues affecting students with disabilities to understand how legal mandates shape program design and service delivery.
3. **Leadership in Finance, Budgeting, and Resource Management for Special Education (3 hrs)**
   This course develops the fiscal and resource management competencies required for responsible, ethical, and legally compliant practices, ensuring adherence to all applicable laws, policies, and regulations. Candidates examine federal, state, and local funding structures; analyze how funding mechanisms shape program design and service delivery; and construct budgets that prioritize instructionally sound, inclusive, and equitable practices for learners with disabilities. Emphasis is placed on ethical and legal dimensions of resource allocation, including adherence to IDEA and related statutes, transparency with stakeholders, and advocacy for equitable access. Candidates use data to evaluate the effectiveness of resource use, forecast programmatic needs, and design collaborative resource distribution models, such as staffing plans, schedules, and grant-funded initiatives, that improve programs, supports, and outcomes for individuals with exceptionalities
4. **Current Trends and Issues in Special Education (3 hrs)**
   This course strengthens doctoral candidates' abilities to engage in scholarly research as an emerging special education leader. Through learning the transparent methodology of a systematic literature review, students will develop advanced scholarly writing skills; conduct systematic, replicable literature searches; evaluate research quality; and synthesize findings to identify gaps in practice. Emphasis is placed on producing a defensible literature review that informs research-based leadership in special education.
5. **Professional Development Through Universal Design for Learning (3 hrs)**
   This course focuses on designing, leading, and evaluating professional learning that supports the implementation of Universal Design for Learning (UDL). Candidates analyze UDL as an equity-driven framework and develop PD that reduces barriers for both educators and learners. Emphasis is placed on evidence-based professional learning, teacher capacity-building, and inclusive leadership aligned with CEC instructional leadership standards. *(Collab with ETF)*
6. **Systemic Program Evaluation (3 hrs)**
   This course prepares candidates to design and implement comprehensive evaluations of special education programs. Students apply evaluation models, collect and interpret data, assess program fidelity and effectiveness, and make evidence-based recommendations for improvement. Emphasis is placed on culturally responsive evaluation practices and the use of data to drive continuous improvement in alignment with CEC program development standards.
7. **Advanced Research Methods for Special Education Leaders (3 hrs)** *(Collab with ETF)*
   This course equips candidates with advanced skills to critically evaluate and apply research in special

education. Candidates will examine qualitative, quantitative, mixed-methods, and single-case approaches, assess methodological rigor, and perform advanced data analysis. Emphasis is placed on ethical research practices, applied inquiry, and translating research findings into actionable recommendations for system-level improvements that address contemporary problems of practice. Through research critiques, synthesis of findings, and leadership briefs, candidates will learn to leverage evidence to drive innovation in special education systems.

8. **Capstone I: Problem of Practice Investigation & Development (3 hrs)**
   In this foundational capstone course, candidates solidify a significant problem of practice in special education to conduct an in-depth investigation grounded in research and stakeholder input. Students refine their literature review and write their methodological proposal. The course builds on the learning and product formulated in *SPED 9030: Current Trends and Issues in Special Education* and impact study in Capstone II by producing a conceptual framework to guide their capstone project.

9. **Cultivating Leadership Through Coaching and Mentorship of Special Educators (3 hrs)**
   This course prepares candidates to lead professional growth systems for special educators through evidence-based coaching, mentorship, and organizational learning strategies. Candidates will examine adult learning theory, organizational change frameworks, and research-based coaching models to strengthen instructional quality and teacher retention. Emphasis is placed on ethical leadership, equity-driven practices, and the integration of coaching and mentorship within systemic workforce development initiatives. Candidates will analyze how leadership in coaching intersects with issues of sustainability, cultural responsiveness, and continuous improvement in special education systems.

10. **Strategic Design and Impact Analysis in Special Education Systems (3 hrs)**
    This course prepares educational leaders to design, implement, and evaluate transformative initiatives within special education systems. Candidates engage in critical analysis of organizational structures, policies, and practices to identify systemic inequities and improvement opportunities. Emphasis is placed on applying improvement science, leveraging advanced data analytics, and integrating research-based strategies to drive sustainable change. Candidates will develop strategic plans that align with ethical leadership principles, professional standards, and federal/state mandates, ensuring equitable outcomes for learners with exceptionalities.

11. **Capstone II: Implementation & Impact Analysis (3 hrs)**
    In this culminating capstone course, candidates implement their approved capstone project and conduct an impact analysis grounded in ethical inquiry and research-based evaluation. Students collect and analyze data, interpret outcomes, reflect on leadership actions, and prepare a final written and oral defense.

12. **Facilitative Leadership in Special Education: Advanced Communication, Collaboration, and Conflict Management (3 hrs)**
    This course prepares special education leaders to apply facilitative leadership practices that strengthen communication, collaboration, and conflict management within multidisciplinary educational teams. Drawing on various organizational and leadership theories, candidates examine how team structures, leader behaviors, and organizational conditions shape professional climate, decision-making, and educator well-being. Through an emphasis on culturally appreciative practices and inquiry, candidates will learn to build consensus through shared visioning, equitable participation, and constructive problem-solving.

13. **Pre-Graduation Seminar (0-credit hour)**
    This zero-credit culminating seminar supports Ed.D. candidates in completing required graduation milestones and preparing for their transition into advanced professional roles. The course provides structured guidance and resources to help candidates finalize their capstone project, complete program documentation, and reflect on their development as scholar-practitioners.
    Emphasis is placed on organization, professional readiness, and demonstrating competence aligned with CASE and CEC Advanced Preparation Standards. Activities include progress conferences, light reflective tasks, portfolio updates, and preparation of professional materials. The seminar ensures candidates leave the program confident, prepared, and ready to disseminate their work and assume leadership roles in special education contexts.

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

The proposed Ed.D. in Special Education will primarily leverage existing resources, including UWG's online learning management system and established partnerships with the Georgia PSC, G-CASE, GaCEC, and National CEC, which will guide curriculum design and alignment. Because the program is fully online, no specialized equipment or additional campus facilities will be required.

To ensure high-quality delivery and sustainability, additional personnel resources will be necessary. Currently, 56% of departmental instruction is carried out by part-time faculty, even with the recent addition of four new faculty members. Expanding doctoral-level offerings requires further investment in full-time expertise. Specifically, the program anticipates the need for: **(1) one tenure-track faculty member** with expertise in special education leadership, program evaluation, and law/policy; **(2) one clinical faculty member** with experience in P–12 administration, coaching, and data analysis; and **(3) a 0.5 FTE program specialist (Graduate Education Professional)** shared with another Ed.D. program to support student services and program operations; **(4) one dedicated program coordinator or assistant chair; (5) part-time support.** Administrative support will also be needed for accreditation processes, including assistance from the Dean's Office to manage GaPSC and SACSCOC requirements.

While these resources are essential, the investment is modest compared to the program's financial return. Enrollment projections anticipate at least 50 Ed.D. students annually, generating significant tuition revenue that far exceeds the cost of supporting two additional faculty members and a half-time staff position. In this way, the program will not only sustain itself but also provide a net financial benefit to the university while expanding UWG's reputation and reach as a leader in special education.

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

While the proposed Ed.D. in Special Education will require new resources, the financial return to the university remains substantial. With projected enrollment of 50 students per cohort, each paying $2,348 for five semesters, the program is expected to generate approximately **$587,000 in tuition revenue**. To support delivery, the estimated costs include two additional full-time faculty ($218,600 annually), a half-time staff member ($45,000 annually), and four part-time faculty teaching courses ($20,000). This brings the total projected annual cost to **$283,600**. Even after these expenses, the program would yield a **net positive revenue of roughly $337,400 per cohort**. This demonstrates a strong and sustainable return on investment while advancing UWG's leadership as the state's premier provider of special education preparation.

The AY28 - 31 projections demonstrate that the proposed program will generate revenue well beyond its operating costs, while simultaneously positioning UWG as the state's leader in advanced special education preparation. As enrollment grows to 200 students by AY31, the program is projected to produce more than $1.4 million in net annual revenue, all while maintaining academic quality through proportional investments in faculty and staff.

- Tuition per student = **$12,957** (includes tuition and fees)
- Ongoing expenses: 2 full-time faculty, 0.5 staff, and 4 part-time faculty per 50 students, these scale proportionally over time.
- **One-time start-up costs in AY27:** $10,000 for program design + $16,000 for course design.
- No additional facilities or equipment required due to online delivery.

AY 26 - 28

Category	Amount
Total Revenue for 50 students (33 credit hours; 6 credit hours a semester for 5 semesters – including all tuition and fees	$647,000 (50 students x $12,957)
Expenses: 2 full time faculty members: ~$218,600 including fringe)	
0.5 staff member: ~$45,000 including fringe	
4 sections taught by PT faculty at $5,000 per class: $20,000	

Start Up Costs: $26,000
   • Program Design: $10,000 for a team of special education faculty
   • Course Design: $2,000 per new course x 8 courses: $16,000	

Total Expenses: $309,600	Net Revenue: $337,400

AY28-31

Academic Year	Enrollment	Revenue	Expenses	Net Revenue
AY28	50 students (2 cohorts)	$647,000	$283,600	337,400
AY29	100 students (4 cohorts)	$1,294,000	$567,200	$726,800
AY30	150 students (6 cohorts)	$1,941,000	$850,800	1,090,200
AY31	200 students (8 cohorts)	$2,588,000	$1,134,400	$1,453,600

8) **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?**

The program is unique within UWG and the USG—no other Ed.D. in Special Education is currently offered within the USG or at UWG. The only competing Ed.D.s are at private and for-profit universities (e.g., Liberty University, Brenau University, Grand Canyon). It will not duplicate or compete with existing programs and does not require termination or deletion of any current program or major.

9) **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.**

This program will continue to position UWG as the state leader in initial and advanced special education preparation and will enhance its reputation for producing highly skilled leaders who improve outcomes for students with disabilities. It will also build on GaBEST partnerships where Special Education played a large role in this program. Potential partners and advocates include Georgia school districts, the Georgia Department of Education, special education advocacy organizations, and regional professional associations. These partners are expected to provide both program promotion and field-based opportunities for capstone projects.

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

Ed.D. in Special Education – Program of Study (33 Credit Hours)

Total Hours: 33 (27 hours of coursework + 6 capstone hours)

Course Load: 13 courses (9 required content courses + 2 capstone project courses+ 2 zero credit hour seminars)

Orientation to the EDD in Special Education (0 hrs)
This zero-credit orientation course introduces doctoral students to the expectations, structures, and professional dispositions required for the Ed.D. in Special Education. Students will explore doctoral-level scholarly writing, expectations, ethical and professional standards, and the collaborative culture of the program. Emphasis is placed on building a strong foundation in reflective practice, academic integrity, leadership readiness, and engagement in a community of scholars. This course supports students in navigating resources, clarifying program requirements, and establishing goals aligned with advanced professional practice in special education.

Policy to Practice: Legal and Ethical Decision-Making in Special Education (3 hrs)
This doctoral-level course examines the complex intersection of law, policy, ethics, and practice in special education leadership. Candidates critically analyze federal, state, and local legislation, case law, and regulatory frameworks, with particular attention to how these requirements are interpreted and implemented in varied educational settings. The course emphasizes the development of ethical decision-making skills grounded in statutory and regulatory expectations, professional standards, and procedural safeguards. Candidates explore recurring issues affecting students with disabilities to understand how legal mandates shape program design and service delivery.

Leadership in Finance, Budgeting, and Resource Management for Special Education (3 hrs)
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emerging special education leader. Through learning the transparent methodology of a systematic literature review, students will develop advanced scholarly writing skills; conduct systematic, replicable literature searches; evaluate research quality; and synthesize findings to identify gaps in practice. Emphasis is placed on producing a defensible literature review that informs research-based leadership in special education.

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This course focuses on designing, leading, and evaluating professional learning that supports the implementation of Universal Design for Learning (UDL). Candidates analyze UDL as an equity-driven framework and develop PD that reduces barriers for both educators and learners. Emphasis is placed on evidence-based professional learning, teacher capacity-building, and inclusive leadership aligned with CEC instructional leadership standards. *(Collab with ETF)*

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address contemporary problems of practice. Through research critiques, synthesis of findings, and leadership briefs, candidates will learn to leverage evidence to drive innovation in special education systems.

Capstone I: Problem of Practice Investigation & Development (3 hrs)

In this foundational capstone course, candidates solidify a significant problem of practice in special education to conduct an in-depth investigation grounded in research and stakeholder input. Students refine their literature review and write their methodological proposal. The course builds on the learning and product formulated in *SPED 9030: Current Trends and Issues in Special Education* and impact study in Capstone II by producing a conceptual framework to guide their capstone project.

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Capstone II: Implementation & Impact Analysis (3 hrs)

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Pre-Graduation Seminar (0-credit hour)

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Emphasis is placed on organization, professional readiness, and demonstrating competence aligned with CASE and CEC Advanced Preparation Standards. Activities include progress conferences, light reflective tasks, portfolio updates, and preparation of professional materials. The seminar ensures candidates leave the program confident, prepared, and ready to disseminate their work and assume leadership roles in special education contexts.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Weaving		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	Underwater basket weaving	**COURSES**	SLO 1: Implementation of Policy, Legal, & Ethical Practices for Special Education Programs & Services	SLO 2: Organizational Leadership & Management for Special Education	SLO 3: Program Oversight, Evaluation, Improvement, & Instructional Leadership for Special Education	SLO 4: Human & Fiscal Resource Management of Special Education Programs & Services	SLO 5: Collaboration & Communication with Special Education Stakeholders

		#	Course	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
		1	SPED 9000	I				I
		2	SPED 9010	I; R; M; A	R; M	I; R; M		R; M
		3	SPED 9020	R	R	R	I; R; M; A	
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	SPED 9030	R		R; M		R
		5	SPED 9040	R	M; A	R		M
		6	LDET 9500			R		R
		7	SPED 9060	R; M		R; M; A	R; M	R; M
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8	SPED 9070	R; M	R; M	R; M	R; M	
		9	SPED 9080	R	R	R		R; M; A
		10	SPED 9998			R; M; A		R; M
		11	SPED 9999	R; M	R; M	R; M		
		12						
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13						
		14						
		15						
		16						
		17						
		18						
		19						
Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		20						
		21						
		22						

Doctorate of Education (Ed.D.)

Special Education

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY27	AY28	AY29	Use of Results	Improvement Plan
(1) Graduates will analyze current policies and legal mandates to develop and evaluate compliant action plans that demonstrate adherence to IDEA and ethical principles.	Student Success; Responsible Stewardship; Economic Competitiveness (USG 2029)	Special Education Law and Policy Rubric (SPED 9010) Passed	3.0 or higher on mean of rubric criteria					
(2) Graduates will employ leadership and management frameworks to assess organizational needs, implement improvement strategies, and analyze their impact.	Student Success; Economic Competitiveness (USG, 2029)	Inclusive Leadership Project (SPED 9040) Rubric	3.0 or higher on mean of rubric criteria					
(3) Graduates will design and conduct program evaluations, analyze instructional and service-delivery data, and recommend evidence-based improvements to strengthen special education programs.	Student Success; Economic Competitiveness (USG, 2029)	Program Evaluation Rubric (SPED 9060) Rubric	3.0 or higher on mean of rubric criteria					
(4) Graduates will evaluate human and fiscal resource needs, develop budgets and personnel plans, and assess the effectiveness of resource allocation.	Student Success; Responsible Stewardship (USG, 2029)	Special Education Budget & Resource Management Analysis (SPED 9020) Rubric	3.0 or higher on mean of rubric criteria					
(5) Graduates will collaborate with stakeholders, communicate effectively, and lead teams to support special education programs.	Community Impact; Student Success; Economic Competitiveness (USG, 2029)	Coaching & Mentorship Leadership Portfolio (SPED 9080) Rubric	3.0 or higher on mean of rubric criteria					

USG Strategic Plan to 2029

SPED - 9000 - Orientation to the Ed.D. in Special Education

2026-2027 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department* | Department of Special Education

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

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academic department? *

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

Course Information

Course Prefix * SPED

Course Number * 9000

Course Title * Orientation to the Ed.D. in Special Education

Course Type * Special Education

Catalog Course Description * This required zero-credit orientation course introduces doctoral students to the expectations, structures, and professional dispositions required for the Ed.D. in Special Education. Students will explore doctoral-level scholarly writing, expectations, ethical and professional standards, and the collaborative culture of the program. Emphasis is placed on building a strong foundation in reflective practice, academic integrity, leadership readiness, and engagement in a community of scholars. This course supports students in navigating resources, clarifying program requirements, and establishing goals aligned with advanced professional practice in special education.

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

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

Lec Hrs * 0

Lab Hrs * 0

Credit Hrs * 0

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Corequisites

Cross-listing

Restrictions

Status* ◉ Active-Visible   ○ Inactive-Hidden

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

Grading*   Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes* By the end of this course, students will be able to:

1. Demonstrate understanding of ethical principles, professional standards, and doctoral expectations in special education.

2. Demonstrate readiness to engage in collaborative learning, scholarly dialogue, and professional partnerships throughout the program.

3. Identify strategies for productive communication and collaboration with peers, faculty, and community stakeholders.

4. Demonstrate foundational understanding of doctoral-level research expectations, including scholarly writing conventions, and academic integrity.

5. Identify program supports (writing center, library resources, research tools) to promote success in coursework and the capstone experience.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus * ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment * 50+

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

If yes, what will the fee be? * N/A

Fee Justification

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

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

UWG Syllabus Template

SPED 9000: Orientation to the EDD in Special Education

Description

This required zero-credit orientation course introduces doctoral students to the expectations, structures, and professional dispositions required for the Ed.D. in Special Education. Students will explore doctoral-level scholarly writing, expectations, ethical and professional standards, and the collaborative culture of the program. Emphasis is placed on building a strong foundation in reflective practice, academic integrity, leadership readiness, and engagement in a community of scholars. This course supports students in navigating resources, clarifying program requirements, and establishing goals aligned with advanced professional practice in special education.

Aligned SLOs: 1, 5

Outcomes

Upon successful completion of this orientation course, students will be able to:
1. Demonstrate understanding of ethical principles, professional standards, and doctoral expectations in special education (SLO 1)
2. Demonstrate readiness to engage in collaborative learning, scholarly dialogue, and professional partnerships throughout the program (SLO 5)
3. Identify strategies for productive communication and collaboration with peers, faculty, and community stakeholders (SLO 5)
4. Demonstrate foundational understanding of doctoral-level research expectations, including scholarly writing conventions, and academic integrity
5. Identify program supports (writing center, library resources, research tools) to promote success in coursework and the capstone experience

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

SPED - 9010 - Policy to Practice: Legal and Ethical Decision-Making in Special Education

2026-2027 Graduate New Course Request

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

Desired Effective Semester*	Fall	**Desired Effective Year***	2026

Routing Information

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School/ Department*
Department of Special Education

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

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

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Graduate School rather than an academic department? *

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

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Course Information

Course Prefix* [SPED]

Course Number* 9010

Course Title* Policy to Practice: Legal and Ethical Decision-Making in Special Education

Course Type* [Special Education]

Catalog Course Description* This doctoral-level course examines the complex intersection of law, policy, ethics, and practice in special education leadership. Candidates critically analyze federal, state, and local legislation, case law, and regulatory frameworks, with particular attention to how these requirements are interpreted and implemented in varied educational settings. The course emphasizes the development of ethical decision-making skills grounded in statutory and regulatory expectations, professional standards, and procedural safeguards. Candidates explore recurring issues affecting students with disabilities to understand how legal mandates shape program design and service delivery.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

243

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

Grading* [Graduate Standard Letter]

Type of Delivery (Select all that apply)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes* By the end of this course, students will be able to:

1. Critique and interpret all relevant federal, state, and local laws, policies, and procedures governing programs and services for students with exceptionalities, identifying areas of ambiguity, tension, and potential implications for practice.

2. Apply legal and ethical frameworks to complex leadership scenarios to make decisions that are legally defensible and consistent with professional standards and procedural requirements.

3. Design and evaluate local policies, procedures, and program structures that operationalize statutory and regulatory requirements and organizational by-laws, ensuring that timelines, documentation, notice, procedural safeguards, and supervision practices align with governing mandates.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
  ○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

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

If yes, what will the fee be?* N/A

Fee Justification

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

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

UWG Syllabus Template

SPED 9010: Policy to Practice: Legal and Ethical Decision-Making in Special Education

Description:

This doctoral-level course examines the complex intersection of law, policy, ethics, and practice in special education leadership. Candidates critically analyze federal, state, and local legislation, case law, and regulatory frameworks, with particular attention to how these requirements are interpreted and implemented in varied educational settings. The course emphasizes the development of ethical decision-making skills grounded in statutory and regulatory expectations, professional standards, and procedural safeguards. Candidates explore recurring issues affecting students with disabilities to understand how legal mandates shape program design and service delivery.

Aligned SLOs: 1, 2, and 3

Course Outcomes:

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

- Critique and interpret all relevant federal, state, and local laws, policies, and procedures governing programs and services for students with exceptionalities, identifying areas of ambiguity, tension, and potential implications for practice. (SLO 1, SLO 2, and SLO 3)
- Apply legal and ethical frameworks to complex leadership scenarios to make decisions that are legally defensible and consistent with professional standards and procedural requirements. (SLO 1 and SLO 2)
- Design and evaluate local policies, procedures, and program structures that operationalize statutory and regulatory requirements and organizational by-laws, ensuring that timelines, documentation, notice, procedural safeguards, and supervision practices align with governing mandates. (SLO 1 and SLO 3)

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

SPED - 9020 - Leadership in Finance, Budgeting, and Resource Management for Special Education

2026-2027 Graduate New Course Request

General Information

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

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School/ Department* Department of Special Education

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

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

Graduate School rather than an academic department? *

Does this course belong solely to the Graduate School? * ◯ Yes   ⊙ No

Course Information

Course Prefix *   SPED

Course Number * 9020

Course Title * Leadership in Finance, Budgeting, and Resource Management for Special Education

Course Type *   Special Education

Catalog Course Description * This course develops the fiscal and resource management competencies required for responsible, ethical, and legally compliant practices, ensuring adherence to all applicable laws, policies, and regulations. Candidates examine federal, state, and local funding structures; analyze how funding mechanisms shape program design and service delivery; and construct budgets that prioritize instructionally sound, inclusive, and equitable practices for learners with disabilities. Emphasis is placed on ethical and legal dimensions of resource allocation, including adherence to IDEA and related statutes, transparency with stakeholders, and advocacy for equitable access. Candidates use data to evaluate the effectiveness of resource use, forecast programmatic needs, and design collaborative resource distribution models, such as staffing plans, schedules, and grant-funded initiatives, that improve programs, supports, and outcomes for individuals with exceptionalities.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

Grading* | Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes* By the end of this course, candidates will be able to:

1. Analyze federal, state, and local funding structures and accountability systems for special education, including how funding formulas, grant programs, and local policies influence program design, staffing, and service delivery.

2. Develop comprehensive special education budgets aligned with instructional priorities, legal compliance, and equitable access, ensuring that allocations support inclusive practices, least restrictive environment (LRE), and individualized services.

3. Evaluate the ethical implications of resource allocation decisions, including trade-offs that affect access, intensity of services, staffing patterns, and supports students with disabilities.

4. Demonstrate fiscal leadership by forecasting program needs and designing resource distribution models (e.g., staffing frameworks, caseload models, scheduling configurations, grant proposals) that are sustainable, data-informed, and equity-oriented.

5. Apply legal and policy frameworks (e.g., IDEA, Section 504, state regulations, local board policies) to ensure compliant and transparent financial practices in special education, including documentation, reporting, and auditing procedures.

6. Use multiple data sources (e.g., achievement data, service utilization, staffing data, discipline data, family feedback, cost-benefit analyses) to determine resource effectiveness, identify inequities, and recommend targeted reallocations that improve programs, supports, and outcomes.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 50+

Will this course have special fees or tuition required?* ☐ Yes ☑ No   **If yes, what will the fee be?*** N/A

Fee Justification

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

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

UWG Syllabus Template

SPED 9020: Leadership in Finance, Budgeting, and Resource Management for Special Education

Description:

This course develops the fiscal and resource management competencies required for responsible, ethical, and legally compliant practices, ensuring adherence to all applicable laws, policies, and regulations. Candidates examine federal, state, and local funding structures; analyze how funding mechanisms shape program design and service delivery; and construct budgets that prioritize instructionally sound, inclusive, and equitable practices for learners with disabilities. Emphasis is placed on ethical and legal dimensions of resource allocation, including adherence to IDEA and related statutes, transparency with stakeholders, and advocacy for equitable access. Candidates use data to evaluate the effectiveness of resource use, forecast programmatic needs, and design collaborative resource distribution models, such as staffing plans, schedules, and grant-funded initiatives, that improve programs, supports, and outcomes for individuals with exceptionalities.

Aligned SLOs: 1, 3, and 4

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

1. Analyze federal, state, and local funding structures and accountability systems for special education, including how funding formulas, grant programs, and local policies influence program design, staffing, and service delivery. (SLO 3, SLO 4)
2. Develop comprehensive special education budgets aligned with instructional priorities, legal compliance, and equitable access, ensuring that allocations support inclusive practices, least restrictive environment (LRE), and individualized services. (SLO 1, SLO 3, SLO 4)
3. Evaluate the ethical implications of resource allocation decisions, including trade-offs that affect access, intensity of services, staffing patterns, and supports students with disabilities. (SLO 1, SLO 4)
4. Demonstrate fiscal leadership by forecasting program needs and designing resource distribution models (e.g., staffing frameworks, caseload models, scheduling configurations, grant proposals) that are sustainable, data-informed, and equity-oriented. (SLO 1, SLO 3, SLO 4)
5. Apply legal and policy frameworks (e.g., IDEA, Section 504, state regulations, local board policies) to ensure compliant and transparent financial practices in special education, including documentation, reporting, and auditing procedures. (SLO 1, SLO 4)
6. Use multiple data sources (e.g., achievement data, service utilization, staffing data, discipline data, family feedback, cost-benefit analyses) to determine resource

effectiveness, identify inequities, and recommend targeted reallocations that improve programs, supports, and outcomes. (SLO 3, SLO 4)

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

SPED - 9030 - Current Trends and Issues in Special Education

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester* [Fall]   Desired Effective Year* [2026]

Routing Information

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School/ Department* [Department of Special Education]

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

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academic department? *

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

Course Information

Course Prefix * SPED

Course Number * 9030

Course Title * Current Trends and Issues in Special Education

Course Type * Special Education

Catalog Course Description * This course strengthens doctoral candidates' abilities to engage in scholarly research as an emerging special education leader. Through learning the transparent methodology of a systematic literature review, students will develop advanced scholarly writing skills; conduct systematic, replicable literature searches; evaluate research quality; and synthesize findings to identify gaps in practice. Emphasis is placed on producing a defensible literature review that informs research-based leadership in special education.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status * ⦿ Active-Visible   ◯ Inactive-Hidden

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

Grading * [Graduate Standard Letter]

Type of Delivery (Select all that apply) *

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

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

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

Justification and Assessment

What is the rationale for adding this course? * This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes * By the end of this course, candidates will be able to:

1. Use literature to inform a practitioner-scholar problem of practice or research agenda.

2. Conduct systematic, ethical searches of peer-reviewed literature using a structured and planned approach.

3. Evaluate the methodological rigor and relevance of research studies using CEC standards.

4. Synthesize findings from multiple studies to identify trends, gaps, and implications for practice.

5. Construct a coherent and well-organized literature review grounded in APA style and scholarly conventions.

<div align="center">

REQUIRED ATTACHMENTS

</div>

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

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Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 50+

Will this course have special fees or tuition required?* ☐ Yes ☑ No   **If yes, what will the fee be?*** N/A

Fee Justification

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

UWG Syllabus Template

SPED 9030: Current Trends and Issues in Special Education

Description:

This course strengthens doctoral candidates' abilities to engage in scholarly research as an emerging special education leader. Through learning the transparent methodology of a systematic literature review, students will develop advanced scholarly writing skills; conduct systematic, replicable literature searches; evaluate research quality; and synthesize findings to identify gaps in practice. Emphasis is placed on producing a defensible literature review that informs research-based leadership in special education.

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

Aligned SLOs: 1, 3, and 5

Course Outcomes:

1. Use literature to inform a practitioner-scholar problem of practice or research agenda. (SLO 3)
2. Conduct systematic, ethical searches of peer-reviewed literature using a structured and planned approach. (SLO 3, SLO 5)
3. Evaluate the methodological rigor and relevance of research studies using CEC standards. (SLO 3)
4. Synthesize findings from multiple studies to identify trends, gaps, and implications for practice. (SLO 1)
5. Construct a coherent and well-organized literature review grounded in APA style and scholarly conventions. (SLO 3, SLO 5)

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

SPED - 9040 - Facilitative Leadership in Special Education: Advanced Communication, Collaboration, and Conflict Management

2026-2027 Graduate New Course Request

General Information

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Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

Routing Information

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School/ Department* `Department of Special Education`

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

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

Graduate School rather than an academic department? *

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

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Course Information

Course Prefix *
| SPED |

Course Number * 9040

Course Title * Facilitative Leadership in Special Education: Advanced Communication, Collaboration, and Conflict Management

Course Type *
| Special Education |

Catalog Course Description * This course prepares special education leaders to apply facilitative leadership practices that strengthen communication, collaboration, and conflict management within multidisciplinary educational teams. Drawing on various organizational and leadership theories, candidates examine how team structures, leader behaviors, and organizational conditions shape professional climate, decision-making, and educator well-being. Through an emphasis on culturally appreciative practices and inquiry, candidates will learn to build consensus through shared visioning, equitable participation, and constructive problem-solving.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites

Concurrent Prerequisites

263

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?*
This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes*
By the end of the course, candidates will be able to:

1. Analyze organizational structures, leadership theories, and facilitative leadership practices that shape team communication, collaboration, and educator well-being in special education settings.

2. Demonstrate advanced and culturally appreciative communication strategies to build trust, clarity, and consensus among multidisciplinary team members and families.

3. Apply evidence-based conflict resolution and mediation strategies to address disagreements, power dynamics, and tensions within special education teams.

4. Lead multidisciplinary team meetings that apply facilitative leadership practices, structured communication protocols, and consensus-building processes to promote equitable participation, shared decision-making, and learner-centered problem solving across disciplines.

5. Evaluate and refine team-based organizational structures, roles, and processes to enhance the effectiveness of programs, services, and outcomes for learners with exceptionalities and their families.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 50+

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

If yes, what will the fee be?* n/a

Fee Justification

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

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

UWG Syllabus Template

SPED 9040: Facilitative Leadership in Special Education: Advanced Communication, Collaboration, and Conflict Management

Description:

This course prepares special education leaders to apply facilitative leadership practices that strengthen communication, collaboration, and conflict management within multidisciplinary educational teams. Drawing on various organizational and leadership theories, candidates examine how team structures, leader behaviors, and organizational conditions shape professional climate, decision-making, and educator well-being. Through an emphasis on culturally appreciative practices and inquiry, candidates will learn to build consensus through shared visioning, equitable participation, and constructive problem-solving.

Aligned SLOs: 1, 2, and 5

Course Outcomes:

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

1. Analyze organizational structures, leadership theories, and facilitative leadership practices that shape team communication, collaboration, and educator well-being in special education settings. (SLO 2 and SLO 5).
2. Demonstrate advanced and culturally appreciative communication strategies to build trust, clarity, and consensus among multidisciplinary team members and families. (SLO 1 and SLO 5)
3. Apply evidence-based conflict resolution and mediation strategies to address disagreements, power dynamics, and tensions within special education teams. (SLO 1 and SLO 5)
4. Lead multidisciplinary team meetings that apply facilitative leadership practices, structured communication protocols, and consensus-building processes to promote equitable participation, shared decision-making, and learner-centered problem solving across disciplines. (SLO 2 and SLO 5)
5. Evaluate and refine team-based organizational structures, roles, and processes to enhance the effectiveness of programs, services, and outcomes for learners with exceptionalities and their families. (SLO 2, SLO 5)

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

SPED - 9060 - Systemic Program Evaluation

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester* `Fall`   Desired Effective Year* `2026`

Routing Information

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

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

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

School/ Department* `Department of Special Education`

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

267

academic department? *

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

---

Course Information

Course Prefix* SPED

Course Number* 9060

Course Title* Systemic Program Evaluation

Course Type* Special Education

Catalog Course Description* This course prepares candidates to evaluate educational programs, initiatives, and services across P-12 systems. Candidates learn major evaluation models, develop logic models, construct evaluation plans, and analyze data to assess program effectiveness. Emphasis is placed on equitable evaluation practices, ethical data use, and interpreting findings for decision-making. Through applied projects, candidates design and conduct components of a program evaluation relevant to their professional context. The course equips special education, learning design and educational technology leaders with the skills to support continuous improvement and guide strategic decisions that improve instructional quality and learner outcomes.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

268

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

Grading* `Graduate Standard Letter`

Type of Delivery (Select all that apply)* ☑ Entirely at a Distance – This course is delivered 100% through distance education technology. No visits to campus or designated site are required.

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes* By the end of the course, candidates will be able to:

1. Compare major program evaluation models and determine their appropriate use within P–12 systems.

2. Develop logic models that illustrate program inputs, activities, outputs, and outcomes.

3. Construct comprehensive evaluation plans that integrate equitable data collection, analysis, and reporting strategies.

4. Analyze program evaluation data to assess the effectiveness and impact of P–12 initiatives.

5. Apply ethical principles and evaluation practices when working with diverse P–12 learners and stakeholders.

6. Produce evaluation recommendations that inform continuous improvement and organizational decision-making.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

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

If yes, what will the fee be?* n/a

Fee Justification

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

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

SPED 9060: Systemic Program Evaluation

Description:

This course prepares candidates to evaluate educational programs, initiatives, and services across P-12 systems. Candidates learn major evaluation models, develop logic models, construct evaluation plans, and analyze data to assess program effectiveness. Emphasis is placed on equitable evaluation practices, ethical data use, and interpreting findings for decision-making. Through applied projects, candidates design and conduct components of a program evaluation relevant to their professional context. The course equips special education, learning design and educational technology leaders with the skills to support continuous improvement and guide strategic decisions that improve instructional quality and learner outcomes.

Aligned SLOs: 2, 3, 4, 5

Course Outcomes:

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

1. Compare major program evaluation models and determine their appropriate use within P–12 systems. (SLO 3)
2. Develop logic models that illustrate program inputs, activities, outputs, and outcomes. (SLO 3)
3. Construct comprehensive evaluation plans that integrate equitable data collection, analysis, and reporting strategies. (SLO 2, 3, 4)
4. Analyze program evaluation data to assess the effectiveness and impact of P–12 initiatives. (SLO 3)
5. Apply ethical principles and evaluation practices when working with diverse P–12 learners and stakeholders. (SLO 1, 5)
6. Produce evaluation recommendations that inform continuous improvement and organizational decision-making. (SLO 3)

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

SPED - 9070 - Advanced Research Methods for Special Education Leaders

2026-2027 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department* Department of Special Education

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

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

Graduate School rather than an academic department? *

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

Course Information

Course Prefix* [SPED]

Course Number* 9070

Course Title* Advanced Research Methods for Special Education Leaders

Course Type* [Special Education]

Catalog Course Description* This course equips candidates with advanced skills to critically evaluate and apply research in special education. Candidates will examine qualitative, quantitative, mixed-methods, and single-case approaches, assess methodological rigor, and perform advanced data analysis. Emphasis is placed on ethical research practices, applied inquiry, and translating research findings into actionable recommendations for system-level improvements that address contemporary problems of practice. Through research critiques, synthesis of findings, and leadership briefs, candidates will learn to leverage evidence to drive innovation in special education systems.

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

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

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

274

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

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

Grading* `Graduate Standard Letter`

Type of Delivery (Select all that apply)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes* By the end of the course, candidates will be able to:

1. Compare and contrast qualitative, quantitative, mixed-methods, and single-case designs for practitioner research.

2. Critically evaluate published research for methodological rigor, validity, reliability, and trustworthiness.

3. Analyze and interpret data to inform leadership decisions and evaluate program effectiveness (e.g., multivariate regression, predictive modeling, effect size calculations).

4. Synthesize research findings into actionable recommendations for system-level improvement (e.g., policy briefs, strategic planning adjustments).

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 50+

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

If yes, what will the fee be?* n/a

Fee Justification

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

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

UWG Syllabus Template

SPED 9070: Advanced Research Methods for Special Education Leaders

Description:

This course equips candidates with advanced skills to critically evaluate and apply research in special education. Candidates will examine qualitative, quantitative, mixed-methods, and single-case approaches, assess methodological rigor, and perform advanced data analysis. Emphasis is placed on ethical research practices, applied inquiry, and translating research findings into actionable recommendations for system-level improvements that address contemporary problems of practice. Through research critiques, synthesis of findings, and leadership briefs, candidates will learn to leverage evidence to drive innovation in special education systems.

Aligned SLOs: 1, 2, and 3

Course Outcomes:

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

1. Compare and contrast qualitative, quantitative, mixed-methods, and single-case designs for practitioner research. *(SLO 1 and SLO 2)*
2. Critically evaluate published research for methodological rigor, validity, reliability, and trustworthiness. *(SLO 2 and SLO 3)*
3. Analyze and interpret data to inform leadership decisions and evaluate program effectiveness (e.g., multivariate regression, predictive modeling, effect size calculations). *(SLO 2 and SLO 3)*
4. Synthesize research findings into actionable recommendations for system-level improvement (e.g., policy briefs, strategic planning adjustments). *(SLO 2 and SLO 3)*

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

SPED - 9080 - Cultivating Leadership Through Coaching and Mentorship of Special Educators

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

Routing Information

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

School/ Department* `Department of Special Education`

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

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

Graduate School rather than an academic department? *

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

Course Information

Course Prefix *
`SPED`

Course Number * 9080

Course Title * Cultivating Leadership Through Coaching and Mentorship of Special Educators

Course Type *
`Special Education`

Catalog Course Description * This course prepares candidates to lead professional growth systems for special educators through evidence-based coaching, mentorship, and organizational learning strategies. Candidates will examine adult learning theory, organizational change frameworks, and research-based coaching models to strengthen instructional quality and teacher retention. Emphasis is placed on ethical leadership, equity-driven practices, and the integration of coaching and mentorship within systemic workforce development initiatives. Candidates will analyze how leadership in coaching intersects with issues of sustainability, cultural responsiveness, and continuous improvement in special education systems.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites

Concurrent Prerequisites

280

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

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

Grading* | Graduate Standard Letter |

Type of Delivery (Select all that apply)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?*

This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes*

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

1. Analyze adult learning theory and organizational change frameworks to inform coaching and mentorship practices.

2. Evaluate evidence-based coaching and mentorship models for effectiveness in improving instructional quality and teacher retention.

3. Assess the impact of coaching and mentorship systems on workforce development and systemic sustainability.

4.Develop a leadership brief recommending improvements to professional learning systems based on research and ethical standards.

5. Coach and mentor initial certification candidates in the effective implementation of the Science of Reading by providing structured feedback aligned with reading development research.

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

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 50+

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

If yes, what will the fee be?* n/a

Fee Justification

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

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

UWG Syllabus Template

SPED 9080: Cultivating Leadership Through Coaching and Mentorship of Special Educators

Description:

This course prepares candidates to lead professional growth systems for special educators through evidence-based coaching, mentorship, and organizational learning strategies. Candidates will examine adult learning theory, organizational change frameworks, and research-based coaching models to strengthen instructional quality and teacher retention. Emphasis is placed on ethical leadership, equity-driven practices, and the integration of coaching and mentorship within systemic workforce development initiatives. Candidates will analyze how leadership in coaching intersects with issues of sustainability, cultural responsiveness, and continuous improvement in special education systems.

Aligned SLOs: 1, 2, 3, 4

Course Outcomes:

By the end of this course, candidates will be able to:
1. Analyze adult learning theory and organizational change frameworks to inform coaching and mentorship practices.
   (SLO 2 and SLO 4)
2. Evaluate evidence-based coaching and mentorship models for effectiveness in improving instructional quality and teacher retention.
   (SLO 3 and SLO 5)
3. Assess the impact of coaching and mentorship systems on workforce development and systemic sustainability.
   (SLO 2 and SLO 3)
4. Develop a leadership brief recommending improvements to professional learning systems based on research and ethical standards.
   (SLO 1)
5. Coach and mentor initial certification candidates in the effective implementation of the Science of Reading by providing structured feedback aligned with reading development research.
   (SLO 1, SLO 3, and SLO 4)

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

SPED - 9090 - Strategic Design and Impact Analysis in Special Education Systems

2026-2027 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department* `Department of Special Education`

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

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

285

Graduate School
rather than an
academic department?
*

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

Course Information

Course Prefix*   [SPED]

Course Number* 9090

Course Title* Strategic Design and Impact Analysis in Special Education Systems

Course Type*   [Special Education]

Catalog Course This course prepares educational leaders to design, implement, and evaluate transformative
Description* initiatives within special education systems. Candidates engage in critical analysis of
organizational structures, policies, and practices to identify systemic inequities and
improvement opportunities. Emphasis is placed on applying improvement science,
leveraging advanced data analytics, and integrating research-based strategies to drive
sustainable change. Candidates will develop strategic plans that align with ethical leadership
principles, professional standards, and federal/state mandates, ensuring equitable outcomes
for learners with exceptionalities.

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 ☐ Yes ☑ No
credit hour course?*

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent
Prerequisites

286

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

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

Grading* `Graduate Standard Letter`

Type of Delivery (Select all that apply)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?*

This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes*

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

1. Critically analyze complex special education systems using strategic planning frameworks and improvement science principles.

2. Apply advanced data analytics to diagnose systemic gaps, forecast trends, and prioritize high-impact improvement strategies (e.g., predictive modeling, equity gap analysis, multivariate regression, longitudinal trend analysis).

3. Evaluate and interpret the influence of policy, legal mandates, and organizational structures on equity and access for learners with exceptionalities.

4. Design and defend a comprehensive, evidence-based strategic improvement plan that integrates ethical leadership and culturally responsive practices.

<p style="text-align:center"><u>REQUIRED ATTACHMENTS</u></p>

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

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

If yes, what will the fee be?* n/a

Fee Justification

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

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

UWG Syllabus Template

SPED 9090: Strategic Design and Impact Analysis in Special Education Systems

Description:

This course prepares educational leaders to design, implement, and evaluate transformative initiatives within special education systems. Candidates engage in critical analysis of organizational structures, policies, and practices to identify systemic inequities and improvement opportunities. Emphasis is placed on applying improvement science, leveraging advanced data analytics, and integrating research-based strategies to drive sustainable change. Candidates will develop strategic plans that align with ethical leadership principles, professional standards, and federal/state mandates, ensuring equitable outcomes for learners with exceptionalities.

Aligned SLOs: 1, 2, 3, 5

Course Outcomes:

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

1. Critically analyze complex special education systems using strategic planning frameworks and improvement science principles. *(SLO 2)*
2. Apply advanced data analytics to diagnose systemic gaps, forecast trends, and prioritize high-impact improvement strategies (e.g., predictive modeling, equity gap analysis, multivariate regression, longitudinal trend analysis). *(SLO 2 and SLO 3)*
3. Evaluate and interpret the influence of policy, legal mandates, and organizational structures on equity and access for learners with exceptionalities. *(SLO 1 and SLO 5)*
4. Design and defend a comprehensive, evidence-based strategic improvement plan that integrates ethical leadership and culturally responsive practices. *(SLO 1 and SLO 3)*

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

SPED - 9998 - Capstone I: Problem of Practice Investigation & Development

2026-2027 Graduate New Course Request

General Information

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

Routing Information

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

School/ Department* `Department of Special Education`

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

Is this a College of Education course?* (•) Yes ( ) No

291

rather than an academic department? *

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

Course Information

Course Prefix * SPED

Course Number * 9998

Course Title * Capstone I: Problem of Practice Investigation & Development

Course Type * Special Education

Catalog Course Description * In this foundational capstone course, candidates solidify a significant problem of practice in special education to conduct an in-depth investigation grounded in research and stakeholder input. Students refine their literature review and write their methodological proposal. The course builds on the learning and product formulated in SPED 9030: Current Trends and Issues in Special Education and impact study in Capstone II by producing a conceptual framework to guide their capstone project.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites SPED 9030

Concurrent Prerequisites

Corequisites

292

Cross-listing

Restrictions

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

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

Grading*   Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes* By the end of this course, candidates will be able to:

1. Describe a high-leverage, systems-level problem of practice supported by data and literature.

2. Refine the rigorous review of literature that informs the problem of practice.

3. Develop a researchable problem statement informed by the literature.

4. Design a methodologically sound plan for data collection and evaluation.

5. Produce a defensible capstone proposal demonstrating advanced inquiry and leadership skills.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
⬜ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 50+

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

If yes, what will the fee be?* n/a

Fee Justification

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

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

UWG Syllabus Template

SPED 9998: Capstone I: Problem of Practice Investigation & Development

Description:

In this foundational capstone course, candidates solidify a significant problem of practice in special education to conduct an in-depth investigation grounded in research and stakeholder input. Students refine their literature review and write their methodological proposal. The course builds on the learning and product formulated in *SPED 9030: Current Trends and Issues in Special Education* and impact study in Capstone II by producing a conceptual framework to guide their capstone project.

Prerequisite: SPED 9030

Aligned SLOs: 3, 5

Course Outcomes:

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

1. Describe a high-leverage, systems-level problem of practice supported by data and literature. (SLO 3)
2. Refine the rigorous review of literature that informs the problem of practice. (SLO 3, SLO 5)
3. Develop a researchable problem statement informed by the literature. (SLO 3)
4. Design a methodologically sound plan for data collection and evaluation. (SLO 3)
5. Produce a defensible capstone proposal demonstrating advanced inquiry and leadership skills. (SLO 3, SLO 5)

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

SPED - 9999 - Capstone II: Implementation & Impact Analysis

2026-2027 Graduate New Course Request

General Information

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

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department* `Department of Special Education`

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 * | SPED |

Course Number * 9999

Course Title * Capstone II: Implementation & Impact Analysis

Course Type * | Special Education |

Catalog Course Description * In this culminating capstone course, candidates implement their approved capstone project and conduct an impact analysis grounded in ethical inquiry and research-based evaluation. Students collect and analyze data, interpret outcomes, reflect on leadership actions, and prepare a final written and oral defense.

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

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

Lec Hrs * 3

Lab Hrs * 0

Credit Hrs * 3

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

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

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

Prerequisites SPED 9998 and SPED 9030

Concurrent Prerequisites

Corequisites

Cross-listing

298

Restrictions

Status* ◉ Active-Visible ○ Inactive-Hidden

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

Grading*   Graduate Standard Letter

Type of Delivery (Select all that apply)*

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

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

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

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

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

Justification and Assessment

What is the rationale for adding this course?* This course is being developed as part of the new Ed.D. in Special Education program to ensure that the curriculum reflects the advanced, practice-focused leadership competencies required of contemporary special education administrators. Existing master's and specialist-level coursework does not provide the depth, scope, or leadership emphasis expected at the doctoral level. Incorporating this course addresses those gaps and ensures alignment with the Council of Administrators of Special Education (CASE) Administrator of Special Education Professional Leadership Standards, which set nationally recognized expectations for leaders in the field.

Student Learning Outcomes* By the end of this course, candidates will be able to:

1. Implement the approved intervention or systems-change project with fidelity.

2. Collect, analyze, and interpret implementation and outcome data using advanced analytic approaches.

3. Assess the impact of the intervention on systems, educators, and learners with disabilities.

4. Apply ethical inquiry and responsible research practices throughout the implementation and evaluation process.

5. Reflect on leadership decisions and improvement science processes to inform next steps.

6. Produce a final written capstone reporting findings, implications, and recommendations for sustainable systems change.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment* 50+

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

If yes, what will the fee be?* n/a

Fee Justification

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

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

SPED 9999: Capstone II: Implementation & Impact Analysis

Description:

In this culminating capstone course, candidates implement their approved capstone project and conduct an impact analysis grounded in ethical inquiry and research-based evaluation. Students collect and analyze data, interpret outcomes, reflect on leadership actions, and prepare a final written and oral defense.

Prerequisites: SPED 9998 and SPED 9030

Aligned SLOs: 1, 2, 3

Course Outcomes:

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

1. Implement the approved intervention or systems-change project with fidelity. (SLO 3)
2. Collect, analyze, and interpret implementation and outcome data using advanced analytic approaches. (SLO 3)
3. Assess the impact of the intervention on systems, educators, and learners with disabilities. (SLO 3)
4. Apply ethical inquiry and responsible research practices throughout the implementation and evaluation process. (SLO 1)
5. Reflect on leadership decisions and improvement science processes to inform next steps. (SLO 2)
6. Produce a final written capstone reporting findings, implications, and recommendations for sustainable systems change. (SLO 3)

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

Master of Public Administration, M.P.A.

2026-2027 Graduate Revise Program Request

Introduction

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

Modifications (Check all that apply)*

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

If other, please identify.

Desired Effective Semester* `Fall`

Desired Effective Year* `2026`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *
[Department of Civic Engagement and Public Service]

Is this a School of Nursing or School of Communication, Film and Media course or does this belong to the Graduate School and not an academic department?* ( ) Yes (•) No

Is this a College of Education Program?* ( ) Yes (•) No

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* (•) Program
( ) Shared Core

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

304

Program Name * Master of Public Administration, M.P.A.

Program ID - DO NOT EDIT * 4830

Program Code - DO NOT EDIT

Program Type *

Master's

Degree Type *

Master of Public Administration

Program Description * The Master of Public Administration (M.P.A.) degree program is designed to educate current (in-service) and future (pre-service) public service leaders with ethical behavior and professional competencies that promote public service values extending from UWG's values of achievement, caring, collaboration, inclusiveness, innovation, integrity, sustainability, and wisdom. The program prepares students with the knowledge and skills to advance the public interest through teaching, research, and service to the community. The M.P.A. program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Overall Learning Outcomes

Students will be able to:

Demonstrate effective leadership and management skills.

Assess the political, economic, and legal nature of the policymaking process and its implications on the work of public managers.

Synthesize, analyze, and apply theories and principles of public administration and management to solve problems in public and nonprofit organizations.

Articulate and apply a public service perspective.

Apply qualitative and quantitative data analysis skills for public and community problem solving and decision-making.

Communicate and interact effectively in an environment of changing demographics, evolving technology, and diverse perspectives.

All of the MPA courses are available online.

Regular Admission
Applicants must hold an undergraduate degree from an accredited college or university. Students with any undergraduate major may apply. Those students with no prior public administration education or public service experience will be required to take POLS 5200 - Principles of Public Administration. This course does not count toward the 36 hours required for the degree.

Admission will be based on the M.P.A. Committee's evaluation of four factors: (1) A minimum 2.5 cumulative grade average (GPA) equivalent on a 4.0 scale is required, (2) Two letters of recommendation from former professors or from job supervisors, (3) A personal statement that describes the applicant's work experience, professional goals, the reasons they have chosen this program, why they want to attend UWG, and how the MPA program will help the applicant achieve the goals, and (4) A current resume

Status * ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location * [Online]

Curriculum Information

Prospective Curriculum *

Program of Study

The M.P.A. degree is a professional program requiring the completion of 36 semester hours of graduate credit. While an exit paper is required, the program is a non-thesis program. The curriculum for the M.P.A. degree places major emphasis upon courses in the area of public administration and policy. All pre-service students will be required to substitute an internship for 3 hours of the elective track. The program is built on three tiers of course work:

The Professional Core (21 hours):

All students must complete the professional core. The courses in the core are:

POLS 6200 Public Budgeting and Financial Management
POLS 6201 Theory of Public Administration and Ethics
POLS 6202 Research Methods for Public Administration
POLS 6203 Public Organizational Theory
POLS 6204 Public Policy Analysis and Program Evaluation
POLS 6205 Administrative Law and Procedures
POLS 6206 Public Human Resource Management

The Elective Track (12 hours):

With the approval of the program advisor, each student must select 12 hours beyond the core courses. The track courses may be taken from any graduate program in the University. Generally, electives should form a coherent whole. Examples of track emphasis include, nonprofit management, public management, disaster/emergency management and particular areas of public policy. Those students with no experience in government or non-profit management are required to take a three hour PA internship (POLS 6286) in lieu of one elective course.

Major elective courses are listed below. Electives that are not listed below can be approved by the Program Director

POLS 6286 Public Administration Internship
POLS 5202 Interorganizational Behavior
POLS 5204 Public Finance

POLS 5207 Technology Policy

POLS 5208 Public Health Administration and Policy

POLS 5209 Environmental Policy

POLS 5210 Public Management

POLS 5211 State and Local Politics and Administration

POLS 5212 State and Local Government Finance

POLS 5213 Comparative Public Administration and Policy

POLS 5214 Urban Politics

POLS 5215 Management of Nonprofit Organizations

POLS 5216 Gun Policy

POLS 5217 Grant Writing for Nonprofit Organizations

POLS 5222 Leadership in the Public and Nonprofit Sectors

POLS 5515 Terrorism and Counterterrorism

POLS 5985 Problems in Politics

POLS 6211 Disaster Management

POLS 6285 Special Topics in Public Policy/Administration

POLS 6981 Directed Readings

CRIM 5001 Survey Research Methods

CRIM 5004 Managing Data

CRIM 5100 Problem-Solving Courts

CRIM 5200 Punishment and Society

CRIM 5231 Women in the Criminal Justice System

CRIM 5232 Family Violence

CRIM 5280 Contemporary Issues in Criminal Justice

CRIM 5334 Human Trafficking

CRIM 6000 Principles of Criminology

CRIM 6003 Applied Statistics in Criminology

CRIM 6010 Crime and Public Policy

CRIM 6013 Social Research

CRIM 6222 Conflict Resolution

CRIM 6233 Ethics and Criminal Justice

CRIM 6241 Legal Theories

CRIM 6255 Delinquency, Family, and the Community

CRIM 6266 Perspectives On Violence

CRIM 6275 Program Evaluation in the Public Safety Sector

CRIM 6279 White Collar Crime

CRIM 6333 Victimology

CRIM 6340 Advanced Criminological Theory

CRIM 6341 Constitutional and Judicial Principles

CRIM 6342 Crisis Intervention

CRIM 6345 Homeland Security

CRIM 6350 Terrorism

CRIM 6360 Law Enforcement Leadership

CRIM 6370 Correctional Management

CRIM 6380 Criminal Justice Administration

CRIM 6623 Crime and Social Inequality

Criminology and Criminal Justice Track (12 hours)

Students must select 12 hours beyond the core courses. The track courses may be taken from the Criminology and Criminal Justice Track in the University. This track will give students knowledge about the criminal justice system and topics of particular interest within it. Those students with no experience in government or non-profit management are required to take a three-hour PA internship (POLS 6286) in lieu of one elective course.

CRIM 5001 Survey Research Methods

CRIM 5002 GIS, Planning, and Public Service

CRIM 5004 Managing Data

CRIM 5100 Problem-Solving Courts

CRIM 5200 Punishment and Society

CRIM 5231 Women in the Criminal Justice System

CRIM 5232 Family Violence

CRIM 5280 Contemporary Issues in Criminal Justice

CRIM 5334 Human Trafficking

CRIM 6003 Applied Statistics in Criminology

CRIM 6010 Crime and Public Policy

CRIM 6013 Social Research

CRIM 6222 Conflict Resolution

CRIM 6233 Ethics and Criminal Justice

CRIM 6241 Legal Theories

CRIM 6255 Delinquency, Family, and the Community

CRIM 6266 Perspectives On Violence

CRIM 6275 Program Evaluation in the Public Safety Sector

CRIM 6279 White Collar Crime

CRIM 6333 Victimology

CRIM 6340 Advanced Criminological Theory

CRIM 6341 Constitutional and Judicial Principles

CRIM 6342 Crisis Intervention

CRIM 6345 Homeland Security

CRIM 6350 Terrorism

CRIM 6360 Law Enforcement Leadership

CRIM 6370 Correctional Management

CRIM 6380 Criminal Justice Administration

CRIM 6623 Crime and Social Inequality

Social and Community Policy (12 hours)

This track will examine the realms of social policy and social service delivery. Courses in this track will examine the components that make social policies effective. For example, students will learn how to analyze and measure the effectiveness of a given policy and learn about mechanisms for enacting social policy at the local community and national levels. Students will also study the kinds of state-society interactions that enable effective social service delivery. Those students with no experience in government or non-profit management are required to take a 3 hour PA internship (POLS 6286) in lieu of 1 elective course.

SOCI 5015 Analyzing and Visualizing Data
SOCI 5300 Housing and Homelessness
SOCI 5445 Sociology of Youth
SOCI 5803 Environmental Sociology
SOCI 5915 Violence Against Women
SOCI 6700 Social Movements, Protest and Change
SOCI 6182 Special Seminars
CRIM 5100 Problem-Solving Courts
CRIM 5334 Human Trafficking
CRIM 6275 Program Evaluation in the Public Safety Sector
CRIM 6333 Victimology
POLS 5208 Public Health Administration and Policy
POLS 5213 Comparative Public Administration and Policy

Comprehensive Research Project (3 hours):

This research project (also called "Exit Paper") is taken at the completion of the students' degree program. The exit paper can take several forms, but typically providing an analysis of public administration/policy issues and nonprofit sector issues. Students also may analyze an actual problem which confronts the student's agency, describe the problem-solving approach taken, and evaluate the supportive evidence for the decision made. Finally, the paper can also evaluate linkages between the internship or work experience, classroom experiences, and public administration literature. Papers may also reflect other research dealing with an issue or problem relating to public administration. An oral defense of the paper before each student's committee is required.

POLS 6287 Capstone Project and Assessment in Public Administration

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale* The Sociology MA has been deactivated, but there are many students interested in earning graduate degrees with a focus on sociology or related disciplines. This concentration would allow students to take advanced courses in Sociology while earning an MPA, a highly versatile degree. This proposal aligns with the recommendations made by NASPAA (the accrediting body for the MPA) during their site visit in Spring 2024.

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

SACSCOC Substantive Change

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

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 documentsl by navigating to the Proposal Toolbox and clicking [+] in the top right corner.

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

<table>
<tr><td colspan="4" align="center">2026-2027
Program Map
Master's in Public Administration
Social and Community Policy Concentration (NEW)</td></tr>
<tr><td colspan="4" align="center">YEAR 1</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>POLS 6201 Theory of Public Administration and Ethics</td><td>3</td><td>POLS 6200 Public Budgeting and Financial Management</td><td>3</td></tr>
<tr><td>POLS 6202 Research Methods for Public Administration</td><td>3</td><td>POLS 6203 Public Organizational Theory</td><td>3</td></tr>
<tr><td>Track Elective</td><td>3</td><td>Track Elective</td><td>3</td></tr>
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<tr><td>SEMESTER TOTAL</td><td>9</td><td>SEMESTER TOTAL</td><td>9</td></tr>
<tr><td colspan="2" align="center">Milestones</td><td colspan="2" align="center">Milestones</td></tr>
<tr><td colspan="2">• Complete 9 credit hours.</td><td colspan="2"></td></tr>
<tr><td colspan="4" align="center">YEAR 2</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>POLS 6204 Public Policy Analysis and Program Evaluation</td><td>3</td><td>POLS 6206 Public Human Resource Management</td><td>3</td></tr>
<tr><td>POLS 6205 Administrative Law and Procedures</td><td>3</td><td>Track Elective or Internship</td><td>3</td></tr>
<tr><td>Track Elective</td><td>3</td><td>POLS 6287 Capstone Project and Assessment in Public Administration</td><td>3</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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<tr><td colspan="2" align="center">Milestones</td><td colspan="2" align="center">Milestones</td></tr>
<tr><td colspan="2">Apply for graduation</td><td colspan="2" align="center">Complete capstone project</td></tr>
</table>

Program Map	
Master's in Public Administration (OLD)	

YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
POLS 6201 Theory of Public Administration and Ethics	3		POLS 6200 Public Budgeting and Financial Management	3	
POLS 6202 Research Methods for Public Administration	3		POLS 6202 Research Methods for Public Administration	3	
Elective	3		Elective	3	
SEMESTER TOTAL	9		SEMESTER TOTAL	9	
Milestones			**Milestones**		
Complete 9 credit hours					

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
POLS 6204 Public Policy Analysis and Program Evaluation	3		POLS 6206 Public Human Resource Management	3	
POLS 6205 Administrative Law and Procedures	3		Elective or Internship	3	
Elective	3		POLS 6287 Capstone Project and Assessment in Public Administration	3	
SEMESTER TOTAL	9		SEMESTER TOTAL	9	
Milestones			**Milestones**		
Apply for graduation			Complete Capstone project		

Addendum IV

Computer Science Endorsement

2026-2027 Graduate Delete Program Request

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Desired Effective Semester * `Spring`

Desired Effective Year * `2026`

What would you like to do? *
- ( ) Deactivate Existing Program
- (•) Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department * `Department of Educational Technology and Foundations`

Is this a School of Nursing or School of Communication, Film and Media course, or does this belong to the Graduate School and not an academic department?*   ○ Yes   ⊙ No

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

Program Information

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

DO NOT edit the <u>imported</u> information below.

Type of Program*   ⊙ Program
                   ○ Shared Core

Program Name*   Computer Science Endorsement

Program Type* | Endorsement |

Degree Type* | Endorsement |

Program Description*   The purpose of the graduate-level Computer Science Endorsement Program is to strengthen and enhance candidates' competencies for teaching computer science and computational thinking skills in grades P-12. Individuals who earn this endorsement are in-field to teach computer science curriculum in grades P-12. This program is aligned to the Computer Science Endorsement Standards, as outlined by the Georgia Professional Standards Commission in Rule 505-3-.86. The standards seek to develop candidates' knowledge and skills in the following areas: (1) CT Skills for Problem Solving; (2) Third Generation Programming Languages; (3) Computer Systems & Organization; (4) Networks & Internet; (5) Digital Artifacts, Data Analysis, Modeling & Simulation; (6) Security, Privacy, and Safety; (7) CT-Integrated Unit Planning for Diverse Audiences; and (8) Partnerships and Educational Programming for Robust CS Programs. Provided through a collaboration of UWG faculty of computer science (PCMCS) and instructional technology (COE), the proposed program consists of a 4-course sequence of a total of 12 credit hours: CS 5210: Programming Fundamentals; CS 6311: Program Construction 1; MEDT 7499: Methods & Strategies for CT-integrated Learning; and CS 5310: Principles of CS The endorsement can be completed as a stand-alone.

Learning Outcomes
The program shall prepare candidates who:

1. Demonstrate computational thinking skills to formalize a problem and express its solution in a way that computers (human and machine) can effectively carry out.

2. Demonstrate proficiency in at least one third-generation programming language.

3. Demonstrate proficiency in basic computer system components and organization.

4. Demonstrate proficiency in fundamental principles of computer networks and the Internet.

5. Demonstrate proficiency in effectively and responsibly using computer applications to create digital artifacts, analyze data, model and simulate phenomena suggested by research and/or data.

6. Demonstrate proficiency and understanding of security, privacy, and safety concerns in computer systems, networks, and applications.

7. Plan, organize, deliver, and evaluate instruction that effectively utilizes current technology for teaching computational thinking principles, computer programming and its applications.

8. Work with business and industry leaders in establishing school/business partnerships and advisory committees and operate student organizations as appropriate.

Program Location*

Online

Status*   ⦿ Active-Visible   ◯ Inactive-Hidden

Prospective Curriculum - Not Applicable*

Admission Requirements

- 2.75 GPA from a Bachelor's Degree Program from an accredited institution
- To be eligible for the professional Online Teaching Endorsement, the applicant must hold a level four (4) or higher renewable professional or Five-Year Induction certificate in any teaching field, as recognized by the Georgia Professional Standards Commission.

Computer Science Endorsement

CS 5210 Programming Fundamentals

CS 5310 Principles of Computer Science

CS 6311 Program Construction I

MEDT 7499 Methods & Strategies for CT-integrated Learning

[After] 1. The Computer Science Endorsement is a program approved by the Georgia Professional Standards Commission (GaPSC) with the purpose of preparing candidates to teach computer science at the P-12 level (GaPSC Rule 505-3-.86; July 2021).

2. Eligibility: "Educators holding a level four (4) or higher renewable professional or Five-Year Induction certificate in any teaching field and who complete the Computer Science Endorsement are qualified to teach computer science to students in grades P-12" (GaPSC Rule 505-2-.163; July 2021).

3. Students must maintain a "B" average throughout the program. Students who earn a grade of "C" in a course, must earn a grade of "A" in another course to compensate for the "C" grade. A grade of "C" in a second course will result in suspension from the program.

Justification and Assessment

Rationale* Since first being offered in Summer 2022, this summer-starting program has had low-to-no enrollment as summarized below:

--Summer 2023: Offered CS 5210 with enrollment of 2 students (who pursued no additional courses in the 4-course sequence).
--Summer 2024: The first course in series not offered; no students begin series.
--Summer 2025: The first course in series not offered; no students begin series.

The program cannot be sustained at this level of enrollment.

There are no currently enrolled students to "teach out"; therefore a teach-out plan is not needed.

SACSCOC Substantive Change

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

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Teach Out Plan ☑ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID* 4869

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.**

Teach Out Plan Note for the Computer Science Endorsement

Submitted through the *Modern Campus Curriculum* platform by Kim Huett, Associate Professor & Assistant Chair of ETF

University of West Georgia (Carrollton, GA)

Fall 2025

According to our read of the guidelines on providing a Teach-out Plan, the Computer Science Endorsement deactivation proposal should not include a Teach-out Plan due to its not having any current students.

The [Document: Guidelines and Samples for Deactivating and Terminating Academic Degree Programs (Substantive Change) University of West Georgia (.pdf),](#) notes the following:

> *Academic Degree Programs with No Currently Enrolled Students: If an academic degree program has no currently enrolled students - as verified by the Registrar - then the program will bypass the deactivation phase and notification will be sent to the USG BOR to immediately terminate the program at the start of the next semester. No new students will be admitted. (p. 1)*

Addendum V

Senior & Principal Lecturer Positions

Committee Members: Shelley Rogers, Melanie Conrad, Melanie Hildebrandt, Quetina Howell, Levi Ofoe, David Newton (Ex-officio to the Committee)

Proposed Changes to the Faculty Handbook

Rationale

This document clarifies an existing senior lecturer position and proposes the creation of a new principal lecturer position that will provide a structured and equitable career path for non-tenure track faculty who are primarily focused on teaching excellence, pedagogical innovation, departmental initiatives, and service at the University of West Georgia. The non-tenure track **senior lecturer and principal lecturer** positions will parallel the expectations and career advancement opportunities for tenure-track associate and full professor ranks. These positions are expected to ensure that non-tenure track faculty are afforded opportunities, including the following:

- **Structured Career Progression:** It provides non-tenure track faculty with a defined path for advancement, increased compensation, and job security.

- **Leadership Development:** Senior and principal lecturers can assume leadership roles, such as developing initiatives, curriculum development and coordination, advising, and mentoring.

- **Retention and Morale:** A defined career trajectory improves faculty morale and retention by offering opportunities for teaching, professional growth, and leadership. Without clear paths, UWG risks losing talented non-tenure track faculty.

- **Focus on Pedagogical Excellence:** These roles allow faculty to focus on excellence in teaching, curriculum development, and developing innovation aimed at enhancing student outcomes.

The information below is as stated in the *Faculty Handbook* regarding promotion to senior lecturer and principal lecture positions.

103.0302 Specific Minimum Criteria for Promotion

...

1. To Be Promoted to Senior Lecturer

      1.1 Teaching.* Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.

      1.2 Service.* Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

      1.3 Academic Achievement. Graduate degree in discipline.

      1.4 Professional Growth and Development.* Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

      ***Student Success Activities**. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

[**Suggestion**: the above is exactly as it appears in the current *Faculty Handbook*, except 1.1 and the criteria that follow it have a box around them. The information that follows this in the handbook as #2 is about promotion to assistant professor, then #3 as associate, etc., and all the criteria that follow are numbered accordingly up to 6.8. Faculty across campus would be used to citing these criteria by the numbers (and flesh out their unit criteria based on these numbers), so the suggestion is that we do NOT insert criteria for promotion to Principal Lecturer as #2, but instead number Senior Lecturer as 1A and Principal Lecturer as 1B, and ask the Faculty Senate to approve the following, with changes to the *Faculty Handboo*k in red.]

<div align="center">

Proposed changes (in red font) to the faculty handbook

</div>

103.0302 Specific Minimum Criteria for Promotion

...

1A. To Be Promoted to Senior Lecturer. Lecturers will have served for a minimum of five years in order to be considered for promotion to senior lecturer. Senior lecturers primarily focus on

teaching undergraduate courses. ~~often carrying a heavy course load.~~ If granted graduate faculty status, senior lecturers may deliver advanced or graduate courses. They are involved in developing and updating course materials and curricula; providing academic guidance and support to students, including mentoring and advising; and participating in departmental, college/school, and university service activities, such as committees and outreach.

    1A.1 Teaching.* Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.

    1A.2 Service.* Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

    1A.3 Academic Achievement. Graduate degree in discipline.

    1A.4 Professional Growth and Development.* Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

    *Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

1B. To Be Promoted to Principal Lecturer. Senior lecturers who have served a minimum of five years may be considered for promotion to principal lecturer. Principal lecturers primarily focus on teaching courses. If granted graduate faculty status, principal lecturers may deliver advanced or graduate courses. They are involved in developing and updating courses and course materials. Principal lecturers also help oversee the administration, departmental initiatives, and management of academic programs, ensuring quality and consistency. They often take on leadership roles within their departments through involvement in strategic planning and decision-making processes and by coordinating teaching teams and programs. They mentor and develop new lecturers, senior lecturers, and part-time instructors and evaluate their performance. Principal lecturers support the academic and personal well-being of students through mentoring, advising, and referral to support resources.

1B.1 Teaching.* Demonstration of superior teaching with evidence from sources listed in section 103.0302.5.1.

1B.2 Service.* Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.

1B.3 Academic Achievement. Graduate degree in discipline.

1B.4 Professional Growth and Development.* Demonstration of significant professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.