Memorandum

To: General Faculty

Date: November 11, 2026

Regarding: Faculty Senate Agenda for November 13, 2026 in Richards Hall, room 102

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1. Call to Order
2. Roll Call
3. Minutes
   A) The September 18 and October 16, 2026 Faculty Senate Meeting Minutes were approved electronically on November 10, 2026.
4. Discussion with Leadership
   A) President
   B) Provost
5. Committee Reports

Information Items (Martin McPhail, Chair):

1) General Information Updates
   a) ORSP Faculty Seed Grant - Letter of Intent (**Addendum I**)
2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Sarah Elias, Chair)

Action Items (Addendum II):

A) Perry College of Mathematics, Computing, and Sciences
   1) School of Field Investigations and Experimental Sciences
      a) Biology, B.S.

      Request: Revise Program

      The following changes are proposed to better serve Biology majors across all three concentrations.

      1. Add BIOL 2107 Principles of Biology for Majors, and BIOL 2018 Principles of Biology for Majors, as well as their corresponding lab courses (BIOL 2107L and BIOL 2108L) back into the program map across all three biology concentrations. These are preexisting courses, no

new course addition needed. These courses are being added back into the required coursework for Biology Majors.

b) Earth and Environmental Sciences, B.S.

Request: Revise Program

The Earth and Environmental Sciences (EES) program and degree at UWG offers multiple concentrations for students to pursue education and career pathways focusing on the Earth's physical composition, its surface and atmospheric systems, and how these interact and are impacted by human activities. This broad area of interest, furthermore, is understood and explored using an integrated systems approach, emphasizing the spatial and temporal relationships within and between relevant natural and human systems. All EES students are prepared for future careers by gaining a particular skillset that enables them to analyze and explain conditions and processes that fall within this earth and environmental sciences framework. The culmination of this learning is the formulation, execution, and presentation of a faculty mentored research project. Based on existing faculty expertise, students majoring with a BS in EES can pursue one of three concentrations, each with its own thematic focus and methodology: 1) environmental sustainability, 2) geographic information systems, and 3) professional geology.

We have modified our independent research requirement to where this will now be executed via two corequisite courses; GEOG/GEOL 3332 and 3333. This changes the credit requirement only by 1 additional credit hour being required. The change of adding as additional course requirement in the GIS concentration is actually a fix to an incorrectly entered number in the initial EES proposal.

c) GEOG 3332: Geographical Investigations in Earth and Environmental Science

Request: Add

Course Description: Detailed assignments related to exploring a specific area of geography, environmental science, or GIS. Permits students to execute a geographically focused research project within the broader field of earth and environmental sciences. This course requires a faculty mentor. Title to be supplied at the time of offering.

Variable CH (1-3). Maximum 6

Rationale: This course is replacing the old GEOG 4083 course. The new title and description of this course will fit better into the scaffolded curriculum of the new EES major. The 3000 level is also more appropriate as it better reflects the expected level of difficulty for a Junior level course (EES majors are expected to take this course as Juniors).

d) GEOG 3333: Faculty-Mentored Research in Earth and Environmental Sciences

Request: Add

This course is focused on helping students execute a doable research project. The course will run alongside GEOG/GEOL 3332, which is an independent study where the student will have a mentor to guide them through a research project. The aim of this course is to ensure the effective documentation of this research endeavor.

Rationale: This course will now be offered at registration as opposed to being an independent study. The course will now also have a corequisite GEOG/GEOL 3332 which will be an independent study with a mentor - faculty mentored research. In the 3333 course an instructor will communicate with students and mentors to ensure that the research process is proceeding according to plan and is being properly documented. The idea is to create more follow through and uniformity in the independent research requirement within EES.

e) GEOL 3332: Geological Investigations in Earth and Environmental Science

Request: Add

Detailed assignments related to exploring a specific area of geology. Permits students to execute a geologically focused research project within the broader field of earth and environmental sciences. This course requires a faculty mentor. Title to be supplied at the time of offering.

Variable CH (1-3). Maximum 6

Rationale: This course is replacing the old GEOL 4082 course. The new title and description of this course will fit better into the scaffolded curriculum of the new EES major. The 3000 level is also more appropriate as it better reflects the

expected level of difficulty for a Junior level course (EES majors are expected to take this course as Juniors).

f) GEOL 3333: Faculty-Mentored Research in Earth and Environmental Sciences

Request: Add

This course is focused on helping students execute a doable research project. The course will run alongside GEOG/GEOL 3332, which is an independent study where the student will have a mentor to guide them through a research project. The aim of this course is to ensure the effective documentation of this research endeavor.

Rationale: This course will now be offered at registration as opposed to being an independent study. The course will now also have a corequisite GEOG/GEOL 3332 which will be an independent study with a mentor - faculty mentored research. In the 3333 course an instructor will communicate with students and mentors to ensure that the research process is proceeding according to plan and is being properly documented. The idea is to create more follow through and uniformity in the independent research requirement within EES.

B) Richards College of Business

1) Department of Economics

a) ECON - 4486 - Internship in Economics

Request: Revise

Internship in Economics: Extend credit hours from 3 to 1-6

Extending internship credit to beyond a single-semester 3-hour course provides students the potential of a more meaningful learning experience on the job. By extending the internship course to two semesters gives students enough time to move beyond training and in into roles that meaningfully contribute to substantial workplace projects. It also provides continuity on projects that take several months to complete, which are becoming more common. Two-semester internships also provide stronger career preparation, additional opportunities to develop professional skills, deeper relationship with employers, and stronger professional connections, which all potentially lead to a job offer after graduation. By allowing 1-6 hours of credit, a student and employer have the flexibility to

scale the internship to match the requirements of the job. Furthermore, this dovetails into a new initiative to create business co-op programs. Flexible 1-6 hours credit recognizes that internships are experiential learning opportunities whose educational value can increase with sustained participation, rather than treating the experience as something that must end after one semester.

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

Action Items (Addendum III):

A) Richards College of Business

1) Department of Management

a) Master of Business Administration, M.B.A.

Request: Revise

The proposed Master of Business Administration (MBA), Experiential Learning Track addresses the need for graduate students with limited professional experience to gain meaningful workplace exposure while completing their degree. Many employers seek candidates who can demonstrate both advanced business knowledge and practical skills, creating a need for opportunities that connect academic learning with real-world application. The MBA, Experiential Learning Track integrates internships into the MBA curriculum, allowing students to develop professional competencies, industry knowledge, and career readiness. This new track allows students, including international students, to participate in internships as an integrated part of their MBA experience while maintaining the degree's overall credit-hour requirements. The Master of Business Administration, Experiential Learning Track, is a 30-credit-hour program that gives students broad business knowledge to succeed in management positions. Students will complete 18 credit hours of core courses, 9 credit hours of elective courses, and 3 credit hours of internship. Students will be admitted in spring, summer, and fall.

B) Tanner Health School of Nursing

1) Master of Science in Nursing, M.S.N.

Request: Revise

This program revision edited some language in the program description to comply with the most recent professional standards (AACN Essentials) and to revise the

admission criteria to 1) state: One year of full-time clinical experience as a registered nurse by the time of enrollment is preferred, 2) provide guaranteed admission to UWG BSN students who apply during their final year in the BSN program, provided they meet all admission criteria at the time of their graduation and enrollment, and 3)revise the wording on the written response to remove the specific prompt and state that applicants cannot use generative AI to help write their written response. The revision also sets an application deadline of April 15th, which allows time to process applications and enroll students before the program begins in the Fall semester of each academic year. Adding a clinical experience requirement is consistent with other USG programs that require at least one year of experience before applying. Offering guaranteed admission to UWG BSN students will align with the Double Wolf initiative and increase applications and enrollment.

2) NURS - 9021 - Applied Nursing Inquiry: Dissertation Research Implementation

   Request: Revise

   This revision allows for variable credit of 1 – 4 hours. The course can be repeated for up to 8 hours of credit. The proposed change will allow students to enroll in fewer credit hours when appropriate. Students approved to complete NURS 9021 during the summer semester and enroll only to complete their oral proposal to the THSON faculty would likely complete coursework totaling less than 3 credits. Requiring students who have minimal coursework to complete 3 or 4 credits does not provide an accurate representation of student work.

3) NURS - 9022 - Advanced Nursing Inquiry: Dissertation Completion

   Request: Revise

   This revision allows for variable credit of 1 – 4 hours. The course can be repeated for up to 8 hours of credit. The proposed change will allow students to enroll in fewer credit hours when appropriate. Students approved to complete NURS 9022 during the summer semester and enroll only to complete their final dissertation defense to the THSON faculty and/or finalize and submit their dissertation document would likely complete coursework totaling less than 3 credits. Requiring students who have minimal coursework to complete 3 or 4 credits does not provide an accurate representation of student work.

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

Action Items:

A) Non-Tenured Faculty Dismissal Policy (**Addendum IV**)

B) Emeritus Policy (**Addendum V**)

C) Workload Policy (**Addendum VI**)

Committee VIII: Teaching and Learning Committee (Jenna Harte, Chair)

Information Items:

A) ITS Survey: The Teaching and Learning Committee, in partnership with ITS, has developed a survey to better understand current classroom and online teaching needs across campus. Please look for this survey in the IFE Newsletter and in communications from your Teaching and Learning representatives. Your feedback will help guide future resources and initiatives designed to enhance teaching and learning at UWG.

B) CourseDen Navigation Bar: The Teaching and Learning Committee, in partnership with the IFE, has evaluated the organization of the Navigation Bar in CourseDen to ensure it aligns with common course components and supports a more consistent student and instructor experience. Upon approval by the Teaching and Learning Committee, the current Navigation Bar will be locked beginning December 15, 2026. Instructors seeking modifications to course components should contact Distance@westga.edu. Requests will be evaluated individually based on the specific circumstances and necessary requirements.

6. Old Business
   a. None
7. New Business
   a. None
8. Announcements
9. Adjourn

Addendum I

Faculty Affairs Committee

Fall 2026

Informational Item

Faculty Seed Grant Review Process

On October 26, 2026, Dr. Mosier met with the FAC to discuss the current Faculty Seed Grant Process. FAC continues to review and provide recommendations on Faculty Seed Grant proposals. Given the increasing volume of applications and the challenge of securing disciplinary expertise across all proposal areas, institutions have turned to external subject-matter experts for proposal reviews and feedback. Such reviews can offer disciplinary insight, strengthen applicant feedback, and supplement existing review processes while preserving faculty governance and committee recommendations. External review services are available through a variety of providers at a nominal rate and could be considered as a potential future resource should the need arise.

Additionally, the FY28 Faculty Seed Grant cycle will implement a Letter of Intent (LOI) process. The LOI call will open on November 9, 2026, and close on December 18, 2026. Faculty whose LOIs are selected to advance will be invited to submit full proposals, with applications due in March 2027. The LOI process will provide early insight into proposal volume and reviewer needs while helping faculty engage in a proposal development process that more closely mirrors external funding competitions.

Addendum II

Biology, B.S.

2027-2028 Undergraduate Revise Program

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
	[x] Program Curriculum
	[ ] Other
Desired Effective Semester *	Fall
Desired Effective Year *	2027

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 Field Investigations and Experimental 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 [x] 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*	Biology, B.S.
Program ID - DO NOT EDIT*	4981

Program Code - DO NOT EDIT	
Program Type*	Bachelor
Degree Type*	Bachelor of Science
Program Description*	Biology, B.S. Students majoring in Biology will select 1 of the following 3 concentrations: 1. Biomedical Sciences ConcentrationThe B.S. in Biology with a Biomedical Sciences Concentration is designed to prepare students for post-graduate studies and careers in health-related fields. 2. Environmental Biology ConcentrationThe B.S. in Biology with an Environmental Biology Concentration is designed to prepare students for post-graduate studies and careers in natural resource conservation, management, and research. 3. Integrative Biology ConcentrationThe B.S. in Biology with an Integrative Biology Concentration is designed to allow students flexibility in customizing a course of study to prepare for post-graduate studies or careers in government agencies and private sectors.
Status*	(*) Active-Visible ( ) Inactive-Hidden
Program Location*	Carrollton

Curriculum Information

Prospective Curriculum*	- BIOL 2107 Principles of Biology I for Majors - BIOL 2107L Principles of Biology I Lab for Majors - BIOL 2108 Principles of Biology II for Majors - BIOL 2108L Principles of Biology II Lab for Majors **Requirement** **Core IMPACTS General Education Requirements: (42 Hours)** Core IMPACTS General Education Requirements Specific core curriculum requirements for the B.S. in Biology are: - MATH 1113 Precalculus [Right] advised to take under Core IMPACTS Area M [After]

Two lab sciences required under Core IMPACTS Area T, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Advising Note:

Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Field of Study: 18 Hours

- BIOL 2107 Principles of Biology I for Majors

- BIOL 2107L Principles of Biology I Lab for Majors

- BIOL 2108 Principles of Biology II for Majors

- BIOL 2108L Principles of Biology II Lab for Majors

[After]

1000/2000 Level Academic Electives 10 credit hours

Requirements for Major: (21 hours BIOL 3000/4000): 39 Hours

- BIOL 3134 Cell and Molecular Biology

- BIOL 3168 Evolution and Ecology

- BIOL 4984 Senior Biology Seminar

[After]

All Biology majors are required to take BIOL 4984 - Senior Biology Seminar in the last semester of the degree completion.

[After]

Biology Electives (3000/4000) 0-21

[After]

Elective courses are based on selection of one of the three degree concentrations: Biomedical Sciences, Environmental Biology, or Integrative Biology.

Supporting Courses for the Major: 6 Hours

- MATH 1113 Precalculus

[Right]

or Calculus (if not in Field of Study)

- CHEM 2411 Organic Chemistry I

- CHEM 2411L Organic Chemistry I Laboratory

[Right]

(if not in Field of Study)

- CHEM 1211 Principles of Chemistry I

- CHEM 1211L Principles of Chemistry I Lab

- CHEM 1212 Principles of Chemistry II

- CHEM 1212L Principles of Chemistry II Lab

[Right]

(if not in Field of Study)

- BIOL 1110 Biological Diversity

[Right]

(if not in Field of Study)

Electives: 0-15 Hours

Total: 120 Hours

1 See Subtopic Biology Courses below.

Biomedical Sciences Concentration

Select BIOL 3000/4000 electives from courses in Group 1: Lab Based Courses and Group 2: Non-Lab Based Courses. At least one class must be selected from Group 1: Lab Based Courses.

Recommended courses for this concentration include: BIOL 2251, BIOL 2251L, BIOL 2252, BIOL 2252L, BIOL 3310, BIOL 3621, & BIOL 4503.

[Before]

Group 1: Lab Based Courses (At least one course must be chosen from this group.)

- BIOL 3231 Comparative Vertebrate Anatomy

- BIOL 3513 Human Physiology

- BIOL 3526 Vertebrate Histology

- BIOL 3621 Genetics and Medical Genetics

- BIOL 4134 Advanced Molecular Biology & Bioinformatics

- BIOL 4315 Bacterial Genetics

- BIOL 4520 Developmental Biology and Embryology

- BIOL 4727 Essentials of Immunology

- BIOL 4728 Bacterial Pathogenesis

- BIOL 4729 Medical Virology

- BIOL 4735 Parasitology

[Before]

Group 2: Non-Lab Based Courses

- BIOL 3310 Microbiology

- BIOL 4325 Advanced Medical Microbiology

- BIOL 4503 Biological Perspectives: Biochemistry

- BIOL 4539 Comparative Physiology

- BIOL 4730 Emerging Pathogens

- BIOL 4732 Biology of Aging

- BIOL 4733 Animal Nutrition

- BIOL 4734 Neuroscience

Environmental Biology Concentration

Select BIOL 3000/4000 electives from courses in Group 1: Organismal Biology Courses and Group 2: Ecological Biology Courses. At least two courses must be selected from Group 1: Organismal Biology Courses. Also, at least two courses must be selected from Group 2: Ecological Biology Courses, and at least one of these Group 2 courses must be a Lab Based Course.

[Before]

Organismal Biology Courses (Select at least 2 courses from this group.)

- BIOL 3221 Taxonomy of Flowering Plants and Ferns

- BIOL 3223 Vascular Plants

- BIOL 3226 Natural History of Vertebrates

- BIOL 3231 Comparative Vertebrate Anatomy

- BIOL 4241 Entomology

- BIOL 4242 Invertebrate Zoology

- BIOL 4245 Ichthyology

- BIOL 4430 Wildlife Techniques

- BIOL 4441 Animal Behavior

[Before]

Group 2: Ecological Biology Lab Based Courses (Select at least 2 courses from Group 2, and at least 1 course must be from Group 2: Ecological Lab Based Courses.)

- BIOL 4424 Wildlife Habitat Ecology

- BIOL 4425 Fire Ecology

- BIOL 4427 Conservation Biology

- BIOL 4440 Aquatic Ecology

- BIOL 4450 Terrestrial Ecology

[Before]

Group 2: Ecological Biology Non-Lab Based Courses (Select at lesat 2 courses from Group 2, and at least 1 course must be from Group 2: Ecological Lab Based Courses.)

- BIOL 4130 Climate Change Biology

- BIOL 4266 Conservation Genetics

- BIOL 4445 Marine Biology

Integrative Biology Concentration

Select BIOL 3000/4000 electives from courses in Group 1: Lab Based Courses and Group 2: Non-Lab Based Courses. At least two courses must be selected from Group 1: Lab Based Courses.

[Before]

Group 1: Lab Based Courses (At least one course must be chosen from this group.)

- BIOL 3221 Taxonomy of Flowering Plants and Ferns

- BIOL 3223 Vascular Plants

- BIOL 3226 Natural History of Vertebrates

- BIOL 3231 Comparative Vertebrate Anatomy

- BIOL 3513 Human Physiology

- BIOL 3526 Vertebrate Histology

- BIOL 3621 Genetics and Medical Genetics

- BIOL 4134 Advanced Molecular Biology & Bioinformatics

- BIOL 4241 Entomology

- BIOL 4242 Invertebrate Zoology

- BIOL 4245 Ichthyology

- BIOL 4315 Bacterial Genetics

- BIOL 4424 Wildlife Habitat Ecology

- BIOL 4425 Fire Ecology

- BIOL 4427 Conservation Biology

- BIOL 4430 Wildlife Techniques

- BIOL 4440 Aquatic Ecology

- BIOL 4450 Terrestrial Ecology

- BIOL 4520 Developmental Biology and Embryology

- BIOL 4727 Essentials of Immunology

- BIOL 4728 Bacterial Pathogenesis

- BIOL 4729 Medical Virology

- BIOL 4735 Parasitology

[Before]

Group 2: Non-Lab Based Courses

- BIOL 3310 Microbiology

- BIOL 4130 Climate Change Biology

- BIOL 4266 Conservation Genetics

- BIOL 4325 Advanced Medical Microbiology

- BIOL 4441 Animal Behavior

- BIOL 4445 Marine Biology

- BIOL 4503 Biological Perspectives: Biochemistry

- BIOL 4539 Comparative Physiology

- BIOL 4666 Evolutionary Genomics

- BIOL 4730 Emerging Pathogens

- BIOL 4731 Introduction to Toxicology

- BIOL 4732 Biology of Aging

- BIOL 4733 Animal Nutrition

- BIOL 4734 Neuroscience

ABM

Students in the Accelerated Bachelor's to Master's in Biology pathway should take: 1) BIOL 5130 Climate Change Biology for BIOL 4130 Climate Change Biology; 2) BIOL 5241 Entomology for BIOL 4241 Entomology; 3) BIOL 5242 Invertebrate Zoology for BIOL 4242 Invertebrate Zoology; 4) BIOL 5245 Icthyology for BIOL 4245 Icthyology; 5) BIOL 5266 Molecular Ecology for BIOL 4266 Molecular Ecology; 6) BIOL 5315 Bacterial Genetics for BIOL 4315 Bacterial Genetics; 7) BIOL 5325 Advanced Medical Microbiology for BIOL 4325 Advanced Medical Microbiology; 8) BIOL 5424 Wildlife Habitat Ecology for BIOL BIOL 4424 Wildlife Habitat Ecology; 9) BIOL 5425 Fire Ecology for BIOL 4425 Fire Ecology;

10) BIOL 5427 Conservation Biology for BIOL 4427 Conservation Biology; 11) BIOL 5430 Wildlife Techniques for BIOL 4430 Wildlife Techniques; 12) BIOL 5440 Aquatic Ecology for BIOL 4440 Aquatic Ecology; 13) BIOL 5445 Marine Biology for BIOL 4445 Marine Biology; 14) BIOL 5450 Terrestrial Ecology for BIOL 4450 Terrestrial Ecology; 15) BIOL 5539 Comparative Physiology for BIOL 4539 Comparative Physiology; 16) BIOL 5727 Essentials of Immunology for BIOL 4727 Essentials of Immunology; 17) BIOL 5728 Bacterial Pathogenesis for BIOL 4728 Bacterial Pathogenesis; 18) BIOL 5730 Emerging Pathogens for BIOL 4730 Emerging Pathogens; 19) BIOL 5732 Biology of Aging for BIOL 4732 Biology of Aging;

20) BIOL 5733 Animal Nutrition for BIOL 4733 Animal Nutrition; 21) BIOL 6503 Biological Perspectives: Biochemistry for BIOL 4503 Biological Perspectives: Biochemistry; 22) BIOL 6513 Human Physiology for BIOL 3513 Human Physiology; 23) BIOL 6526 Vertebrate Histology for BIOL 3526 Vertebrate Histology; 24) BIOL 6981 Graduate Independent Study for BIOL 4981 Independent Study; 25) BIOL 6982 Directed Readings for BIOL 4982 Directed Readings; 26) BIOL 6983 Graduate Research for BIOL 4983 Senior Biology Research.

Course Pre-requisite Information

Unless otherwise noted in the course description, the prerequisites for all upper division courses are equivalent to the following combination of courses including the minimum grade designations.

- BIOL 2107 Principles of Biology I for Majors
- BIOL 2107L Principles of Biology I Lab for Majors
- BIOL 2108 Principles of Biology II for Majors
- BIOL 2108L Principles of Biology II Lab for Majors
- CHEM 1211 Principles of Chemistry I
- CHEM 1211L Principles of Chemistry I Lab
- CHEM 1212 Principles of Chemistry II
- CHEM 1212L Principles of Chemistry II Lab

[After]

A minimum grade of C is required for all prerequisite courses listed.

BIOL 1107 & BIOL 1108 with labs may be substituted for BIOL 2107 & 2108 with labs. CHEM 1211K & CHEM 1212K may substitute for CHEM 1211 & 1212 with labs.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale*	This is a directive from Dean Bickford. We are resurrecting the Principles of Biology for Majors sections to serve our biology majors better.
If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	No changes to the SLOs

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.
	[x] 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
	[x] None of these apply
SACSCOC Comments	

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

Program Map*	[x] I have attached the Program Map/Sheet.
	[ ] N/A - I am not making changes to the program curriculum.
Assessment Plan*	[x] I have attached the Assessment Plan.
	[ ] N/A

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

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

INSTRUCTIONS

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.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT: School of Field Investigations and Experimental Sciences

PROGRAM: Biology, B.S.

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.

	COURSES	PL-SLO 1: Students will use concepts, principals, and knowledge to demonstrate mastery in two of the following four subject areas: 1. Cell biology, 2. molecular biology and genetics, 3. organismal biology, 4. population biology, evolution, and ecology.	PL-SLO 2: Students will use critical thinking skills or problem-based learning skills to demonstrate mastery of the scientific method as pertains to three criteria: 1. Background knowledge, 2. Data analysis, and 3. Experimental design.	PL-SLO 3: Students will acquire, organize, and present scientific information in the written or oral form and be judged in terms of three criteria: 1. Scientific content, 2. Comprehension and development of ideas, and 3. Structure and organization of their work.
1	BIOL 1107	I		
2	BIOL 1107L		I	I
3	BIOL 1108	I		
4	BIOL 1108L		I	I
5	BIOL 1110	I		
6	BIOL 2107	I	I	
7	BIOL 2107L		I	I
8	BIOL 2108	I		
9	BIOL 2108L		I	I
10	BIOL 3134	M	M	
11	BIOL 3135	M	M	M
12	BIOL 3168	M	M	M
13	BIOL 3221	M		M/A
14	BIOL 3223	M	M	M/A
15	BIOL 3226	M		M
16	BIOL 3231	M		M
17	BIOL 3242	M	M	M/A
18	BIOL 3310	I	M/A	

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.**	**19**	BIOL 3513	R	M/A	R
		20	BIOL 3526	R		
		21	BIOL 3621	M	M	R
		22	BIOL 4241	R	R	R
		23	BIOL 4242	R	R	M
		24	BIOL 4245	R		M
		25	BIOL 4315	R	R	I
		26	BIOL 4325	R	R	R
		27	BIOL 4425	R	R	M/A
		28	BIOL 4266	M	M	M/A
		29	BIOL 4441	R	R	M
		30	BIOL 4427	M	R	M/A
		31	BIOL 4503	R		
		32	BIOL 4539		R	M
		33	BIOL 4727	R		
		34	BIOL 4728	R	R	I
		35	BIOL 4729	R	R	M/A
		36	BIOL 4730	R	R	M
		37	BIOL 4731	R	M	M
		38	BIOL 4732	M	R	M/A
		39	BIOL 4734	R		M/A
		40	BIOL 4984	M/A		M
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The BS in Biology with a Biomedical Sciences Concentration is designed to prepare students for post-graduate studies and careers in health-related fields.

The program map is just one example of how students might meet the requirements for the program.

Program Map
Biomedical Sciences Concentration in Biology

YEAR 1

TERM 1

Course		Credits
ENGL 1101	IMPACTS Area C1	3
MATH 1111	Elective	3
XIDS 2002	IMPACTS Area I2	2
BIOL 1110	Supporting Course	3
BIOL 2107	Major Requirement	3
BIOL 2107L	Major Requirement	1
SEMESTER TOTAL		15

Milestones

- Complete ENGL 1101; required to earn C or higher.
- Complete MATH 1111; required to earn C or higher.
- Optional supporting course: complete BIOL 1110.
- Requirements for the major: complete BIOL 2107/2107L; required to earn C or higher.

TERM 2

Course		Credits
ENGL 1102	IMPACTS Area C2	3
MATH 1113	IMPACTS Area M	4
BIOL 2108	Major Requirement	3
BIOL 2108L	Major Requirement	1
CHEM 1211	Major Requirement	3
CHEM 1211L	Major Requirement	1
SEMESTER TOTAL		15

Milestones

- Complete ENGL 1102; required to earn C or higher.
- Requirements for the major: complete BIOL 2108/2108L; required to earn C or higher.
- Requirements for the major: complete CHEM 1211/1211L; required to earn C or higher.

YEAR 2

TERM 1

Course		Credits
BIOL 3134	Major Requirement	4
BIOL 3168	Major Requirement	4
CHEM 1212	Major Requirement	3
CHEM 1212L	Major Requirement	1
HIST 1111	IMPACTS Area P1	3
SEMESTER TOTAL		15

Milestones

- Requirements for the major: complete CHEM 1212/1212L; required to earn C or higher.
- Requirements for the major: complete BIOL 3134 and BIOL 3168

TERM 2

Course		Credits
CHEM 2411	Major Requirement	3
CHEM 2411L	Major Requirement	1
BIOL 3/4000	Conc. Elective – Group 1	4
BIOL 3/4000	Conc. Elective	4
POLS 1101	IMPACTS Area P2	3
SEMESTER TOTAL		15

Milestones

- Requirements for the major: complete CHEM 2411/2411L; required to earn C or higher.
- Requirement for the concentration: complete BIOL 3/4000 (one course in Group 1 of the Upper Level - Guided Electives).

Biomedical Sciences Concentration Program Map, continued (page 2 of 2)

YEAR 3

TERM 1		
Course		**Credits**
BIOL 3/4000	Conc. Elective	4
BIOL 3/4000	Conc. Elective	4
PHYS 1111	IMPACTS Area T1	3
PHYS 1111L	IMPACTS Area T1	1
MATH 1401	IMPACTS Area T2	3
SEMESTER TOTAL		15

Milestones

- Requirement for the concentration: complete BIOL 3/4000 (one course in Group 1 of the Upper Level - Guided Electives).
- Complete IMPACTS Area T2: MATH 1401 recommended for the concentration.

TERM 2		
Course		**Credits**
BIOL 3/4000 DSW	Conc. Elective	4
BIOL 3/4000	Conc. Elective	3
BIOL 2251/L	Recommended Elective	4
PHYS 1112	IMPACTS Area T1	3
PHYS 1112L	IMPACTS Area T1	1
SEMESTER TOTAL		15

Milestones

- Requirement for the major: complete 2 DSW courses, one must be in Biology.
- Complete recommended electives: BIOL 2251/2251L recommended for concentration.

YEAR 4

TERM 1		
Course		**Credits**
BIOL 4984	Major Requirement	1
BIOL 3/4000	DSW Conc. Elective	4
BIOL 2252/L	Recommended Elective	4
SPAN 1001	IMPACTS Area A2	3
PSYC 1101	IMPACTS Area S2	3
SEMESTER TOTAL		15

Milestones

- Requirement for the major: complete BIOL 4984.
- Requirement for the concentration: complete at least 13 hours of Upper Level - Guided Electives.
- Requirement for the major: complete 2 DSW courses, one must be in Biology.
- Complete recommended electives: BIOL 2252/2252L recommended for concentration.
- Apply for graduation.

TERM 2		
Course		**Credits**
BIOL 3/4000	Free Elective	3
BIOL 3/4000	Free Elective	3
COMM 1110	IMPACTS Area I1	3
ART 1201	IMPACTS Area A1	3
HIST 2111	IMPACTS Area S1	3
SEMESTER TOTAL		15

Milestones

- Requirement for the major: complete at least 39 hours at the 3/4000 level.
- Complete core.
- Complete a minimum of 120 hours.

Minimum requirements for BS in Biology with a Biomedical Sciences concentration:

1. Satisfy all General Education requirements (Core IMPACTS Areas).
2. Satisfy all Requirements for the Major and concentration.
    a. Complete a minimum of 30 hours of 3/4000 level courses in Biology, including BIOL 3134, BIOL 3135, and BIOL 4984.
    b. Complete one Biology lab course from Group 1 of the Guided Electives.
    c. Complete 2 DSW courses (a minimum of one must be in Biology).
    d. Complete a minimum of 39 hours of upper division courses (3/4000 level).
    e. Minimum GPA for the major must be 2.0 (includes Field of Study and major requirements).
3. Complete a minimum of 120 hours total.
4. Minimum overall GPA of 2.0

The BS in Biology with an Environmental Biology Concentration is designed to prepare students for post-graduate studies and careers in natural resource conservation, management, and research.

The program map is just one example of how students might meet the requirements for the program.

Program Map
Environmental Biology Concentration in Biology

YEAR 1

TERM 1

Course		Credits
ENGL 1101	IMPACTS Area C1	3
MATH 1111	Elective	3
XIDS 2002	IMPACTS Area I2	2
BIOL 1110	Supporting Course	3
BIOL 2107	Major Requirement	3
BIOL 2107L	Major Requirement	1
SEMESTER TOTAL		15

Milestones

- Complete ENGL 1101; required to earn C or higher.
- Complete MATH 1111; required to earn C or higher.
- Supporting Course: complete BIOL 1110.
- Requirements for the major: complete BIOL 2107/2107L; required to earn C or higher.

TERM 2

Course		Credits
ENGL 1102	IMPACTS Area C2	3
MATH 1113	IMPACTS Area M	4
BIOL 2108	Major Requirement	3
BIOL 2108L	Major Requirement	1
CHEM 1211	Major Requirement	3
CHEM 1211L	Major Requirement	1
SEMESTER TOTAL		15

Milestones

- Complete ENGL 1102; required to earn C or higher.
- Requirements for the major: complete BIOL 2108/2108L; required to earn C or higher.
- Requirements for the major: complete CHEM 1211/1211L; required to earn C or higher.

YEAR 2

TERM 1

Course		Credits
BIOL 3134	Major Requirement	4
BIOL 3168	Major Requirement	4
CHEM 1212	Major Requirement	3
CHEM 1212L	Major Requirement	1
HIST 1111	IMPACTS Area P1	3
SEMESTER TOTAL		15

Milestones

- Requirements for the major: complete CHEM 1212/1212L; required to earn C or higher.
- Requirements for the major: complete BIOL 3134 and BIOL 3168.

TERM 2

Course		Credits
CHEM 2411	Major Requirement	3
CHEM 2411L	Major Requirement	1
BIOL 3/4000	DSW Conc. Elective (Group 1)	4
BIOL 3/4000	Conc. Elective (Group 2 w/Lab)	4
POLS 1101	IMPACTS Area P2	3
SEMESTER TOTAL		15

Milestones

- Requirements for the major: complete CHEM 2411 /2411L; required to earn C or higher.
- Requirements for the concentration: complete two courses in both Group 1 and Group 2 of the Upper Level - Guided Electives.
- Requirements for the major: complete 2 DSW courses, one must be in Biology.

Environmental Biology Concentration Program Map, continued (page 2 of 2)

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
BIOL 3/4000 Conc. Elec. (Group 1)	4	BIOL 3/4000 Conc. Elective	4
BIOL 3/4000 DSW Conc. Elec. (Group 2)	4	BIOL 3/4000 Conc. Elective	4
GEOL 1121 IMPACTS Area T1	3	GEOG 1112 IMPACTS Area T1	3
GEOL 1121L IMPACTS Area T1	1	GEOG 1112 L IMPACTS Area T1	1
MATH 1401 IMPACTS Area T2	3	PSYC 1101 IMPACTS Area S2	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Requirements for the concentration: complete two courses in both Group 1 and Group 2 of the Upper Level - Guided Electives. • Requirements for the major: complete 2 DSW courses, one must be in Biology. • Complete IMPACTS Area T2: MATH 1401 recommended for concentration.		• Complete concentration requirement of ≥ 21 Upper Level – Guided Elective credit hours.	
YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
BIOL 3/4000 Upper Level - Free Elective	4	COMM 1110 IMPACTS Area I1	3
BIOL 3/4000 Upper Level - Free Elective	4	HIST 2111 IMPACTS Area S1	3
ART 1201 IMPACTS Area A1	3	Free elective	3
SPAN 1001 IMPACTS Area A2	3	Free elective	3
BIOL 4984 Major Requirement	1	Free elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete BIOL 4984 required for all biology majors. • Requirement for the major: complete ≥ 39 hours at 3/4000 level. • Apply for graduation.		• Complete core. • Complete a minimum of 120 credit hours.	

Minimum requirements for BS in Biology with an Environmental Biology concentration:

1. Satisfy all General Education requirements (Area A-F of Core).
2. Satisfy all Requirements for the Major and concentration.
    a. Complete a minimum of 30 hours of 3/4000 level courses in Biology, including BIOL 3134, BIOL 3135, and BIOL 4984.
    b. Complete at least 2 courses in both Group 1 and Group 2 of the concentration, and at least one of the Group 2 courses is a lab-based class.
    c. Complete ≥ 21 credit hours in the concentration.
    d. Complete 2 DSW courses (a minimum of one must be in Biology).
    e. Complete ≥ 39 hours of upper division courses (3/4000 level).
    f. Minimum GPA for the major must be 2.0 (Includes Field of Study & requirements for the major).
3. Complete a minimum of 120 hours total.
4. Minimum overall GPA of 2.0.

The BS in Biology with an Integrative Biology Concentration is designed to allow students flexibility in customizing a course of study to prepare for post-graduate studies or careers in government agencies and private sectors.

The program map is just one example of how students might meet the requirements for the program.

Program Map
Integrative Biology Concentration in Biology

YEAR 1

TERM 1

Course		Credits
ENGL 1101	IMPACTS Area C1	3
MATH 1111	Elective	3
XIDS 2002	IMPACTS Area I2	2
BIOL 1110	Supporting Course	3
BIOL 2107	Major Requirement	3
BIOL 2107L	Major Requirement	1
SEMESTER TOTAL		15

Milestones

- Complete ENGL 1101; required to earn C or higher.
- Complete MATH 1111; required to earn C or higher.
- Supporting Course: complete BIOL 1110.
- Requirements for the major: complete BIOL 2107/2107L; required to earn C or higher.

TERM 2

Course		Credits
ENGL 1102	IMPACTS Area C2	3
MATH 1113	IMPACTS Area M	4
BIOL 2108	Major Requirement	3
BIOL 2108L	Major Requirement	1
CHEM 1211	Major Requirement	3
CHEM 1211L	Major Requirement	1
SEMESTER TOTAL		15

Milestones

- Complete ENGL 1102; required to earn C or higher.
- Requirements for the major: complete BIOL 2108/2108L; required to earn C or higher.
- Requirements for the major: complete CHEM 1211/1211L; required to earn C or higher.

YEAR 2

TERM 1

Course		Credits
BIOL 3134	Major Requirement	4
BIOL 3168	Major Requirement	4
CHEM 1212	Major Requirement	3
CHEM 1212L	Major Requirement	1
HIST 1111	IMPACTS Area P1	3
SEMESTER TOTAL		15

Milestones

- Requirements for the major: complete CHEM 1212/1212L; required to earn C or higher.
- Requirements for the major: complete BIOL 3134 and BIOL 3168.

TERM 2

Course		Credits
CHEM 2411	Major Requirement	3
CHEM 2411L	Major Requirement	1
BIOL 3/4000	Conc. Elective (Group 1)	4
BIOL 3/4000	Conc. Elective (Group 2)	4
POLS 1101	IMPACTS Area P2	3
SEMESTER TOTAL		15

Milestones

- Requirements for the major: complete CHEM 2411/2411L; required to earn C or higher.
- Requirement for the concentration: complete at least 2 Group 1 Upper Level - Guided Electives.

Integrative Biology Concentration Program Map, continued (page 2 of 2)

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
BIOL 3/4000 DSW Conc. Elective (Group 1)	4	BIOL 3/4000 Conc. Elective	4
BIOL 3/4000 Conc. Elective (Group 2)	4	BIOL 3/4000 Conc. Elective	4
GEOL 1121 IMPACTS Area T1	3	GEOG 1112 IMPACTS Area T1	3
GEOL 1121L IMPACTS Area T1	1	GEOG 1112L IMPACTS Area T1	1
MATH 1401 IMPACTS Area T2	3	PSYC 1101 IMPACTS Area S2	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Requirement for the major: complete 1 DSW course in Biology. • Requirement for the concentration: complete at least 2 Group 1 Upper Level - Guided Electives. • Complete IMPACTS Area T2: MATH 1401 recommended for concentration.			
YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
BIOL 3/4000 DSW Upper Level-Free Elective	4	BIOL 4984 Major Requirement	1
COMM 1110 IMPACTS Area I1	3	BIOL 3/4000 Upper Level - Free Elective	4
ART 1201 IMPACTS Area A1	3	Free elective	3
SPAN 1001 IMPACTS Area A2	3	Free elective	3
HIST 2111 IMPACTS Area S1	3	Free elective	3
SEMESTER TOTAL	16	SEMESTER TOTAL	14
Milestones		**Milestones**	
• Complete core. • Requirement for the major: complete 2 DSW courses. • Apply for graduation.		• Requirement for the major: complete BIOL 4984. • Requirement for the major: complete at least 39 hours at 3/4000 level. • Complete a minimum of 120 hours.	

Minimum requirements for BS in Biology with an Integrative Biology concentration:

1. Satisfy all General Education requirements (Area A-F of Core).
2. Satisfy all Requirements for the Major and concentration.
    a. Complete a minimum of 30 hours of 3/4000 level courses in Biology, including BIOL 3134, BIOL 3135, and BIOL 4984.
    b. Complete at least two Upper Level - Guided Elective courses from Group 1.
    c. Complete 2 DSW courses (a minimum of one must be in Biology).
    d. Complete a minimum of 39 hours of upper division courses (3/4000 level).
    e. Minimum GPA for the major must be 2.0 (Includes Area F and requirements for the major).
3. Complete a minimum of 120 hours total.
4. Minimum overall GPA of 2.0.

Earth and Environmental Sciences, B.S.

2027-2028 Undergraduate Revise Program

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
	[x] Program Curriculum
	[ ] Other
Desired Effective Semester *	Fall
Desired Effective Year *	2027

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 Field Investigations and Experimental 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 [x] 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*	Earth and Environmental Sciences, B.S.
Program ID - DO NOT EDIT*	5017

Program Code - DO NOT EDIT	
Program Type*	Bachelor
Degree Type*	Bachelor of Science
Program Description*	The Earth and Environmental Sciences (EES) program and degree at UWG offers multiple concentrations for students to pursue education and career pathways focusing on the Earth's physical composition, its surface and atmospheric systems, and how these interact and are impacted by human activities. This broad area of interest, furthermore, is understood and explored using an integrated systems approach, emphasizing the spatial and temporal relationships within and between relevant natural and human systems. All EES students are prepared for future careers by gaining a particular skillset that enables them to analyze and explain conditions and processes that fall within this earth and environmental sciences framework. The culmination of this learning is the formulation, execution, and presentation of a faculty mentored research project. Based on existing faculty expertise, students majoring with a BS in EES can pursue one of three concentrations, each with its own thematic focus and methodology: 1) environmental sustainability, 2) geographic information systems, and 3) professional geology. Learning Outcomes: 1. Students will be able to demonstrate knowledge of disciplinary elements of Earth and Environmental Science by explaining phenomena studied, foundational concepts, and key theories and methods. 2. Students will be able to apply appropriate research methodology and techniques to analyze problems related to EES. 3. Students will be able to produce research/scientific findings through the design and implementation of a faculty-mentored research project. 4. Students will be able to communicate effectively knowledge about EES phenomena, concepts, and methods in both oral and written presentations.
Status*	(*) Active-Visible
	( ) Inactive-Hidden
Program Location*	Carrollton

Curriculum Information

Prospective Curriculum*	- GEOG 3332 Geographical Investigations

- GEOL 3332 Geological Investigations

Requirement

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

(Note: Core IMPACTS Area M the following course is advised and Core IMPACTS Area T Option II is advised)

- MATH 1113 Precalculus

Field of Study: 18 Hours

- GEOL 1121 Exploring Earth

- GEOL 1121L Exploring Earth Laboratory

- GEOG 1112 Weather and Climate

- GEOG 1112L Weather and Climate Laboratory

- GEOG 2553 Introduction to GIS and Mapping Sciences

[Before]

Choose between GEOG or GEOL options

- GEOG 1113 Landform Geography

- GEOG 1113L Landform Geography Laboratory

[After]

(or)

- GEOL 1122 Earth and Life Through Time

- GEOL 1122L Earth and Life Through Time Laboratory

[Before]

Choose either MATH

- MATH 1401 Elementary Statistics

[After]

(or)

- MATH 1634 Calculus I

[After]

If needed, MATH credit from Core IMPACTS Area M and Core IMPACTS Area T and/or 1000/2000 level academic elective in GEOG, GEOL, CHEM, BIOL, PHYS, CS

Environmental Sustainability Concentration

This is a flexible concentration aimed at providing students with multiple pathways to developing the knowledge and skills demanded in the burgeoning field of environmental assessment, management and planning.

[Before]

Required lower level courses 2-6 Credit Hours

- GEOG 1013 World Geography

- GEOG 2202 Environmental Science

- GEOG 2202L Environmental Science Lab

- GEOG 2333 An Introduction to Research in Earth and Environmental Sciences

[After]

(or)

- GEOL 2333 An Introduction to Research in Earth and Environmental Sciences

[Before]

Required upper level courses 28-34 Credit Hours

- GEOG 3332 Geographical Investigations

[After]

or

- GEOL 3332 Geological Investigations

- GEOG 3333 Faculty-Mentored Research in Earth and Environmental Sciences

[After]

(or)

- GEOL 3333 Faculty-Mentored Research in Earth and Environmental Sciences

- GEOG 3405 Geographies of Sustainability

- GEOL 3603 Environmental Geology

- GEOL 4093 Risk Assessment

- GEOG 4333 Earth and Environmental Sciences Capstone

[After]

(or)

- GEOL 4333 Earth and Environmental Sciences Capstone

- GEOG 4700 Global Environmental Change

[Before]

Choose two foundational upper level courses 6-8 Credit Hours

- GEOG 3713 Meteorology
- GEOG 3800 Biogeography
- GEOG 3900 Ecological Climatology
- GEOL 4003 Geomorphology
- GEOL 4084 Hydrogeology
- GEOG 4103 Soil Science
- GEOG 4600 Applied Climatology
- GEOG 4900 Dendrochronology

[Before]

Choose one techniques/skills upper level course 3-4 Credit Hours

- GEOL 3004 Field Geology and Geologic Mapping
- GEOG 3563 Remote Sensing and GIS Integration
- GEOG 4553 Geographic Information System
- GEOG 4086 Internship

[Before]

Choose one transdisciplinary upper level course 3-4 Credit Hours

- GEOL 3014 Mineralogy and Crystallography
- GEOG 3020 Political Geography
- GEOG 3253 Economic Geography
- GEOG 3643 Urban Geography
- GEOG 3644 Atlanta's Geographies
- GEOL 4024 Paleontology
- GEOL 4083 Environmental Geochemistry
- GEOL 4604 Economic Geology

[After]

Additional upper level electives 5-11 Credit Hours

Professional Geology Concentration

This concentration focuses on giving students a well rounded understanding of geology and its relevance to humanity. The aim is to have students be able to pass the ASBOG exam required to becoming a licensed professional geologist.

[Before]

Required lower level courses 2-10 Credit Hours

- GEOL 1122 Earth and Life Through Time

- GEOL 1122L Earth and Life Through Time Laboratory

- CHEM 1211 Principles of Chemistry I

- CHEM 1211L Principles of Chemistry I Lab

- GEOG 2333 An Introduction to Research in Earth and Environmental Sciences

[After]

(or)

- GEOL 2333 An Introduction to Research in Earth and Environmental Sciences

[Before]

Required upper level courses 36-38 Credit Hours

- GEOL 3004 Field Geology and Geologic Mapping

- GEOL 3014 Mineralogy and Crystallography

- GEOL 3024 Igneous and Metamorphic Petrology

- GEOG 3332 Geographical Investigations

[After]

(or)

- GEOL 3332 Geological Investigations

- GEOG 3333 Faculty-Mentored Research in Earth and Environmental Sciences

[After]

or

- GEOL 3333 Faculty-Mentored Research in Earth and Environmental Sciences

- GEOL 3034 Structural Geology

- GEOL 4024 Paleontology

- GEOL 4034 Sedimentation and Stratigraphy

- GEOL 4084 Hydrogeology

- GEOG 4333 Earth and Environmental Sciences Capstone

[After]

(or)

- GEOL 4333 Earth and Environmental Sciences Capstone

- GEOL 4604 Economic Geology

[After]

Additional upper level electives 1-3 Credit Hours

Geographic Information Science Concentration

This concentration is focused on having students become knowledgeable and skilled in the high-demand field of geospatial technologies, including GIS-based map making and the use/analysis of satellite and air-photo imagery.

[Before]

Required lower level courses 2-6 Credit Hours

- GEOG 1013 World Geography

- GEOG 2202 Environmental Science

- GEOG 2202L Environmental Science Lab

- GEOG 2333 An Introduction to Research in Earth and Environmental Sciences

[After]

(or)

- GEOL 2333 An Introduction to Research in Earth and Environmental Sciences

[Before]

Required upper level courses 28-30 Credit Hours

- GEOG 3332 Geographical Investigations

[After]

or

- GEOL 3332 Geological Investigations

- GEOG 3333 Faculty-Mentored Research in Earth and Environmental Sciences

[After]

(or)

- GEOL 3333 Faculty-Mentored Research in Earth and Environmental Sciences

- GEOG 3563 Remote Sensing and GIS Integration

- GEOG 4333 Earth and Environmental Sciences Capstone

[After]

(or)

- GEOL 4333 Earth and Environmental Sciences Capstone

- GEOG 4553 Geographic Information System

- GEOG 4554 Computer Cartography

[Before]

Choose three specialized upper level courses 12 Credit Hours

- GEOG 4562 Airphoto Interpretation and Photogrammetry

- GEOG 4564 Contemporary Remote Sensing Applications

- GEOG 4753 Contemporary GIS Applications

- GEOG 4755 GIS Database Design

- GEOG 4757 Programming and Customization in GIS

- GEOG 4893 Practicum in GIS

[After]

Additional upper level electives 9-11 Credit Hours

Note:

A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

Step 2 - Adding New Courses to the Program

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale*	We have modified our independent research requirement to where this will now be executed via two corequisite courses; GEOG/GEOL 3332 and 3333. This changes the credit requirement only by 1 additional credit hour being required. The change of adding as additional course requirement in the GIS concentration is actually a fix to an incorrectly entered number in the initial EES proposal. The assessment of the program does not change, but I am attaching the old assessment plan just in case.
If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	

SACSCOC Substantive Change

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

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

SACSCOC Comments	The change in credit hour requirements is minimal, with 1 additional credit hour required for the Environmental and Geology concentrations, and 5 additional credit hours required for the GIS concentration. The degree required upper level courses still fall under 39 credits. The remaining upper level courses to get to 39 credits are electives.

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

Assessment Plan*	[x] 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.

2025-2026
Program Map
BS in Earth and Environmental Sciences
GIS Concentration

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
C1: ENGL 1101	3	C2: ENGL 1102	3
M: MATH 1113	3	P1: POLS 1101	3
I2: XIDS 2002	2	P1: HIST 2111 OR 2112	3
F: GEOG 1112 + LAB	4	F: GEOL 1121 + LAB	4
A1: HUMANITIES	3	S1: GEOG 1013	3
SEMESTER TOTAL	15	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher. • Target: 30 credit hours completed.	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
F: MATH 1401	3	GEOG/GEOL 2333	2
F: GEOG 2553	3	T2: GEOG 2202 + LAB	4
F: GEOG 1113 + LAB	4	A2: HUMANITIES	3
T1: STEM COURSE	3	GEOG 3563	4
S2: HIST 1111 OR 1112	3	I1: ORAL COMMUNICATION	3
SEMESTER TOTAL	16	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Target: 45 credit hours completed • Complete GEOG 2553		• Target: 60 credit hours completed • Complete GEOL/GEOL 2333 • Complete GEOG 3563	

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
T3: STEM COURSE	4		GEOG/GEOL 3332	2
GEOG 4553	4		GEOG/GEOL 3333	1
Elective 3000-4000 level	3		GEOG 4554	4
Elective	3		GEOG 4564	4
			Elective 3000-4000 level	3
SEMESTER TOTAL	14			
Milestones			SEMESTER TOTAL	14
• Target: 75 credit hours completed • Complete GEOG 4553			**Milestones**	
YEAR 4			• Target: 90 credit hours completed. • Complete GEOL/GEOG 3333 • Complete GEOG 4554	

TERM 1			
Course	**Credits**		**TERM 2**
GEOG/GEOL 4333	2		**Course** **Credits**
GEOG 4755	4		GEOG 4893 4
Elective 3000-4000 level	3		Elective 3
Elective	3		Elective 3
Elective	3		Elective 3
			Elective 3
SEMESTER TOTAL	15		
Milestones			SEMESTER TOTAL 16
• Target: 105 credit hours completed Complete GEOL/GEOG 4333			**Milestones**
•			Target: 120 credit hours completed

2025-2026
Program Map
BS in Earth and Environmental Sciences
Professional Geology Concentration

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
C1 ENGL 1101	3	C2 ENGL 1102	3
M MATH 1113	3	F GEOG 1112+1112L	4
F GEOL 1121+1121L	4	F GEOL 1122+1122L	4
I1: Institutional Priority	3	P1 HIST 21111 or HIST 2112	3
A1 Arts, Humanities & Ethics	3		
SEMESTER TOTAL	16	SEMESTER TOTAL	14
Milestones		**Milestones**	
• Complete ENGL 1101 C or better • Complete MATH 1113 B or better		• Complete ENGL 1102 C or better • Complete GEOL 1121-1122 sequence C or better • Target: 30 credit hours completed.	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
T1 CHEM 1211+1211L (supporting major)	4	GEOL/GEOL 2333	2
GEOL 3004 Field Geology	4	GEOL 3034 Structural Geology	4
F MATH 1401 or MATH 1634 (supporting major)	3-4	I2: Other Institutional Priority	1
P2 POLS 1101	3	A2 Arts, Humanities & Ethics	3
		F GEOG 2553	3
		T2 STEM	3
SEMESTER TOTAL	14-15	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete CHEM 1211/1211L • Complete Field Geology (GEOL 3004) C or better • Plan for courses offered only alternate years • Target: 45 credit hours completed		• Complete CHEM 1212/1212L • Complete Structural (Geol 3034) • Plan for courses offered only alternate years • Target: 60 credit hours completed • Complete GEOL/GEOL 2333	

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
GEOL 3014 Mineralogy	4	GEOL 3024 Ig. & Met. Petrology	4
GEOL Elective	4	GEOL 4084 Hydrogeology	4
T3 STEM	4	S2 Social Science Elective	3
S1 HIST 1111 or 1112	3	GEOL/GEOG 3332	1-3
		GEOL/GEOG 3333	1
SEMESTER TOTAL	15	SEMESTER TOTAL	13-15
Milestones		**Milestones**	
• Complete Mineralogy (Geol 3014) C or better • Plan for courses offered only alternate years Target: 75 credit hours completed.		• Complete Ig/Met (Geol 3024) C or better • Target: 90 credit hours completed. • Complete GEOL/GEOG 3333	
YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
GEOL 4034 Sedimentology and Stratigraphy	4	GEOL 4604 Economic Geology	4
GEOL 4024 Paleontology	4	Elective	3
GEOL/GEOG 4333	2	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
SEMESTER TOTAL	16	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Target: 105 credit hours completed (104/105) • Complete GEOL/GEOG 4333		• Complete GEOL 4064 • Target: 120 credit hours completed	

GEOLOGY COURSES OFFERED ONLY ALTERNATE YEARS:

Fall, odd-numbered years:

GEOL 3603 Environmental Geology (3)

GEOL 4003 Geomorphology (3)

GEOL 4044 Engineering Geology (4), possible in even fall

Spring, even-numbered years:

GEOL 4083 Environmental Geochemistry (3)

Spring, odd-numbered years:

GEOL 4014 Geochemistry (4)

2025-2026
Program Map
BS in Earth and Environmental Sciences
Environmental Sustainability Concentration

YEAR 1

TERM 1

Course	Credits
C1: ENGL 1101	3
M: MATH 1113	3
I2: XIDS 2002	2
F: GEOG 1112 + LAB	4
A1: HUMANITIES	3
SEMESTER TOTAL	15

Milestones

- Complete ENGL 1101; Required to earn C or higher.

TERM 2

Course	Credits
C2: ENGL 1102	3
P1: POLS 1101	3
P1: HIST 2111 OR 2112	3
F: GEOL 1121 + LAB	4
S1: GEOG 1013	3
SEMESTER TOTAL	16

Milestones

- Complete ENGL 1102; Required to earn C or higher.
- Target: 30 credit hours completed

YEAR 2

TERM 1

Course	Credits
F: MATH 1401	3
F: GEOG 2553	3
F: GEOG 1113 + LAB	4
T1: STEM COURSE	3
S2: HIST 1111 OR 1112	3
SEMESTER TOTAL	16

Milestones

- Target: 45 credit hours completed

TERM 2

Course	Credits
GEOG/GEOL 2333	2
T2: GEOG 2202 + LAB	4
A2: HUMANITIES	3
GEOG 3405	3
I1: ORAL COMMUNICATION	3
SEMESTER TOTAL	15

Milestones

- Target: 60 credit hours completed
- Complete GEOL/GEOL 2333

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
T3: STEM COURSE	4		GEOG/GEOL 3332	2
GEOL 3603	3		GEOG/GEOL 3333	1
GEOL 4093	3		GEOG 4700	3
GEOG 4103	3		GEOG 3800	3
Elective	3		Elective 3000-4000 level	3
			Elective	3
SEMESTER TOTAL	16			
Milestones			SEMESTER TOTAL	15
• Target: 75 credit hours completed			**Milestones**	
YEAR 4			• Target: 90 credit hours completed • Complete GEOL/GEOG 3333	

TERM 1			
Course	**Credits**	**TERM 2**	
GEOG/GEOL 4333	2	**Course**	**Credits**
GEOL 3004	4	Elective 3000-4000 level	3
GEOG 3253	3	Elective	3
Elective 3000-4000 level	3	Elective	3
Elective	3	Elective	3
SEMESTER TOTAL	15		
Milestones		SEMESTER TOTAL	12
• Target: 105 credit hours completed (104/105) Complete GEOL/GEOG 4333		**Milestones**	
•		• Target: 120 credit hours completed (104/105)	

CURRICULUM MAPPING TEMPLATE

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.

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.

DEPARTMENT:			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4					
PROGRAM:		COURSES	Students will be able to demonstrate knowledge of disciplinary elements of Earth and Environmental Science by explaining phenomena studied, foundational concepts, and key theories and methods	Students will be able to apply appropriate research methodology and techniques to analyze problems related to EES.	Students will be able to produce research/scientific findings through the design and implementation of a faculty-mentored research project	Students will be able to communicate effectively knowledge about EES phenomena, concepts, and methods in both oral and written presentations					
		1 GEOL 1121	I								
		2 GEOL 1121L	I	I							
		3 GEOL 1122	I								
		4 GEOL 1122L	I	I							
		5 GEOL 2503	I								
		6 GEOL 2553	I			I					
		7 GEOL 3004	R	R	I	I					
		8 GEOL 3014	R		I	R					
		9 GEOL 3024	R		R						
		10 GEOL 3034	R	R		M (A*)					
		11 GEOL 3603	R		I	M					
		12 GEOL 4003	M	R		R					
		13 GEOL 4014	M		R	R					
		14 GEOL 4024	M			M (A*)					
		15 GEOL 4034	M	R	R	M					
		16 GEOL 4044	M	R	R	R					
		17 GEOL 4082	M	M	M	M					
		18 GEOL 4083	M		R	R					

			19	GEOL 4084	M	R	R	R					
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	GEOL 4093	M			R					
			21	GEOL 4501	M			M					
			22	GEOL 4604	M	M		M					
			23	GEOG 1013	I								
			24	GEOG 1112	I								
			25	GEOG 1112L	I	I							
			26	GEOG 1113	I								
			27	GEOG 1113L		I							
			28	GEOG 2202	I								
			29	GEOG 2202L	I	I							
			30	GEOG 2553		I	R						
			31	GEOG 3020	I	I	I	R					
			32	GEOG 3253	I	I	I	R					
			33	GEOG 3405	R	R	R	R					
			34	GEOG 3643	R	I	I	R					
			35	GEOG 3713	R	R	R						
			36	GEOG 3800	R		R	M (A*)					
			37	GEOG 4103	R	R	I						
			38	GEOG 4553		R							
			39	GEOG 4554		R							
			40	GEOG 4562		R							
			41	GEOG 4564		M	R	M (A*)					
			42	GEOG 4700	R		R						
			43	GEOG 4753		M							
			44	GEOG 4755		M							
			45	GEOG 4757		M							
			46	GEOG 4893		M							
			47	GEOG 4900	R	R	I	R					

			48	GEOG/GEOL 2333	I	I	I	I					
			49	GEOG/GEOL 3333	R	M (A)	M	R					
			50	GEOG/GEOL 4333	M (A)	M (A)	M (A)	M (A)					
								* the stat indicates possible assessment,					

GEOG - 3332 - Geographical Investigations

2027-2028 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*	2027

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 Field Investigations and Experimental Sciences

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

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

Course Information

Course Prefix*	GEOG
Course Number*	3332
Course Title*	Geographical Investigations
Long Course Title	Geographical Investigations in Earth and Environmental Sciences
Course Type*	Environmental, Geography
Catalog Course Description*	Detailed assignments related to exploring a specific area of geography, environmental science, or GIS. Permits students to execute a geographically focused research project within the broader field of earth and environmental sciences. This course requires a faculty mentor. Title to be supplied at the time of offering.

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?*	[x] Yes
	[ ] No
Lec Hrs*	1-3
Lab Hrs*	0
Credit Hrs*	1-3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	(*) Yes	**If yes, indicate maximum number of credit hours counted toward graduation.***	6
	( ) No		

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

Prerequisites	GEOG 2222 or GEOL 2222
Concurrent Prerequisites	
Corequisites	

Cross-listing	
Restrictions	
Is this a General Education course?*	( ) Yes
	(*) No
If yes, which area(s) (check all that apply):	[ ] Area I
	[ ] Area M
	[ ] Area P
	[ ] Area A
	[ ] Area C
	[ ] Area T
	[ ] Area S
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.
	[x] Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
	[ ] Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.
Frequency - How many semesters per year will this course be offered?	2
Grading*	Undergraduate Standard Letter

Justification and Assessment

Rationale*	This course is replacing the old GEOG 4083 course. The new title and description of this course will fit better into the scaffolded curriculum of the new EES major. The 3000 level is also more appropriate as it better reflects the expected level of difficulty for a Junior level course (EES majors are expected to take this course as Juniors).
Student Learning Outcomes - Please provide these in a numbered list format. *	- Identify and summarize the motivation behind an investigation into a particular area of geolgraphy and/or environmental science. - Operationalize findings that the investigation aims to uncover. - Engage in the collection of relevant data for the study - Process and/or summarize the data

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*	(*) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	(*) Library Resources are Adequate
	( ) Library Resources Need Enhancement
Present or Projected Annual Enrollment*	15-20

Will this course have special fees or tuition required?*	[ ] Yes	**If yes, what will the fee be?***	N/A
	[x] 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.

Title

Geographical Investigations

Description

(1.0 -3.0 Lecture Hours 0 Lab Hours 1.0 -3.0 Credit Hours)

Detailed assignments related to exploring a specific area of geography, environmental science, or GIS. Permits students to execute a geographically focused research project within the broader field of earth and environmental sciences. This course requires a faculty mentor. Title to be supplied at the time of offering.

Prerequisite

GEOG/GEOL 2333 Completed with a C or better

Schedule

Determined by faculty mentor.

Instructor

Any qualified faculty mentor.

Outcomes

1. Summarize the motivation behind the research project.
2. Operationalize a research question into a doable short-term empirical study
3. Engage in collecting relevant data for the study
4. Process and/or summarize the data

Criteria

Assigned work will be determined and assessed by the instructor of record.

Breakdown

Resulting grade and related performance levels.

Grade	Range
A	90% - 100%
B	80% - 89.4%
C	70% - 79.4%
D	60% - 69.4%
F	Less than 59.4%

Successful completion (C or higher) of this course is a prerequisite for enrollment in GEOG/GEOL 4333

Generative Artificial Intelligence Course Policy

Gen AI may be used to help in framing and analysis, but all data collection and final analyses, including the communication of results, must be done by the student. Gen AI should not be used to write any of the assignments.

Institutional Policies.

Academic Support

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

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

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

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

Online Course Content:

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

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

Honor Code:

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

to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. *When a student chooses to enroll at the University of West Georgia students pledge the following:*

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GEOG - 3333 - Faculty-Mentored Research in Earth and Environmental Sciences

2027-2028 Undergraduate Revise Course

General Information

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Modifications (Check all that apply)*	[ ] Course Title
	[x] Prerequisites/Co-requisites
	[ ] Cross-listing
	[x] Catalog Description
	[x] Credit Hours
	[ ] Student Learning Outcomes
	[ ] Restrictions
	[ ] Frequency of Course Offering
	[ ] Grading Structure
	[ ] Course Fee
	[ ] Repeat for Credit
	[ ] Other
If other, please identify.	
Desired Effective Semester *	Fall
Desired Effective Year *	2027

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Department/School *	School of Field Investigations and Experimental Sciences

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

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

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

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

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

List of Faculty Senate Action and Information Items

Course Information

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

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*	GEOG

Course Number*	3333
Course Title*	Faculty-Mentored Research in Earth and Environmental Sciences
Long Course Title	
Course Type - DO NOT EDIT*	Geography
Catalog Course Description*	This course is focused on helping students execute a doable research project. The course will run alongside GEOG/GEOL 3332, which is an independent study where the student will have a mentor to guide them through a research project. The aim of this course is to ensure the effective documentation of this research endeavor.
Prerequisites	Prerequisite: GEOL 2333 OR GEOG 2333
Corequisites	GEOL 3332 OR GEOG 3332
Frequency - How many semesters per year will this course be offered?	2
Grading*	Undergraduate Standard Letter
Status*	(*) Active-Visible
	( ) Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

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

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

- Cross-listing
- Restrictions
- Repeat for Credit

Cross-listing	
Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation*	[x] Yes
	[ ] No
If yes, indicate maximum number of credit hours counted toward graduation.*	2

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	
Rationale*	This course will now be offered at registration as opposed to being an independent study. The course will now also have a corequisite GEOG/GEOL 3332 which will be an independent study with a mentor - faculty mentored research. In the 3333 course an instructor will communicate with students and mentors to ensure that the research process is proceeding according to plan and is being properly documented. The idea is to create more follow through and uniformity in the independent research requirement within EES.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus*	[x] I have attached the syllabus.
	[ ] N/A

Resources and Funding

Planning Info*	(*) Library Resources are Adequate
	( ) Library Resources Need Enhancement
Present or Projected Annual Enrollment*	10-20

Are you making changes to the special fees or tuition that is required for this course?*	[ ] Yes	**If yes, what will the fee be? If no, please list N/A.***	N/A
	[x] 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.

Administrative Use Only - DO NOT EDIT

Course ID*	60180

Title

Faculty-Mentored Research in Earth and Environmental Sciences

Description

(1.0 Lecture Hours 0 Lab Hours 1.0 Credit Hours)

This course is focused on helping students execute a doable research project. The course will run alongside GEOG/GEOL 3332, which is an independent study where the student will have a mentor to guide them through a research project. The aim of this course is to ensure the effective documentation of this research endeavor. This is a 1 credit course repeatable up to 2 credits.

Prerequisite

GEOG/GEOL 2333 Completed with a C or better

Corequisite

GEOG/GEOL 3332

Schedule

Determined by faculty.

Instructor

Any qualified faculty.

Outcomes

Having completed this course, students will have documented the various components of the research project conducted in GEOG/GEOL 3332:

1. Summarize the motivation behind the research project.
2. Operationalize a research question into a doable short-term empirical study
3. Engage in collecting relevant data for the study
4. Process and/or summarize the data

Criteria

Various deliverables associated with the four main research points noted in the Outcomes will be assigned and assessed on an A-F scale, with the help of the mentor on record in GEOG/GEOL 3332

Breakdown

Resulting grade and related performance levels.

Grade	Range
A	90% - 100%
B	80% - 89.4%
C	70% - 79.4%
D	60% - 69.4%
F	Less than 59.4%

Successful completion (C or higher) of this course is a prerequisite for enrollment in GEOG/GEOL 4333

Generative Artificial Intelligence Course Policy

Gen AI may be used to help in framing and analysis, but all data collection and final analyses, including the communication of results, must be done by the student. Gen AI should not be used to write any of the assignments.

Institutional Policies.

Academic Support

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

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

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

Online Course Content:

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

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article.

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GEOL - 3332 - Geological Investigations

2027-2028 Undergraduate New Course Request

Introduction

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

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Desired Effective Semester*	Fall
Desired Effective Year*	2027

Routing Information

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College - School/ Department*	School of Field Investigations and Experimental Sciences

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

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

Course Information

Course Prefix*	GEOL
Course Number*	3332
Course Title*	Geological Investigations
Long Course Title	Geological Investigations in Earth and Environmental Sciences
Course Type*	Environmental, Geology
Catalog Course Description*	Detailed assignments related to exploring a specific area of geology. Permits students to execute a geologically focused research project within the broader field of earth and environmental sciences. This course requires a faculty mentor. Title to be supplied at the time of offering.

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?*	[x] Yes
	[ ] No
Lec Hrs*	1-3
Lab Hrs*	0
Credit Hrs*	1-3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	(*) Yes	**If yes, indicate maximum number of credit hours counted toward graduation.***	6
	( ) No		

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

Prerequisites	GEOG 2222 or GEOL 2222
Concurrent Prerequisites	
Corequisites	

Cross-listing	
Restrictions	
Is this a General Education course?*	( ) Yes
	(*) No
If yes, which area(s) (check all that apply):	[ ] Area I
	[ ] Area M
	[ ] Area P
	[ ] Area A
	[ ] Area C
	[ ] Area T
	[ ] Area S
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.
	[x] Partially at a distance - Technology is used to deliver between 51 and 95 percent of class sessions, but visits to a classroom (or similar site) are required.
	[ ] Technology enhanced - Technology is used in delivering instruction to all students in that section, but no class sessions are replaced by technology.
Frequency - How many semesters per year will this course be offered?	2
Grading*	Undergraduate Standard Letter

Justification and Assessment

Rationale*	This course is replacing the old GEOL 4082 course. The new title and description of this course will fit better into the scaffolded curriculum of the new EES major. The 3000 level is also more appropriate as it better reflects the expected level of difficulty for a Junior level course (EES majors are expected to take this course as Juniors).
Student Learning Outcomes - Please provide these in a numbered list format. *	- Identify and summarize the motivation behind an investigation into a particular area of geology and/or earth sciences. - Operationalize findings that the investigation aims to uncover. - Engage in the collection of relevant data for the study - Process and/or summarize the data

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus*	(*) I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	(*) Library Resources are Adequate
	( ) Library Resources Need Enhancement
Present or Projected Annual Enrollment*	10-20

Will this course have special fees or tuition required?*	[ ] Yes	**If yes, what will the fee be?***	N/A
	[x] No		
Fee Justification	N/A		

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Title

Geographical Investigations

Description

(1.0 -3.0 Lecture Hours 0 Lab Hours 1.0 -3.0 Credit Hours)

Detailed assignments related to exploring a specific area of geology. Permits students to execute a geologically focused research project within the broader field of earth and environmental sciences. This course requires a faculty mentor. Title to be supplied at the time of offering.

Prerequisite

GEOG/GEOL 2333 Completed with a C or better

Schedule

Determined by faculty mentor.

Instructor

Any qualified faculty mentor.

Outcomes

1. Summarize the motivation behind the research project.
2. Operationalize a research question into a doable short-term empirical study
3. Engage in collecting relevant data for the study
4. Process and/or summarize the data

Criteria

Assigned work will be determined and assessed by the instructor of record.

Breakdown

Resulting grade and related performance levels.

Grade	Range
A	90% - 100%
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Successful completion (C or higher) of this course is a prerequisite for enrollment in GEOG/GEOL 4333

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UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article.

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GEOL - 3333 - Faculty-Mentored Research in Earth and Environmental Sciences

2027-2028 Undergraduate Revise Course

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Modifications (Check all that apply)*	[ ] Course Title
	[x] Prerequisites/Co-requisites
	[ ] Cross-listing
	[x] Catalog Description
	[x] Credit Hours
	[ ] Student Learning Outcomes
	[ ] Restrictions
	[ ] Frequency of Course Offering
	[ ] Grading Structure
	[ ] Course Fee
	[ ] Repeat for Credit
	[ ] Other
If other, please identify.	
Desired Effective Semester *	Fall
Desired Effective Year *	2027

Routing Information

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

Department/School *	James 'Earl' Perry College of Mathematics, Computing, and Sciences, School of Field Investigations and Experimental Sciences

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

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

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

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

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

List of Faculty Senate Action and Information Items

Course Information

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

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*	GEOL

Course Number*	3333
Course Title*	Faculty-Mentored Research in Earth and Environmental Sciences
Long Course Title	
Course Type - DO NOT EDIT*	Geology
Catalog Course Description*	This course is focused on helping students execute a doable research project. The course will run alongside GEOG/GEOL 3332, which is an independent study where the student will have a mentor to guide them through a research project. The aim of this course is to ensure the effective documentation of this research endeavor.
Prerequisites	Prerequisites: GEOL 2333/GEOG 2333
Corequisites	GEOL 3332 OR GEOG 3332
Frequency - How many semesters per year will this course be offered?	2
Grading*	Undergraduate Standard Letter
Status*	(*) Active-Visible
	( ) Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

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

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

- Cross-listing
- Restrictions
- Repeat for Credit

Cross-listing	
Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation*	[x] Yes
	[ ] No
If yes, indicate maximum number of credit hours counted toward graduation.*	2

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	
Rationale*	This course will now be offered at registration as opposed to being an independent study. The course will now also have a corequisite GEOG/GEOL 3332 which will be an independent study with a mentor - faculty mentored research. In the 3333 course an instructor will communicate with students and mentors to ensure that the research process is proceeding according to plan and is being properly documented. The idea is to create more follow through and uniformity in the independent research requirement within EES.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus*	[x] I have attached the syllabus.
	[ ] N/A

Resources and Funding

Planning Info*	(*) Library Resources are Adequate
	( ) Library Resources Need Enhancement
Present or Projected Annual Enrollment*	10-20

Are you making changes to the special fees or tuition that is required for this course?*	[ ] Yes	**If yes, what will the fee be? If no, please list N/A.***	N/A
	[x] 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.

Administrative Use Only - DO NOT EDIT

Course ID*	60179

Title

Faculty-Mentored Research in Earth and Environmental Sciences

Description

(1.0 Lecture Hours 0 Lab Hours 1.0 Credit Hours)

This course is focused on helping students execute a doable research project. The course will run alongside GEOG/GEOL 3332, which is an independent study where the student will have a mentor to guide them through a research project. The aim of this course is to ensure the effective documentation of this research endeavor. This is a 1 credit course repeatable up to 2 credits.

Prerequisite

GEOG/GEOL 2333 Completed with a C or better

Corequisite

GEOG/GEOL 3332

Schedule

Determined by faculty.

Instructor

Any qualified faculty.

Outcomes

Having completed this course, students will have documented the various components of the research project conducted in GEOG/GEOL 3332:

1. Summarize the motivation behind the research project.
2. Operationalize a research question into a doable short-term empirical study
3. Engage in collecting relevant data for the study
4. Process and/or summarize the data

Criteria

Various deliverables associated with the four main research points noted in the Outcomes will be assigned and assessed on an A-F scale, with the help of the mentor on record in GEOG/GEOL 3332

Breakdown

Resulting grade and related performance levels.

Grade	Range
A	90% - 100%
B	80% - 89.4%
C	70% - 79.4%
D	60% - 69.4%
F	Less than 59.4%

Successful completion (C or higher) of this course is a prerequisite for enrollment in GEOG/GEOL 4333

Generative Artificial Intelligence Course Policy

Gen AI may be used to help in framing and analysis, but all data collection and final analyses, including the communication of results, must be done by the student. Gen AI should not be used to write any of the assignments.

Institutional Policies.

Academic Support

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

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

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

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

Online Course Content:

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

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

Honor Code:

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

to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. *When a student chooses to enroll at the University of West Georgia students pledge the following:*

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

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

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards site.

WG Email Policy:

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

Mental Health Support:

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

ELL Resources:

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

Credit Hour Policy:

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

ECON - 4486 - Internship in Economics

2027-2028 Undergraduate Revise Course

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.

Modifications (Check all that apply)*	[ ] Course Title
	[ ] Prerequisites/Co-requisites
	[ ] Cross-listing
	[ ] Catalog Description
	[x] Credit Hours
	[ ] Student Learning Outcomes
	[ ] Restrictions
	[ ] Frequency of Course Offering
	[ ] Grading Structure
	[ ] Course Fee
	[ ] Repeat for Credit
	[ ] Other
If other, please identify.	
Desired Effective Semester *	Spring
Desired Effective Year *	2027

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.

Department/School *	Richards College of Business, Department of Economics

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

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

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

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

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

List of Faculty Senate Action and Information Items

Course Information

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

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*	ECON

Course Number*	4486
Course Title*	Internship in Economics
Long Course Title	
Course Type - DO NOT EDIT*	Economics
Catalog Course Description*	Work experience with a business, government agency or other organization.
Prerequisites	
Corequisites	
Frequency - How many semesters per year will this course be offered?	3
Grading*	Undergraduate Standard Letter
Status*	(*) Active-Visible
	( ) Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs*	1-6
Lab Hrs*	0
Credit Hrs*	1-6

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

- Cross-listing
- Restrictions
- Repeat for Credit

Cross-listing	
Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation*	[x] Yes
	[ ] No
If yes, indicate maximum number of credit hours counted toward graduation.*	6

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	
Rationale*	Extending internship credit to beyond a single-semester 3-hour course provides students the potential of a more meaningful learning experience on the job. By extending the internship course to two semesters gives students enough time to move beyond training and in into roles that meaningfully contribute to substantial workplace projects. It also provides continuity on projects that take several months to complete, which are becoming more common. Two-semester internships also provide stronger career preparation, additional opportunities to develop professional skills, deeper relationship with employers, and stronger professional connections, which all potentially lead to a job offer after graduation. By allowing 1-6 hours of credit, a student and employer have the flexibility to scale the internship to match the requirements of the job. Furthermore, this dovetails into a new initiative to create business co-op programs. Flexible 1-6 hours credit recognizes that internships are experiential learning opportunities whose educational value can increase with sustained participation, rather than treating the experience as something that must end after one semester

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus*	[ ] I have attached the syllabus.
	[x] N/A

Resources and Funding

Planning Info*	(*) Library Resources are Adequate
	( ) Library Resources Need Enhancement
Present or Projected Annual Enrollment*	10

Are you making changes to the special fees or tuition that is required for this course?*	[ ] Yes	**If yes, what will the fee be? If no, please list N/A.***	NA
	[x] No		
Fee Justification*	NA		

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Administrative Use Only - DO NOT EDIT

Course ID*	58573

Addendum III

Master of Business Administration, M.B.A.

2027-2028 Graduate Revise Program

Introduction

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

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

Modifications (Check all that apply)*	[ ] Program Name
	[x] Track/Concentration
	[ ] Catalog Description
	[ ] Degree Name
	[ ] Program Learning Outcomes
	[ ] Program Curriculum
	[ ] Other
If other, please identify.	
Desired Effective Semester*	Spring
Desired Effective Year*	2027

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 *	Richards College of Business, Department of Management

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

Program Name*	Master of Business Administration, M.B.A.
Program ID - DO NOT EDIT*	4833
Program Code - DO NOT EDIT	
Program Type*	Master's
Degree Type*	Master of Business Administration

Program Description*	Through a rigorous and intellectually challenging experience, the Master of Business Administration (MBA) program engages students in the process of solving business problems. The MBA program prepares students to perform effectively in management positions or to pursue further studies. The objectives of the MBA program are to enhance the student's ability to: Communicate at a professional level in oral presentations and in writing using appropriate technologies. Work effectively with others and lead in organizational situations. Identify how globalization affects organizations and their environment. Recognize the importance of ethical decision making. Integrate analytical and problem solving skills with concepts and theories from all functional areas of business using appropriate analytical and decision making technologies. The MBA program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting agency for management education. The MBA serves working professionals through evening courses on the main campus in Carrollton, and our satellite locations in Newnan and Douglasville. Full time MBA students enrolled for the Fall semester on the Carrollton campus can complete the MBA program in one year. The online WebMBA program is also available as a separate program.
Status*	(*) Active-Visible
	( ) Inactive-Hidden
Program Location*	Carrollton, Newnan

Curriculum Information

Prospective Curriculum*	- ECON 6485 Special Topics in Economics - MKTG 6881 Independent Study in Marketing - MGNT 6684 Management Internship - ACCT 6286 Internship - ABED 6100 Strategic Business Communication - ECON 5440 Public Finance - ECON 6461 International Finance - FINC 6542 Investment Analysis and Portfolio Management - MKTG 5805 Sales Management

- MKTG 5810 Social Media and Online Marketing

- MKTG 5818 Business Web Design

- MKTG 5831 Business-to-Business Marketing

- MKTG 5864 Consumer Behavior

- MKTG 5868 Marketing Metrics

- MKTG 6820 International Business Strategy

- MKTG 6833 Sustainable Business Development

- MKTG 6850 Analytical Methods in Marketing

Degree Requirements

Prior to enrolling in the MBA program, admitted students are expected to have basic business knowledge in the following content areas, finance, accounting, economics, and statistics. All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MBA program.

Graduate Coursework (30 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Office of Graduate Student Services. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

Core Courses Required (18 credit hours)

- MKTG 6815 Marketing Strategy

- ACCT 6232 Managerial Accounting

- ECON 6450 Managerial Economics

- FINC 6532 Finance

- MGNT 6670 Organizational Theory and Behavior

- MGNT 6681 Strategic, Ethical, and Global Management

Elective Courses for General Concentration (12 credit hours)

Working with the Office of Graduate Student Services, MBA students develop a four-course area of elective study, including 12 hours of elective courses at or above the 5000 level where the following criteria are met.

A maximum of two 5000-level classes

A minimum of two elective courses are taken in the Richards College of Business.

Notes:

(1) All Richards College of Business 5000 and 6000 courses are eligible electives for the MBA. Students should work with the Office of Graduate Student Services to ensure they have completed any course-specific prerequisites for their electives.

(2) A maximum of two electives can be taken from other colleges at UWG. All Biology 5000 and 6000 courses as well as the courses below are approved as electives. Other courses outside of the Richards College must be approved by the MBA Director.

- HESA 9211 Organizational Theory
- HESA 9212 Advanced Seminar in Leadership
- HESA 9218 Higher Education Finance and Advancement
- NURS 6105 Leadership for Quality, Safety, and Health Policy
- NURS 6109 Informatics, Technology, and Healthcare Outcomes
- NURS 6116 Leading Human Resource Systems
- POLS 5213 Comparative Public Administration and Policy
- POLS 5215 Management of Nonprofit Organizations
- POLS 5217 Grant Writing for Nonprofit Organizations
- POLS 5222 Leadership in the Public and Nonprofit Sectors
- POLS 5985 Problems in Politics
- POLS 6211 Disaster Management
- POLS 5210 Public Management
- POLS 6200 Public Budgeting and Financial Management
- POLS 6201 Theory of Public Administration and Ethics
- POLS 6203 Public Organizational Theory
- POLS 6206 Public Human Resource Management

Experiential Learning Concentration (12 credit hours)

[Before]

Required course

- ACCT 6286 Internship
- ECON 6485 Special Topics in Economics
- MGNT 6684 Management Internship

- MKTG 6881 Independent Study in Marketing

[After]

Elective Courses

- ABED 6100 Strategic Business Communication

- ECON 5440 Public Finance

- ECON 6461 International Finance

- FINC 6542 Investment Analysis and Portfolio Management

- MKTG 5805 Sales Management

- MKTG 5810 Social Media and Online Marketing

- MKTG 5818 Business Web Design

- MKTG 5831 Business-to-Business Marketing

- MKTG 5864 Consumer Behavior

- MKTG 5868 Marketing Metrics

- MKTG 6820 International Business Strategy

- MKTG 6833 Sustainable Business Development

- MKTG 6850 Analytical Methods in Marketing

Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all combined MS Biology-MBA students. All program-specific policies apply to courses counting toward a program. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog). All requirements must be completed within six (6) years from the date of matriculation as a graduate student. Any combined MS in Biology-MBA student earning a grade of "F" or "WF" during the course of his or her program of study will be subject to dismissal from the program.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale*	The proposed Master of Business Administration (MBA), Experiential Learning Track addresses the need for graduate students with limited professional experience to gain meaningful workplace exposure while completing their degree. Many employers seek candidates who can demonstrate both advanced business knowledge and practical skills, creating a need for opportunities that connect academic learning with real-world application. The MBA, Experiential Learning Track integrates internships into the MBA curriculum, allowing students to develop professional competencies, industry knowledge, and career readiness. This new track allows students, including international students, to participate in internships as an integrated part of their MBA experience while maintaining the degree's overall credit-hour requirements. The Master of Business Administration, Experiential Learning Track, is a 30-credit-hour program that gives students broad business knowledge to succeed in management positions. Students will complete 18 credit hours of core courses, 9 credit hours of elective courses, and 3 credit hours of internship. Students will be admitted in spring, summer, and fall.
If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	No changes. The MBA program learning goals: LG1: Communicate at a professional level in oral presentations and in writing. LG2: Work effectively with others and lead in organizational situations. LG3: Identify how globalization affects organizations and their environment. LG4: Recognize the importance of ethical decision-making. LG5: Integrate analytical and problem-solving skills with concepts and theories from all functional areas of business.

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.
	[x] 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
	[x] None of these apply

SACSCOC Comments	Master of Business Administration (MBA), Experiential Learning Track The Master of Business Administration (MBA), Experiential Learning Track, is a 30-credit-hour graduate program designed to provide students with broad business knowledge and practical workplace experience that prepares them for management and leadership roles. Students complete 18 credit hours of MBA core coursework, 9 credit hours of elective courses, and a 3-credit-hour internship that integrates academic learning with professional practice. The program admits students twice annually, during the Spring and Summer terms. The curriculum combines traditional graduate business education with structured experiential learning to enhance students' professional development, career readiness, and ability to apply business concepts in organizational settings. The proposed MBA Experiential Learning Track addresses a growing demand for graduate business education that bridges academic preparation and workforce experience. Employers increasingly seek professionals who have not only technical business knowledge but also strong communication, teamwork, leadership, problem-solving, and adaptability. Integrating an internship into the MBA curriculum enables students to gain meaningful hands-on experience while completing their graduate degree, improving their ability to transition successfully into professional careers. The program is particularly beneficial for recent college graduates and other students with limited professional experience who wish to strengthen their qualifications before entering or advancing within the workforce. It also provides international students with an opportunity to participate in structured experiential learning as part of their graduate education. As business schools continue to emphasize applied learning and workforce preparation, experiential learning opportunities have become an increasingly important component of graduate business education. Demand for the new track is expected from recent graduates seeking professional experience, international students pursuing integrated internship opportunities, individuals seeking enhanced employability through graduate business education, and employers interested in re new track is expected from recent graduates seeking professional experience, international students pursuing integrated internship opportunities, individuals seeking enhanced employability through graduate business education, and employers interested in recruiting candidates with both academic preparation and workplace exposure. The MBA Experiential Learning Track is not a separate degree program but a specialized track within the existing MBA. By incorporating a structured internship while maintaining the existing 30-credit-hour curriculum, the program serves a distinct student population and complements rather than duplicates existing graduate business offerings.

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*	[x] 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.
	[x] N/A

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

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

Program Map MBA, Experiential Learning Track		
Semester	**Courses**	**Credits**
Fall	ACCT 6232 Managerial Accounting ECON 6450 Managerial Economics MGNT 6670 Organizational Theory and Behavior	9
Spring	FINC 6532 Finance MKTG 6815 Marketing Strategy Elective 1 Elective 2	12
Summer	MGNT 6681 Strategic, Ethical, and Global Management Elective 3 Internship	9
	Total	**30**

Master of Science in Nursing, M.S.N.

2027-2028 Graduate Revise Program

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

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

Modifications (Check all that apply)*	[ ] Program Name
	[ ] Track/Concentration
	[x] Catalog Description
	[ ] Degree Name
	[ ] Program Learning Outcomes
	[ ] Program Curriculum
	[ ] Other
If other, please identify.	
Desired Effective Semester*	Spring
Desired Effective Year*	2027

Routing Information

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School/ Department *	Tanner Health School of Nursing

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

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

List of Faculty Senate Action and Information Items

Program Information

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

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

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

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

- Program Name
- Program Description

Program Name*	Master of Science in Nursing, M.S.N.
Program ID - DO NOT EDIT*	4837
Program Code - DO NOT EDIT	
Program Type*	Master's
Degree Type*	Master of Science in Nursing
Program Description*	

The Tanner Health School of Nursing at the University of West Georgia offers a Master of Science degree with role options in either education or health systems leadership. The nursing education track addresses innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students develop expertise in health education and promotion, patient education, professional development, or college/university teaching. The health systems leadership track is designed to prepare nurse managers/leaders. All coursework content is provided asynchronously and 100% online. The program requires completion of 500 hours of practicum, which is spread across the program.

The educational framework of the curriculum incorporates The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). The master's degree program in nursing at the University of West Georgia is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Master of Science in Nursing Program Objectives

1. Synthesize established and evolving disciplinary nursing knowledge, ways of knowing, and knowledge from other disciplines to inform clinical judgment and translate nursing science to guide evidence-based care. Key Concepts: Clinical Judgment, Evidence-Based Practice (EBP)

2. Design holistic, respectful, evidence-based, person-centered compassionate care including family and significant others, incorporating diversity, equity, and inclusion. Key Concepts: Communication, Compassionate Care, Access, Belonging, & Engagement (ABE), Ethics, EBP

3. Integrate population health principles including advocacy, health policy, disaster preparedness, and collaborative partnerships to mitigate social determinants of health and support equitable and just care. Key Concepts: Social Determinants of Health (SDoH), ABE, Ethics

4. Engage in scholarship to transform health care through evidence-based nursing practice. Key Concepts: EBP, ethics

5. Develop a just culture through quality improvement at individual and system levels to minimize the risk of harm and support safety. Key Concepts: EBP, Health policy, ABE, ethics

6. Create a climate of mutual learning, respect, and shared values through partnerships for quality care delivery. Key Concepts: Communication, Compassionate Care, Clinical Judgment

7. Design practices within complex systems that enhance value, access, quality, and cost-effective coordination of resources to provide safe, quality, equitable care to diverse populations. Key Concepts: ABE, EBP, SDoH, Communication

8. Utilize information, communication technologies, and informatics processes for ethical decision-making to support patients, consumers, and team members in a variety of settings. Key Concepts: Communication, Compassionate care, Clinical judgment, Ethics

9. Formulate a sustainable professional nursing identity that reflects professional nursing's characteristics and values to improve the practice environment and health outcomes. Key Concepts: Ethics, Health Policy, ABE, Compassionate Care

10. Demonstrate personal, professional, and leadership development to intentionally advance the nursing profession. Key Concepts: SDoH, Ethics, Health Policy

Admission Requirements for the MSN Program

Admission is based on several criteria, including the following:

Completion of a basic undergraduate statistics course with a grade of C or higher before enrollment

Evidence of current licensure as a registered nurse (RN) in the United States must be provided with the application

Earned Bachelor of Science in Nursing (BSN) degree or Master's entry degree or equivalent from an accredited program

One year of full-time clinical experience as a registered nurse by the time of enrollment is preferred.

Official transcript from each college or university attended

GPA of 3.0 (4.0 scale) for the highest nursing degree

Professional resume

A 250-word or less personal response is required. Applicants who meet the admission criteria will receive the prompt via email along with the deadline for submitting their response. Applicants cannot use generative artificial intelligence to write the response.

UWG BSN students can apply to the program during their final semester in the BSN program and will be guaranteed admission to the MSN program the year following their BSN graduation if they meet the admission criteria at the end of their BSN program and at the time of enrollment in the MSN program.

Completed applications will be reviewed upon submission with a final application deadline of April 15th each year. If the program's enrollment capacity has not been reached, applications will continue to be reviewed on a rolling basis until the final deadline or until enrollment capacity is reached, whichever occurs first.

Academic Standards

A minimum grade of B or S is required in all courses in the Master of Science in Nursing (MSN). Students who earn a grade of C, WF, or U in any two courses, or who earn an F in any one course, will be dismissed from the program.

Status*	(*) Active-Visible
	( ) Inactive-Hidden
Program Location*	Online

Curriculum Information

Prospective Curriculum*

MSN Nursing Curriculum

The Tanner Health School of Nursing at the University of West Georgia offers a Master of Science in Nursing degree with role options in either education or health systems leadership.

Nurse Educator Track Courses (35 hours)

The Nurse Educator Track is a program of study that addresses innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students will be able to develop expertise in health education and promotion, patient education, professional development, or college/university teaching.

Full Time Schedule

Semester 1 - (Fall - 7 semester hrs)

- NURS 6900 Scholarly Writing
- NURS 6201 Theoretical Perspectives of Nursing Science
- NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 9 semester hrs)

- NURS 6206 Pathophysiology and Pharmacology
- NURS 6204 Scholarship Advancement and Integration for Nursing Practice
- NURS 6208 Population Health for Equitable Outcomes

Semester 3 - (Summer - 6 semester hrs)

- NURS 6203 Physical Assessment and Health Promotion
- NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 8 semester hrs)

- NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement
- NURS 6210 Teaching & Evaluation in Nursing Education
- NURS 6211 Nurse Educator Practicum I

Semester 5 - (Spring - 5 semester hrs)

- NURS 6212 Nurse Educator Practicum II
- NURS 6213 Course & Curriculum Design in Nursing Education

Part Time Schedule

Semester 1 - (Fall - 4 semester hrs)

- NURS 6900 Scholarly Writing

- NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 6 semester hrs)

- NURS 6204 Scholarship Advancement and Integration for Nursing Practice

- NURS 6206 Pathophysiology and Pharmacology

Semester 3 - (Summer - 3 semester hrs)

- NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 6 semester hrs)

- NURS 6201 Theoretical Perspectives of Nursing Science

- NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement

Semester 5 - (Spring - 3 semester hrs)

- NURS 6208 Population Health for Equitable Outcomes

Semester 6 - (Summer - 3 semester hrs)

- NURS 6203 Physical Assessment and Health Promotion

Semester 7 - (Fall - 5 semester hrs)

- NURS 6210 Teaching & Evaluation in Nursing Education

- NURS 6211 Nurse Educator Practicum I

Semester 8 - (Spring - 5 semester hrs)

- NURS 6212 Nurse Educator Practicum II

- NURS 6213 Course & Curriculum Design in Nursing Education

Health Systems Leadership Track Courses, Leader/Manager (35 hours)

The Leader/Manager track is a program of study designed to increase knowledge and skills needed to succeed in a variety of nursing leadership positions within the evolving healthcare environment. Courses focus on nursing leadership/ management, managed care, outcome measurement, patient safety, quality improvement, cost effectiveness, patient-centered care and implementing change in the health delivery system.

Full Time Schedule

Semester 1 - (Fall - 7 semester hrs)

- NURS 6900 Scholarly Writing

- NURS 6201 Theoretical Perspectives of Nursing Science

- NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 9 semester hrs)

- NURS 6204 Scholarship Advancement and Integration for Nursing Practice

- NURS 6206 Pathophysiology and Pharmacology

- NURS 6208 Population Health for Equitable Outcomes

Semester 3 - (Summer - 6 semester hrs)

- NURS 6203 Physical Assessment and Health Promotion

- NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 8 semester hrs)

- NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement

- NURS 6217 Leader/Manager Health Systems Leadership Roles 1

- NURS 6219 Leader/Manager Health Systems Leadership Practicum I

Semester 5 - (Spring - 5 semester hrs)

- NURS 6218 Leader/Manager Health Systems Leadership Roles II

- NURS 6220 Leader/Manager Health Systems Leadership Practicum II

Part Time Schedule

Semester 1 - (Fall - 4 semester hrs)

- NURS 6900 Scholarly Writing

- NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 6 semester hrs)

- NURS 6204 Scholarship Advancement and Integration for Nursing Practice

- NURS 6206 Pathophysiology and Pharmacology

Semester 3 - (Summer - 3 semester hrs)

- NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 6 semester hrs)

- NURS 6201 Theoretical Perspectives of Nursing Science

- NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement

Semester 5 - (Spring - 3 semester hrs)

- NURS 6208 Population Health for Equitable Outcomes

Semester 6 - (Summer - 3 semester hrs)

- NURS 6203 Physical Assessment and Health Promotion

Semester 7 - (Fall - 5 semester hrs)

- NURS 6217 Leader/Manager Health Systems Leadership Roles 1

- NURS 6219 Leader/Manager Health Systems Leadership Practicum I

Semester 8 - (Spring - 5 semester hrs)

- NURS 6218 Leader/Manager Health Systems Leadership Roles II

- NURS 6220 Leader/Manager Health Systems Leadership Practicum II

Health Systems Leadership Track Courses, Clinical Nurse Leader (35 hours)

The Clinical Nurse Leader is a program of study that prepares nurses for the CNL role as developed by the American Association of Colleges of Nursing (AACN, 2003). A CNL is a generalist who provides and manages care at the point of service by coordinating, delegating and supervising care activities provided by the health care team, which includes licensed nurses, technicians and other professionals. The CNL assumes accountability for client care outcomes by assimilating evidence-based information and using it to design, implement and evaluate care.

Courses focus on patient-centered care, evidence-based practice, pharmacology, client-care coordination, holistic health assessment, care of diverse populations, health policy, health systems, business and economics, statistics, leadership/management, quality improvement, risk management and public/community health.

Full Time Schedule

Semester 1 - (Fall - 7 semester hrs)

- NURS 6900 Scholarly Writing

- NURS 6201 Theoretical Perspectives of Nursing Science

- NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 9 semester hrs)

- NURS 6204 Scholarship Advancement and Integration for Nursing Practice

- NURS 6206 Pathophysiology and Pharmacology

- NURS 6208 Population Health for Equitable Outcomes

Semester 3 - (Summer - 6 semester hrs)

- NURS 6203 Physical Assessment and Health Promotion

- NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 8 semester hrs)

- NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement

- NURS 6222 CNL Health Systems Leader Practicum 1

- NURS 6224 CNL Health Systems Leader Principles

Semester 5 - (Spring - 8 semester hrs)

- NURS 6223 CNL Health Systems Leader Practicum II

- NURS 6225 CNL Health Systems Leadership Seminar

Part Time Schedule

Semester 1 - (Fall - 4 semester hrs)

- NURS 6900 Scholarly Writing

- NURS 6202 The Professional Caring Leader

Semester 2 - (Spring - 6 semester hrs)

- NURS 6204 Scholarship Advancement and Integration for Nursing Practice

- NURS 6206 Pathophysiology and Pharmacology

Semester 3 - (Summer - 3 semester hrs)

- NURS 6209 Informatics and Healthcare Technology

Semester 4 - (Fall - 6 semester hrs)

- NURS 6201 Theoretical Perspectives of Nursing Science

- NURS 6205 Advocacy for Health Policy, Safety, and Quality Improvement

Semester 5 - (Spring - 3 semester hrs)

- NURS 6208 Population Health for Equitable Outcomes

Semester 6 - (Summer - 3 semester hrs)

- NURS 6203 Physical Assessment and Health Promotion

Semester 7 - (Fall - 5 semester hrs)

- NURS 6222 CNL Health Systems Leader Practicum 1

- NURS 6224 CNL Health Systems Leader Principles

Semester 8 - (Fall - 8 semester hrs)

- NURS 6223 CNL Health Systems Leader Practicum II

- NURS 6225 CNL Health Systems Leadership Seminar

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

Step 2 - Adding New Courses

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

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

Justification and Assessment

Rationale*	This program revision edited some language in the program description to comply with the most recent professional standards (AACN Essentials) and to revise the admission criteria to 1) state: One year of full-time clinical experience as a registered nurse by the time of enrollment is preferred, 2) provide guaranteed admission to UWG BSN students who apply during their final year in the BSN program, provided they meet all admission criteria at the time of their graduation and enrollment, and 3)revise the wording on the written response to remove the specific prompt and state that applicants cannot use generative AI to help write their written response. The revision also sets an application deadline of April 15th, which allows time to process applications and enroll students before the program begins in the Fall semester of each academic year. Adding a clinical experience requirement is consistent with other USG programs that require at least one year of experience before applying. Offering guaranteed admission to UWG BSN students will align with the Double Wolf initiative and increase applications and enrollment. Revising the written response requirement will
If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	No PLO changes made.

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.
	[x] 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
	[x] None of these apply

SACSCOC Comments	N/A

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. 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.
	[x] N/A - I am not making changes to the program curriculum.

Assessment Plan*	[ ] I have attached the Assessment Plan.
	[x] N/A

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

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

NURS - 9021 - Applied Nursing Inquiry: Dissertation Research Implementation

2027-2028 Graduate Revise Course Request

General Information

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

Proposed Modifications (Check all that apply)*	[ ] Course Title
	[ ] Prerequisites/Co-requisites
	[ ] Cross-listing
	[ ] Catalog Description
	[x] Credit Hours
	[ ] Student Learning Outcomes
	[ ] Restrictions
	[ ] Frequency of Course Offering
	[ ] Grading Structure
	[ ] Course Fee
	[ ] Repeat for Credit
	[ ] Other
If other, please identify.	
Desired Effective Semester*	Spring
Desired Effective Year *	2027

Routing Information

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School/ Department *	Tanner Health School of Nursing

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

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

List of Faculty Senate Action and Information Items

Course Information

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

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*	NURS
Course Number*	9021
Course Title*	Applied Nursing Inquiry: Dissertation Research Implementation
Long Course Title	

Course Type - DO NOT EDIT*	Nursing
Catalog Course Description*	This course guides students through the formal proposal of their dissertation study, preparing and submitting an Institutional Review Board application, and implementing the proposed study. The course emphasizes executing the research plan with scholarly rigor, ethical integrity, and methodological alignment
Prerequisites *	Prerequisites: NURS 9020 Developing the Nursing Dissertation Proposal
Corequisites*	None
Frequency - How many semesters per year will this course be offered?	3
Grading	Satisfactory/Unsatisfactory - No IP

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs	1-4
Credit Hrs	1-4
Lab Hrs	0
Status*	(*) Active-Visible
	( ) Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

- Cross-listing
- Restrictions
- Repeat for Credit

Cross-listing	
Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation?*	[x] Yes	**If yes, indicate maximum number of credit hours counted toward graduation.***	8
	[ ] No		

Justification and Assessment

What is the rationale for the requested course changes?*	The proposed change will allow students to enroll in fewer credit hours when appropriate. Students approved to complete NURS 9021 during the summer semester and enroll only to complete their oral proposal to the THSON faculty would likely complete coursework totaling less than 3 credits. Requiring students who have minimal coursework to complete 3 or 4 credits does not provide an accurate representation of student work.
If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus*	[x] I have attached the syllabus.
	[ ] N/A

Resources and Funding

Planning Info*	(*) Library Resources are Adequate
	( ) Library Resources Need Enhancement
Present or Projected Annual Enrollment*	8 to 10

Are you making changes to the special fees or tuition that is required for this course?*	[ ] Yes [x] No	**If yes, what will the fee be?***	N/A

Fee Justification*	N/A

Administrative Use Only - DO NOT EDIT

Course ID*	62293

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

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

NEW NURS 9021 Syllabus

NURS 9021 Applied Nursing Inquiry: Dissertation Research Implementation

Description: This course guides students through the formal proposal of their dissertation study, preparing and submitting an Institutional Review Board application, and implementing the proposed study. The course emphasizes executing the research plan with scholarly rigor, ethical integrity, and methodological alignment.

Variable Hours: 1 to 4 credits. Lecture hours 1 to 4, no lab hours.

Multiple attempts: Yes, a maximum of 8 credit hours counted toward graduation.

Prerequisites: NURS 9020 Developing the Nursing Dissertation Proposal

Cross-listing: Yes

Student learning outcomes

1. Prepare a complete dissertation study proposal document and presentation that demonstrates methodological alignment, ethical rigor, and readiness for dissertation committee and Institutional Review Board (IRB) review.
2. Generate an IRB application, including any revisions required by the IRB.
3. Implement the dissertation of study by applying the research plan with scholarly precision, ethical integrity, and adherence to disciplinary and institutional standards.

Syllabus

- Materials- APA Manual, Cresswell & Gutterman, Polit & Beck, Roush, additional texts as needed for your dissertation.
- Evaluation- Satisfactory or Unsatisfactory
    - The student's dissertation committee chair will determine the final course grade based on completion of items on the student's individualized course agreement and the grades earned on the expected proposal items.
    - Students who earn a Satisfactory grade but have not finalized the dissertation proposal document or presented their proposal may repeat the course once.
    - Students who earn dissertation committee approval of their proposed study may advance to candidacy, begin implementing their study after IRB approval, and discuss with their Chairperson when they may advance to NURS 9022.
- Assignments-
    - Students will create an individualized course agreement with their dissertation chair that includes the finalized
    - Items include:
        - ♣ Proposal
            - Chapter 1 (Introduction)
            - Chapter 2 (Literature Overview and Manuscript #1- Literature Synthesis)
            - Chapter 3 (Methodology)

- Oral presentation of the proposal to the School of Nursing.
- IRB application
- Items as determined by the dissertation committee chair to verify study implementation and data collection.

OLD NURS 9021 Syllabus

NURS 9021 Applied Nursing Inquiry: Dissertation Research Implementation

Description: This course guides students through the formal proposal of their dissertation study, preparing and submitting an Institutional Review Board application, and implementing the proposed study. The course emphasizes executing the research plan with scholarly rigor, ethical integrity, and methodological alignment.

Variable Hours: 1 to 4 credits. Lecture hours 1 to 4, no lab hours.

Multiple attempts: Yes, a maximum of 8 credit hours counted toward graduation.

Prerequisites: NURS 9020 Developing the Nursing Dissertation Proposal

Cross-listing: Yes

Student learning outcomes

4. Prepare a complete dissertation study proposal document and presentation that demonstrates methodological alignment, ethical rigor, and readiness for dissertation committee and Institutional Review Board (IRB) review.
5. Generate an IRB application, including any revisions required by the IRB.
6. Implement the dissertation of study by applying the research plan with scholarly precision, ethical integrity, and adherence to disciplinary and institutional standards.

Syllabus

- Materials- APA Manual, Cresswell & Gutterman, Polit & Beck, Roush, additional texts as needed for your dissertation.
- Evaluation- Satisfactory or Unsatisfactory
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    - Students who earn a Satisfactory grade but have not finalized the dissertation proposal document or presented their proposal may repeat the course once.
    - Students who earn dissertation committee approval of their proposed study may advance to candidacy, begin implementing their study after IRB approval, and discuss with their Chairperson when they may advance to NURS 9022.
- Assignments-
    - Students will create an individualized course agreement with their dissertation chair that includes the finalized
    - Items include:
        - ♣ Proposal
            - Chapter 1 (Introduction)
            - Chapter 2 (Literature Overview and Manuscript #1- Literature Synthesis)
            - Chapter 3 (Methodology)

- Oral presentation of the proposal to the School of Nursing.
- IRB application
- Items as determined by the dissertation committee chair to verify study implementation and data collection.

NURS - 9022 - Advanced Nursing Inquiry: Dissertation Completion

2027-2028 Graduate Revise Course Request

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	[ ] Prerequisites/Co-requisites
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	[x] Credit Hours
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	[ ] Grading Structure
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	[ ] Other
If other, please identify.	
Desired Effective Semester*	Spring
Desired Effective Year *	2027

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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 *	Tanner Health School of Nursing

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

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

List of Faculty Senate Action and Information Items

Course Information

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

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*	NURS
Course Number*	9022
Course Title*	Advanced Nursing Inquiry: Dissertation Completion
Long Course Title	

Course Type - DO NOT EDIT*	Nursing
Catalog Course Description*	The NURS 9022 is the final course in the 3-course series and guides students as they complete the implementation of their dissertation study. Course milestones include data analysis, development of dissertation Chapter 4, presentation of their dissertation findings, and preparing the final dissertation manuscript for submission to ProQuest. The course emphasizes the demonstration of advanced nursing inquiry, methodological and scholarly rigor, ethical integrity, and professional dissemination of the study's findings. If students do not complete the milestones for the course adequately, they may repeat the course one time. If a third time is necessary, permission from the Associate Dean of the Tanner Health School of Nursing should be obtained.
Prerequisites *	Prerequisites: NURS 9021 Applied Nursing Inquiry: Dissertation Research Implementation
Corequisites*	None
Frequency - How many semesters per year will this course be offered?	3
Grading	Satisfactory/Unsatisfactory - No IP

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs	1-4
Credit Hrs	1-4
Lab Hrs	0
Status*	(*) Active-Visible
	( ) Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

- Cross-listing
- Restrictions
- Repeat for Credit

Cross-listing	
Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation?*	[x] Yes	**If yes, indicate maximum number of credit hours counted toward graduation.***	8
	[ ] No		

Justification and Assessment

What is the rationale for the requested course changes?*	The proposed change will allow students to enroll in fewer credit hours when appropriate. Students approved to complete NURS 9022 during the summer semester and enroll only to complete their final dissertation defense to the THSON faculty and/or finalize and submit their dissertation document would likely complete coursework totaling less than 3 credits. Requiring students who have minimal coursework to complete 3 or 4 credits does not provide an accurate representation of student work.
If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	N/A

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as **one** document.

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

Syllabus*	[x] I have attached the syllabus.
	[ ] N/A

Resources and Funding

Planning Info*	(*) Library Resources are Adequate
	( ) Library Resources Need Enhancement
Present or Projected Annual Enrollment*	8 to 10

Are you making changes to the special fees or tuition that is required for this course?*	[ ] Yes [x] No	**If yes, what will the fee be?***	N/A

Fee Justification*	N/A

Administrative Use Only - DO NOT EDIT

Course ID*	62294

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

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

NEW NURS 9022 Syllabus

NURS 9022 Advanced Nursing Inquiry: Dissertation Completion

Description: This course guides students as they complete the implementation of their dissertation study, including data analysis, development of dissertation Chapter 4, presentation of their dissertation findings, and preparing the final dissertation manuscript for submission to ProQuest. The course emphasizes the demonstration of advanced nursing inquiry, methodological and scholarly rigor, ethical integrity, and professional dissemination of the study's findings.

Variable Hours: 1 to 4 credits. Lecture hours 1 to 4, no lab hours.

Multiple attempts: Yes, maximum of 8 credit hours counted toward graduation.

Prerequisites: NURS 9021 Applied Nursing Inquiry: Dissertation Research Implementation

Cross-listing: Yes

Student learning outcomes

1. Write a coherent dissertation Chapter 4 that demonstrates analysis and interpretation of study data, advanced scholarly inquiry, methodological inquiry, and ethical research practice.
2. Disseminate dissertation findings through a professional scholarly final presentation.
3. Prepare the final dissertation document, including dissemination through submission to ProQuest.

Syllabus

- Materials- APA Manual, Cresswell & Gutterman, Polit & Beck, Roush, additional texts as needed for your dissertation.
- Evaluation- Satisfactory or Unsatisfactory
    - The student's dissertation committee chair will determine the final course grade based on completion of items on the student's individualized course agreement and the grades earned on the expected proposal items.
    - Students who earn a Satisfactory grade but have not completed and received approval of the final oral presentation or submitted the final complete dissertation document to ProQuest may repeat the course once.

- Assignments-
    - Students will create an individualized course agreement with their dissertation chair that includes items necessary to finalize the completed dissertation, including submission to ProQuest
    - Items include:
        - ♣ Final completed dissertation document formatted for ProQuest submission.

- Chapter 1 (Introduction)
- Chapter 2 (Literature Overview and Manuscript #1- Literature Synthesis)
- Chapter 3 (Methodology)
- Chapter 4 (Manuscript #2- Results, Discussion, Conclusions, Recommendations)

♣ Oral presentation of the dissertation findings to the School of Nursing and University of West Georgia.

♣ Submission of the dissertation to ProQuest

OLD NURS 9022 Syllabus

NURS 9022 Advanced Nursing Inquiry: Dissertation Completion

Description: This course guides students as they complete the implementation of their dissertation study, including data analysis, development of dissertation Chapter 4, presentation of their dissertation findings, and preparing the final dissertation manuscript for submission to ProQuest. The course emphasizes the demonstration of advanced nursing inquiry, methodological and scholarly rigor, ethical integrity, and professional dissemination of the study's findings.

Variable Hours: 3 to 4 credits. Lecture hours 3 to 4, no lab hours.

Multiple attempts: Yes, maximum of 8 credit hours counted toward graduation.

Prerequisites: NURS 9021 Applied Nursing Inquiry: Dissertation Research Implementation

Cross-listing: Yes

Student learning outcomes

4. Write a coherent dissertation Chapter 4 that demonstrates analysis and interpretation of study data, advanced scholarly inquiry, methodological inquiry, and ethical research practice.
5. Disseminate dissertation findings through a professional scholarly final presentation.
6. Prepare the final dissertation document, including dissemination through submission to ProQuest.

Syllabus

- Materials- APA Manual, Cresswell & Gutterman, Polit & Beck, Roush, additional texts as needed for your dissertation.
- Evaluation- Satisfactory or Unsatisfactory
    - The student's dissertation committee chair will determine the final course grade based on completion of items on the student's individualized course agreement and the grades earned on the expected proposal items.
    - Students who earn a Satisfactory grade but have not completed and received approval of the final oral presentation or submitted the final complete dissertation document to ProQuest may repeat the course once.

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    - Students will create an individualized course agreement with their dissertation chair that includes items necessary to finalize the completed dissertation, including submission to ProQuest
    - Items include:
        - ♣ Final completed dissertation document formatted for ProQuest submission.
            - Chapter 1 (Introduction)

- Chapter 2 (Literature Overview and Manuscript #1- Literature Synthesis)
- Chapter 3 (Methodology)
- Chapter 4 (Manuscript #2- Results, Discussion, Conclusions, Recommendations)

♣ Oral presentation of the dissertation findings to the School of Nursing and University of West Georgia.

♣ Submission of the dissertation to ProQuest

Addendum IV

Faculty Affairs Committee

Action Item

Policy Development Regarding Non-Tenured Dismissals

Note: Red font is proposed text to be included in the faculty handbook

1. Faculty Handbook Section:
   Members discussed which section of the handbook the charge should fall under.
   Unanimous Recommendation: New section should be created:
   Section 102. 0202 C. Reappointment Notification

2. Putting BOR 08.03.04.03 (Employment of Lecturers, Senior Lecturers, and Principal Lecturers) in the Faculty Handbook:
   Lecturers, senior lecturers, or principal lecturers who have served for six or more years of full-time continuous service in those positions at the current institution and who have received timely written notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Chancellor or his or her designee prior to implementation. Additional appeal procedures are contained in the Board Policy Manual. In no case will the service as lecturer, senior lecturer, or principal lecturer imply any claim upon tenure or reappointment under other conditions than those above. Previous years of service in positions other than lecturer, senior lecturer, or principal lecturer positions shall not be included in the calculations to determine the schedule for notice of intention not to renew a faculty member's contract or the availability of a review of that decision. Previous years of service in any capacity at institutions other than the current institution shall not be included in the calculations.

   The decision whether to renew a non-tenured faculty appointment is an administrative determination made in accordance with Board of Regents policy and institutional procedures. A non-renewal decision is not subject to substantive appeal. However, a faculty member may request administrative review in writing within 10 calendar days following the notice of nonrenewal to the Chief Human Resources Officer or designee. The review shall be limited to procedural compliance and shall not reconsider the academic or administrative merits of the decision. The faculty member and respective department/college may submit any supporting documentation to the CHRO within 10 calendar days of receipt of request for review. The CHRO will consult with the Office of the Provost and Chief Legal Officer during procedural review and notify the faculty member of review outcome within 30 days of initial receipt of review request.

3. Current Notification Procedures

FH 102.0202 Notification:
By or before the beginning of the contract year, the President shall, in writing, advise all nontenured faculty members and other non-tenured personnel employed under written contract (except those who are in their first year of employment) whether an employment contract for the succeeding academic year will be offered to them. Such written notice shall be delivered by hand or by certified mail to the addressee only. Notice of the intention to renew or not to renew a non- tenured (tenure-track) faculty member shall be furnished in writing according to the following schedule:

1. at least three months before the date of termination of an initial one-year contract;
2. at least six months before the date of termination of a second one-year contract;
3. at least nine months before the date of termination of a contract after two or more years of service in the institution.
4. For lecturers, senior lecturers, or principal lecturers with six years or more of full-time continuous service in those positions at the current institution, the provost must provide non-reappointment notice at least 180 calendar days prior to the institution's first day of classes in the semester.

4. Dismissal Procedures

Full-time non-tenured and non-tenure track faculty may be dismissed without cause according to BOR Policy 8.3.4.2 or BOR Policy 8.3.4.3, as applicable. The unit supervisor/director should be objective in annual evaluations and always keep documentation with specific dates and incidents that have led to the desire to terminate the faculty member. Prior to initiating the dismissal process, unit supervisors/directors should discuss the matter with the dean.

The unit supervisor/director and dean must provide the following to the provost before a termination is granted:

1. Any documented discussions or correspondence concerning the reason for requested termination;
2. If applicable, copies of all annual reviews;
3. Any written rebuttals from the faculty member concerning allegations of non-performance or reasons for termination;

The provost will review the request for termination and consult with the Office of Legal Affairs and the Office of Human Resources. Once approved by the provost, the unit supervisor/director must submit the termination request through the appropriate university mailing system to the address on file.

A letter of non-renewal or dismissal will be sent from the provost to the faculty member pursuant to the timelines established by BOR Policy 8.3.4.2 or BOR Policy 8.3.4.3, as applicable. The termination letter will either be hand-delivered to the faculty member or sent via certified mail. A copy will also be emailed to the faculty member.

Addendum V

University of West Georgia
Faculty Affairs Committee
Meeting Minutes
October 26, 2026
Meeting 2
10:00 am – 11:00 pm
Microsoft Teams

Members: Michael Crafton (for Anne Richards), Mary Kassis, Jean Ruffin, Reena Viswanath, Melanie Hildebrandt, Levi Ofoe, Jason Nicholson, Allyson Wilcox, Shelly Rogers, and Jeff Reber.

Other attendees: Mark Clark, Brian Mosier, Martin McPhail. Erin Williams and Alicia Hargraves Bradford

Current Policy

125 Emeritus Status for Faculty and Administrative Officers

125.01 Eligibility

Title of Emeritus or Emerita allows the President at his or her discretion, to confer the title of Emeritus or Emerita on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished University System of Georgia (USG) service. (Section 02.11, *Board of Regents Policy Manual, University System of Georgia*).

125.02 Criteria

The President's decision will be based, in part, upon the recommendation of the unit in which the employee has served. In considering persons from the University of West Georgia for the "Emeritus/Emerita" title, the President shall, in addition to the Board of Regents criteria, base the recommendation upon any or all of the following:

1. Meritorious service to University of West Georgia
2. Notable career performance at University of West Georgia

125.03 Application and Approval Procedure

The following procedure will be used to develop recommendations: Self-nomination or nomination by one's colleagues (with the nominee's consent) shall take the form of submitting

the "Recommendation for Award of Emeritus/Emerita Status" form to the Dean after official retirement. Process for faculty and academic administrators requesting Emeritus Status:

1. The "Recommendation for Award of Emeritus/Emerita Status" form must be accompanied by
    - A one-page description summarizing the faculty member's accomplishments at UWG
    - A current vita
    - Optional letters of support from colleagues, chairs or supervisors.

      The application and materials of support will be then sent to the Dean of the faculty member's college/school.
2. After reviewing all materials submitted, by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form, the dean shall indicate their recommendation (either positive or negative). They will then forward the form, all supporting materials, the employee's summary of accomplishments, and vita to the Provost.
3. The Provost will forward all recommendation materials to the President for final action.
4. The President shall strive to convey their recommendation to the candidate in timely fashion.

125.04. Benefits, Privileges, and Recognitions Associated with the Award of Emeritus/Emerita Status

Upon approval of Emeritus status, the faculty member/administrator shall be entitled to the following subject to fiscal constraints placed upon the University:

- Inclusion in faculty administrative listings on institutional emeriti web pages and catalogs. Those who are deceased will be noted in a separate "In Memoriam" section.
- UWG Emeritus faculty/administrator photo identification card
- Full library privileges, using Emeritus I.D. card, including borrowing rights and interlibrary loan privileges
- Emeritus Faculty and Administrators not currently employed by UWG may park in visitor parking at no charge (indeed, all UWG retirees, may apply for a University Friend hang

tag which permits them to park in any Faculty/Student/Visitor space on campus that are not otherwise designated for specific personnel.)

- Faculty discount on selected UWG Bookstore purchases
- Admission to campus events the same as an active employee
- An Emeritus faculty member can serve as the principal investigator on grants and can supervise doctoral, masters, or undergraduate students with approval from the respective unit supervisor department chair and subject to procedures for rehiring retired employees.
- Serve as a dissertation/thesis committee member with approval from the respective department chair and subject to procedures for rehiring retired employees
- Invitation to march in academic procession at Commencement or other occasions
- Invitation to attend opening of university faculty meetings
- Emeritus faculty members and administrators shall be retained on all mailing lists that contain information of general interest unless they specifically request that their name be omitted from such lists. They will also be retained on invitation lists for social functions to which non-retired faculty/administrators of equivalent rank are invited
- Emeritus faculty email will be migrated as necessary, to maintain platforms and email equivalency with active faculty.
- Use of institutional software, contingent upon participation in the same cybersecurity trainings as active employees
- Emeritus faculty and administrators may serve as a consultant to various standing and ad hoc committees of the University, college or department when called upon by a committee chairperson and approved by the President, Provost, dean, or department chair
- All Emeritus faculty and administrators are eligible for a free membership at the UWG Fitness Center on the same basis as regular faculty & staff
- All Emeritus faculty are eligible to be appointed as adjunct or as part-time faculty and teach courses on an as needed basis upon the approval of the department chair, dean, and Provost and subject to procedures for rehiring retired employees
- Mail services shall be provided for Emeritus faculty, subject to certain restrictions In some specific situations, with the approval of the appropriate department and/or unit authority, and subject to budgetary constraints, an Emeritus faculty may be entitled to:

- Laboratory/experimental/performance/studio/office space - This is not an entitlement for all faculty who make the transition to Emeritus status. Rather, such space will be recommended by unit supervisor whenever possible for those individuals who maintain an active research/creative activity program that is characterized by:

a. sufficient external funding to support their research activities including the support of technical assistants, post-doctoral fellows, and students;

b. continuing contributions to the department's academic mission and vision; and

c. demonstrable contributions to the discipline through the propagation of the products of their research in relevant mediums (books, articles, chapters, patents, presentations, performances, etc.).

- Retention or use of certain pieces of equipment, computers etc., as approved by their supervisor - The retention and/or use of equipment, computers, etc. must be for professional purposes associated with work continuing on behalf of UWG.

Proposed Revised Policy

125 Emeritus Status for Faculty and Administrative Officers

125.01 Eligibility

Title of Emeritus or Emerita allows the President at his or her discretion, to confer the title of Emeritus or Emerita on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished University System of Georgia (USG) service. (Section 02.11, *Board of Regents Policy Manual, University System of Georgia*).

125.02 Criteria

The President's decision will be based, in part, upon the recommendation of the unit in which the employee has served. In considering persons from the University of West Georgia for the "Emeritus/Emerita" title, the President shall, in addition to the Board of Regents criteria, base the recommendation upon the following:

1. Meritorious service to University of West Georgia
2. Notable career performance at University of West Georgia
3. Recommendation by a peer review committee, chair/immediate supervisor, Dean, as well as the Provost and Senior Vice President for Academic Affairs at the University of West Georgia

Implementation of Emeritus Policy

Individuals retiring from University of West Georgia prior to implementation of this policy who were not awarded Emeritus Status at the time of retirement are no longer eligible for consideration for Emeritus Status under the old policy, unless they have a pending application. If they wish to apply for Emeritus Status, this policy must be followed.

125.03 Application and Approval Procedure

The following procedure will be used to develop recommendations: Self-nomination or nomination by one's colleagues (with the nominee's consent) shall take the form of submitting the "Recommendation for Award of Emeritus/Emerita Status" form to the unit supervisor by February 01 or September 01. The application timeline will be published annually by the faculty senate at the beginning of fall semester. Process for faculty and academic administrators requesting Emeritus Status:

1. The applicant must complete and submit a "Recommendation for Award of Emeritus/Emerita Status" form to the unit supervisor. The form must be accompanied by

- A one-to-two-page description summarizing the faculty member's accomplishments at UWG
- A current vita
- Optional letters of support from colleagues, chairs or supervisors

2. The unit supervisor, upon receipt of the application material, will appoint a committee consisting of a minimum of three senior faculty members. This review committee may be the Department Promotion & Tenure Committee. After reviewing all materials submitted, the committee will determine its recommendation by a simple majority vote and indicate their decision by checking the appropriate box on the form, and by outlining their rationale for their decision. They will then sign and forward the form and their letter of recommendation, along with the employee's application materials, to the unit supervisor.

3. The unit supervisor will review all materials. The unit supervisor shall indicate their recommendation (either positive or negative) by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form and by outlining their rationale for their decision. The unit supervisor will sign and forward the form and all letters of recommendation, along with the employee's application materials, to the Dean.

4. The Dean shall indicate their recommendation (either positive or negative) by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form and by outlining their rationale for their decision. They will sign and forward the form and all letters of recommendation to the Provost.

5. If there is not a unanimous recommendation, the Provost will form a committee of three senior faculty members to review the materials. After reviewing all materials submitted, the committee will determine its recommendation by a simple majority vote and indicate their decision by checking the appropriate box on the form, and by outlining their rationale for their decision. They will sign and then forward the form and their letter of recommendation, along with the employee's application materials to the Provost.

6. The Provost shall indicate their recommendation (either positive or negative) by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita

Status" form and by outlining their rationale for their decision and forward all materials to the President for final action.

7. The President shall strive to convey their recommendation to the candidate in timely fashion.
8. For administrators, a committee of peers of similar rank will review their application materials and make recommendations to the next administrative personnel (e.g., Dean or Provost). The committee will determine its recommendation by a simple majority vote and indicate their decision by checking the appropriate box on the form, and by outlining their rationale for their decision. They will then sign and forward the form and their letter of recommendation, along with the employee's application materials, to the next administrative personnel. Nominees for both faculty and administrative emeritus status will have a faculty and administrative review of their application materials.
9. To ensure transparency throughout the process, the nominee should be copied on all communications regarding decisions made at each stage.
10. Reviews should be completed in a timely manner, with the goal of concluding each stage of the process within approximately one month.
11. To initiate a withdrawal, an applicant must submit a formal written request via email to the unit supervisor.

125.04. Benefits, Privileges, and Recognitions Associated with the Award of Emeritus/Emerita Status

Upon approval of Emeritus status, the faculty member/administrator shall be entitled to the following subject to fiscal constraints placed upon the University:

- Inclusion in faculty administrative listings on institutional emeriti web pages and catalogs. Those who are deceased will be noted in a separate “In Memoriam” section.
- UWG Emeritus faculty/administrator photo identification card
- Full library privileges, using Emeritus I.D. card, including borrowing rights and interlibrary loan privileges
- Emeritus Faculty and Administrators not currently employed by UWG may park in visitor parking at no charge (indeed, all UWG retirees, may apply for a University Friend hang tag which permits them to park in any Faculty/Student/Visitor space on campus that are not otherwise designated for specific personnel.)

- Faculty discount on selected UWG Bookstore purchases
- Admission to campus events the same as an active employee
- An Emeritus faculty member can serve as the principal investigator on grants and can supervise doctoral, masters, or undergraduate students with approval from the respective unit supervisor department chair and subject to procedures for rehiring retired employees.
- Serve as a dissertation/thesis committee member with approval from the respective department chair and subject to procedures for rehiring retired employees
- Invitation to march in academic procession at Commencement or other occasions
- Invitation to attend opening of university faculty meetings
- Emeritus faculty members and administrators shall be retained on all mailing lists that contain information of general interest unless they specifically request that their name be omitted from such lists. They will also be retained on invitation lists for social functions to which non-retired faculty/administrators of equivalent rank are invited
- Emeritus faculty email will be migrated as necessary, to maintain platforms and email equivalency with active faculty.
- Use of institutional software, contingent upon participation in the same cybersecurity trainings as active employees
- Emeritus faculty and administrators may serve as a consultant to various standing and ad hoc committees of the University, college or department when called upon by a committee chairperson and approved by the President, Provost, dean, or department chair
- All Emeritus faculty and administrators are eligible for a free membership at the UWG Fitness Center on the same basis as regular faculty & staff
- All Emeritus faculty are eligible to be appointed as adjunct or as part-time faculty and teach courses on an as needed basis upon the approval of the department chair, dean, and Provost and subject to procedures for rehiring retired employees
- Mail services shall be provided for Emeritus faculty, subject to certain restrictions

In some specific situations, with the approval of the appropriate department and/or unit authority, and subject to budgetary constraints, an Emeritus faculty may be entitled to:

- Laboratory/experimental/performance/studio/office space - This is not an entitlement for all faculty who make the transition to Emeritus status. Rather, such space will be recommended by unit supervisor whenever possible for those individuals who maintain an active research/creative activity program that is characterized by:
    a. sufficient external funding to support their research activities including the support of technical assistants, post-doctoral fellows, and students;
    b. continuing contributions to the department's academic mission and vision; and
    c. demonstrable contributions to the discipline through the propagation of the products of their research in relevant mediums (books, articles, chapters, patents, presentations, performances, etc.).
- Retention or use of certain pieces of equipment, computers etc., as approved by their supervisor - The retention and/or use of equipment, computers, etc. must be for professional purposes associated with work continuing on behalf of UWG.

New Policy

125 Emeritus Status for Faculty and Administrative Officers

125.01 Eligibility

Title of Emeritus or Emerita allows the President at his or her discretion, to confer the title of Emeritus or Emerita on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished University System of Georgia (USG) service. (Section 02.11, *Board of Regents Policy Manual, University System of Georgia*).

125.02 Criteria

The President's decision will be based, in part, upon the recommendation of the unit in which the employee has served. In considering persons from the University of West Georgia for the "Emeritus/Emerita" title, the President shall, in addition to the Board of Regents criteria, base the recommendation upon the following:

1. Meritorious service to University of West Georgia
2. Notable career performance at University of West Georgia
3. Recommendation by a peer review committee, chair/immediate supervisor, Dean, as well as the Provost and Senior Vice President for Academic Affairs at the University of West Georgia

Implementation of Emeritus Policy

Individuals retiring from University of West Georgia prior to implementation of this policy who were not awarded Emeritus Status at the time of retirement are no longer eligible for consideration for Emeritus Status under the old policy, unless they have a pending application. If they wish to apply for Emeritus Status, this policy must be followed.

125.03 Application and Approval Procedure

The following procedure will be used to develop recommendations: Self-nomination or nomination by one’s colleagues (with the nominee's consent) shall take the form of submitting the "Recommendation for Award of Emeritus/Emerita Status" form to the unit supervisor by February 01 or September 01. The application timeline will be published annually by the faculty senate at the beginning of fall semester. Process for faculty and academic administrators requesting Emeritus Status:

1. The applicant must complete and submit a "Recommendation for Award of Emeritus/Emerita Status" form to the unit supervisor. The form must be accompanied by

    - A one-to-two-page description summarizing the faculty member's accomplishments at UWG
    - A current vita
    - Optional letters of support from colleagues, chairs or supervisors

2. The unit supervisor, upon receipt of the application material, will appoint a committee consisting of a minimum of three senior faculty members. This review committee may be the Department Promotion & Tenure Committee. After reviewing all materials submitted, the committee will determine its recommendation by a simple majority vote and indicate their decision by checking the appropriate box on the form, and by outlining their rationale for their decision. They will then sign and forward the form and their letter of recommendation, along with the employee's application materials, to the unit supervisor.

3. The unit supervisor will review all materials. The unit supervisor shall indicate their recommendation (either positive or negative) by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form and by outlining their rationale for their decision. The unit supervisor will sign and forward the form and all letters of recommendation, along with the employee's application materials, to the Dean.

4. The Dean shall indicate their recommendation (either positive or negative) by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form and by outlining their rationale for their decision. They will sign and forward the form and all letters of recommendation to the Provost.

5. If there is not a unanimous recommendation, the Provost will form a committee of three senior faculty members to review the materials. After reviewing all materials submitted, the committee will determine its recommendation by a simple majority vote and indicate their decision by checking the appropriate box on the form, and by outlining their rationale for their decision. They will sign and then forward the form and their letter of recommendation, along with the employee's application materials, to the Provost.

6. The Provost shall indicate their recommendation (either positive or negative) by checking the appropriate box on the "Recommendation for Award of Emeritus/Emerita Status" form and by outlining their rationale for their decision and forward all materials to the President for final action.

7. The President shall strive to convey their recommendation to the candidate in timely fashion.

8. For administrators, a committee of peers of similar rank will review their application materials and make recommendations to the next administrative personnel (e.g., Dean or Provost). The committee will determine its recommendation by a simple majority vote and indicate their decision by checking the appropriate box on the form, and by outlining their rationale for their decision. They will then sign and forward the form and their letter of recommendation, along with the employee's application materials to the next administrative personnel. Nominees for both faculty and administrative emeritus status will have a faculty and administrative review of their application materials.

9. To ensure transparency throughout the process, the nominee should be copied on all communications regarding decisions made at each stage.

10. Reviews should be completed in a timely manner, with the goal of concluding each stage of the process within approximately one month.

11. To initiate a withdrawal, an applicant must submit a formal written request via email to the unit supervisor.

125.04. Benefits, Privileges, and Recognitions Associated with the Award of Emeritus/Emerita Status

Upon approval of Emeritus status, the faculty member/administrator shall be entitled to the following subject to fiscal constraints placed upon the University:

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- UWG Emeritus faculty/administrator photo identification card

- Full library privileges, using Emeritus I.D. card, including borrowing rights and interlibrary loan privileges
- Emeritus Faculty and Administrators not currently employed by UWG may park in visitor parking at no charge (indeed, all UWG retirees, may apply for a University Friend hang tag which permits them to park in any Faculty/Student/Visitor space on campus that are not otherwise designated for specific personnel.)
- Faculty discount on selected UWG Bookstore purchases
- Admission to campus events the same as an active employee
- An Emeritus faculty member can serve as the principal investigator on grants and can supervise doctoral, masters, or undergraduate students with approval from the respective unit supervisor department chair and subject to procedures for rehiring retired employees.
- Serve as a dissertation/thesis committee member with approval from the respective department chair and subject to procedures for rehiring retired employees
- Invitation to march in academic procession at Commencement or other occasions
- Invitation to attend opening of university faculty meetings
- Emeritus faculty members and administrators shall be retained on all mailing lists that contain information of general interest unless they specifically request that their name be omitted from such lists. They will also be retained on invitation lists for social functions to which non-retired faculty/administrators of equivalent rank are invited
- Emeritus faculty email will be migrated as necessary, to maintain platforms and email equivalency with active faculty.
- Use of institutional software, contingent upon participation in the same cybersecurity trainings as active employees
- Emeritus faculty and administrators may serve as a consultant to various standing and ad hoc committees of the University, college or department when called upon by a committee chairperson and approved by the President, Provost, dean, or department chair
- All Emeritus faculty and administrators are eligible for a free membership at the UWG Fitness Center on the same basis as regular faculty & staff

- All Emeritus faculty are eligible to be appointed as adjunct or as part-time faculty and teach courses on an as needed basis upon the approval of the department chair, dean, and Provost and subject to procedures for rehiring retired employees
- Mail services shall be provided for Emeritus faculty, subject to certain restrictions

In some specific situations, with the approval of the appropriate department and/or unit authority, and subject to budgetary constraints, an Emeritus faculty may be entitled to:

- Laboratory/experimental/performance/studio/office space - This is not an entitlement for all faculty who make the transition to Emeritus status. Rather, such space will be recommended by unit supervisor whenever possible for those individuals who maintain an active research/creative activity program that is characterized by:
    a. sufficient external funding to support their research activities including the support of technical assistants, post-doctoral fellows, and students;
    b. continuing contributions to the department's academic mission and vision; and
    c. demonstrable contributions to the discipline through the propagation of the products of their research in relevant mediums (books, articles, chapters, patents, presentations, performances, etc.).
- Retention or use of certain pieces of equipment, computers etc., as approved by their supervisor - The retention and/or use of equipment, computers, etc. must be for professional purposes associated with work continuing on behalf of UWG.

RECOMMENDATION FOR AWARD OF EMERITUS STATUS: UNIVERSITY OF WEST GEORGIA

803.13 EMERITUS TITLE: A president may, at his or her discretion, confer the title of emeritus/a on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished service to the University System, provided, however, that the title of President Emeritus/a may be conferred only by the Board of Regents on the recommendation of the Chancellor. (BR Minutes, January 2009)

Instructions: Include a cover letter from Dean and/or Senior Administrator and current CV with the request form. Forward to Office of the Provost and Senior VPAA for approval.

Name: _____
Prefix First M.I. Last

Department_____

School/College_____

Date of Retirement: _____Years of Service at UWG: _____

Title at time of retirement: _____

Rank at time of retirement: _____

Recommended Emeritus Title(s): _____

Home Address: _____

_____

Recommended Effective Date:_____

SERVICE TO THE INSTITUTION AND/OR THE UNIVERSITY SYSTEM OF GEORGIA
(include inclusive dates)*

Title	Operational Area	Dates

EDUCATION:

Degree(s)	Institution(s)	Dates

Recommended By: _____
Dean Date

Approved: _____

President Date

RECOMMENDATION FOR AWARD OF EMERITUS STATUS

UNIVERSITY OF WEST GEORGIA

BOR 02.11 Title of Emeritus or Emerita: A President of a University System of Georgia (USG) institution may, at his or her discretion, confer the title of emeritus or emerita on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished USG service. (November 2025)

Instructions: Include a one-to-two-page description summarizing the faculty member's accomplishments at UWG, a current vita, and any optional letters of support with this recommendation form and submit to unit supervisor.

Name of Applicant: _____

Applicant's Home Address: _____

Department: _____ School/College: _____

Date of Retirement: _____ Year of Service at UWG:_____

Title & Rank (*at time of retirement*): _____

Recommended Emeritus Title (s):_____

Date Submitted: _____

Recommended Effective Date: _____

_____

Signature of Nominator Date

Recommended Action *(process must include university-level review committee if support is not unanimous)*				
TITLE	**YES**	**NO**	**SIGNATURE**	**DATE**
Faculty Peer Committee				
Department Chair/Unit Supervisor				
Dean				
University Review Committee *(if applicable)*				
Provost				
President				

**See supporting materials included in the application.*

RECOMMENDATION FOR AWARD OF EMERITUS STATUS

UNIVERSITY OF WEST GEORGIA

BOR 02.11 Title of Emeritus or Emerita: A President of a University System of Georgia (USG) institution may, at his or her discretion, confer the title of emeritus or emerita on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished USG service. (November 2025)

Instructions: Include a one-to-two-page description summarizing the faculty member's accomplishments at UWG, a current vita, and any optional letters of support with this recommendation form and submit to unit supervisor.

Name of Applicant: _____

Applicant's Home Address: _____

Department: _____ School/College: _____

Date of Retirement: _____ Year of Service at UWG:_____

Title & Rank (*at time of retirement*): _____

Recommended Emeritus Title (s):_____

Date Submitted: _____

Recommended Effective Date: _____

_____

Signature of Nominator Date

Recommended Action *(process must include university-level review committee if support is not unanimous)*				
TITLE	**YES**	**NO**	**SIGNATURE**	**DATE**
Faculty Peer Committee				
Department Chair				
Dean				
University Review Committee *(if applicable)*				
Provost				
President				

**See supporting materials included in the application.*

Addendum VI

Current Workload Policy

127 Faculty Workload

127.01 Faculty are expected to teach a minimum of four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned by the dean for administrative, research, or other purposes

127.02 Faculty are expected to assume their fair share of academic advising, and program, departmental, school, college, and university committee work.

127.03 Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair or equivalent, and to make progress annually in addressing the agenda.

127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allow.

127.06 Faculty are expected to average no more than one day a week in any approved outside employment.

127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities (Section 04.10, Academic and Student Affairs Handbook, University System of Georgia).

127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

Revised Workload Policy

127 FACULTY WORKLOAD POLICY

University of West Georgia

Policy Category: Academic Affairs
Responsible Executive: Provost and Vice President for Academic Affairs
Applicability: All faculty with assigned academic responsibilities

127.01. PURPOSE AND POLICY

The University of West Georgia adopts a differential faculty workload model that aligns individual faculty contributions with the collective responsibilities and expected outcomes of academic units.

Faculty effort is an institutional resource allocated across teaching and instruction, research/scholarship/creative activity, and service. All faculty are expected to fulfill a complete professional workload, although the distribution of effort may differ according to appointment type, disciplinary norms, individual contributions, and academic unit needs.

The model supports student success and UWG's mission as a Comprehensive University by enabling academic units to balance instructional, scholarly, creative, service, and employee responsibilities. Differential workload assignments are neither inherently rewards nor penalties but reflect the purposeful allocation of faculty effort.

Academic units are accountable for collective outcomes, while individual workload assignments are determined locally within an approved university governance framework.

127.02. GOVERNING PRINCIPLES

127.02.01 Academic Unit Accountability

Faculty workload shall support collective academic unit responsibilities, including student success, instructional delivery, student credit hour production, timely degree progression and completion, research/scholarship/creative activity, and service.

Academic units shall advance scholarship consistent with the university's research mission while balancing individual workload flexibility with collective performance expectations. Such expectations shall reflect institutional priorities, available resources, and responsibilities reasonably within the unit's control.

127.02.02 Differential Effort and Contributions

Faculty workload assignments shall reflect academic rank and appointment type (e.g., tenured/tenure-track, clinical, lecturer), disciplinary norms, individual expertise and demonstrated contributions, prospective responsibilities, and academic unit priorities. No single distribution of effort or performance expectation shall apply uniformly across appointments or disciplines.

A typical three-credit hour course ordinarily represents 10% of faculty effort for the academic year. The baseline teaching workload for faculty (i.e., tenured, tenure-track, and non-tenure track) is four 3-credit hour courses or the equivalent per semester. Annually, this constitutes a 4-4 load, 8 courses, or the equivalent as defined by approved academic unit standards. Depending

on factors like position, rank, goals, performance, and program curricular needs, the differential workload model allows for and supports the need for variation in the number of courses taught by faculty members within and across programs each semester and academic year.

Annual workload assignments shall be established prospectively through consultation between the faculty member and academic unit supervisor and documented in the "Goals/targets for the upcoming review period" section of the Annual Evaluation Form specifying assigned effort percentages and expected contributions across applicable workload domains, consistent with approved unit frameworks and institutional policy.

127.02.03 Alignment of Effort, Quality, and Impact

Faculty contributions shall be evaluated relative to assigned effort and expectations established in the Annual Evaluation Form.

Subject to disciplinary norms, shared governance, and the dean's approval, each academic unit shall establish formal, discipline-appropriate standards for determining differential workload eligibility and for evaluating the activity, quality, and impact of faculty contributions across applicable workload domains, incorporating appropriate disciplinary peer input.

Research/scholarship/creative activity allocations shall reflect demonstrated or reasonably anticipated scholarly value, quality, impact, and contributions to academic unit and institutional objectives. In the absence of meaningful documented progress, activity alone shall not justify a particular workload allocation.

Evaluation results, together with academic unit needs, professional responsibilities, and opportunities for future contributions, shall inform subsequent prospective assignments.

127.02.04 Academic Freedom, Disciplinary Autonomy, and Shared Governance

Faculty shall retain academic freedom in teaching, research, scholarship, and creative activity, including intellectual independence in selecting and pursuing scholarly inquiry, consistent with applicable institutional policies and governing requirements.

The institution retains authority to allocate faculty effort across workload domains. Such decisions shall respect academic freedom and shall not prescribe or restrict the legitimate intellectual content or conclusions of scholarly inquiry.

Academic units shall develop workload frameworks and evaluation standards with meaningful faculty participation through established shared-governance processes. These frameworks and standards shall be approved by the dean and subject to Provost oversight.

127.02.05 Equity, Transparency, and Accountability

Workload decisions shall be transparent, equitable, documented, and academically justifiable. Faculty shall understand their assignments, performance expectations, and evaluation standards. Comparable circumstances shall be treated consistently, recognizing that differences in appointment type, responsibilities, performance, and unit needs may justify different assignments.

127.03. FACULTY WORKLOAD GOVERNANCE

Faculty workload shall be governed through local decision-making with central oversight, with authority and accountability distributed as follows.

127.03.01 Academic Unit Leader

The academic unit leader or the equivalent shall establish and annually reassess individual workload assignments in consultation with each faculty member, considering demonstrated contributions, prospective responsibilities, available resources, and academic unit needs. The unit leader shall make workload recommendations to the dean or equivalent.

127.03.02 Academic Dean

The dean shall approve and oversee academic unit workload frameworks and evaluation standards, ensure their equitable application, and hold unit leaders accountable for academic unit performance while respecting disciplinary autonomy.

Within approved workload frameworks and applicable university policies, the dean retains final authority for individual assignments and is accountable for aligning faculty effort with academic unit performance.

127.03.03 Provost and Vice President for Academic Affairs

The Provost shall establish university-wide workload guidelines and oversee their consistent application, emphasizing policy compliance, procedural fairness, academic quality, and institutional accountability rather than routine individual workload decisions.

127.03.04 Workload Review and Dispute Resolution

Faculty may request review of workload assignments or performance evaluations based on concerns regarding equity, consistency, procedural fairness, or application of approved standards.

Concerns shall be addressed promptly through established administrative review procedures (see Faculty Handbook, section 104.0103), with opportunities for appropriate faculty peer input and review by the academic dean.

Nothing in this process shall limit a faculty member's right to pursue the University's established formal grievance procedures, subject to applicable requirements and deadlines.

Workload assignments and evaluations shall remain in effect during review unless modified by appropriate administrative authority.

127.04. INSTITUTIONAL OVERSIGHT AND REVIEW

Academic units shall maintain approved workload frameworks and evaluation standards, developed with faculty participation and subject to dean approval and Provost oversight. These shall be reviewed at least every three years and updated as necessary, subject to the same approval requirements.

Implementation shall comply with applicable University System of Georgia and university policies, faculty appointment terms, and requirements governing tenure, promotion, post-tenure review, academic freedom, and other conditions of faculty employment.

The Provost shall periodically review the effectiveness of the workload governance framework and its alignment with institutional priorities, including the university's emerging research mission.

Proposed Workload Policy

127 FACULTY WORKLOAD POLICY

University of West Georgia

Policy Category: Academic Affairs
Responsible Executive: Provost and Vice President for Academic Affairs
Applicability: All faculty with assigned academic responsibilities

127.01. PURPOSE AND POLICY

The University of West Georgia adopts a differential faculty workload model that aligns individual faculty contributions with the collective responsibilities and expected outcomes of academic units.

Faculty effort is an institutional resource allocated across teaching and instruction, research/scholarship/creative activity, and service. All faculty are expected to fulfill a complete professional workload, although the distribution of effort may differ according to appointment type, disciplinary norms, individual contributions, and academic unit needs.

The model supports student success and UWG's mission as a Comprehensive University by enabling academic units to balance instructional, scholarly, creative, service, and employee responsibilities. Differential workload assignments are neither inherently rewards nor penalties but reflect the purposeful allocation of faculty effort.

Academic units are accountable for collective outcomes, while individual workload assignments are determined locally within an approved university governance framework.

127.02. GOVERNING PRINCIPLES

127.02.01 Academic Unit Accountability

Faculty workload shall support collective academic unit responsibilities, including student success, instructional delivery, student credit hour production, timely degree progression and completion, research/scholarship/creative activity, and service.

Academic units shall advance scholarship consistent with the university's research mission while balancing individual workload flexibility with collective performance expectations. Such expectations shall reflect institutional priorities, available resources, and responsibilities reasonably within the unit's control.

127.02.02 Differential Effort and Contributions

Faculty workload assignments shall reflect academic rank and appointment type (e.g., tenured/tenure-track, clinical, lecturer), disciplinary norms, individual expertise and demonstrated contributions, prospective responsibilities, and academic unit priorities. No single distribution of effort or performance expectation shall apply uniformly across appointments or disciplines.

A typical three-credit hour course ordinarily represents 10% of faculty effort for the academic year. The baseline teaching workload for faculty (i.e., tenured, tenure-track, and non-tenure track) is four 3-credit hour courses or the equivalent per semester. Annually, this constitutes a 4-4 load, 8 courses, or the equivalent as defined by approved academic unit standards. Depending on factors like position, rank, goals, performance, and program curricular needs, the differential workload model allows for and supports the need for variation in the number of courses taught by faculty members within and across programs each semester and academic year.

Annual workload assignments shall be established prospectively through consultation between the faculty member and academic unit supervisor and documented in the "Goals/targets for the upcoming review period" section of the Annual Evaluation Form specifying assigned effort percentages and expected contributions across applicable workload domains, consistent with approved unit frameworks and institutional policy.

127.02.03 Alignment of Effort, Quality, and Impact

Faculty contributions shall be evaluated relative to assigned effort and expectations established in the Annual Evaluation Form.

Subject to disciplinary norms, shared governance, and the dean's approval, each academic unit shall establish formal, discipline-appropriate standards for determining differential workload eligibility and for evaluating the activity, quality, and impact of faculty contributions across applicable workload domains, incorporating appropriate disciplinary peer input.

Research/scholarship/creative activity allocations shall reflect demonstrated or reasonably anticipated scholarly value, quality, impact, and contributions to academic unit and institutional objectives. In the absence of meaningful documented progress, activity alone shall not justify a particular workload allocation.

Evaluation results, together with academic unit needs, professional responsibilities, and opportunities for future contributions, shall inform subsequent prospective assignments.

127.02.04 Academic Freedom, Disciplinary Autonomy, and Shared Governance

Faculty shall retain academic freedom in teaching, research, scholarship, and creative activity, including intellectual independence in selecting and pursuing scholarly inquiry, consistent with applicable institutional policies and governing requirements.

The institution retains authority to allocate faculty effort across workload domains. Such decisions shall respect academic freedom and shall not prescribe or restrict the legitimate intellectual content or conclusions of scholarly inquiry.

Academic units shall develop workload frameworks and evaluation standards with meaningful faculty participation through established shared-governance processes. These frameworks and standards shall be approved by the dean and subject to Provost oversight.

127.02.05 Equity, Transparency, and Accountability

Workload decisions shall be transparent, equitable, documented, and academically justifiable. Faculty shall understand their assignments, performance expectations, and evaluation standards. Comparable circumstances shall be treated consistently, recognizing that differences in appointment type, responsibilities, performance, and unit needs may justify different assignments.

127.03. FACULTY WORKLOAD GOVERNANCE

Faculty workload shall be governed through local decision-making with central oversight, with authority and accountability distributed as follows.

127.03.01 Academic Unit Leader

The academic unit leader or the equivalent shall establish and annually reassess individual workload assignments in consultation with each faculty member, considering demonstrated contributions, prospective responsibilities, available resources, and academic unit needs. The unit leader shall make workload recommendations to the dean or equivalent.

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The dean shall approve and oversee academic unit workload frameworks and evaluation standards, ensure their equitable application, and hold unit leaders accountable for academic unit performance while respecting disciplinary autonomy.

Within approved workload frameworks and applicable university policies, the dean retains final authority for individual assignments and is accountable for aligning faculty effort with academic unit performance.

127.03.03 Provost and Vice President for Academic Affairs

The Provost shall establish university-wide workload guidelines and oversee their consistent application, emphasizing policy compliance, procedural fairness, academic quality, and institutional accountability rather than routine individual workload decisions.

127.03.04 Workload Review and Dispute Resolution

Faculty may request review of workload assignments or performance evaluations based on concerns regarding equity, consistency, procedural fairness, or application of approved standards.

Concerns shall be addressed promptly through established administrative review procedures (see Faculty Handbook, section 104.0103), with opportunities for appropriate faculty peer input and review by the academic dean.

Nothing in this process shall limit a faculty member's right to pursue the University's established formal grievance procedures, subject to applicable requirements and deadlines.

Workload assignments and evaluations shall remain in effect during review unless modified by appropriate administrative authority.

127.04. INSTITUTIONAL OVERSIGHT AND REVIEW

Academic units shall maintain approved workload frameworks and evaluation standards, developed with faculty participation and subject to dean approval and Provost oversight. These

shall be reviewed at least every three years and updated as necessary, subject to the same approval requirements.

Implementation shall comply with applicable University System of Georgia and university policies, faculty appointment terms, and requirements governing tenure, promotion, post-tenure review, academic freedom, and other conditions of faculty employment.

The Provost shall periodically review the effectiveness of the workload governance framework and its alignment with institutional priorities, including the university's emerging research mission.