

Memorandum

To: General Faculty

Date: November 8, 2023

Regarding: Faculty Senate Agenda for November 10, 2023 in Richards Hall, room 102

1. Call to Order

2. Roll Call

3. Minutes

A) The October 13 2023 Faculty Senate Meeting Minutes were approved electronically on November 6, 2023.

4. Administrator Reports

A) President

B) Provost

C) QEP and SACSCOC Updates (Kevin Gwaltney)

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

1) General Information Updates

2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green,

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

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [SOCI - 3800 - Development of Criminal Behavior](#)

Request: Add

This is an eMajor class that was approved by the consortium as an elective for CRJU majors in 2021, but it was not submitted for a UWG course number at that time.

Approval of this course is retroactive to 2021, allowing credit for those students who have taken the course during that time.

2) Department of English, Film, Languages, and Performing Arts

a) [MUSC - 3100 - Wellness and Musicians](#)

Request: Add

This course will allow students to investigate and apply wellness in music practice for personal or professional purposes. The course will be an elective for music majors and a requirement for the BIS Music and Wellness pathway which is being developed. Several music faculty could teach this course, and it will complement current interests at UWG in pursuing wellness as a transformational practice for its students both on campus and in their communities.

B) Richards College of Business

1) Department of Management and Management Information Systems

a) [CISM - 3470 - Fundamentals of Information Security](#)

Request: Add

This introductory course will be taken by all MIS majors to provide a fundamental understanding of cybersecurity/info security.

b) [CISM - 4333 - Introduction to Networking](#)

Request: Add

This course is currently offered as CISM 3350 (Intro to Networking and IoT). The department wants to cross-list it with CISM 5333 which requires that it be 4000-level. Instead of changing numbers, the required procedure is to delete the 3000-level and create the new course. The content is suitable for a senior-level course.

c) [CISM - 4470 - Cyberwarfare, Cybercrime, and Digital Forensics](#)

Request: Add

This course will be one of the requirements for an updated concentration in Cybersecurity and Networking. It will be cross-listed as CISM 5470.

d) [Management Information Systems, B.B.A.](#)

Request: Revise

This revision updates the program to: (a) adjust the requirements to reflect new or deleted courses and prerequisites/corequisites. (b) modify names of the concentrations in the program. Changes to the concentration names and course

names are being made to reflect changes in the field of technology, data, and cybersecurity.

e) [MGNT - 3615 - Operations Management](#)

Request: Revise

The proposal removes MATH 1413 as a prerequisite. This change aligns MGNT 3615 with all other business core courses (the RCOB junior core curriculum), because no other course has MATH 1413 as a specific prerequisite. MATH 1413 continues to be required in the general core IMPACT areas for business students.

f) [Nexus in Supply Chain Management](#)

Request: Revise

Revisions align with the standard Nexus design so that 42 hours come entirely from curriculum Areas A through E. Eighteen hours (six classes) that form the nexus for the degree field are: CISM 2201 Spreadsheet Analysis, ECON 3402 Statistics I, MGNT 3615 Operations Management, MGNT 4610 Logistics, MGNT 3640 Lean Six Sigma*, and MGNT 4615 Supply Chain Management OR MGNT 4686 Internship (Mgt)*. [*The six hours for required experiential learning are MGNT 3640 and the choice of MGNT 4615/MGNT 4686.].

Information Item (Addendum II):

A) UPC approved additional courses to receive the undergraduate research HIP designation.

The list of these courses is included in the appendix.

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

Action Items (Addendum III):

A) College of Arts, Culture, and Scientific Inquiry (CACSI)

1) Department of Anthropology, Psychology, and Sociology

a) [Sociology, M.A.](#)

Request: Modify Program Modality

Rationale: This change will broaden our appeal to students who cannot regularly commute to Carrollton and expands our recruitment pool to many more prospective students. After making this change, we will be the only Sociology MA in Georgia to offer synchronously online courses. We will be uniquely

positioned to offer students both the convenience of online classes along with high-quality teaching and mentoring.

2) Department of Natural Sciences

a) [BIOL - 5130 - Climate Change Biology](#)

Request: Add Course

Rationale: The class has been offered several times successfully as a BIOL 6985 Special Topics during the Maymester. This course adds depth to our summer offerings and is linked to a relevant topic that interests students. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum. This course is cross-leveled with BIOL 4130 and contains additional rigor/assignments for the graduate BIOL 5130 course.

b) [BIOL - 5241 - Entomology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

c) [BIOL - 5242 - Invertebrate Zoology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 1 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

d) [BIOL - 5245 - Ichthyology](#)

Request: Modify for Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

e) [BIOL - 5266 - Molecular Ecology](#)

Request: Modify Credit Hours, Prerequisites, Repeat for Credit

Rationale: The course includes 4 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the workload. In addition, the course accidentally had a BIOL 2108 prerequisite, which should not be included on graduate courses. Students should only be allowed to take the course once for credit.

f) [BIOL - 5315 - Bacterial Genetics](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

g) [BIOL - 5321 - Applied and Environmental Microbiology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

h) [BIOL - 5424 - Wildlife Habitat Ecology](#)

Request: Modify Credit Hours, Prerequisites, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. In addition, the course accidentally had BIOL 2108 and 2108L prerequisites, which should not be included on graduate courses. Students should only be allowed to take the course once for credit.

i) [BIOL - 5425 - Fire Ecology](#)

Request: Modify Credit Hours, Prerequisites, Repeat for Credit

Rationale: The course includes 3 hours of lecture and 3 hours of lab each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the workload. In addition, the instructor approval prerequisite is being removed at the request of the instructor. Students should only be allowed to take the course once for credit.

j) [BIOL - 5427 - Conservation Biology](#)

Request: Modify Credit Hours, Catalog Description, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit. Two minor grammatical changes are needed in the course description.

k) [BIOL - 5440 - Aquatic Ecology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

l) [BIOL - 5441 - Animal Behavior](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit.

m) [BIOL - 5445 - Marine Biology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit.

n) [BIOL - 5450 - Terrestrial Ecology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

o) [BIOL - 5541 - Plant Physiology](#)

Request: Modify Credit Hours

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted

from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

p) [BIOL - 5631 - Genetics and Medical Genetics](#)

Request: Modify Credit Hours, Catalog Description, Course Title, Repeat for Credit

Rationale: The course includes 4 hours of lecture each week. As such, the lecture hours are being shifted from 3 to 4, and credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit. The course title and description are being minorly updated to reflect what is currently taught in the course.

q) [BIOL - 5727 - Essentials of Immunology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

r) [BIOL - 5728 - Bacterial Pathogenesis](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

s) [BIOL - 5729 - Medical Virology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

t) [BIOL - 5730 - Emerging Pathogens](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit towards graduation.

u) [BIOL - 5733 - Animal Nutrition](#)

Request: Make a Graduate Level Course

Rationale: Currently offered at the undergraduate level. The class has been offered several times successfully as a BIOL 6985 Special Topics. It is a required course for many veterinary programs. Having the course listed at the graduate level will help attract students who are enrolling in the nonthesis program to improve their knowledge and academic standing in preparation for applying to veterinary school. The class has been offered several times successfully as a BIOL 6985 Special Topics during the Maymester. This course adds depth to our summer offerings and is linked to a relevant topic that interests students. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum. This course is cross-leveled with BIOL 4733 and contains additional rigor/assignments for the graduate BIOL 5733 course.

v) [BIOL - 5735 - Parasitology](#)

Request: Modify Credit Hours, Prerequisites, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. In addition, the course accidentally had undergraduate prerequisites, which should not be included on most graduate courses. We are removing the following prerequisites: BIOL 1107 or BIOL 2107 (Principles of Biology I) with a minimum grade of C; BIOL 1108 or BIOL 2108 (Principles of Biology II with a minimum grade of C; and either BIOL 3310 (Microbiology) or BIOL 3526 (Histology). Students should only be allowed to take the course once for credit.

w) [BIOL - 6513 - Human Physiology](#)

Request: Modify Credit Hours, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted

from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit towards graduation.

x) [BIOL - 6526 - Vertebrate Histology](#)

Request: Modify Credit Hours, Course Title, Prerequisites, Repeat for Credit

Rationale: The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit. No prerequisites are required for graduate student enrollment. A slight title change is being made to indicate that the focus of the class is on vertebrates.

y) [BIOL - 6986 - Graduate Biological Internship](#)

Request: Modify Credit Hours

Rationale: Currently, we do not have a way to allow for course credit for graduate students who are doing internships and volunteering. We want to encourage graduate students (Particularly nonthesis students) to engage in these opportunities that could further their career outcomes. This includes shadowing doctors and veterinarians, volunteering at a nonprofit, and other opportunities. This course also provides another option for 6000-level course credits. Graduate students need 15 total 6000-level credits. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum.

z) [BIOL - 6995 - Comprehensive Exam](#)

Request: Modify Credit Hours, Frequent Course Offering, Repeat for Credit, Grading Structure, Prerequisite

Rationale: The graduate program changed the required credit for the comprehensive exam from 2 to 1 credits last year. This change in the course brings it into alignment with the program. Other changes are included to assign the grading structure and frequency of the course offering, which were missing. An addition of the prerequisite for instructor approval is being added to the course. The exam can only be registered for if a graduate advisor supervises the course. Currently, this prerequisite was implied but not officially listed.

aa) [BIOL - 6999 – Thesis](#)

Request: Modify Credit Hours, Catalog Description, Grading Structure, Repeat for Credit, Prerequisites, Credit toward Graduation

Rationale: The program approved a change last year, reducing the required thesis credits from 3 to 1 credit. As such, this course needs to be changed from variable credit to 1 credit. Other requested changes address missing information in the course catalog, including the course description, grading structure, and allowance of only 1-course credit toward graduation. Students should only register for a thesis in the semester of planned defense, so instructor approval from their thesis advisor has been added as a prerequisite.

B) College of Education (COE)

1) Department of Sports Management, Wellness, and Physical Education

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

Request: Remove Letter of Recommendation for Program Admission

Rationale: We would like to remove the reference letter requirement for program admission primarily because it has been a barrier to application for many students. Additionally, because students typically seek references from individuals who would speak favorably, the letters don't provide much useful information in the decision-making process.

b) [Health, Physical Education, Wellness, and Sport, Ed.S.](#)

Request: New Program Request

Rationale: The proposed Ed.S. program in Health, Physical Education, Wellness, and Sport aligns well with UWG's mission and strategic priorities of relevance, competitiveness, and placemaking. By meeting unmet demand for advanced degrees among K-12 health and physical education professionals statewide, providing specialized wellness content in an accessible online format, leveraging UWG's reputation in the field, and cultivating connections with school districts, the program makes UWG more relevant, competitive, and rooted in its sense of place in serving Georgia educators. The program fits nicely within the strategic aims to be responsive to student and market needs, differentiate the university, and foster an inclusive environment.

- c) [PHED - 8600 - The Development and Advancement of Physical Education and Sport](#)
Request: New Course Request
Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.
 - d) [PHED - 8610 - Current Issues in Health and Wellness](#)
Request: New Course Request
Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.
 - e) [PHED - 8620 - Practitioner Research in Health, Physical Education, Wellness, and Sport](#)
Request: New Course Request
Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.
 - f) [PHED - 8630 - Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport](#)
Request: New Course Request
Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.
 - g) [PHED - 8640 - Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport](#)
Request: New Course Request
Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.
 - h) [PHED - 8650 - Advanced Theory and Application in Coaching Education](#)
Request: New Course Request
Rationale: This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.
- 2) Department of Early Childhood through Secondary Education and Reading

a) [Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, and Political Science](#)

Request: Modify Course Modality to Fully Online

Rationale: 1. SEED 7291 is being increased to 3 credits from 2 and SEED 7291L is being dropped from the program sheet. SEED 7291 and 7291L used to be offered in the spring and 7291L was the field experience course attached to it. We are now teaching 7291 in the summer and because school is in session we cannot pair the courses together anymore. The class has had an increase in workload overtime and is a 3 credit workload. The field experience covered by SEED 7291L will now be covered in the fall by SEED 6260.

2. We are eliminating the 0 credit SEED 6200, which was the comprehensive exam. Students have historically needed to come to campus to take this exam, but we are moving the program to fully online so we no longer need this course. We will still provide students a comprehensive exam, but it will now be completed as part of SEED 7289.

3. We have moved the program to fully online so the program description has had a minor edit to reflect the change from "mostly online" to "fully online." The program only had 2 classes that required a campus presence so it is not a large change to transition to fully online.

4. The business education concentration is being removed. This concentration has had less than 7 students enrolled over the last 3 years and we do not have a business educator on staff to provide the required content courses. We cannot successfully hire an adjunct because we cannot pay them for a full course load at such low enrollment.

5. Removed an advising note on the program sheet about History students needing to take a Georgia History class. This is no longer a Georgia PSC requirement so the note has been removed.

Courses were also combined (see further information below and in next relevant course proposals):

1. In order to streamline the program and to remove a financial aid barrier for students we are combining the 1 credit SEED 8202 course with the 2 credit SEED 8200 course to make one 3 credit SEED 8200 course.

2. We are also removing the Business Education concentration because they have low enrollment and we do not have business education faculty on staff in this concentration to support these students through their culminating project.

b) [SEED - 7291 - Classroom Instruction and Management](#)

Request: Modify Course Hour Credit

Rationale: The course was previously taught in the spring or fall semester and had a 1 credit lab class attached to it for field experience. However, because the course is now in the summer it no longer needs a 1 credit lab as an addition because there are no field placements in the summer. The course itself has morphed into a course that has 3 credits worth of work and should reflect the increased workload.

c) [SEED - 8200 - Culminating Project SEED EdS](#)

Request: Combine Courses

Rationale: We are combining 2 classes (SEED 8200 and SEED 8202) that totaled 3 credits. Instead of doing the final program project in a 2 credit and 1 credit course students will complete the project in one 3 credit course. The objectives for both courses have been combined. This will better streamline the end of the program for students and will also solve a financial aid issue that occurs on occasion because of separate 2 credits and 1 credit courses.

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

a) [CEPD - 8153 - Adv Therp Topics in Counsel](#)

Request: Modify Plan of Study

Rationale: In review of program evaluation data, the faculty will be submitting a proposal to slightly revise the plan of study for the Ed.S. in Professional Counseling. This course will be added to the plan of study to replace CEPD 8184, Quantitative Analysis. The proposed course, CEPD 8153, is intended to serve as a special topics course, for which the focus can change in response to trends in the field of Professional Counseling. As such, the course description and SLOs are

written in a general way to enable the program to modify the focus of the course in response to new and emerging trends/issues in the field.

Information Items:

A) Faculty Governance Committee

- 1) The Professional Counseling M.Ed. was modified to include two additional pre-approved elective courses: CEPD 7160 – Gender and Sexuality, and CEPD 7163 – Trauma Counseling.

B) Charge to Committee Per UWG President

- 1) Subcommittee request for mentorship and graduate programs. Request to explore the possibilities of mentorship for graduate students. A subcommittee has been established to work with Dr. Matt Varga on identifying existing mentorship possibilities and potential mentorships.

C) Policy Recommendation: Degree Completion ([Addendum IV](#))

- 1) Three policy recommendations were presented by Dr. Matt Varga:
 - i. Policy Recommendation (Stand-alone)
 - ii. Policy Recommendation (Specialist and Doctoral Course Numbers)
 - iii. Policy Recommendation (50% completion, Elective options, and Degree timeline)
 - a. Discussion of clarity of “another degree” vs. “subsequent degree.” Committee approved with friendly amendment for word change.

D) Old Business

- A) Chair-Elect nomination.

E) New Business

- A) New College and School steering committees.

F) Announcements

G) Adjourn

Addendum I

SOCI - 3800 - Development of Criminal Behavior

2024-2025 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester*

Spring

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/ Department*

Department of Anthropology, Psychology, and Sociology

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes
 No

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

Yes
 No

Course Information

Course Prefix*

SOCI

Course Number*

3800

Course Title* Development of Criminal Behavior

Long Course Title

Course Type*

Sociology

Catalog Course Description* Focuses on understanding the development of criminal behavior. The course will cover topics such as the causes of violent crime and the development of criminality.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

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

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

Prerequisites ENGL 1102

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?*

Yes No

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

Area A
 Area B
 Area C
 Area D
 Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* Course currently offered in eMajor.

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

1. Students will demonstrate the ability to articulate, analyze, and understand how and why criminal typologies are constructed.
2. Students will demonstrate the ability to understand and analyze motivations for today's crime from different perspectives and be exposed to viewpoints other than their own.
3. Students will demonstrate the ability to recognize and describe the various types and levels of crime and criminal behavior.
4. Students will demonstrate the ability to understand major societal, psychological, and developmental forces, events, influences, and ideas that shape an individual's behavior.
5. Students will demonstrate the ability to explain and analyze various factors contributing to crime.

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

Present or Projected Annual Enrollment* 35

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

If yes, what will the fee be?* 0

Fee Justification

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

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

SOCI 3800: Development of Criminal Behavior

Course Instructor:

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

Office hours:

Xxxday, X:00 am/pm - X:00 am/pm

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

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

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

Attendance Verification

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

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

Course Description

Focuses on understanding the development of criminal behavior. The course will cover topics such as the causes of violent crime and the development of criminality.

Prerequisites:

- ENGL 1102

Course Learning Outcomes:

This course should enable students to:

1. Students will demonstrate the ability to articulate, analyze, and understand how and why criminal typologies are constructed.
2. Students will demonstrate the ability to understand and analyze motivations for today's crime from different perspectives and be exposed to viewpoints other than their own.
3. Students will demonstrate the ability to recognize and describe the various types and levels of crime and criminal behavior.
4. Students will demonstrate the ability to understand major societal, psychological, and developmental forces, events, influences, and ideas that shape an individual's behavior.
5. Students will demonstrate the ability to explain and analyze various factors contributing to crime.

Required Text, Software, and Additional Materials

OER

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

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

Materials and Resources:

Materials and resources for the course will be provided directly in each module. The resources consist of external web resources and links in addition to embedded video content, and articles. The intended use of all materials and resources in this course are for learning purposes only. Further alteration, dissemination, and sharing is not permitted.

Student Services

Technical Assistance:

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

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

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

Tutoring:

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

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

Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

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

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

Course Format and Requirements

Teaching Philosophy:

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

xxxxxxxxxxxxxxxxxxxx

Course Requirements (Instructional Methods):

- 1. Assignments
- 2. Discussions
- 3. Quizzes

Course Schedule:

NOTE: The schedule is tentative and may be subject to change.

| DATE | READING ASSIGNMENTS | ACTIVITIES - What's Due? |
|--------|--|---|
| WEEK 1 | Module 1 Introduction & Reading Major Sources for U.S. Crime Statistics Module 1 Lecture: Development of Criminal Behavior | Module 1 Quiz Module 1 Discussion Module 1 Assignment |
| | | 20 |

| | | |
|---------------|---|---|
| | Module 1 Powerpoint | |
| WEEK 2 | Module 2 Introduction & Reading The Gothic Murders Module 2 Lecture: Theories of the Development of Criminal Behavior Module 2 Powerpoint | Module 2 Quiz Module 2 Discussion Module 2 Assignment |
| WEEK 3 | Module 3 Introduction & Reading Module 3 Powerpoint Module 3 Lecture: Psychopathy and Criminal Behavior Videos Video: A Leading Expert Explains Psychopathy. Video: BTK Killer Confession Clip | Module 3 Quiz Module 3 Discussion Module 3 Assignment |
| WEEK 4 | Module 4 Introduction & Reading Declining Gender Gap in Violent Victimization Module 4 Lecture: Development of Violent Criminal Behavior Module 4 Powerpoint | Module 4 Quiz Module 4 Discussion Module 4 Assignment |
| WEEK 5 | Module 5 Introduction & Reading Sexual Assault Misconceptions Module 5 Lecture: Sexual Criminal Behavior Module 5 Powerpoint | Module 5 Quiz Module 5 Discussion Module 5 Assignment |
| WEEK 6 | Module 6 Introduction and Reading Common Scams Module 6 Lecture: Economic Criminal Behavior Module 6 Powerpoint | Module 6 Quiz Module 6 Discussion Module 6 Assignment |
| WEEK 7 | Module 7 Introduction and Reading Should Victimless Crimes Be Made Legal Module 7 Lecture: The Development of Public Order Criminal Behavior Module 7 Powerpoint | Module 7 Quiz Module 7 Discussion Module 7 Assignment |
| WEEK 8 | Module 8 Introduction and Reading Module 8 Powerpoint Psychology of Copycat Criminals | Module 8 Quiz Module 8 Discussion Module 8 Assignment |

[Do Violent Video Games Contribute to Children's Violent Behavior?](#)

Grading and Standards

Grade Breakdown:

| GRADED ACTIVITY | WEIGHT | BRIEF DESCRIPTION |
|-----------------|--------|--|
| Discussions | 40 % | Discussion questions relevant to each weeks readings and resources are a key element of the course. Students must respond to the initial discussion question and reply to two peers by the designated discussion due date found in each module. Each complete (original response and response to two peers) discussion post is worth 20 points and 40% of the final grade. |
| Assignments | 40% | Writing assignments are designed to demonstrate your knowledge of the material and enhance critical thinking skills. Each assignment is worth 20 points and 40% of the final grade. |
| Quizzes | 20% | There will be a reading quiz in each module that will encompass all material covered in your readings and resources. Each quiz is worth 10 points and 20 % of the final grade. |

Grade Scale:

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

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

-OR - (depending on the calculation method used/preferred for course, percentage vs. points)

- 360-400 points = A
- 320-359 points = B
- 280-319 points = C
- 240-279 points = D
- Below 239 points = F

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

Expectations and Standards:

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

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

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

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

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

Academic Honesty:

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

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

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

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

Grade Turnaround:

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

Attendance and Late Policy

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

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

Time Commitment:

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

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

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

Late Policy:

Late Assignments: Late assignments will receive no more than 1/2 credit if submitted up to 24 hours after being due.

Late Quizzes/Exams: Make-up quizzes are not allowed. Quizzes must be completed by the due date/time.

Late Discussions: Late discussion posts are not allowed.

Academic Misconduct

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members of the academic community any questions pertaining to the provisions of this policy.

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

Definitions and Examples

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

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

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

Plagiarism

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

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

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

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

Cheating on Examinations

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

Unauthorized Collaboration

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

Falsification

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

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

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

Multiple Submissions

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

Evidence and Burden of Proof

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

Discover an Error?

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

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

Frequently Asked Questions and Helpful Links

| I need: | LINK |
|---|---|
| ADA Accommodations | https://emajor.usg.edu/current-students/student-guide/academic-services#student-accessibility-services-amac |
| Technical Requirements and Support | https://emajor.usg.edu/current-students/student-guide/computer-support |
| To Report a Course Error | https://docs.google.com/a/westga.edu/forms/d/e/1FAIpQLSfPINStp7N28znDZj2fYyhXRINwsWIMCmzJPYnKbr4AhsUAbQ/viewform |
| To Make a Student Complaint | https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#student-complaint-grievance-policy |
| To Make a Grade Appeal | https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#grade-appeals |
| To Withdraw from a Course | https://emajor.usg.edu/current-students/student-guide/academic-services#dropping-adding-withdrawing-from-course |
| To Understand the eCampus Academic Honesty Policy | https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty |
| To Know the Campus Carry/HB 280 Policy | https://www.usg.edu/hb280/additional_information |

MUSC - 3100 - Wellness and Musicians

2024-2025 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

College - School/ Department*

Department of English, Film, Language, and Performing Arts

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes
 No

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

Yes
 No

Course Information

Course Prefix*

MUSC

Course Number*

3100

Course Title* Wellness and Musicians

Long Course Title

Course Type*

Music

Catalog Course Description* An introduction to the role of mental and emotional health in the overall well-being of musicians. Concepts of wellness in existing literature about wellness and music will be examined, including identification of biological, psychological, and social factors of wellness and research about and practice of improving wellness in musicians. Barriers to improving wellness among musicians at the individual, community, and societal levels will be explored, especially in relationship to music as a discipline, profession, and pastime. Students will establish and pursue personal-professional goals related to wellness and exhibit understanding of the relationship between wellness and musical practice.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 2

Lab Hrs* 1

Credit Hrs* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading*

Justification and Assessment

Rationale* Recent research has pointed to the impact of music on human development and well being (MacDonald et al; Welch et. al) and the state of wellness in musicians (Hibbard; Pierce; Sternbach). The relationship between music education and social and emotional learning and music education (Edgar) and the impact of music on mental health (Wang et al) established, the music program proposes MUSC 3xxx Wellness and Musicians as a course that will allow students to investigate and apply wellness as they pursue music practice for personal or professional purposes. The course will be an elective for music majors and a requirement for the BIS Music and Wellness pathway. Several music faculty could teach this course, and the course will complement current interests at UWG in pursuing wellness as a transformational practice for its students both on campus and in their communities.

Works Cited

Edgar, Scott. (2017). Music education and social emotional learning: The heart of teaching music. Gia Press.

Hibbard, Shannon. Music Teacher Presence: Toward a Relational Understanding by PhD Music Education, University of Michigan. Proquest 10760119

MacDonald R., Kreutz, G., Mitchell, L. (Eds). 2013. Music, Health, and Wellbeing 1st Edition. Oxford University Press.

Neff, K. D. (2012). The Science of Self-Compassion. In C. Germer, & R. Siegel (Eds.), Compassion and Wisdom in Psychotherapy (pp. 79-92). New York, NY: Guilford Press.

Pierce, D. L. (2012). Rising to a new paradigm: Infusing health and wellness into the music curriculum. Philosophy of Music Education Review, 20(2), 154-176. <https://doi.org/10.2979/philmusieducrevi.20.2.154>

Sternbach, D. J. (2008). Stress in the lives of music students. Music Educators Journal, 94(3). <https://eds.s.ebscohost.com/eds/detail/detail?vid=3&sid=89681fc0-f047-4c60-a4ba-21f06e762b94%40redis&bdata=JkF1dGhUeXBIPWlwLHNoaWlmc2l0ZT1lZHMtbGl2ZS5yY29wZT1zaXRl#AN=28805565&db=tfh>

Wang, F., Huang, X., Zeb, S., Liu, D. & Wang, Y. (2022). Impact of music education on mental health of higher education students: moderating role of emotional intelligence. Frontiers in Psychology, 13 (938090). <https://doi.org/10.3389/fpsyg.2022.938090>

Welch, G. F., Biasutti, M., MacRitchie, J., McPherson, G., & Himonides, E. (2020). Editorial: the impact of music on human development and well-being. Frontiers in Psychology, 11 (1246). <https://doi.org/10.3389/fpsyg.2020.01246>

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

Student learning outcomes

1. describe mind-body integration and how it impacts health behaviors
2. examine the interaction of biological, psychological, and social factors influencing one's mental and emotional well-being;
3. examine relationships between wellness, music, and musical practice in research literature
4. reflect on their personal ability to develop emotionally health habits and attitudes inclusive of music
5. examine effective methods and treatment techniques to promote positive mental and emotional health among musicians

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 25

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

If yes, what will the fee be?* 0

Fee Justification

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

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

Syllabus

MUSC 3100 Wellness and Musicians

Instructor: tba

location: tba, 3 credit hours

(2 lecture hours, 1 lab hour, 3 credit hours)

Catalog Course Description

An introduction to the role of mental and emotional health in the overall well-being of musicians. Concepts of wellness in existing literature about wellness and music will be examined, including identification of biological, psychological, and social factors of wellness and research about and practice of improving wellness in musicians. Barriers to improving wellness among musicians at the individual, community, and societal levels will be explored, especially in relationship to music as a discipline, profession, and pastime. Students will establish and pursue personal-professional goals related to wellness and exhibit understanding of the relationship between wellness and musical practice.

Student Learning Outcomes

Student learning outcomes

1. describe mind-body integration and how it impacts health behaviors
2. examine the interaction of biological, psychological, and social factors influencing one's mental and emotional well-being;
3. examine relationships between wellness, music, and musical practice in research literature
4. reflect on their personal ability to develop emotionally health habits and attitudes inclusive of music
5. examine effective methods and treatment techniques to promote positive mental and emotional health among musicians.

Assessments

1. Quizzes and Discussion over readings about mind-body integration and the interaction of biological, psychological, and social factors in wellbeing
2. Quizzes and Discussions over the relationship between wellness and music
3. Critical response to one chapter from *Music, Health, and Well being*
4. Personal-professional journaling reflecting on healthy habits and music
5. Personal-professional plan itemizing healthy habits that engage music and wellness

Evaluation

10 Participation

20 Quizzes

30 Discussions

20 Critical response paper

10 personal-professional journal

10 personal-professional plan

Required Textbook

MacDonald R., Kreutz, G., Mitchell, L. (Eds). 2013. *Music, Health, and Well being* 1st Edition. Oxford University Press.

Supplementary Readings

Edgar, Scott. (2017). *Music education and social emotional learning: The heart of teaching music*. Gia Press.

Hibbard, S. L. (2017). *Music Teacher Presence: Toward a Relational Understanding* . PhD Diss, Music Education, University of Michigan. Proquest 10760119

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[eds/detail/detail?vid=3&sid=89681fc0-f047-4c60-a4ba-21f06e762b94%40redis&bdata=JkF1dGhUeXBIPWlwLHNoaWlmc2l0ZT1lZHMtbGl2ZSZzY29wZT1zaXRI#AN=28805565&db=tfh](https://eds.s.ebscohost.com/eds/detail/detail?vid=3&sid=89681fc0-f047-4c60-a4ba-21f06e762b94%40redis&bdata=JkF1dGhUeXBIPWlwLHNoaWlmc2l0ZT1lZHMtbGl2ZSZzY29wZT1zaXRI#AN=28805565&db=tfh)

[Wlmc2l0ZT1lZHMtbGl2ZSZzY29wZT1zaXRI#AN=28805565&db=tfh](https://eds.s.ebscohost.com/eds/detail/detail?vid=3&sid=89681fc0-f047-4c60-a4ba-21f06e762b94%40redis&bdata=JkF1dGhUeXBIPWlwLHNoaWlmc2l0ZT1lZHMtbGl2ZSZzY29wZT1zaXRI#AN=28805565&db=tfh)

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moderating role of emotional intelligence. *Frontiers in Psychology*, 13 (938090).

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Course Schedule–15 weeks

Week 1: Introduction

Week 2: What is Wellness; its biological, psychological and social factors

Week 3: Interactions between Wellness and Music: Why Music Matters?

Weeks 4-7: Literature about Wellness and Music – community music, music therapy, educational contexts, everyday uses,

Week 8: Midterm synthesis and evaluation

Weeks 9-10: Identifying barriers to improved wellness among musicians at the individual, community, and social levels

Weeks 11-12: Practical and research backed response to surmounting wellness barriers

Weeks 13: Personal-professional synthesis of learning

Weeks 14-15: Final group projects

CISM - 3470 - Fundamentals of Information Security

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Desired Effective Semester*

Fall

Desired Effective Year*

2024

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College - School/ Department*

Department of Management

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes
 No

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

Yes
 No

Course Information

Course Prefix*

CISM

Course Number*

3470

Course Title* Fundamentals of Information Security

Long Course Title

Course Type*

Management Information Systems

Catalog Course Description* This course introduces fundamental concepts related to information security. Terminology associated with information security is introduced and basic vulnerabilities associated with keeping information secure are examined. The importance of managerial oversight is discussed. Finally, basic security controls, available technologies, and risk mitigation strategies are considered.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites CISM 3330 (C or better)

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing n/a

Restrictions n/a

Is this a General Education course?* Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading*

Justification and Assessment

Rationale* Cybersecurity/Information Security is essential in today's businesses. Customers expect their information to remain secure and organizations realize the consequences of their systems being breached. This introductory course will be taken by all MIS majors to make certain that they have a fundamental understanding of this topic.

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

1. Understand the importance of information security in business organizations.
2. Develop the ability to speak about information security using industry-specific terms.
3. Identify the primary ways that systems can be vulnerable to outside hackers.
4. Understand the importance of an ongoing, comprehensive managerial security plan.
5. Examine the various technology and tools available to mitigate security risks.

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

Present or Projected Annual Enrollment* 60

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

If yes, what will the fee be?* n/a

Fee Justification n/a

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

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

CISM 3470: Fundamentals of Information Security

COURSE DESCRIPTION

This course introduces fundamental concepts related to information security. Terminology associated with information security is introduced and basic vulnerabilities associated with keeping information secure are examined. The importance of managerial oversight is discussed. Finally, basic security controls, available technologies, and risk mitigation strategies are considered.

LEARNING OBJECTIVES

- Understand the importance of information security in business organizations.
- Develop the ability to speak about information security using industry-specific terms.
- Identify the primary ways that systems can be vulnerable to outside hackers.
- Understand the importance of an ongoing, comprehensive managerial security plan.
- Examine the various technology and tools available to mitigate security risks.

BOOKS AND MATERIALS

Principles of Information Security (7th Edition). Whitman and Mattord. Cengage Learning, 2022.

GRADING

| | |
|-----------------------------|-----|
| Midterm | 20% |
| Final Exam | 20% |
| Assignments | 30% |
| Final Comprehensive Project | 30% |

CISM - 4333 - Introduction to Networking

2024-2025 Undergraduate New Course Request

Introduction

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/ Department*

Department of Management

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes No

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

Yes No

Course Information

Course Prefix*

CISM

Course Number* 4333

Course Title* Introduction to Networking

Long Course Title

Course Type*

Management Information Systems

Catalog Course Description* This course is designed to introduce the student to IoT and networking technology applications, including the OSI model, network topologies, IP addressing, IPX addressing, subnet masks, routing theory, switching terminology, router configuration, and switch configuration. Topics include IoT applications, basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, router setup, routing protocol setup, VLANs, switching technology, and emerging trends in IoT and networking. WAN technologies and network design theory are also covered.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites CISM 3330 (Minimum Grade C)

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing CISM 5333

Restrictions n/a

Is this a General Education course?* Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This course is currently offered as CISM 3350 (Introduction to Networking and IoT). We would also like to cross-list it with CISM 5333 which requires that it be a 4000-level course. It actually is a senior-level course. However, Curriculum rules prohibit us from simply changing the course number. We are required to delete the current course and then add the new course.

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

1. Students will develop knowledge of the OSI model and networking technologies.
2. Students will develop and show the ability to setup and program a network with routers and switches.
3. Students will develop and show the ability to assess and test network connectivity.
4. Students will develop and show the ability to trouble and debug network connectivity problems.
5. The students will be able to design and establish a network including IP design, cabling, hardware, and networking testing.
6. Students will gain an understanding of IoT.
7. Students will gain knowledge of networking and IoT careers.

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.

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 35

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

If yes, what will the fee be?* n/a

Fee Justification n/a

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

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



Introduction to Networking

CISM-4333

- Description

This course is designed to introduce the student to IoT and networking technology applications, including the OSI model, network topologies, IP addressing, IPX addressing, subnet masks, routing theory, switching terminology, router configuration, and switch configuration. Topics include IoT applications, basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, router setup, routing protocol setup, VLANs, switching technology, and emerging trends in IoT and networking. WAN technologies and network design theory are also covered.

Requisites

Prerequisites:

CISM 3330 Minimum Grade: C

Corequisites:

- Materials

Cisco Netacad - Introduction to IoT and Introduction to Networks

Outcomes

1. Students will develop knowledge of the OSI model and networking technologies.
2. Students will develop and show the ability to setup and program a network with routers and switches.
3. Students will develop and show the ability to assess and test network connectivity.
4. Students will develop and show the ability to trouble and debug network connectivity problems.
5. The students will be able to design and establish a network including IP design, cabling, hardware, and networking testing.
6. Students will gain an understanding of IoT.
7. Students will gain knowledge of networking and IoT careers.

- Evaluation

| | |
|----------------------------|-----|
| IoT Project | 15% |
| Labs/Packet Tracers | 35% |
| Online Chapter Exams | 15% |
| Multiple Choice Final Exam | 10% |
| In-Class Skills Exam | 25% |

CISM - 4470 - Cyberwarfare, Cybercrime, and Digital Forensics

2024-2025 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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

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

College - School/ Department*

Department of Management

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

Yes No

Is this a College of Education course?*

Yes No

Is this an Honors College course?*

Yes No

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

Yes No

Course Information

Course Prefix*

CISM

Course Number* 4470

Course Title* Cyberwarfare, Cybercrime, and Digital Forensics

Long Course Title

Course Type*

Management Information Systems

Catalog Course Description* This course examines three major disciplines in information security: Cyberwarfare, Cybercrime, and Digital Forensics, covering cybersecurity policies and legal and ethical issues. Although each area of study is worthy of its own focus, this course introduces students to the major approaches, concepts, and skills needed to understand the study of each.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites CISM 3470

Concurrent Prerequisites n/a

Corequisites n/a

Cross-listing CISM 5470

Restrictions n/a

Is this a General Education course?* Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading*

Justification and Assessment

Rationale* This new course will become one of the requirements for our updated concentration in Cybersecurity and Networking.

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

1. Develop ethical perspectives and practices in computing by understanding computer abuse, laws pertaining to such abuse, and legal gray areas.
2. Develop an understanding of morality, ethics, security, privacy, intellectual property rights, and the reliability of software products.
3. Demonstrate the ability to use a legal and investigative framework to handle a security breach from investigation to the prosecution of the culprits.
4. Develop the ability to handle ethical and moral dilemmas that must be addressed.
5. Develop the ability to understand the impact of technology and its effects on society.
6. Demonstrate an understanding of digital piracy and intellectual theft, economic crime, online fraud, pornography, online sex crime, cyber-bullying, cyber-stalking, cyber-terrorism, and the rise of the Dark Web.
7. Demonstrate an understanding of the digital forensic investigation and its legal context around the world and law enforcement response to cybercrime transnationally.
8. Understand cybercrime policy and legislation across the globe.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 35

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

If yes, what will the fee be?* n/a

Fee Justification n/a

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

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

CISM 4470: Cyberwarfare, Cybercrime, and Digital Forensics

COURSE DESCRIPTION

This course examines three major disciplines in information security: Cyberwarfare, Cybercrime, and Digital Forensics, covering cybersecurity policies and legal and ethical issues. Although each area of study is worthy of its own focus, this course introduces students to the major approaches, concepts, and skills needed to understand the study of each.

In the Cyberwarfare section, students learn how military and nation-state approaches to cyber warfare differ from those in the business sector. Topics include cyberspace intelligence operations, offensive, and defensive cyberwarfare, military doctrine, and evolving threat strategies. Case projects and real-world incidents underscore the importance of comprehending the cyberwarfare landscape and the potential nonstate actor (e.g., businesses) implications.

In the Cybercrime section, students study the various categories of cybercrimes, including crimes against computers, crimes against people, cyber fraud, and illicit content instances. Topics such as DDOS attacks, ransomware, phishing, cyberbullying, and hate sites will be discussed in terms of what they are and how information security experts must address them.

Finally, digital forensics investigation procedures will be studied, including data acquisition, file recovery, and chain of custody. Students will learn about various digital forensic tools and procedures, as well as specialized forensic investigations, such as Cloud, mobile, and social media forensics procedures. Many topics and exercises will help students learn how to address policy and legal challenges involved in dealing with the Cybercrime categories introduced earlier in the course.

Learning Objectives - Students who complete this course successfully will be able to do the following:

- Develop ethical perspectives and practices in computing by understanding computer abuse, laws pertaining to such abuse, and legal gray areas.
- Develop an understanding of morality, ethics, security, privacy, intellectual property rights, and the reliability of software products.
- Demonstrate the ability to use a legal and investigative framework to handle a security breach from investigation to the prosecution of the culprits.
- Develop the ability to handle ethical and moral dilemmas that must be addressed.
- Develop the ability to understand the impact of technology and its effects on society.
- Demonstrate an understanding of digital piracy and intellectual theft, economic crime, online fraud, pornography, online sex crime, cyber-bullying, cyber-stalking, cyber-terrorism, and the rise of the Dark Web.

- Demonstrate an understanding of the digital forensic investigation and its legal context around the world and law enforcement response to cybercrime transnationally.
- Understand cybercrime policy and legislation across the globe.

BOOKS AND MATERIALS

Cybercrime and Digital Forensics: An Introduction 3rd Edition by Thomas J. Holt

Cyberwarfare: Information Operations in a Connected World 2nd Edition by Mike Chapple

GRADING

Your grade will consist of two exams (a midterm and a final), three projects, and one presentation. Good participation (missing one or fewer classes and being engaged).

| | |
|--------------------------------|-----|
| Midterm | 20% |
| Final Exam | 20% |
| Assignments | 30% |
| Business Case and Presentation | 30% |

AMERICANS WITH DISABILITIES ACT:

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR (defined as within two days of class start); further, no retroactive accommodations will be given. Accessibility Services is located in 123 Row Hall at the Student Development Center, telephone 678-839-6428

UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the “[Common Language for Course Syllabi](#)” for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

Management Information Systems, B.B.A.

2024-2025 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2024

Routing Information

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

School/ Department*

Department of Management

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

Yes No

Is this a College of Education Program?*

Yes No

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

Yes No

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

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program* Program

If other, please identify.

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

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

Program Name
Program Description

Program Name* Management Information Systems, B.B.A.

Program ID - DO NOT EDIT* 4286

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Management Information Systems (MIS) program integrates business and technology. Students get hands-on experience with many different types of technology. Students then learn how to use this technology to find solutions to many different business problems. Students can pursue a traditional plan of study or concentrate their studies in one of two concentrations: (1) Cybersecurity and Networking, or (2) Business Systems and Analytics. The MIS program helps prepare students for a variety of positions in regional, national, or international organizations.

Accreditation: AACSB

Learning Outcomes

For Bachelor of Business Administration (B.B.A.) Management Information Systems, we expect graduating students will meet the outcomes found at:

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

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirement

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

Core Curriculum

Core Area A

(Grade of C or higher)

must include:

MATH 1111 College Algebra
[Right] (or)

MATH 1113 Precalculus

Core Area D

should include:

MATH 1413 Survey of Calculus

Core Area F: 18 Hours

A: 6 Hours

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

B: 6 Hours

ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics

C: 3 Hours

BUSA 2106 Legal and Ethical Environment of Business

D: 3 Hours

CISM 2201 Foundations of Business and Spreadsheet Analysis

Required Supporting Courses:

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

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

MATH 1111 College Algebra
[Right] (or)

MATH 1113 Precalculus
[After] and

MATH 1413 Survey of Calculus
BUSA 2106 Legal and Ethical Environment of Business
CISM 2201 Foundations of Business and Spreadsheet Analysis

Management Information Systems

Courses required for the degree: 51 Hours

Business Core: 27 Hours

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

International Select

MGNT 4625 International Management

Major Courses: 24 Hours

CISM 3335 Business Programming and Web Design
CISM 3340 Data Resource Management and Design
CISM 3470 Fundamentals of Information Security
CISM 4310 Business Systems Analysis and Design
MGNT 4660 Strategic Management

Traditional Concentration (Select 3 Courses)

CISM 3625 Contemporary Issues in MIS
CISM 3350 Introduction to Networking and IoT
CISM 4330 Enterprise Architecture
CISM 4350 Enterprise and Decision Support Systems
CISM 4355 Cybersecurity Operations
CISM 4382 Special Problems in Management Information Systems
CISM 4384 MIS Study Abroad
CISM 4386 Business Internship (Management Information Systems)
CISM 4390 Business Intelligence and Data Mining
CISM 4470 Cyberwarfare, Cybercrime, and Digital Forensics
CISM 4500 Advanced Networking: Switching, Routing, and Wireless
CISM 4600 Advanced Enterprise Networking, Security, and Automation

Business Systems and Analytics Concentration (3 Courses)

CISM 4330 Enterprise Architecture
CISM 4350 Enterprise and Decision Support Systems
CISM 4390 Business Intelligence and Data Mining

Cybersecurity and Networking Concentration (3 Courses)

CISM 4355 Cybersecurity Operations
CISM 3350 Introduction to Networking and IoT
CISM 4470 Cyberwarfare, Cybercrime, and Digital Forensics

Electives: 9 Hours

Elective 1

Elective 2

Elective 3

At least one elective must be taken in the RCOB or from approved FinTech courses.

Total: 120 Hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program


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

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

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

Step 2 - Adding New Courses to the Program

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


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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* The world of data analytics and cybersecurity is changing on a regular basis. The changes to the concentrations names and course names were made to reflect the changes we see in the external environment.

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

SACSCOC Substantive Change

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


Send questions to kgwaltney@westga.edu.

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

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

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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


4.) Curriculum Map Assessment

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

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

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

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

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

B.B.A. - Management Information Systems Traditional Degree

| Course & Number | Credit Hours | Term Taken | Grade |
|-----------------------------------|--------------|------------|--------|
| CORE CURRICULUM [1] | | | |
| AREA A | | | 9 HRS |
| ENGL 1101 | 3 | | |
| ENGL 1102 | 3 | | |
| MATH 1111 | 3 | | |
| AREA B | | | 5 HRS |
| Elect. (COMM 1110 or ENGL 2050)* | 3 | | |
| Elect. (LIBR 1101 or CS 1020)* | 2 | | |
| AREA C | | | 6 HRS |
| Fine Arts Elective | 3 | | |
| Humanities Elective | 3 | | |
| AREA D | | | 10 HRS |
| Lab Science | 4 | | |
| Non-Lab Science | 3 | | |
| MATH 1413 | 3 | | |
| AREA E | | | 12 HRS |
| HIST 1111 or 1112 | 3 | | |
| HIST 2111 or 2112 | 3 | | |
| POLS 1101 | 3 | | |
| Elective (PSYC1101 or SOCI 1101)* | 3 | | |

[1] Attain a minimum overall GPA of 2.0 for graduation.

[2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.

[3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

[4] Students completing CISM 3330, CISM 4330, and CISM 4350 are eligible for the SAP Certificate.

[5] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 10-24-2023

| Course & Number | Credit Hours | Term Taken | Grade |
|------------------------------|--------------|------------|--------|
| Core Area F [2] | | | 18 HRS |
| ACCT 2101 | 3 | | |
| ACCT 2102 | 3 | | |
| BUSA 2106 | 3 | | |
| CISM 2201 | 3 | | |
| ECON 2105 | 3 | | |
| ECON 2106 | 3 | | |
| BUSINESS CORE [2] | | | 27 HRS |
| ABED 3100 | 3 | | |
| CISM 3330 | 3 | | |
| ECON 3402 | 3 | | |
| ECON 3406 | 3 | | |
| FINC 3511 | 3 | | |
| MGNT 3600 | 3 | | |
| MGNT 3615 | 3 | | |
| MKTG 3803 | 3 | | |
| MGNT 4625 [3] | 3 | | |
| MAJOR COURSES [2] [4] | | | 24 HRS |
| CISM 3335 | 3 | | |
| CISM 3340 | 3 | | |
| CISM 3470 | 3 | | |
| CISM 4310 | 3 | | |
| MGNT 4660 | 3 | | |

General Degree – No Concentration

Major Selects (Choose 3) – CISM 3625, CISM 4330, CISM 4333, CISM 4350, CISM 4355, CISM 4382, CISM 4384, CISM 4386, CISM 4390, CISM 4470, CISM 4500, CISM 4600

APPROVED ELECTIVES [5]

| | | | |
|----------------------------|---|--|-----|
| Elective 1 | 3 | | |
| Elective 2 | 3 | | |
| Elective 3 | 3 | | |
| Total Program Hours | | | 120 |

B.B.A. - Management Information Systems Concentration: Business Systems and Analytics

| Course & Number | Credit Hours | Term Taken | Grade | Course & Number | Credit Hours | Term Taken | Grade |
|-----------------------------------|--------------|------------|--------|---|--------------|------------|--------|
| CORE CURRICULUM [1] | | | | Core Area F [2] | | | 18 HRS |
| AREA A | | | 9 HRS | ACCT 2101 | 3 | | |
| ENGL 1101 | 3 | | | ACCT 2102 | 3 | | |
| ENGL 1102 | 3 | | | BUSA 2106 | 3 | | |
| MATH 1111 | 3 | | | CISM 2201 | 3 | | |
| AREA B | | | 5 HRS | ECON 2105 | 3 | | |
| Elect. (COMM 1110 or ENGL 2050)* | 3 | | | ECON 2106 | 3 | | |
| Elect. (LIBR 1101 or CS 1020)* | 2 | | | BUSINESS CORE [2] | | | 27 HRS |
| AREA C | | | 6 HRS | ABED 3100 | 3 | | |
| Fine Arts Elective | 3 | | | CISM 3330 | 3 | | |
| Humanities Elective | 3 | | | ECON 3402 | 3 | | |
| AREA D | | | 10 HRS | ECON 3406 | 3 | | |
| Lab Science | 4 | | | FINC 3511 | 3 | | |
| Non-Lab Science | 3 | | | MGNT 3600 | 3 | | |
| MATH 1413 | 3 | | | MGNT 3615 | 3 | | |
| AREA E | | | 12 HRS | MKTG 3803 | 3 | | |
| HIST 1111 or 1112 | 3 | | | MGNT 4625 [3] | 3 | | |
| HIST 2111 or 2112 | 3 | | | MAJOR COURSES [2] [4] | | | 24 HRS |
| POLS 1101 | 3 | | | CISM 3335 | 3 | | |
| Elective (PSYC1101 or SOCI 1101)* | 3 | | | CISM 3340 | 3 | | |
| | | | | CISM 3470 | 3 | | |
| | | | | CISM 4310 | 3 | | |
| | | | | MGNT 4660 | 3 | | |
| | | | | Concentration in Enterprise Systems and Data Analytics [5] | | | |
| | | | | CISM 4330 | 3 | | |
| | | | | CISM 4350 | 3 | | |
| | | | | CISM 4390 | 3 | | |
| | | | | | | | |
| | | | | APPROVED ELECTIVES [6] | | | 9 HRS |
| | | | | Elective 1 | 3 | | |
| | | | | Elective 2 | 3 | | |
| | | | | Elective 3 | 3 | | |
| | | | | Total Program Hours | | | 120 |

- [1] Attain a minimum overall GPA of 2.0 for graduation.
- [2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.
- [3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.
- [4] Students completing MGNT 3615, CISM 4330, and CISM 4350 are eligible for the SAP Certificate.
- [5] CISM 4382, CISM 4384, or CISM 4386 may be substituted for one of the concentration courses.
- [6] At least one elective must be taken in the RCOB or from approved FinTech courses.
- Revised 10-24-2023

B.B.A. - Management Information Systems Concentration: Cybersecurity and Networking

| Course & Number | Credit Hours | Term Taken | Grade | Course & Number | Credit Hours | Term Taken | Grade |
|-----------------------------------|--------------|------------|--------|---|--------------|------------|--------|
| CORE CURRICULUM [1] | | | | Core Area F [2] | | | 18 HRS |
| AREA A | | | 9 HRS | ACCT 2101 | 3 | | |
| ENGL 1101 | 3 | | | ACCT 2102 | 3 | | |
| ENGL 1102 | 3 | | | BUSA 2106 | 3 | | |
| MATH 1111 | 3 | | | CISM 2201 | 3 | | |
| AREA B | | | 5 HRS | ECON 2105 | 3 | | |
| Elect. (COMM 1110 or ENGL 2050)* | 3 | | | ECON 2106 | 3 | | |
| Elect. (LIBR 1101 or CS 1020)* | 2 | | | BUSINESS CORE [2] | | | 27 HRS |
| AREA C | | | 6 HRS | ABED 3100 | 3 | | |
| Fine Arts Elective | 3 | | | CISM 3330 | 3 | | |
| Humanities Elective | 3 | | | ECON 3402 | 3 | | |
| AREA D | | | 10 HRS | ECON 3406 | 3 | | |
| Lab Science | 4 | | | FINC 3511 | 3 | | |
| Non-Lab Science | 3 | | | MGNT 3600 | 3 | | |
| MATH 1413 | 3 | | | MGNT 3615 | 3 | | |
| AREA E | | | 12 HRS | MKTG 3803 | 3 | | |
| HIST 1111 or 1112 | 3 | | | MGNT 4625 [3] | 3 | | |
| HIST 2111 or 2112 | 3 | | | MAJOR COURSES [2] | | | 24 HRS |
| POLS 1101 | 3 | | | CISM 3335 | 3 | | |
| Elective (PSYC1101 or SOCI 1101)* | 3 | | | CISM 3340 | 3 | | |
| | | | | CISM 3470 | 3 | | |
| | | | | CISM 4310 | 3 | | |
| | | | | MGNT 4660 | 3 | | |
| | | | | Concentration in IoT, Networking, and Cyber Security [4] | | | |
| | | | | CISM 4333 | 3 | | |
| | | | | CISM 4355 | 3 | | |
| | | | | CISM 4470 | 3 | | |
| | | | | | | | |
| | | | | APPROVED ELECTIVES [5] | | | 9 HRS |
| | | | | Elective 1 | 3 | | |
| | | | | Elective 2 | 3 | | |
| | | | | Elective 3 | 3 | | |
| | | | | Total Program Hours | | | 120 |

[1] Attain a minimum overall GPA of 2.0 for graduation.

[2] Attain a minimum GPA of 2.0 for Core Area F courses, Business Core courses, and Major courses – No More than one "D" is permitted in the Major courses.

[3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.

[4] CISM 4382, CISM 4384, or CISM 4386 may be substituted for one of the concentration courses.

[5] At least one elective must be taken in the RCOB or from approved FinTech courses.

Revised 10-24-2023

MGNT - 3615 - Operations Management

2024-2025 Undergraduate Revise Course Request

General Information

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

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

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

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

- Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester *

Fall

Desired Effective Year *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

Department of Management

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
 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*

MGNT

Course Number* 3615

Course Title* Operations Management

Long Course Title

Course Type - DO NOT EDIT*

Management

Catalog Course Description* This course is designed to emphasize the strategic importance of operations management to the overall performance of the organization. Students will study the basic principles required to organize and manage both service and manufacturing firms. Topics include issues such as work design, inventory control, supply chains, scheduling, quality control, lean operating systems, and project management.

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 proposal may need to be submitted.

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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 N/A

Restrictions N/A

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

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

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a

N/A

numbered list format.

Rationale* MATH 1413 was removed as a prerequisite for MGNT 3615. The material in MATH 1413 is no longer necessary to successfully complete Operations Management (MGNT 3615).

REQUIRED ATTACHMENTS

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

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

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

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 250

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 48603

Nexus in Supply Chain Management

2024-2025 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Fall

Desired Effective Year *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Department of Management

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

Yes No

Is this a College of Education Program?*

Yes No

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

Yes No

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

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program* Program

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* Nexus in Supply Chain Management

Program ID - DO NOT EDIT* 4394

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Nexus degree in Supply Chain Management is an excellent option for individuals seeking a more short-term, focused degree to begin a career or to pursue an alternative route to a more advance degree. Students will study operations management, supply chain management, logics, and lean six sigma. Additionally, projects will be completed using a supply chain simulation and SAP enterprise software. Once complete, students will likely seek careers in areas such as logistics, storage and distribution, materials management, production, shipping and receiving, and procurement.

Learning Outcomes:

1. Identify different metrics used in assessing the performance of supply chains and utilized them to solve real world cases.
2. Utilize enterprise software to manage materials and plan production.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

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

General Education Requirements (Core Curriculum)

Core Area A.1

ENGL 1101 English Composition I
ENGL 1102 English Composition II

Core Area A.2

MATH 1111 College Algebra

Core Area B

Elective, 3 hours
Elective, 2 hours

Core Area C

Elective, 3 hours
Elective, 3 hours

Core Area D

Elective, 3 hours
Elective with Lab, 4 hours

Core Area E.1

Elective, 3 hours

Core Area E.2

Elective, 3 hours

Core Area E.3

Elective, 3 hours

Core Area E.4

ECON 2105 Principles of Macroeconomics

Skills and Knowledge

12 hours

12 hours

CISM 2201 Foundations of Business and Spreadsheet Analysis
ECON 3402 Statistics for Business I
MGNT 3615 Operations Management
MGNT 4610 Logistics

Experiential Learning

6 hours

MGNT 4686 Business Internship (Management)
MGNT 3640 Lean Six Sigma
MGNT 4615 Supply Chain Management

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculum@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 **X** and proceed.

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

Step 2 - Adding New Courses to the Program

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

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

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

For new courses going through a Curriculum 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* Modified course requirements to ensure 42 hours were from Core Areas A-E, 12 hours were from Skills and Knowledge, and 6 hours were from Experiential Learning.

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

SACSCOC Substantive Change

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

Send questions to kgwaltney@westga.edu.

Check all that apply to this program*

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


Check all that apply to this program*

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

None of these apply

SACSCOC Comments Modified course requirements to ensure 42 hours were from Core Areas A-E, 12 hours were from Skills and Knowledge, and 6 hours were from Experiential Learning.

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

| 2023-2024 Program Map – Nexus in Supply Chain Management (Revised 9/20/2023) | | | |
|---|-----------|--|-----------|
| YEAR 1 | | YEAR 2 | |
| Fall Semester | | Fall Semester | |
| Course | Credits | Course | Credits |
| Core Area A1 (ENGL 1101) | 3 | MGNT 4610 | 3 |
| Core Area A2 (MATH 1111) | 3 | Core Area C1 Elective | 3 |
| CISM 2201 | 3 | POLS 1101 | 3 |
| HIST 1111 or HIST 1112 | 3 | HIST 2111 or HIST 2112 | 3 |
| SEMESTER TOTAL | 12 | SEMESTER TOTAL | 12 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> Complete ENGL 1101 – C or better Complete MATH 1111 – C or better | | | |
| Spring Semester | | Spring Semester | |
| Course | Credits | Course | Credits |
| Core Area A1 (ENGL 1102) | 3 | MGNT 4615 | 3 |
| Core Area D1 Elective with Lab | 4 | Core Area E4 (ECON 2105 or ECON 2106) | 3 |
| ECON 3402 | 3 | Core Area C2 Elective | 3 |
| Core Area B2 Elective | 2 | Core Area D1 Elective | 3 |
| SEMESTER TOTAL | 12 | SEMESTER TOTAL | 12 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> Complete ENGL 1102 – C or better | | | |
| Summer Semester | | Summer Semester | |
| Course | Credits | Course | Credits |
| Core Area B1 Elective | 3 | MGNT 3640 | 3 |
| MGNT 3615 | 3 | Core Area D2 Elective (MATH 1413) | 3 |
| SEMESTER TOTAL | 6 | SEMESTER TOTAL | 6 |
| Milestones | | Milestones | |
| <ul style="list-style-type: none"> With departmental approval MGNT 4686 (Internship) may be substituted for MGNT 3615. | | <ul style="list-style-type: none"> MATH 1413 is recommended for the Core Area D2 Elective | |

UWG Catalog

Nexus in Supply Chain Management

The Nexus degree in Supply Chain Management is an excellent option for individuals seeking a more short-term, focused degree to begin a career or to pursue an alternative route to a more advance degree. Students will study operations management, supply chain management, logics, and lean six sigma. Additionally, projects will be completed using a supply chain simulation and SAP enterprise software. Once complete, students will likely seek careers in areas such as logistics, storage and distribution, materials management, production, shipping and receiving, and procurement.

Learning Outcomes:

1. Identify different metrics used in assessing the performance of supply chains and utilized them to solve real world cases.
2. Utilize enterprise software to manage materials and plan production.

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

A. Core Area A.1, 6 hours

Both Required:

[ENGL 1101 - English Composition I](#) 3 Credit Hours

[ENGL 1102 - English Composition II](#) 3 Credit Hours

Core Area A.2, 3 hours

[MATH 1111 - College Algebra](#) 3 Credit Hours

B. Core Area B, 5 hours

Core Area B.1 Elective, 3 hours

Core Area B.2 Elective, 2 hours

C. Core Area C, 6 hours

Core Area C.1 Elective, 3 hours

Core Area C.2 Elective, 3 hours

D. Core Area D, 10 hours

Core Area D.1 Elective, 3 hours

Core Area D.1 Elective with Lab, 4 hours

Core Area D.2 Elective

[MATH 1413 - Survey of Calculus](#) 3 Credit Hours

E. Core Area E, 12 hours

Core Area E.1 Elective, 3 hours

One required from the following two:

[HIST 1111 - Survey of World History/Civilization I](#) 3 Credit Hours
[HIST 1112 - Survey of World History/Civilization II](#) 3 Credit Hours

Core Area E.2 Elective, 3 hours

[HIST 2111 - U S History I \(to 1865\)](#) 3 Credit Hours
[HIST 2112 - U S History II \(since 1865\)](#) 3 Credit Hours

Core Area E.3

[POLS 1101 - American Government](#) 3 Credit Hours

Core Area E.4

[ECON 2105 - Principles of Macroeconomics](#) 3 Credit Hours

Skills and Knowledge: 12 Hours

[CISM 2201 - Foundations of Business and Spreadsheet Analysis](#) 3 Credit Hours
[ECON 3402 - Statistics for Business I](#) 3 Credit Hours
[MGNT 3615 - Operations Management](#) 3 Credit Hours
[MGNT 4610 - Logistics](#) 3 Credit Hours

Experiential Learning: 6 Hours

[MGNT 3640 - Lean Six Sigma](#) 3 Credit Hours And
[MGNT 4615 - Supply Chain Management](#) 3 Credit Hours OR
[MGNT 4686 - Business Internship \(Management\)](#) 3 Credit Hours

Nexus in Supply Chain Management

The Nexus degree in Supply Chain Management is an excellent option for individuals seeking a more short-term, focused degree to begin a career or to pursue an alternative route to a more advanced degree. Students will study operations management, supply chain management, logistics, and lean six sigma. Additionally, projects will be completed using a supply chain simulation and SAP enterprise software. Once complete, students will likely seek careers in areas such as logistics, storage and distribution, materials management, production, shipping and receiving, and procurement.

Learning Outcomes:

1. Identify different metrics used in assessing the performance of supply chains and utilize them to solve real world cases.
2. Utilize enterprise software to manage materials and plan production.

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

A. Core Area A.1, 6 hours

Both Required:

[ENGL 1101 - English Composition I](#) 3 Credit Hours

[ENGL 1102 - English Composition II](#) 3 Credit Hours

Core Area A.2, 3 hours

[MATH 1111 - College Algebra](#) 3 Credit Hours

B. Core Area B, 5 hours

Core Area B.1 Elective, 3 hours

Core Area B.2 Elective, 2 hours

C. Core Area C, 6 hours

Core Area C.1 Elective, 3 hours

Core Area C.2 Elective, 3 hours

D. Core Area D, 10 hours

Core Area D.1 Elective, 3 hours

Core Area D.1 Elective with Lab, 4 hours

Core Area D.2 Elective

[MATH 1413 - Survey of Calculus](#) 3 Credit Hours

E. Core Area E, 12 hours

Core Area E.1 Elective, 3 hours

One required from the following two:

HIST 1111 - Survey of World History/Civilization I 3 Credit Hours

HIST 1112 - Survey of World History/Civilization II 3 Credit Hours

Core Area E.2 Elective, 3 hours

HIST 2111 - U S History I (to 1865) 3 Credit Hours

HIST 2112 - U S History II (since 1865) 3 Credit Hours

Core Area E.3

POLS 1101 - American Government 3 Credit Hours

Core Area E.4

ECON 2105 - Principles of Macroeconomics 3 Credit Hours

Skills and Knowledge: 12 Hours

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

ECON 3402 - Statistics for Business I 3 Credit Hours

MGNT 3615 - Operations Management 3 Credit Hours

MGNT 4610 - Logistics 3 Credit Hours

Experiential Learning: 6 Hours

MGNT 3640 - Lean Six Sigma 3 Credit Hours And

MGNT 4615 - Supply Chain Management 3 Credit Hours OR

MGNT 4686 - Business Internship (Management) 3 Credit Hours

Addendum II

DATE: October 25, 2023

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. Jeffrey Zamostny, Director of the Office of Undergraduate Research, on behalf of the Undergraduate Research Committee

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on October 23, 2023 to review courses that were submitted by faculty members to receive the Undergraduate Research High Impact Practice attribute in Banner. Courses were submitted and reviewed by the committee in accordance with the guidelines set out in [this document](#), as approved by the Faculty Senate in Fall 2021 and amended in Spring 2023.

The following table indicates the Undergraduate Research Committee’s recommended designations for each course. Per the previously linked document (especially Appendix B and Appendix C), each course receives three designations:

- The first, UR1-4, indicates the course’s level as determined by UWG guidelines in Appendix B of the document.
- The second (ZURP) is common to all courses and is the USG-mandated code that means “Undergraduate Research course meets institution’s criteria as a High Impact Practice for Undergraduate Research” (Appendix C).
- The third (ZUR1-4) is the USG-mandated code that corresponds to the number of contact hours the student is engaged in undergraduate research. This is based on information self-reported by faculty. Per Appendix C, ZUR1 involves research or a creative project requiring 30 or fewer contact hours, ZUR2 requires 31-50 contact hours, ZUR3 requires 51-100 contact hours, and ZUR4 requires 101 or more contact hours.

Per page 2 of the guidelines, the Undergraduate Research Committee is now submitting its recommendations to the Faculty Senate Undergraduate Programs Committee for review and approval, after which approved designations will be forwarded to the Registrar.

| Course Prefix and Number | Course Title | Submitting Faculty Member | All or some sections? (CRNs indicated where necessary) | Recommended UWG UR designation | USG ZUR designation (contact hours) |
|--------------------------|-------------------|---------------------------|--|--------------------------------|-------------------------------------|
| ANTH 1101 | Voices of Culture | Elizabeth Falconi | All | 1 | 1 |
| ANTH 3110 | Human Osteology | Corey Maggiano | All | 2 | 4 |

| | | | | | |
|------------|--|------------------|-----|---|---|
| ANTH 3250 | Pig Dig Crime Scene: Methods in Forensic Archaeology and Biological Anthropology | Corey Maggiano | All | 3 | 4 |
| ANTH 4102 | Archaeological Field Research | Nathan Lawres | All | 3 | 3 |
| ANTH 4103 | Field Methods in Cultural Resource Management | Nathan Lawres | All | 3 | 3 |
| ANTH 4122 | Skeletal Indicators of Health and Behavior | Isabel Maggiano | All | 2 | 1 |
| ANTH 4125 | Forensic Anthropology | Corey Maggiano | All | 2 | 2 |
| ANTH 4135 | Genes and Genomania | Corey Maggiano | All | 2 | 2 |
| ANTH 4150 | Human Evolution | Corey Maggiano | All | 2 | 2 |
| BIOL 1010L | Fundamentals of Biology Lab | Toby Saunders | All | 1 | 2 |
| BIOL 1107L | Principles of Biology I Lab | Toby Saunders | All | 1 | 1 |
| BIOL 1108L | Principles of Biology II Lab | Toby Saunders | All | 1 | 1 |
| BIOL 2107L | Principles of Biology I Lab for Biology Majors | Toby Saunders | All | 1 | 1 |
| BIOL 2108L | Principles of Biology II Lab for Biology Majors | Toby Saunders | All | 1 | 1 |
| BIOL 3621 | Genetics | Frank Fontanella | All | 2 | 3 |

| | | | | | |
|-----------|---|---------------------|---------------------------|---|---|
| BIOL 4266 | Molecular Ecology | Frank Fontanella | All | 3 | 3 |
| BIOL 4425 | Fire Ecology | Andrew Edelman | All | 2 | 2 |
| COMM 3313 | PR Principles | Davia Rose Lassiter | All | 2 | 2 |
| COMM 4405 | Sound Design | Deon Kay | All | 2 | 1 |
| COMM 4406 | Cinematography | Deon Kay | All | 2 | 2 |
| COMM 4407 | Film and Video Editing | Deon Kay | All | 2 | 1 |
| COMM 4409 | Directing for Film & Video Production | Deon Kay | All | 2 | 2 |
| COMM 4425 | Documentary Production Practices | Deon Kay | All | 2 | 2 |
| COMM 4444 | Public Relations Campaigns | Kelly Williams | All | 2 | 2 |
| COMM 4452 | Advanced Film & Video Production | Deon Kay | All | 3 | 3 |
| COMM 4454 | Media Law | Deon Kay | All | 2 | 2 |
| COMM 4456 | Digital Content Creation | Kyle Lorenzano | All | 3 | 3 |
| ECON 4475 | Intro to Econometrics | Adrian Austin | All | 2 | 2 |
| MATH 1113 | Precalculus | Carrie Carmack | Spring 2024: 10368 | 1 | 1 |
| MKTG 3808 | Business Research | Beheruz Sethna | Spring 2024: 10329, 10330 | 2 | 3 |
| MUSC 3702 | Western Music Since 1800, and World Music | Elizabeth Kramer | All | 2 | 2 |
| NURS 4300 | Clinical Specialty Practice | Marcia Davis | All | 2 | 2 |
| NURS 4302 | Clinical Practice IV | Lisa Hesser | All | 2 | 2 |

| | | | | | |
|-----------|---|------------------|--|---|---|
| POLS 1101 | American Government | Salvador Peralta | Spring 2024: 11613 | | 2 |
| POLS 2601 | Introduction to Political Science Inquiry | Salvador Peralta | Spring 2024: 12690 | 3 | 3 |
| SOCI 3001 | Communicating Sociology | Neema Noori | All | 2 | 1 |
| SOCI 4543 | Deviant and Alternative Behavior | Pamela Hunt Kirk | Spring 2024: 12082 | 1 | 1 |
| XIDS 2100 | Introduction to Latin American, Caribbean, and Latinx Studies | Betsy Dahms | No CRN currently available for Spring 2024 | 2 | 1 |

Addendum III

BIOL - 5425 - Fire Ecology

2024-2025 Graduate Revise Course Request

General Information

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

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

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

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

- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 5425

Course Title* Fire Ecology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* This is a field-based course in fire ecology concepts and techniques of the Southeast. Hands-on lessons address the use of prescribed fire to benefit ecosystems and cover safety, weather, fuel, firing techniques and smoke management. Students will write a prescribed burn plan and participate in several burn events outside of regular class time.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes 3 hours of lecture and 3 hours of lab each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the workload. In addition, the instructor approval prerequisite is being removed at the request of the instructor. Students should only be allowed to take the course once for credit.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 47044

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

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

**Academic Year
Program Map
MA in Sociology
Concentration: Thesis Track**

| YEAR 1 | | | |
|--------------------------------|---------|---|---------|
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| SOCI 6013 – Social Research | 3 | SOCI 6003 – Advanced Statistics for Sociology | 3 |
| Elective | 3 | SOCI 6305 – Advanced Sociological Theory | 3 |
| Elective | 3 | Elective | 3 |
| | | | |
| | | | |
| SEMESTER TOTAL | 9 | SEMESTER TOTAL | 9 |
| Milestones | | Milestones | |
| | | <ul style="list-style-type: none"> • Decide between tracks. • Find a faculty member to serve as chair. • Submit Track and Chair Declaration Form to DGS. | |
| YEAR 2 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| SOCI 6882 – Thesis Preparation | 3 | SOCI 6999 – Thesis | 3 |
| Elective | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| | | | |
| | | | |
| SEMESTER TOTAL | 9 | SEMESTER TOTAL | 9 |
| Milestones | | Milestones | |
| | | <ul style="list-style-type: none"> • Defend thesis and submit to ProQuest before ProQuest deadline. | |

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

**Academic Year
Program Map
MA in Sociology
Concentration: Applied Track**

| YEAR 1 | | | |
|---------------------------------------|---------|---|---------|
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| SOCI 6013 – Social Research | 3 | SOCI 6003 – Advanced Statistics for Sociology | 3 |
| Elective | 3 | SOCI 6305 – Advanced Sociological Theory | 3 |
| Elective | 3 | Elective | 3 |
| | | | |
| | | | |
| SEMESTER TOTAL | 9 | SEMESTER TOTAL | 9 |
| Milestones | | Milestones | |
| | | <ul style="list-style-type: none"> Decide between tracks. Find a faculty member to serve as chair. Submit Track and Chair Declaration Form to DGS. | |
| YEAR 2 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| SOCI 6286 - Internship | 3 | SOCI 6986 – Applied Project | 3 |
| Additional Methods Course or Elective | 3 | Additional Methods Course or Elective | 3 |
| Elective | 3 | Elective | 3 |
| | | | |
| | | | |
| SEMESTER TOTAL | 9 | SEMESTER TOTAL | 9 |
| Milestones | | Milestones | |
| | | <ul style="list-style-type: none"> Complete Applied Project. | |

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

**Academic Year
Program Map
MA in Sociology
Concentration: Mid-Career Track**

| YEAR 1 | | | |
|---------------------------------------|---------|---|---------|
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| SOCI 6013 – Social Research | 3 | SOCI 6003 – Advanced Statistics for Sociology | 3 |
| Elective | 3 | SOCI 6305 – Advanced Sociological Theory | 3 |
| Elective | 3 | Elective | 3 |
| | | | |
| | | | |
| SEMESTER TOTAL | 9 | SEMESTER TOTAL | 9 |
| Milestones | | Milestones | |
| | | <ul style="list-style-type: none"> Decide between tracks. Find a faculty member to serve as chair. Submit Track and Chair Declaration Form to DGS. | |
| YEAR 2 | | | |
| TERM 1 | | TERM 2 | |
| Course | Credits | Course | Credits |
| Additional Methods Course or Elective | 3 | SOCI 6986 – Applied Project | 3 |
| Elective | 3 | Additional Methods Course or Elective | 3 |
| Elective | 3 | Elective | 3 |
| | | | |
| | | | |
| SEMESTER TOTAL | 9 | SEMESTER TOTAL | 9 |
| Milestones | | Milestones | |
| | | <ul style="list-style-type: none"> Complete Applied Project. | |

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

Sociology, M.A.

2024-2025 Graduate Revise Program Request

Introduction

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

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

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

If other, please identify. Modality - moving from in-person to synchronously online

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Anthropology, Psychology, and Sociology

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

Is this a College of Education Program?* Yes No

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

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program* Program Shared Core

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

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

Program Name
Program Description

Program Name* Sociology, M.A.

Program ID - DO NOT EDIT* 4107

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Master of Arts degree in Sociology prepares students for advanced graduate studies in the social sciences and for professional careers in a variety of settings including federal, state, and local government agencies; not-for-profit organizations, community service groups; market research firms; and social service organizations. Coursework incorporates classical and contemporary theoretical perspectives, analysis of cutting edge empirical research, and training in quantitative and qualitative research methodologies. Students can take coursework and specialize in the following areas: community development, social inequality, social psychology, health, urban sociology, environment, comparative sociology, sociology of family, sociology of religion, and social movements.

Admission

The Sociology Program considers the quality of an application to the M.A. program in its entirety. Applicants will be considered on a competitive basis and thus simply completing an application does not guarantee admission to the program. To apply to the program, a student is ordinarily expected to have a bachelors degree in sociology or a related discipline from an accredited academic institution. Applicants to the Sociology M.A. program must have:

- A minimum undergraduate GPA of 3.0
- A 750-word personal statement, which includes the applicant's relevant academic and/or professional background and reasons for seeking the degree
- Three letters of recommendation
- A current resume or curriculum vitae

Applicants may be admitted provisionally and considered for regular admission.

To apply or to learn additional information about the application process, please contact the Sociology Program:
<http://www.westga.edu/sociology>.

Program Requirements

The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics.

Students accepted into the program may choose between three tracks: Thesis, Applied, and Mid Career. Under either plan, students must complete a minimum of 36 hours, one-half of which must be at the 6000-level. A total of six hours may be selected from courses outside the Master's program in Sociology.

Requirements

Thesis
Applied
Mid-Career

Core Courses

9 hours
9 hours
9 hours

Elective Courses

21 hours
18 hours
21 hours

Thesis Preparation

3 hours
N/A
N/A

Thesis

3 hours
N/A
N/A

Internship

N/A
3 hours
N/A

Additional Research Methods

N/A
3 hours
3 hours

Total Hours

36 hours
36 hours
36 hours

Final Project

Thesis
Internship Project
Applied Project

Learning Outcomes

Upon completion of this degree program, students will be able to:

Demonstrate a mastery of communicating in writing how sociology contributes to an understanding of social reality

Demonstrate a mastery of sociological theories

Demonstrate a mastery of methodological approaches within sociology

Demonstrate a mastery of the diversity in society

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Program Requirements

Core Courses: 9 hours

The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics.

SOCI 6305 Advanced Sociological Theory

[Right] (or another 6000-level theory course approved by the program's head of Graduate Studies)

SOCI 6013 Social Research

[Right] (or)

SOCI 6613 Qualitative Research

[Left] *

SOCI 6003 Advanced Statistics for Sociology

[Right] (or another graduate level statistics course approved by the program's Head of Graduate Studies)

[After] *Students who have not taken an undergraduate statistics course in sociology must enroll in SOCI 5053 prior to enrolling in SOCI 6003.

Thesis Track

Under the Thesis Track, students must also complete three hours of Thesis Preparation and three hours of thesis work. A thesis is required under this track.

SOCI 6882 Thesis Preparation

SOCI 6999 Thesis

Electives: 21 hours

Applied Track

Under the Applied Track, students must complete three credit hours of additional research methods coursework and three credit hours of Internship, and three credit hours of Applied Project..

Students opting for the Applied Track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their internship.

SOCI 6286 Internship

SOCI 6986 Applied Project

[After] (and)

SOCI 5015 Analyzing and Visualizing Data

[After] (or)

SOCI 6275 Planning and Evaluation

[After] (or)

SOCI 6613 Qualitative Research

[After] (or)

SOCI 6660 Institutional Ethnography

[After] Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the Head of Graduate Studies.

Electives: 18 hours

Mid-Career Track

The Mid-Career Track is available to students who are employed in a setting comparable to where a Sociology MA student would do an internship. Students should consult with the Head of Graduate Studies to determine if they are eligible. Under the Mid-Career Track, students must register for three credit hours of additional research methods coursework and three credit hours of Applied Project.

Students opting for the Mid-Career track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their employment site.

SOCI 6986 Applied Project
[After] (and)

SOCI 5015 Analyzing and Visualizing Data
[After] (or)

SOCI 6660 Institutional Ethnography
[After] (or)

SOCI 6613 Qualitative Research
[After] (or)

SOCI 6275 Planning and Evaluation
[After] Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the Head of Graduate studies.

Electives: 21 hours

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

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

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

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

Step 2 - Adding New Courses

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

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon 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 change will broaden our appeal to students who cannot regularly commute to Carrollton and expands our recruitment pool to many more prospective students. . After making this change, we will be the only Sociology MA in Georgia to offer synchronously online courses. We will be uniquely positioned to offer students both the convenience of online classes along with high-quality teaching and mentoring.

numbered list format.

SACSCOC Substantive Change

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

Send questions to kgwaltney@westga.edu

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

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

SACSCOC Comments SACSCOC requires a teach-out plan for the in-person MA program. The teach-out plan is attached to this proposal, along with evidence that the Sociology faculty and DAPS staff have been informed of this change.

The proposed change is to the program's delivery modality; all tracks, program maps, assessment, etc will remain the same.

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

Master of Arts in Sociology: Face-to-face Teach Out Plan

Students will no longer be admitted into the face-to-face program beginning in Fall 2024. The academic program of Master of Arts in Sociology, offered synchronously online, will then be available to incoming students.

All Sociology MA students will be notified of the decision to transition the program from face-to-face to synchronously online (via email and advising sessions) and will receive advising and the opportunity to complete the program in the modality of their choice during a two-year transition period after the change is approved. Some courses will be offered in dual modality, with students attending either in-person or synchronously online depending on their preference. If a course is not offered in the student's preferred modality, Sociology faculty will offer an independent study during the two-year transition period. All courses will be offered at the same rate they currently are. There are no additional charges/expenses to students to complete this teach-out plan.

All Sociology faculty were notified of the termination of the face-to-face program and the activation of the synchronously online program on April 14, 2023, when they unanimously voted to make this change (see Appendix A). No Sociology faculty will be adversely impacted by this change. Department of Anthropology, Psychology, and Sociology staff were notified of this change via an email sent on August 7, 2023 (see Appendix B). No DAPS staff will be adversely impacted by this change.

| CURRENT COURSE | SUBSTITUTION COURSE |
|--|--|
| REQUIRED COURSES: | |
| SOCI 4053: Sociological Theory | NA: course will be offered in dual modality during the two-year transition period |
| SOCI 6003: Advanced Statistics for Sociology | NA: course will be offered in dual modality during the two-year transition period |
| SOCI 6013: Social Research | NA: course will be offered in dual modality during the two-year transition period |
| ELECTIVES | During the transition, electives will be offered in a variety of modalities, as they currently are. Students will be able to enroll in electives offered in their chosen modality during the two-year transition period. |

Appendix A: Sociology April 2023 meeting minutes (relevant portion highlighted)

SOCI PROGRAM MEETING

4/14/23

In attendance: *Emily McKendry-Smith, Pamela Hunt Kirk, Elroi Windsor, Neema Noori, Aramide Kazeem, Tiffany Parsons, Vivienne Wood, Corey Waters, Jennifer Beggs Weber*

- Min./Notes from the March 10 approved
- Discussion regarding the Awards Program scheduled for 4/19/2023 Bonner Hall 6 p.m. Those who will be attending, who will be presenting awards discussed.
 - o Emily requested a table advertising the Sociology Graduate Program be set up at the entrance of Bonner with the Tri-Fold.
- Emily conducted a “Graduate Program Check In” with the Soci Faculty:
 - o Past two- year graduate recruiting initiative
 - o Need more applicants resulting in hardship to schedule classes
 - o Concerns with working graduate student population
 - o Emily voiced frustration of the amount of time required to be the head of the Soci Graduate Program
 - o Neema spoke up with accolades for Emily’s upgrading the Graduate Program, adding clarity, organization and stability to the Grad. Program
 - o Elroi: Personally supportive of the Grad Program; Emily has done an amazing job. Concerns about the lack of undergraduates being referred to the Grad Program. Questions why the lack.
 - o Jen: pointed out that Emily being the head of the Grad Program relieves the P.C. from a lot of responsibilities.
 - o Pam: reiterated what Jen stated.
 - o Corey: Added to what Elroi voiced and emphasized how much he enjoys teaching at the Graduate level. He also included some suggestion of how to increase the applicants.
 - o Tiff: She strongly supports the “Applied Track” of the Graduate Program as the skills for career employment are a needed result.
 - o Emily posted the Graduate Program Handbook in the Chat Box.

- Aramide: voiced that when she taught “Advanced Stats” she found that the expectations were somewhat skewed.
- Elroi: observation and knowledge gained in the GPC that Graduate Programs help with our Student Credit Hours for our department. States: “literally can save jobs”.
- Conversation moved to: Online Graduate Classes
 - Neema stressed that an online MA in Sociology is a rarity in Georgia but that a MA program is a team effort.
 - Elroi called again for us to submit at least three names of high participants from our classes as potential Grad students. Elroi advises us all to give positive recognition to those by personally ‘reaching out’ and encouraging the option of a Sociology MA. Toward their career path.
- Jen: interjected that she got an email from Rob about a budget meeting on Monday to discuss the potential cut of part time instructors.
 - Conversation returned to MA program with sharing how the GPC action item to vote on graduate applications are some times ‘ties’.
 - Emily then moved to discuss “Synchronous Online” teaching of Graduate classes as an Action item:
 - Neema spoke in overwhelming support of this action item and listed wide spread support for doing this from the ‘poll’ he recently administered. He reiterated so many positives for supporting this action.
 - Jen: support for synchronous
 - Elroi: support for synchronous
 - Neema proposed a vote: vote take and it was unanimous by the faculty of UWG Sociology Department (with Emily voting by phone).
- Jen introduced the discussion of “Prison Education Program”- Tiff has been working on this interdisciplinary initiative for the past three years with implementation at the Hayes State Prison, Trion, Ga. (Chattooga County) with “pathway” degrees which 15 specific ‘pathways’ initially. All of the pathways will include 1) core classes 2) classes from Sociology, Criminology and Political Science/Public Administration. Tiff stresses that these ‘pathways’ can be changed at anytime. The first year of implementation will require all classes to be Face to Face; the second year of

implementation will move to online/in-load instruction. Tiff went on to add these students will add to our SCH, which we so badly need, with the Provost providing part-time instructors for any classes on UWG vacated due to F2F instruction at Hayes. By year 4 of implementation, with the added SCH, we will be successful in getting addition 'lines'.

- Jen asked about the issue of Newnan and the requirement that we have some one teaching there F2F each semester – are we going to encounter a similar demand (as we get “dinged” for that repeatedly).
 - Elroi: suggested that ALL Sociology classes be opened up to the Hayes students.
 - Neema voiced some slight concern about “new programs” and some our past ‘surprises’. He lavished the praises of all the work that Tiff has done to bring this to fruition and what a value to our Sociology Department.
 - Emily: asked why Hayes and Tiff explained about the Dept. of Corrections named Hayes as their choice.
 - Jen: questioned some academic/curricular concerns about the applicability of this ‘degree’. Is it a Human Services degree”?.
 - Elroi: voiced a new movement of “Band the Box” for returning citizens and hiring challenges. Elroi also added to be cautious about strategic issues with the Provost and President.
 - Tiff weighted in a totally supportive of the Asynchronous action.
 - Neema reminded us that Andy Waters along with Karen Owens may be moved/leave or no longer our contact for this initiative and cautions us not to use Andy nor Karen as our only ‘spokesperson’.
 - Tiff reminded us that she has “done her research” and is prepared to defend this initiative to its fullest. Tiff also brought out that it had been reported to her that our department (UWG Sociology) might not be totally supportive of the Prison Education Program. She reiterated that the Prison Education Program “will go through regardless if Sociology supports it or not.”
 - Pam: asked for a clarification of what “Pathway” is. Neema explained that is a ‘piecemeal’ degree, drawing from a multitude of disciplines. Neema stressed that this is a ‘win-win’ situation.
- Faculty meeting ended at 11:59 a.m. 4/14/2023

Vivienne H. Wood, notetaker.



Emily McKendry-Smith <emckendr@westga.edu>

Notification of change to Sociology MA program

3 messages

Emily McKendry-Smith <mckendry@westga.edu>

Mon, Aug 7, 2023 at 8:00 AM

To: Sheena Rowe <srowe@westga.edu>, Abigail Lummus <alummus@westga.edu>, Kathleen Skott-Myhre <kskott@westga.edu>

Dear Sheena and Abby,

This email is to let you know that Sociology is planning to deactivate its face-to-face masters program and replace it with a synchronously online masters program. I am currently preparing the proposal to submit through Curriculog. SACSCOC requires me to notify you of this change.

Sincerely,
- Emily

--

Dr. Emily McKendry-Smith ([website](#))

Associate Professor and Head of Graduate Studies in Sociology

University of West Georgia (on Mvskoke Land)

Pronouns: she/her

Office Location: Pafford 219

mckendry@westga.edu

www.westga.edu/sociology

This e-mail is intended solely for the addressee and may contain confidential information. If you are not the addressee please do not save, print, or retransmit, except to return to the sender.

Sheena Rowe <srowe@westga.edu>

Mon, Aug 7, 2023 at 9:17 AM

To: Emily McKendry-Smith <mckendry@westga.edu>

Cc: Abigail Lummus <alummus@westga.edu>, Kathleen Skott-Myhre <kskott@westga.edu>

Good morning, Emily.

Thank you for keeping us in the loop!

Best,
Sheena

[Quoted text hidden]

--

Sheena Rowe (she/her), '16

Administrative Support - Senior

Anthropology, Psychology, Sociology

University of West Georgia

1601 Maple Street, Carrollton, GA 30118

p: 678-839-0613

f: 678-839-####

srowe@westga.edu

<https://www.westga.edu/>



**UNIVERSITY OF
WEST GEORGIA**



This e-mail is intended solely for the addressee and may contain confidential information. If you are not the addressee, please do not save, print, or re-transmit except to return to the sender.

Abigail Lummus <alummus@westga.edu>

Mon, Aug 7, 2023 at 9:18 AM

To: Sheena Rowe <srowe@westga.edu>

Cc: Emily McKendry-Smith <mckendry@westga.edu>, Kathleen Skott-Myhre <kskott@westga.edu>

Thank you for letting us know Emily!

Abigail Lummus

Administrative Support - Senior

Department of Anthropology, Psychology, and Sociology

University of West Georgia

1601 Maple Street Carrollton, GA 30118

p: 678-839-1063

Alummus@westga.edu

[Quoted text hidden]

[Quoted text hidden]

Integrative Health and Wellness, M.S.

2024-2025 Graduate Revise Program Request

Introduction

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

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

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

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

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

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

If other, please identify. Remove letter of recommendation requirement for program admission

Desired Effective Semester*

Fall

Desired Effective Year*

2023

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Sport Management, Wellness, and Physical Education

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

Yes No

Is this a College of Education Program?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program*

Program Shared Core

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

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

Program Name
Program Description

Program Name* Integrative Health and Wellness, M.S.

Program ID - DO NOT EDIT* 4136

Program Code - DO NOT EDIT

Program Type*

Degree Type*

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

Learning Outcomes

Apply the health and wellness coaching structure and process used to empower a client's behavior change and assist them in understanding their own health and wellness.

Demonstrate an understanding of behavior change theories and ability to apply behavior change strategies to promote client motivation and goal attainment.

Demonstrate ability to identify risk factors for chronic disease and apply current recommendations for modifying and improving well-being.

Evaluate lifestyle medicine strategies through the lens of epigenetics, microbiome, and mind-body wellness

Build self care plans to model their own health behavior skills

Evaluate legal and ethical considerations across a variety of health and wellness professions

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Admission Requirements

Admission criteria include the following:

Graduate application

2-3 page Statement of Purpose

Resume

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

Required Courses: 30 Hours

EDRS 6301 Introduction to Research in the Human Sciences

CMWL 6100 Lifestyle Medicine and Integrative Health

CMWL 6200 Behavior Change Strategies for Well-Being

CMWL 6300 Mind Body Wellness

CMWL 6400 Physical Well-being for the Professional

CMWL 6500 Technology in Integrative Wellness

CMWL 6600 Wellness Law and Entrepreneurship

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

CMWL 7000 Advanced Wellness Coaching

CMWL 7100 Capstone (Culminating Experience)

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 **X** and proceed.

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

Step 2 - Adding New Courses

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


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon 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* We would like to remove the reference letter requirement for program admission primarily because it has been a barrier to application for many students. Additionally, because students typically seek references from individuals who would speak favorably, the letters don't provide much useful information in the decision making process.

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

SACSCOC Substantive Change

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


Send questions to kgwaltney@westga.edu

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released

Updated Version: Summer 2023

Points of Contacts

Dr. Dana Nichols

Vice Chancellor for Academic Affairs

dana.nichols@usg.edu

Version Control

| <i>Date</i> | <i>Changes</i> | <i>USG Approved date</i> | <i>Website update date</i> |
|-------------|---|----------------------------------|--------------------------------|
| 7/15/2023 | <i>Overview: Added Degree Acronym</i> | 7/31/2023 | 8/28/2023 |
| 7/15/2023 | <i>Overview: Changed 6-Digit CIP Code to 8_Digit CIP Code</i> | 7/31/2023 | 8/28/2023 |
| 7/15/2023 | <i>Chart #28 deleted to reduce redundancy.</i> | 7/31/2023 | 8/28/2023 |
| 7/15/2023 | <i>Minor grammatical edits for clarity</i> | 7/31/2023 | 8/28/2023 |
| 7/15/2023 | <i>Prompt #30 – Delivery Mode chart changed to match DMA</i> | 7/31/2023 | 8/28/2023 |
| 12/1/2022 | <i>Updated column title in Table 25 from “Experienced Salary” to “Future Potential Earnings”</i> | 12/1/2022 | 12/1/2022 |
| 12/1/2022 | <i>Corrected numbering</i> | 12/1/2022 | 12/1/2022 |
| 12/1/2022 | <i>Corrected footnote dates</i> | 12/1/2022 | 12/1/2022 |
| 8/19/2022 | <i>Attach as a WORD document only – no PDFs. Use Times New Roman 12pt. font.</i> | 8/19/2022 | 8/19/2022 |
| 8/19/2022 | <i>All questions are required for ALL degree levels.</i> | 8/19/2022 | 8/19/2022 |
| 8/19/2022 | <i>Some charts have been modified/deleted for consistency and to reduce redundancy.</i> | 8/19/2022 | 8/19/2022 |
| 8/19/2022 | <i>Signature page must be fully completed. Any addendums must be signed off by CBO.</i> | 8/19/2022 | 8/19/2022 |
| 8/19/2022 | <i>External Reviews for Doctoral Degrees are the responsibility of the Institution. See Prompt 30 for more information.</i> | 8/19/2022 | 8/19/2022 |

USG Routing Only

Program was part of the Annual Academic Forecast

This proposal requires USG integrated review

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. Request ID: (SharePoint Generated unique ID)
2. Institution Name: University of West Georgia
3. USG Sector: Comprehensive
4. School/Division/College: College of Education
5. Academic Department: Sport Management, Wellness and Physical Education
6. Degree Level: Educational Specialist
7. Proposed Program Name: Specialist in Education with a Major in Health, Physical Education, Wellness, and Sport
8. Major: Health, Physical Education, Wellness, and Sport
9. Degree Acronym: EDS
10. CIP Code (8 digit): 13131401
(Please use default (00) for the last 2-digit extension unless using same CIP code for similar institutional program.)
10. Anticipated Implementation Semester and Year: Fall 2024
11. Was this program listed in the most recent Academic Forecast?
 Yes
 No (If no, explain why below)
12. Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):

The Specialist (Ed.S.) degree program in Health, Physical Education, Wellness, and Sport at the University of West Georgia is designed to provide a meaningful professional growth and development pathway for certified health and physical education teachers in Georgia, specifically for those who have previously earned a master's degree. The degree program will emphasize effective teaching and leadership in health and physical education while also focusing on wellness promotion and sport-based programs aligned with youth, middle and high school settings, and community-based opportunities. The required courses highlight advanced knowledge, skills, and dispositions in the academic discipline, identify related experiences and new opportunities in the field, and provide support for professionals in health, physical education, wellness, and sport programs. The program would consist of 27 total credit hours. The 18 credit hours of required health and physical education content (six classes, all new courses) align with quality K-12 health and physical education curriculum, wellness programs, and sport-based initiatives and involvement. Nine credit hours of electives (three classes, pre-existing courses in the College of Education) also provide opportunities for candidates to grow and chart a desired plan of study appropriate and specific to their professional needs and interests.

13. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

Not Applicable

14. Specify **SACSCOC** or other accreditation organization requirements[^].

Mark all that apply.

Substantive change requiring notification only ¹

Substantive change requiring approval prior to implementation ²

Level Change ³

None

The University of West Georgia previously enrolled students in an Ed.S. degree program in Physical Education. For a variety of reasons, the program was deactivated more than ten years ago, and then terminated (with BOR approval) in 2017. The program is now being resubmitted for approval with six new courses and three existing elective courses. To ensure the program highlights appropriate content that may be similar or significantly different from the previous program, this is a substantive change requiring approval prior to implementation. Even though the courses in the proposed program of study are similar in nature to some of the previous courses of the program that was terminated, and much of the newly developed course content is consistent in topic / content with the previous courses (e.g., leadership, supervision, health education, physical education), the new program is likely more than 50% new and revised content. The specific “wellness” focus of the proposed program is also new. As a result, this is a substantive change requiring approval prior to implementation.

B. STRATEGIC PLAN

15. How does the program align with the USG System Wide/Strategic Plan Context (within mission fit):

The fully online proposed Ed.S. program in Health, Physical Education, Wellness, and Sport strongly supports the USG 2024 strategic plan goals of student success, responsible stewardship, economic competitiveness, and community impact.

¹ See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

² See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

³ See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

Goal 1 (Student Success) - The program would increase accessible education opportunities for working K-12 teachers by providing an advanced and 100% online degree focused on their needs and professional interests. This serves a student population seeking career advancement and allows them to gain skills while working full-time. It builds on UWG's successful M.Ed. program in Health and Physical Education but with content that is selectively different from or an extension of previously learned content. College of Education elective options allow customization to enhance student success.

Goal 2 (Responsible Stewardship) - The \$312 per credit hour cost provides an affordable advanced degree option made possible by efficient 100% online delivery leveraging existing faculty and resources; no new specialized facilities or equipment are needed. The program maximizes resource use for supporting student success and workforce needs. No travel to the UWG campus is required for any students enrolling in or completing the program.

Goal 3 (Economic Competitiveness) - Advanced credentials allow career professional growth opportunities for teachers. This can be beneficial for them economically while strengthening the education workforce. The proposed program would equip educators with leadership skills and expertise in high-demand areas such as health education, physical education, wellness and sport coaching to enhance their overall effectiveness, student learning, and positive impact.

Goal 4 (Community Impact) - The program strengthens qualified teachers in Georgia by providing advanced expertise in the areas of health education, physical education, wellness, and sport, while also addressing special populations, leadership, and various academic subject areas in a K-12 setting (through College of Education elective courses). All of this can provide significant, meaningful benefit to local schools and communities. The 100% online format would increase access for teachers in various rural and urban environments as well. The program helps to further prepare educators for improved outcomes for local students and school districts in Georgia. The specific emphasis on wellness will also contribute to student knowledge, skills, and dispositions for affecting positive change in their local K-12 schools and communities.

16. How does the program align with your institutional mission and function?

If the program does not align, provide a compelling rationale for the institution to offer the program.

The Specialist Degree (Ed.S.) program in Health, Physical Education, Wellness, and Sport embodies the core goals of the University of West Georgia (UWG) in various ways. The Ed.S. program demonstrates **academic engagement** by providing certified health and physical education teachers with a structured and advanced professional growth and development learning pathway beyond a master's degree.

The program demonstrates the university's commitment to offering **supportive** professional development services by addressing the unmet demand for advanced degrees among K-12 health and physical education professionals in Georgia. The program's focus on health and physical education, wellness, and sport, and addressing the needs of diverse learners aligns with the concept of creating a **caring, student-centered community**. Student learning in health education, physical education, wellness, and positive sport experiences is a primary emphasis of the program.

The program is designed to meet the evolving needs of Georgia's educational landscape, addressing a critical gap in the availability of specialist programs in Georgia. By offering health education, physical education, wellness, and sport coaching content in an accessible 100% online format, the program highlights its **relevance** to students and the broader community.

17. How does the program align with your institution’s strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

The proposed Ed.S. program in Health, Physical Education, Wellness, and Sport aligns well with UWG's mission and strategic priorities of relevance, competitiveness, and placemaking. By meeting unmet demand for advanced degrees among K-12 health and physical education professionals statewide, providing specialized wellness content in an accessible 100% online format, leveraging UWG's reputation in the field, and cultivating connections with school districts, the program makes UWG more relevant, competitive, and rooted in its sense of place in serving Georgia educators. The program fits nicely within the strategic aims to be responsive to student and market needs, differentiate the university, and foster an inclusive environment.

The Ed.S. program includes six newly developed courses (18 credit hours) specific to health education, physical education, wellness, and sport. The program will also utilize existing graduate-level courses (9 elective credit hours) currently offered through various graduate degree programs available within the College of Education. These academic areas include Educational Leadership (EDLE), Elementary and Secondary Education (ECSE), Media and Instructional Technology (MEDT), Special Education (SPED), Integrative Health and Wellness (CMWL), Sport Management (SPMG), and Reading (READ).

C. NEED

18. To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?

There are many school districts in Georgia, some including 100+ health and physical education teachers. Most of the individuals making up this workforce (all health and physical educators working in Georgia) have earned degrees in health and physical education, or have completed the required certification for full-time employment in the academic discipline. Many other working professionals are continuing to pursue certification opportunities for continued employment in health and physical education. As candidates earned their degrees and certification from various institutions and begin a career in health and physical education, professional growth and development opportunities should be available for them. This helps them remain current in the discipline, gain new knowledge, skills, and dispositions for continued student success, and have a positive impact on the overall health and wellness of their students, community members, and other stakeholders. Advanced degrees in health and physical education can be a means for helping to sustain this professional workforce, enhance economic potential for individuals, and increase the working network of these professionals. While there are several undergraduate and master’s degree programs available in Georgia, this is not the case for a Specialist (Ed.S.) degree, with only one USG institution currently offering this degree program. Certified teachers who possess a master’s degree have very limited options for continued professional advancement in health and physical education. Advanced degrees with appropriate professional growth opportunities can increase retention among the current workforce while also providing a form of academic support to strengthen K-12 programming.

19. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives or other evidence of demand (e.g. employment sector trends, clearly defined learner demand, complement to an existing program, meeting a persistent, new, or emerging demand for knowledge and innovation).

No

Yes (If yes, use the space below to explain how their input informed this proposal)

The health and physical education faculty members in the Department of Sport Management, Wellness, and Physical Education in the College of Education at the University of West Georgia are well-connected among many health and physical education teachers, district leaders, and related professionals in Georgia as well as in the region and nation. The reputation is excellent, with good support of quality instruction, feedback, and student success in both the B.S.Ed. and M.Ed. programs in health and physical education. K-12 health and physical education teachers praise the program for its level of rigorous content, professionalism, and relevance. All faculty members contributing to the program have significant experience teaching 100% online, with positive student comments based on instruction, assignments, course outcomes and content delivery. The faculty members are active scholars in the discipline while also contributing to a variety of professional service initiatives. This helps to ensure programmatic delivery that is relevant to the needs and interests of working K-12 professionals.

A preliminary survey among current and recent graduates of the M.Ed. program (since May 2022) demonstrated significant interest in the Specialist degree program, should UWG develop the program and admit students in the near future. The program faculty have also maintained exit survey data from graduates who complete the M.Ed. program. Many of the survey respondents have asked program faculty to consider developing the Ed.S. degree. The Ed.S. would target health and physical education teachers, district coordinators, wellness professionals, sport coaches, athletic directors, and others in related disciplines. Communication among district coordinators has also resulted in a very favorable, positive response. The content within the proposed program would help strengthen the teaching, coaching, and related administrative experiences for working professionals.

20. Identify the partners you are working with to create a career pipeline with this program⁴.

Mark all that apply

- High School CTAE
- High School STEM
- Career academies
- TCSG programs
- Other USG institutions
- Other universities
- Employers
- Community partnerships
- Professional associations
- Other (specify below)

- None

21. Are there any competing or complementary programs at your own institution?

No

Yes (If yes, provide additional information about the competing program(s) below).

22. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.

This program would be available for students from all regions of the state, plus any interested professionals outside of Georgia (although it is likely that it will mostly attract K-12 health and physical educators in Georgia). There is one other Ed.S. program of a similar nature in Georgia (Valdosta State University), and one similar program in Alabama (Jacksonville State University). The Ed.S. program in physical education in the USG includes a primary emphasis on coaching and coaching education. The proposed Ed.S. at UWG would include this significant area of interest, while also highlighting content in health education; physical education; action research; leadership in health, physical education, and sport; and special populations. More specifically, in addition to a focus on quality health and physical education, the program is unique in that it will specifically emphasize and provide opportunity for advanced learning in the area of wellness. Finally, the elective course options within the College of Education enable students to identify three courses that help meet their professional needs, goals, and related interests (e.g., educational leadership, special education, instructional technology, sport management, wellness, etc.). All of this makes the program unique from the programs currently offered at Valdosta State University or Jacksonville State University.

23. Do any other USG higher education institutions in close proximity or sector service area offer a **similar** program?

No

Yes (If yes, provide a rationale for the institution to offer the program)

There is one other Ed.S. program of a similar nature in Georgia (Valdosta State University). The Ed.S. program in physical education in the USG includes a primary emphasis on coaching and coaching education. The proposed Ed.S. at UWG would include this significant area of interest, while also highlighting content in health education; physical education; action research; leadership in health, physical education, and sport; and special populations. More specifically, in addition to a focus on quality health and physical education, the program is unique in that it will specifically emphasize and provide opportunity for advanced learning in the area of wellness. Finally, the elective course options within the College of Education enable students to identify three courses that help meet their professional needs, goals, and related interests (e.g., educational leadership, special education, instructional technology, sport management, wellness, etc.). All of this makes the program unique from the programs currently offered at Valdosta State University.

24. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.

| Similar or Related Degrees/Programs | CIP Code | Supply ¹ (Graduates/Completers) | Competitor Institutions ² |
|---|----------|---|--------------------------------------|
| Coaching Pedagogy in Physical Education | 13131401 | Average 22/year over last 10 years; | Valdosta State University |

| | | | |
|--|--|-----------------------|--|
| | | graduated 20 in 2022. | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

¹ Supply = Number of program graduates last year within the study area

² Competitors = List other USG institutions that offer this program or a similar program in the area (see [Question 23](#))

25. Based on the program’s study area, what is the employment outlook for occupations related to the program. An Excel version of the CIP to SOC crosswalk is also available from [NCES](#). If data for the study area is not available, then use state- or national-level data. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

Possible resources:

- Click [here](#) for US and Georgia occupation projections
- Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)
- For a custom Georgia geography – request a Jobs EQ report from [USG Academic Affairs office](#).
- Using data from *O*-Net*, identify the average salary for the related occupations identified in question.

Labor Market/Career Placement Outlook/Salary:

| Occupation | O*Net ¹ | Current Employment | % Growth | Average Salary (O-Net data) | Future Earnings Potential (O-Net data) |
|--|--------------------|--------------------|---------------|-----------------------------|--|
| Education Teachers, Postsecondary | 25-1081 | 820 | 10% | \$64,190 | \$105,930 |
| Recreation and Fitness Studies Teachers, Postsecondary <i>State data not available on O-Net</i> | 25-1193 | 17,100 (national) | 7% (national) | \$49,910 (Georgia) | \$81,160 |
| Middle School Teachers, Except Special and Career/Technical Education | 25-2022 | 29,980 | 10% | \$62,830 | \$97,400 |
| Secondary School Teachers, Except Special and Career/Technical Education | 25-2031 | 24,820 | 11% | \$61,790 | \$88,380 |
| Coaches and Scouts | 27-2022 | 3,670 | 25% | \$41,580 | \$88,590 |

| | | | | | |
|--|---------|--------|-----|----------|----------|
| Elementary School Teachers, Except Special Education | 25-2021 | 42,970 | 10% | \$61,620 | \$80,890 |
|--|---------|--------|-----|----------|----------|

¹National Center for O*NET Development. *O*NET OnLine*. Retrieved [include date] from <https://www.onetonline.org/>

26. Based on the data provided in questions 24 and 25, discuss how this program will help address a need or gap in the labor market?

(Provide letters of support and explain the collaboration and how partners will share or contribute resources. Consider internal pipeline programs – “off-ramp programs,” Nursing to integrated health, or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if possible).

This program would be available for students from all regions of the state, plus any interested professionals outside of Georgia (although it is likely that it will mostly attract K-12 health and physical educators in Georgia). There is one other Ed.S. program of a similar nature in Georgia (Valdosta State University), and one similar program in Alabama (Jacksonville State University).

A preliminary survey among current and recent graduates of the M.Ed. program (since May 2022) demonstrated significant interest in the Specialist degree program, should UWG develop the program and admit students in the near future. The program faculty have also maintained exit survey data from graduates who complete the M.Ed. program. Many of the survey respondents have asked program faculty to consider developing the Ed.S. degree. The Ed.S. would target health and physical education teachers, district coordinators, wellness professionals, sport coaches, athletic directors, and others in related disciplines. Communication among district coordinators has also resulted in a very favorable, positive response. The content within the proposed program would help strengthen the teaching, coaching, and related administrative experiences for working professionals.

There are many school districts in Georgia, some including 100+ health and physical education teachers. Most of the individuals making up this workforce (all health and physical educators working in Georgia) have earned degrees in health and physical education, or have completed the required certification for full-time employment in the academic discipline. Many other working professionals are continuing to pursue certification opportunities for continued employment in health and physical education. As candidates earned their degrees and certification from various institutions and begin a career in health and physical education, professional growth and development opportunities should be available for them. This helps them remain current in the discipline, gain new knowledge, skills, and dispositions for continued student success, and have a positive impact on the overall health and wellness of their students, community members, and other stakeholders. Advanced degrees in health and physical education can be a means for helping to sustain this professional workforce, enhance economic potential for individuals, and increase the working network of these professionals. While there are several undergraduate and master’s degree programs available in Georgia, this is not the case for a Specialist (Ed.S.) degree, with only one USG institution currently offering this degree program. Certified teachers who possess a master’s degree have very limited options for continued professional advancement in health and physical education. Advanced degrees with appropriate professional growth opportunities can increase retention among the current workforce while also providing a form of academic support to strengthen K-12 programming.

27. Using data from *O*-Net*, identify the average salary for the related occupations identified in question. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at [onetonline.org](https://www.onetonline.org/).

| Occupation | SOC Code | Occupation specific technology skills & KSAs |
|------------|----------|--|
|------------|----------|--|

| | | |
|---|---------|---|
| Secondary School Teachers Except Special and Career/Technical Education | 25-2031 | Technical: Project management software, Office suite software, Computer-based training software. KSA #1: Education and Training KSA #2: Systems Evaluation KSA#3: Complex Problem Solving |
| Middle School Teachers, Except Special and Career/Technical Education | 25-2022 | Technical: Desktop communications software, Multi-media educational software, Project management software. KSA #1: Learning Strategies KSA#2: Instructing KSA#3: Education and Training |
| Elementary School Teachers, Except Special Education | 25-2021 | Technical: Computer-based training software, Desktop communications software, Multi-media educational software. KSA #1: Complex Problem Solving KSA #2: Learning Strategies KSA #3: Education and Training |

Provide any additional comments, if needed:

28. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?

Students who would be admitted to the Health, Physical Education, Wellness, and Sport Ed.S. degree program will likely be full-time teachers in K-12 schools in Georgia. They will have a full-time job but will be seeking continued advancement or professional growth and development in their academic discipline. It is possible that some students would pursue other positions in their district or another district (coach, athletic director, administrator), but they will already have a full-time occupation. They would be seeking an advanced degree.

D. CURRICULUM

29. Enter the number of credit hours required to graduate and/or complete the program

Enter #27

30. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual [here](#) for more information).

X No

Yes (If yes, explain the rationale for the request in the space below)

31. Delivery Mode: related to SACSCOC accreditation, specify if the program format of the proposed program is a^:

___ **Format (Check 1)**

___ **Program Percentage**

- On Campus
- On Campus AND Online
- Online
- Partially Online
- External
- Campus/Online/External
- On Campus & External

- <50%
- 50-94%
- 95-100%
- Unknown

32. Is the program synchronous or asynchronous?⁵ Mark one of the options below.

Synchronous

The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

Asynchronous

33. For **ALL** degree proposals, which **High Impact Practices**⁶ (HIPs) will faculty embed into the program?

Mark all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Internships | <input type="checkbox"/> First-Year Experiences |
| <input checked="" type="checkbox"/> Common Intellectual Experiences | <input type="checkbox"/> Undergraduate Research |
| <input checked="" type="checkbox"/> Diversity/Global Learning | <input checked="" type="checkbox"/> Capstone Courses and Projects |
| <input type="checkbox"/> ePortfolios | <input type="checkbox"/> Learning Communities |
| <input type="checkbox"/> Service Learning, Community Based Learning | <input checked="" type="checkbox"/> Writing-Intensive Courses |
| | <input checked="" type="checkbox"/> Collaborative Assignments and Projects |

34. For **ALL** degrees, discuss how **HIPs** will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

Throughout the program, HIPs will be consistently employed. All students in the program will progress through the same six required courses in the academic discipline (health, physical education, wellness, and sport), plus various elective options currently offered in the College of Education. There are no pre-requisite required courses once students are admitted into the program. All students taking courses in a given semester will enroll in the same required courses as the other students in the program during the same semester. This provides a common intellectual experience with identical outcomes for all students. While project and assignment submissions will be different, all learned concepts and program outcomes are the same. Topics, specific content, and learned experiences will highlight health, physical education, wellness, and sport programs at the local, state, regional, and national levels, with some emphasis on international initiatives and opportunities. Students will have the opportunity to grasp content from a diverse and global learning perspective. Each course includes

¹ Direct measures may include assessments, HIPs, exams, etc.

⁶ See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

one Key Assessment which is a culminating / comprehensive summary from the specific course. In addition, and in order to complete the program, all students must successfully pass the comprehensive exam (written and verbal). This is a culminating / capstone-like experience for the students. All courses are writing intensive, as this is an advanced degree requiring independent, critical, higher order thinking skills. Projects and related assignments will typically range from two- to ten-page summary documents, with some exceptions. Finally, students will have the opportunity to connect with other classmates through 100% online platforms or other methods. Collaborative assignments or projects will likely be embedded into each course.

(i.e. “Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in... etc.”).

35. Does the program take advantage of any USG initiatives? **Yes**

Mark all that apply, and provide a letter of support from applicable initiatives’ leadership.

eCampus

Georgia Film Academy

FinTECH

Other: Specify Initiative Here

The faculty members participate in the USG wellness programming in a variety of ways. Department faculty in Sport Management, Wellness, and Physical Education (SWP) in the College of Education at UWG have been active with some leadership / presentations related to wellness at the system level and on the UWG campus. Other examples of state initiatives include external funding opportunities for health, physical activity, and nutrition programming.

36. List the learning outcomes for the program? Attach the curriculum map for the upper division or major curriculum.

Program Learning Outcomes – Students will:

1. develop an advanced knowledge of health, physical education, wellness, and sport-based disciplinary content and apply the content knowledge into teaching, coaching, and leadership practice
2. design and conduct appropriate learning experiences that facilitate and enhance the growth of learners while strengthening programs
3. demonstrate skills to further their own professional development and use their newly acquired knowledge to contribute to the health, physical education, wellness, and sport professions

37. For **ALL** degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.

Insert more rows as needed.

| Career Ready Competencies (NACE) | Student Learning Outcomes | Direct Measure (s) ¹ |
|-------------------------------------|---------------------------|---------------------------------|
| Critical Thinking/Problem Solving | Learning Outcomes 1, 2, 3 | Key Assessments 1-7 |
| Oral/Written Communications | Learning Outcome 1, 2, 3 | Key Assessments 1-7 |

| | | |
|------------------------------|---------------------------|---------------------|
| Team Work/ Collaboration | Learning Outcomes 1, 2, 3 | Key Assessments 1-7 |
| Digital Technology | Learning Outcomes 1, 2, 3 | Key Assessments 1-7 |
| Leadership | Learning Outcomes 1, 2, 3 | Key Assessments 1-7 |
| Professionalism/ Work Ethic | Learning Outcomes 1, 2, 3 | Key Assessments 1-7 |
| Career Management | Learning Outcomes 1, 2, 3 | Key Assessments 1-7 |
| Global/Intercultural Fluency | Learning Outcomes 1, 2, 3 | Key Assessments 1-7 |

38. How will outcomes for graduates of the program be assessed?

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

Assessment Plan

There are 8 key assessments used throughout the program, 6 of which are course-based assignments. The 8 key assessments include the following:

- **1. Continuous Improvement Plan for One Physical Education or Sport-Based Program** (course-based in PHED 8600 – The Development and Advancement of Physical Education and Sport)

Students submit an assignment reflecting the requirements of the course. The faculty member of the course evaluates the assignment based on a 4-point rubric. This summative assignment is a culmination of work previously learned in the course with an additional emphasis on appropriate resources and next steps for continuous improvement in their identified program of choice.

Success criterion: 100% of students will score at least 80% or higher on the total value of the rubric.

- **2. Skill-based Health Education Instructional Framework** (course-based in PHED 8610 – Current Issues in Health and Wellness)

Students submit an assignment reflecting the requirements of the course. The faculty member of the course evaluates the assignment based on a 4-point rubric. This summative assignment is a culmination of work previously learned in the course with an additional emphasis on appropriate resources and next steps for continuous improvement in their identified program of choice.

Success criterion: 100% of students will score at least 80% or higher on the total value of the rubric.

- **3. Research Project in Health, Physical Education, Wellness, or Sport** (course-based in PHED 8620 – Practitioner Research in Health, Physical Education, Wellness, and Sport)

Students submit an assignment reflecting the requirements of the course. The faculty member of the course evaluates the assignment based on a 4-point rubric. This summative assignment is a culmination of work previously learned in the course with an additional emphasis on appropriate resources and next steps for continuous improvement in their identified program of choice.

Success criterion: 100% of students will score at least 80% or higher on the total value of the rubric.

- **4. District Wellness Plan for Health, Physical Education, Wellness and Sport** (course-based in PHED 8630 – Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport)

Students submit an assignment reflecting the requirements of the course. The faculty member of the course evaluates the assignment based on a 4-point rubric. This summative assignment is a culmination of work previously learned in the course with an additional emphasis on appropriate resources and next steps for continuous improvement in their identified program of choice.

Success criterion: 100% of students will score at least 80% or higher on the total value of the rubric.

- **5. Inclusive Wellness-Related Activities Plan for School and Community Settings** (course-based in PHED 8640 – Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport)

Students submit an assignment reflecting the requirements of the course. The faculty member of the course evaluates the assignment based on a 4-point rubric. This summative assignment is a culmination of work previously learned in the course with an additional emphasis on appropriate resources and next steps for continuous improvement in their identified program of choice.

Success criterion: 100% of students will score at least 80% or higher on the total value of the rubric.

- **6. Coaching Education Sport Handbook** (course-based in PHED 8650 – Advanced Theory and Application in Coaching Education)

Students submit an assignment reflecting the requirements of the course. The faculty member of the course evaluates the assignment based on a 4-point rubric. This summative assignment is a culmination of work previously learned in the course with an additional emphasis on appropriate resources and next steps for continuous improvement in their identified program of choice.

Success criterion: 100% of students will score at least 80% or higher on the total value of the rubric.

- **7. Comprehensive Exam**

Near the completion of the program, students submit a written exam and complete a verbal exam with one or more faculty members present. The written and verbal exams consist of guiding questions / prompts students receive at least eight weeks in advance. Faculty members evaluate the responses based on a 4-point rubric. The summative assignment is a culmination of all six required courses in the Ed.S. program with specific emphasis on continuous improvement in their professional setting.

Success criterion: 100% of students will score at least 80% or higher on the total value of the rubric.

- **8. Program Exit Survey**

All students completing the program will be asked to evaluate their experience(s) through the Ed.S. program exit survey. This indirect measure will provide feedback for faculty members to focus on continuous improvement in the program.

Success criterion: 100% of students will provide a rating of 3 or above on all 4-point rubric items included in the survey.

39. List the entire course of study required to complete the academic program.

- Include course: prefixes, numbers, titles, and credit hour requirements
- Indicate the word “new” beside new courses
- Include a program of study

Program of Study

Required Courses (18 hours) (see all required course syllabi at the end of this document)

| | |
|---------------|---|
| PHED 8600 (3) | The Development and Advancement of Physical Education and Sport (new) |
| PHED 8610 (3) | Current Issues in Health and Wellness (new) |
| PHED 8620 (3) | Practitioner Research in Health, Physical Education, Wellness, and Sport (new) |
| PHED 8630 (3) | Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness and Sport (new) |
| PHED 8640 (3) | Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport (new) |
| PHED 8650 (3) | Advanced Theory and Application in Coaching Education (new) |

Elective Courses (9 hours)

- Educational Leadership options
 - EDLE 6316 School Law and Ethics
 - EDLE 6329 School Operations for Learning
 - EDLE 7312 Schools and Community Engagement
 - EDLE 8312 School Finance and Resource Management
 - EDLE 8304 Leadership for Organizational Change and Improvement
 - EDLE 8305 Effective Management to Promote Student Learning
 - EDLE 8324 Ethics in Educational Leadership
 - EDLE 8329 Leadership for Equity and Excellence
- Elementary / Secondary Education options
 - ECSE 7500 Diverse classrooms in a global society
 - ECSE 7560 Contemporary Issues in Education
 - ECSE 7564 Content area literacy
 - ECSE 8562 Data to meet the needs of diverse learners
- Instructional Technology options
 - Online Teaching Endorsement (4 required courses)
 - MEDT 7464; Designing Technology Enhanced Instruction (also as broad elective) (first class required in sequence)
 - MEDT 7472: Introduction to Distance Education (also as broad elective) (second course required in sequence)
 - MEDT 7491: Implementation, Assessment, and Evaluation of Online Learning
 - MEDT 7492: Leadership and Administration of Online Learning
- Instructional Technology options
 - MEDT 7468: Instructional Multimedia Design and Development
 - MEDT 7470: Digital Media Production and Utilization
 - MEDT 7479: Digital Game-Based Learning
 - CEPD 8102: Lifespan Human Development
- Special Education options
 - SPED 7701: Program Planning and Evaluation

- SPED 7704: Leadership and Administration of Special Education Programs
- SPED 7729: Special Education Law
- SPED 8704: Multicultural Issues in Education
- SPED 8771: Curriculum Design and Implementation
- SPED 8784: Research Seminar
- Autism Endorsement
 - SPED 7716: Autism: Theories and Characteristics
 - SPED 7726: Autism: Collaboration and Instruction
 - SPED 7767: Strategies for Challenging Behaviors
- Integrative Health and Wellness options
 - CMWL 6100 Lifestyle Medicine and Integrative Health
 - CMWL 6200 Behavior Change Strategies for Well-Being
 - CMWL 6300 Mind Body Wellness
 - CMWL 6400 Physical Well-Being for the Professional
- Sport Management options
 - SPMG 6120: Strategic Management of Sport Organizations
 - SPMG 6140: Strategic Sales and Marketing
 - SPMG 6210: Student-athlete Development
 - SPMG 6300: Introduction to Sport Analytics
 - SPMG 7685: Special Topics in Sport Management
- Reading Endorsement options
 - READ 7201: Teacher as Language and Literacy Leader
 - READ 7263: Comprehensive Language and Literacy Assessments and Interventions
 - READ 7271: Theoretical and Pedagogical Approaches to Language and Literacy Instruction
- Dyslexia Endorsement options
 - READ 7263: Comprehensive Language and Literacy Assessments and Interventions
 - SLPA 7720: Language Disorders and Literacy
 - SPED 6500: Dyslexia: Methods and Instructional Strategies
- ESOL Endorsement options
 - READ 7239: TESOL: Cultural and Linguistic Diversity in the Classroom
 - READ 7240: TESOL: Literacy, Linguistics, and Second Language Acquisition
 - READ 7241: TESOL: Methods, Materials, & Assessment through Clinical Experience

The above courses make up the program of study. Students are required to successfully complete the six PHED courses, plus three of the available elective course options.

The six required courses in the program (18 credit hours) are all at the 8000 level and are specific to health, physical education, wellness, and sport. Most of the elective courses available in the program of study are at the 7000 or 8000 level. Some of the available elective course options are at the 6000 level. All three levels (6000, 7000, and 8000) are at the graduate level and offered in the College of Education. In addition, any 6000 level courses in which students choose to enroll as electives are different in content from any other courses (required or elective) in the Ed.S. program. Further, students who have earned a master's degree in health and physical education at UWG and are continuing their education in the Ed.S. program are not able to use previous courses for completion of the Ed.S. program of study. The elective courses in which they choose to enroll (three courses) include new content for the students. None of the courses in the M.Ed. program in health and physical education at UWG are included in the Ed.S. program of study. This ensures that the Ed.S. program of study is

unique and provides an extension from previously learned content.

1 IMPLEMENTATION

40. Provide an enrollment projection for the next four academic years[^]

| | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---------|---------|---------|---------|
| Fiscal Year (Fall to Summer) | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Base enrollment ¹ | | 30 | 34 | 36 |
| Lost to Attrition (should be negative) | | -1 | -2 | -2 |
| New to the institution | 30 | 30 | 32 | 34 |
| Shifted from Other programs within your institution | 0 | 0 | 0 | 0 |
| Total Enrollment | 30 | 59 | 64 | 68 |
| Graduates | 0 | -25 | -28 | -29 |
| Carry forward base enrollment for next year | 30 | 34 | 36 | 39 |

¹Total enrollment for year 1 becomes the base enrollment for year 2

- a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

The proposed program will attract new students to the University of West Georgia (UWG). Anticipated recruiting markets include current students in the M.Ed. program in Health and Physical Education at UWG and current working professionals in K-12 schools who have previously earned a master's degree. It is anticipated that recent graduates of a master's degree program will be interested in the proposed Specialist degree, but other teachers who have earned a master's degree previously will also be interested. The Health and Physical Education M.Ed. program at UWG has graduated more than 20+ students each year in recent years, and many of those individuals are interested in earning an Ed.S. degree. Conversations at the district level have also resulted in significant interest from full-time health and physical education teachers. The proposed program would not shift enrollment from other programs at our institution.

- b. If projections are significantly different from enrollment growth for the institution overall, please explain.

Graduate enrollment in the College of Education at UWG has seen steady growth. Our graduate enrollment is significantly different from our undergraduate enrollment. All of our graduate degree programs are growing. The proposed program is 100% online and asynchronous, similar to many other UWG graduate degree programs. Therefore, we anticipate continued enrollment growth.

41. If projected program enrollment is not realized in year two, what actions are you prepared to take?

The program faculty would continue with various recruiting and marketing efforts. Examples include participation at two annual state conferences dedicated to professional development for health and physical education teachers and coaches, communication among district coordinators of health and physical education programs in which we already have well-established professional relationships (e.g., Gwinnett County, Fulton County, DeKalb County, Rockdale County, Henry County, Atlanta Public Schools, Dalton City, Cobb County, Fayette County, Coweta County, etc.) and continued partnership development between our College of Education and various school districts.

42. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

As mentioned previously, the program faculty are well-connected at the local district, state, and regional levels. We have positive working relationships with several K-12 school districts, the Georgia Professional Standards Commission, and the Georgia Association for Health, Physical Education, Recreation, and Dance. Our recruiting and marketing efforts include participation at two annual state conferences dedicated to professional development for health and physical education teachers and coaches, communication among district coordinators of health and physical education programs in which we already have well-established professional relationships (e.g., Gwinnett, Fulton, DeKalb, Rockdale, Henry, Houston, Atlanta Public Schools, Dalton, Cobb, Fayette, Coweta, Carroll, Douglas, Paulding, etc.) and continued partnership development between our College of Education and various school districts. Our program would be included on appropriate websites that identify Ed.S. programs at the state level as teachers are seeking advanced degrees, as well as the UWG program website. Other opportunities to recruit students to the program include videos, blasts on social media outlets and current students in our program communicating with their professional colleagues.

For admission to the program:

- Applicants must have an earned master's degree in health education, physical education, or related area within the academic discipline. Individuals with an earned master's degree outside one of the mentioned areas must have teaching certification in the discipline (health education, physical education, etc.).
- Applicants must have a minimum graduate GPA of at least 3.0.
- Applicants must have a complete Statement of Purpose on file. This includes their personal and / or professional experiences, interests, and short- and long-term goals for completing the Specialist degree program.
- A valid teaching certificate is required. (Note: A Georgia Professional Standards Commission teaching certificate is not required for admission to the program. Students seeking a certification upgrade from the Georgia Professional Standards Commission will need to communicate with the GaPSC and their school district as appropriate). In some instances, special exceptions can be made for individuals who do not hold a valid teaching certificate.
- Reference letters are not a requirement for admission to the program.

43. Provide a brief marketing description for the program that can be used on the Georgia **OnMyLine** website.

The Specialist (Ed.S.) degree program in Health, Physical Education, Wellness, and Sport at the University of West Georgia is designed to provide a meaningful professional growth and development pathway for certified

health and physical education teachers in Georgia, specifically for those who have previously earned a master’s degree. The degree program will emphasize effective teaching and leadership in health and physical education while also focusing on wellness promotion and sport-based programs aligned with youth, middle and high school settings, and community-based opportunities. The required courses highlight advanced knowledge, skills, and dispositions in the academic discipline, identify related experiences and new opportunities in the field, and provide support for professionals in health, physical education, wellness, and sport programs. The program consists of 27 total credit hours. The 18 credit hours of required health and physical education content (six new classes) align with quality K-12 health and physical education curriculum, wellness programs, and sport-based initiatives and involvement. Nine credit hours of electives (three classes offered in the College of Education) also provide opportunities for candidates to grow and chart a desired plan of study appropriate and specific to their professional needs and interests.

44. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs.

NA

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Note: It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.

Reviewer 1 Name

Reviewer 1 Title

Reviewer 1 Institution

Reviewer 1 Email

Address

Reviewer 1 Phone
Number

Reviewer 2 Name

Reviewer 2 Title

Reviewer 2 Institution

Reviewer 2 Email Address

Reviewer 2 Phone Number

Reviewer 3 Name

Reviewer 3 Title

Reviewer 3 Institution

Reviewer 3 Email Address

Reviewer 3 Phone Number

USG Reviewer Name

USG Reviewer Title

USG Reviewer Institution

USG Reviewer Email Address

USG Reviewer Phone Number

2 RESOURCES

F1. Finance: Complete and submit the Excel budget forms and the questions below

(Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

45. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

- No (Move to answer question 48)
 Yes (If yes, answer questions 47a & 47b)

a. What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.

In-State per Semester: \$Enter Amount

Out-of-State per Semester: \$Enter Amount

b. Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:

| Institution name | Link to institution's tuition & fee website | In-state tuition | Out-of-state tuition | In-state fees | Out-of-state fees |
|------------------|---|------------------|----------------------|---------------|-------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

46. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

NA

47. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

NA

48. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student’s financial burden?

No additional costs.

49. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

As a graduate degree program, career services and tutoring opportunities are not a need in the program. Students will of course have access to the campus writing center if or as needed. Students admitted to the program will need their own source of technology (e.g., laptop or desktop computer and internet access), but any other needs will be facilitated through the program (D2L platform, etc.). Students will have full graduate student UWG library access. Faculty members in the program will advise students, but College of Education staff currently in place will also assist with advising and course scheduling as needed. No additional funding increases, indirect costs, or related financial needs are anticipated, other than at least one fully qualified faculty member to help deliver the program.

F2. Faculty^ – Explain your faculty and staff plan for the program

50. Discuss how existing courses may be incorporated into this new program:

a. Course Development

of total courses in the curriculum: **Enter #9**

of existing courses to be part of the new program **Enter #3**

Net number of new courses to be developed **Enter #6**

b. Comment on the costs and workload related to the new course development.

The courses included in the program of study, the schedule, the assessment plan, and the program of study have been fully developed. There are no additional costs for new course development. The required program of study (six new PHED courses) will be offered on a rotating schedule across five semesters. Students will be able to enroll in two courses each semester, which may include one or two of the required PHED courses, or one or two of the elective options. As a result, the PHED program will only offer a maximum of two PHED courses in any given semester, with the faculty members contributing to the program scheduled to teach those one or two courses. To complete the faculty members’ workloads, they will teach in the B.S.Ed. and / or the M.Ed. programs of study. There are no additional costs related to workload or new course development, except for the need of a fully qualified faculty member to contribute to the program.

51. Explain how current faculty and staff will contribute to the program. ^

a. How many faculty will be re-directed to this program from existing programs?

Enter #2

- b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

Two full-time faculty members in the Department of Sport Management, Wellness, and Physical Education are fully qualified to assume a teaching load in the Ed.S. program. They also contribute to the M.Ed. and B.S.Ed. programs in Health and Physical Education. Their full-time teaching load equals three classes each semester for a total of nine credit hours each semester (18 credit hours each academic year). Other full-time faculty members in the department will continue contributing to the B.S.Ed. program, and some help from part-time faculty members will be needed. However, in order for this program to be fully successful, at least one additional full-time faculty line is needed, including someone who is credentialed / qualified to teach M.Ed. and Ed.S. courses in health, physical education, wellness, and sport.

- c. List the faculty that will be redirected from their current teaching load assignments to support this new program

Dr. Collin Brooks and Dr. Kelsey McEntyre currently teach their full workload in the B.S.Ed. and / or M.Ed. programs of study. Their qualified expertise will be needed to contribute to the Ed.S. program of study. As a result, a portion of their workload will be redirected as needed. Other faculty members in the department will continue contributing to the B.S.Ed. program, with some help from part-time faculty members. At least one additional full-time faculty line is needed.

- d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

Ms. Jennifer Heidorn and Ms. Kimberly Thompson will assume more B.S.Ed. teaching load in the health and physical education program. Some help from part-time faculty members will be needed. The department chair and / or assistant department chair(s) will contribute to the program coordination of the B.S.Ed., M.Ed., and Ed.S. programs, so additional course release or additional redirection will not be needed. The program will need at least one additional full-time faculty member to contribute to the Ed.S. or as a result, the M.Ed. program. There are no additional costs associated with course release or redirections of faculty from what is currently taking place in the College of Education.

- e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

The program of study, new courses, and other required documents have been fully prepared and submitted through the appropriate channels on the UWG campus.

- f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

Faculty members include Dr. Collin Brooks and Dr. Kelsey McEntyre. Administrative responsibility for the program will be Dr. Brent Heidorn or one of the assistant department chairs of Sport Management, Wellness, and Physical Education

| Faculty Name | Degrees Earned | Courses |
|---------------------|--|---|
| Dr. Collin Brooks | <p>PhD in Sport Pedagogy from the University of Northern Colorado, 2021</p> <p>MS in Physical Education Teacher Education with an endorsement in Adapted Physical Education from Oregon State University, 2007</p> <p>BS in Exercise Sports Science from Oregon State University, 2006</p> | <p>PHED 8600 The Development and Advancement of Physical Education and Sport</p> <p>PHED 8610 Current Issues in Health and Wellness</p> <p>PHED 8620 Practitioner Research in Health, Physical Education, Wellness, and Sport</p> <p>PHED 8630 Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport</p> <p>PHED 8640 Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport</p> <p>PHED 8650 Advanced Theory and Application in Coaching Education</p> |
| Dr. Kelsey McEntyre | <p>PhD in Human Performance with a concentration in Sport Pedagogy from the University of Alabama, 2018</p> <p>MS in Health and Human Performance from the University of North Alabama, 2015</p> <p>BS in General Biology from Young Harris College, 2013</p> | <p>PHED 8600 The Development and Advancement of Physical Education and Sport</p> <p>PHED 8610 Current Issues in Health and Wellness</p> <p>PHED 8620 Practitioner Research in Health, Physical Education, Wellness, and Sport</p> <p>PHED 8630 Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport</p> <p>PHED 8640 Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport</p> <p>PHED 8650 Advanced Theory and Application in Coaching Education</p> |
| Dr. Brent Heidorn | <p>PhD in Physical Education Pedagogy with a cognate in Health Promotion from the University of South Carolina, 2007</p> <p>MS in Health and Exercise Science from Furman University, 2000</p> <p>BSEd in Health and Physical Education from Bob Jones University, 1996</p> | <p>Program Coordination</p> |

Program Coordination: The Ed.S. degree program in Health, Physical Education, Wellness, and Sport will be led / coordinated by the Department Chair and / or Assistant Department Chair(s) in the Department of Sport Management, Wellness, and Physical Education.

Anticipated Schedule of Classes (2024 through 2027):

- Fall 2024 – PHED 8600 (Brooks) and PHED 8610 (McEntyre)
- Spring 2025 – PHED 8620 (Brooks) and one elective (COE faculty member)
- Summer 2025 – PHED 8630 (McEntyre) and one elective (COE faculty member)
- Fall 2025 – PHED 8640 (Brooks) and one elective (COE faculty member)
- Spring 2026 – PHED 8650 (McEntyre) and PHED 8600 (Brooks)
- Summer 2026 – PHED 8610 (McEntyre) and PHED 8620 (Brooks)
- Fall 2026 – PHED 8630 (McEntyre) and one elective (COE faculty member)
- Spring 2027 – PHED 8640 (Brooks) and one elective (COE faculty member)
- Summer 2027 – PHED 8650 (McEntyre) and one elective (COE faculty member)
- Fall 2027 – PHED 8600 (Brooks) and PHED 8610 (McEntyre)

52. Explain your plan for new faculty and staff for the program:

As mentioned in a previous question above, the new proposed program will need the addition of at least one full-time faculty member qualified to contribute to the M.Ed., and / or Ed.S. programs of study. With a focus on health education, physical education, wellness, and sport, the program will need to seek an individual with expertise in at least one or more of those areas. No additional staffing will be needed, in addition to the full-time faculty line.

53. How many new staff will be needed for this program over the next four years?

Enter #0

- a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

The College of Education (COE) at the University of West Georgia has the appropriate staffing related to support services, advisement, faculty support, etc. The COE includes graduate program advisors, and various department chairs and assistant department chairs to contribute to all programs. For this proposal, the department chair and assistant department chairs of Sport Management, Wellness, and Physical Education will help lead / coordinate the program. Advising will be through the COE staff support and the current faculty members in the program. No additional staff resources are needed at this time.

F3. Facilities – complete the questions below

54. Where will the program be offered?^ Mark all that apply

- Main campus
- Satellite campus: Specify Here

Other: Specify Here

100% Online

If the program is 100% online and will use only existing faculty, remaining facilities questions can be skipped.

55. Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

| Space | New Space (ASF) | Use Existing Space (as is) (ASF) | Use Existing Space (Renovated) (ASF) | Semester/ Year of Occupancy |
|-------------------------------|-----------------|----------------------------------|--------------------------------------|-----------------------------|
| Dry Labs (STEM related) | | | | |
| Wet Labs (STEM related) | | | | |
| Dedicated Offices | | | | |
| Fine Arts Spaces ¹ | | | | |
| Classrooms | | | | |
| Meeting Rooms | | | | |
| Student Study Space | | | | |
| Other (Specify) | | | | |

¹Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

56. If the anticipated program includes labs or “other” specialized spaces, please describe specific requirements for these rooms, including equipment.

NA

57. What building(s) will be used to accommodate these programs? Please indicate specific building areas or room numbers where possible. If new construction, leasing, or land acquisition is required, please describe those plans.

NA

58. What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?

NA

F4. Technology

59. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

| | Technology and Equipment | Start-up Costs | On-going Costs | Est. Start Date of Operations/Use |
|-------------------------------|--------------------------|----------------|----------------|-----------------------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Total Technology Costs | | 0 | 0 | |

NA

3 RISKS AND ASSUMPTIONS

60. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

| Risk | Severity | Probability | Risk Mitigation Strategy |
|---------------------------|----------|-------------|--|
| Lack of full-time faculty | Low | Low | With continued enrollment growth, the program will demonstrate the need for at least one additional faculty member |

NA

61. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

SACSCOC notification with approval prior to implementation is needed in order for the program to be launched. Other processes on the UWG campus are in place.

4 INSTITUTION APPROVAL

Have you completed and submitted the signature page? Yes.

Ed.S.

Health, Physical Education, Wellness, and Sport

| Student Learning Outcome | Strategic Plan Connection | Measure/Method | Success Criterion | AY24 | AY25 | AY26 | Interpretation & Use of Results | Improvement Plan |
|--|---------------------------|--|---|-------------|-------------|-------------|---------------------------------|------------------|
| Develop an advanced knowledge of health, physical education, wellness, and sport-based disciplinary content and apply the content knowledge into teaching, coaching, and leadership practice | 2d | Key Assessments 1-6 Students submit an assignment reflecting the requirements of the course. The faculty member of the course evaluates the assignment based on a 4-point rubric. This summative assignment is a culmination of work previously learned in the course with an additional emphasis on appropriate resources and next steps for continuous improvement in their identified program of choice. For the Comprehensive Exam: Near the completion of the program, students submit a written exam and complete a verbal exam with one or more faculty members present. The written and verbal exams consist of guiding questions / prompts students receive at least eight weeks in advance. Faculty members evaluate the responses based on a 4-point rubric. The summative assignment is a culmination of all six required courses in the Ed.S. program with specific emphasis on continuous improvement in their professional setting. For the Exit Survey: All students completing the program will be asked to evaluate their experience(s) through the Ed.S. program exit survey. This indirect measure will provide feedback for faculty members to focus on continuous improvement in the program. | Key Assessments 1-6 Success criterion: 100% of students will score at least 80% or higher on the total value of the rubric. For the Comprehensive Exam: Near the completion of the program, students submit a written exam and complete a verbal exam with one or more faculty members present. The written and verbal exams consist of guiding questions / prompts students receive at least eight weeks in advance. Faculty members evaluate the responses based on a 4-point rubric. The summative assignment is a culmination of all six required courses in the Ed.S. program with specific emphasis on continuous improvement in their professional setting For the Exit Survey: Success criterion: 100% of students will provide a rating of 3 or above on all 4-point rubric items included in the survey. | No data yet | No data yet | No data yet | | |
| | 2d | Key Assessments 1-6 Students submit an assignment reflecting the requirements of the course. The faculty member of the course evaluates the assignment based on a 4-point rubric. This summative assignment is a culmination of work previously learned in the course with an additional emphasis on appropriate resources and next steps for continuous improvement in their identified program of choice. For the Comprehensive Exam: Near the completion of the program, students submit a written exam and complete a verbal exam with one or more faculty members present. The written and verbal exams consist of guiding questions / prompts students receive at least eight weeks in advance. Faculty members evaluate the responses based on a 4-point rubric. The summative assignment is a culmination of all six required courses in the Ed.S. program with specific emphasis on continuous improvement in their professional setting. For the Exit Survey: All students completing the program will be asked to evaluate their experience(s) through the Ed.S. program exit survey. This indirect measure will provide feedback for faculty members to focus on continuous improvement in the program. | Key Assessments 1-6 Success criterion: 100% of students will score at least 80% or higher on the total value of the rubric. For the Comprehensive Exam: Near the completion of the program, students submit a written exam and complete a verbal exam with one or more faculty members present. The written and verbal exams consist of guiding questions / prompts students receive at least eight weeks in advance. Faculty members evaluate the responses based on a 4-point rubric. The summative assignment is a culmination of all six required courses in the Ed.S. program with specific emphasis on continuous improvement in their professional setting For the Exit Survey: Success criterion: 100% of students will provide a rating of 3 or above on all 4-point rubric items included in the survey. | No data yet | No data yet | No data yet | | |
| | 2d | Key Assessments 1-6 Students submit an assignment reflecting the requirements of the course. The faculty member of the course evaluates the assignment based on a 4-point rubric. This summative assignment is a culmination of work previously learned in the course with an additional emphasis on appropriate resources and next steps for continuous improvement in their identified program of choice. For the Comprehensive Exam: Near the completion of the program, students submit a written exam and complete a verbal exam with one or more faculty members present. The written and verbal exams consist of guiding questions / prompts students receive at least eight weeks in advance. Faculty members evaluate the responses based on a 4-point rubric. The summative assignment is a culmination of all six required courses in the Ed.S. program with specific emphasis on continuous improvement in their professional setting. For the Exit Survey: All students completing the program will be asked to evaluate their experience(s) through the Ed.S. program exit survey. This indirect measure will provide feedback for faculty members to focus on continuous improvement in the program. | Key Assessments 1-6 Success criterion: 100% of students will score at least 80% or higher on the total value of the rubric. For the Comprehensive Exam: Near the completion of the program, students submit a written exam and complete a verbal exam with one or more faculty members present. The written and verbal exams consist of guiding questions / prompts students receive at least eight weeks in advance. Faculty members evaluate the responses based on a 4-point rubric. The summative assignment is a culmination of all six required courses in the Ed.S. program with specific emphasis on continuous improvement in their professional setting For the Exit Survey: Success criterion: 100% of students will provide a rating of 3 or above on all 4-point rubric items included in the survey. | No data yet | No data yet | No data yet | | |

| INSTRUCTIONS | CURRICULUM MAPPING TEMPLATE | | | | | | | |
|--|--|---|-----------|-------------------------------------|-----------------|-----------------|--|---|
| <p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>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.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p> | DEPARTMENT: | Sport Management, Wellness, and Physical Education (SWP) | | PL-SLO 1 | PL-SLO 2 | PL-SLO 3 | PL-SLO 4 | PL-SLO 5 |
| | PROGRAM: | | | Ed.S. in Health, Physical Education | | COURSES | Develop an advanced knowledge of health, physical education, wellness, and sport-based disciplinary content and apply the content knowledge into | Design and conduct appropriate learning experiences that facilitate and enhance the growth of learners while strengthening programs |
| | | 1 | PHED 8600 | R, A | R, A | R, A | | |
| | | 2 | PHED 8610 | R, A | R, A | R, A | | |
| | | 3 | PHED 8620 | R, A | R, A | R, A | | |
| | INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. | 4 | PHED 8630 | M, A | M, A | M, A | | |
| | | 5 | PHED 8640 | R, A | R, A | R, A | | |
| | | 6 | PHED 8650 | R, A | R, A | R, A | | |
| | | 7 | | | | | | |
| | | REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency. | 8 | | | | | |
| | | | 9 | | | | | |
| | 10 | | | | | | | |
| | | 11 | | | | | | |
| | | 12 | | | | | | |
| | MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency. | 13 | | | | | | |
| | | 14 | | | | | | |
| | | 15 | | | | | | |
| | | 16 | | | | | | |
| | | 17 | | | | | | |
| | | 18 | | | | | | |
| | | 19 | | | | | | |
| | **Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys. | 20 | | | | | | |
| | | 21 | | | | | | |
| | | 22 | | | | | | |

Health, Physical Education, Wellness, and Sport, Ed.S.

2024-2025 Graduate New Program Request

General Information

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

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

2024

Program Type*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program. NA

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

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

Yes

No

Is this a College of Education Program?*

Yes

No

Program Information

Program Name* Health, Physical Education, Wellness, and Sport, Ed.S.

Degree Type*

Specialist in Education

Program Description* The Specialist (Ed.S.) degree program in Health, Physical Education, Wellness, and Sport is designed to provide a meaningful professional growth and development pathway for certified health and physical education teachers in Georgia. The degree program will emphasize effective teaching and leadership in health and physical education, while also focusing on wellness promotion and sport-based programs aligned with youth, middle and high school settings, and community-based opportunities. The required courses highlight advanced knowledge, skills, and dispositions in the academic discipline, identify related experiences and new opportunities in the field, and provide support for professionals in health, physical education, wellness, and sport programs. The 18 credit hours of required content (six classes) align with quality K-12 health and physical education curriculum, wellness programs, and sport-based initiatives and involvement. Nine credit hours of electives (three classes) also provide opportunities for candidates to grow and chart a desired plan of study appropriate and specific to their professional needs and interests.

Program Location*

Online

Status*

Active Visible

Training Hidden

Status Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

- Face-to-Face
- Online Only
- Hybrid

Curriculum Information

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

Type of Program*

- Program
- Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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


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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

Step 2 - Adding Courses to the Curriculum Schema

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

Admission Requirements

- Applicants must have an earned master's degree in health education, physical education, or related area within the academic discipline. Individuals with an earned master's degree outside one of the mentioned areas must have teaching certification in the discipline (health education, physical education, etc.).
- Applicants must have a minimum graduate GPA of at least 3.0.
- Applicants must have a complete Statement of Purpose on file. This includes their personal and / or professional experiences, interests, and short- and long-term goals for completing the Specialist degree program.
- A professional teaching certificate is required. (Note: A Georgia Professional Standards Commission teaching certificate is not required for admission to the program. Students seeking a certification upgrade from the Georgia Professional Standards Commission will need to communicate with the GaPSC and their school district as appropriate). In some instances, special exceptions can be made for individuals who do not hold a professional teaching certificate.
- Reference letters are not a requirement for admission to the program.

Required Courses

These are the six required courses in the program of study.

PHED 8650 Advanced Theory and Application in Coaching Education
 PHED 8600 The Development and Advancement of Physical Education and Sport
 PHED 8610 Current Issues in Health and Wellness
 PHED 8620 Practitioner Research in Health, Physical Education, Wellness, and Sport
 PHED 8630 Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport
 PHED 8640 Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport

Elective Courses

Choose 3 courses from the Elective Course Options

[Before]Integrative Health and Wellness Options:
 CMWL 6100 Lifestyle Medicine and Integrative Health
 CMWL 6200 Behavior Change Strategies for Well-Being
 CMWL 6300 Mind Body Wellness
 CMWL 6400 Physical Well-being for the Professional
 [Before]Elementary/Secondary Education Options:
 ECSE 7500 Diverse Classrooms in Global Society
 ECSE 7560 Contemporary Issues in Education
 ECSE 7564 Content Area Literacy Instruct
 ECSE 8562 Using Data to Meet the Needs of Diverse Learners
 [Before]Educational Leadership Options:
 EDLE 6316 School Law, Policy, and Ethics
 EDLE 6329 School Operations for Student Learning
 EDLE 7312 Schools and Community Engagement
 EDLE 8304 Leadership for Organizational Change and Improvement
 EDLE 8305 Effective Management to Promote Student Learning
 EDLE 8312 School Finance and Resource Management
 EDLE 8324 Ethical Leadership in Education
 EDLE 8329 Leadership for Equity and Excellence
 [Before]Instructional Technology Options:
 MEDT 7468 Instructional Multimedia Design and Development
 MEDT 7470 Digital Media Production and Utilization
 MEDT 7479 Digital Game-Based Learning
 [Before]Online Teaching Endorsement (4 required courses)
 MEDT 7464 Designing Technology Enhanced Instruction
 MEDT 7472 Introduction to Distance Learning
 MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning
 MEDT 7492 Leadership and Administration of Online Learning and e-Learning
 [Before]Reading Endorsement:
 READ 7201 Teacher as Language and Literacy Leader
 READ 7263 Comprehensive Language and Literacy Assessments and Interventions
 READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction
 [Before]ESOL Endorsement
 READ 7239 TESOL: Cultural and Linguistic Diversity in the Classroom
 READ 7240 TESOL: Literacy, Linguistics, and Second Language Acquisition
 READ 7241 TESOL: Methods, Materials, and Assessment through Clinical Experience

[Before]Dyslexia Endorsement:

[Before]

READ 7263 - Comprehensive Language and Literacy Assessments and Interventions

SLPA 7720 Language Disorders and Literacy

SPED 6500 Dyslexia: Methods and Instructional Strategies

[Before]Special Education Options:

SPED 7701 Program Planning and Evaluation

SPED 7704 Leadership and Administration of Special Education Programs

SPED 7729 Special Education Law

SPED 8704 Multicultural Issues in Education

SPED 8771 Curriculum Design and Implementation

SPED 8784 Research Seminar

[Before]Autism Endorsement:

SPED 7716 Autism: Theories and Characteristics

SPED 7726 Autism: Collaboration and Instruction

SPED 7767 Strategies for Challenging Behaviors

[Before]Sport Management Options:

SPMG 6120 Strat. Management Sport Organization

SPMG 6140 Strategic Sales & Marketing

SPMG 6210 Student Athlete Development

SPMG 6300 Intro to Sport Analytics

SPMG 7685 Special Topics in Sport Management

Justification and Assessment

Rationale* The proposed Ed.S. program in Health, Physical Education, Wellness, and Sport aligns well with UWG's mission and strategic priorities of relevance, competitiveness, and placemaking. By meeting unmet demand for advanced degrees among K-12 health and physical education professionals statewide, providing specialized wellness content in an accessible online format, leveraging UWG's reputation in the field, and cultivating connections with school districts, the program makes UWG more relevant, competitive, and rooted in its sense of place in serving Georgia educators. The program fits nicely within the strategic aims to be responsive to student and market needs, differentiate the university, and foster an inclusive environment.

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

Program Learning Outcomes – Students will:

1. develop an advanced knowledge of health, physical education, wellness, and sport-based disciplinary content and apply the content knowledge into teaching, coaching, and leadership practice
2. design and conduct appropriate learning experiences that facilitate and enhance the growth of learners while strengthening programs
3. demonstrate skills to further their own professional development and use their newly acquired knowledge to contribute to the health, physical education, wellness, and sport professions

SACSCOC Substantive Change

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

Send questions to kgwaltney@westga.edu.

Check all that apply to this program*

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


SACSCOC Comments Significant departure from previously approved programs.

Intended outcome: Substantive change requiring approval prior to implementation.

SACSCOC Comments:

The University of West Georgia previously enrolled students in an Ed.S. degree program in Physical Education. For a variety of reasons, the program was deactivated more than ten years ago, and then terminated (with BOR approval) in 2017. The program is now being resubmitted for approval with six new courses and three existing elective courses. To ensure the program highlights appropriate content that may be similar or significantly different from the previous program, this is a substantive change requiring approval prior to implementation. Even though the courses in the proposed program of study are similar in nature to some of the previous courses of the program that was terminated, and much of the newly developed course content is consistent in topic / content with the previous courses (e.g., leadership, supervision, health education, physical education), the new program is likely more than 50% new and revised content. The specific "wellness" focus of the proposed program is also new. As a result, this is a substantive change requiring approval prior to implementation.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

Program Map* I have attached the Program Map.

USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* I have attached the Assessment Plan.
 N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment* I have attached the Curriculum Map.

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

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

Specialist Degree Program (Ed.S.) in Health, Physical Education, Wellness, and Sport
Program of Study

Required Courses (18 hours) (see all required course syllabi at the end of this document)

| | |
|---------------|---|
| PHED 8600 (3) | The Development and Advancement of Physical Education and Sport |
| PHED 8610 (3) | Current Issues in Health and Wellness |
| PHED 8620 (3) | Practitioner Research in Health, Physical Education, Wellness, and Sport |
| PHED 8630 (3) | Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness and Sport |
| PHED 8640 (3) | Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport |
| PHED 8650 (3) | Advanced Theory and Application in Coaching Education |

Elective Courses (9 hours)

- Educational Leadership options
 - EDLE 6316 School Law, Policy, and Ethics
 - EDLE 6329 School Operations for Student Learning
 - EDLE 7312 Schools and Community Engagement
 - EDLE 8312 School Finance and Resource Management
 - EDLE 8304 Leadership for Organizational Change and Improvement
 - EDLE 8305 Effective Management to Promote Student Learning
 - EDLE 8324 Ethical Leadership in Education
 - EDLE 8329 Leadership for Equity and Excellence
- Elementary / Secondary Education options
 - ECSE 7500 Diverse Classrooms in a Global Society
 - ECSE 7560 Contemporary Issues in Education
 - ECSE 7564 Content Area Literacy Instruction
 - ECSE 8562 Using Data to Meet the Needs of Diverse Learners
- Instructional Technology options
 - Online Teaching Endorsement (4 required courses)
 - MEDT 7464; Designing Technology Enhanced Instruction (also as broad elective) (first class required in sequence)
 - MEDT 7472: Introduction to Distance Learning (also as broad elective) (second course required in sequence)
 - MEDT 7491: Implementation, Assessment, and Evaluation of Online Learning
 - MEDT 7492: Leadership and Administration of Online Learning and e-Learning

- Instructional Technology options
 - MEDT 7468: Instructional Multimedia Design and Development
 - MEDT 7470: Digital Media Production and Utilization
 - MEDT 7479: Digital Game-Based Learning
- Special Education options
 - SPED 7701: Program Planning and Evaluation
 - SPED 7704: Leadership and Administration of Special Education Programs
 - SPED 7729: Special Education Law
 - SPED 8704: Multicultural Issues in Education
 - SPED 8771: Curriculum Design and Implementation
 - SPED 8784: Research Seminar
 - Autism Endorsement
 - SPED 7716: Autism: Theories and Characteristics
 - SPED 7726: Autism: Collaboration and Instruction
 - SPED 7767: Strategies for Challenging Behaviors
- Integrative Health and Wellness options
 - CMWL 6100 Lifestyle Medicine and Integrative Health
 - CMWL 6200 Behavior Change Strategies for Well-Being
 - CMWL 6300 Mind Body Wellness
 - CMWL 6400 Physical Well-Being for the Professional
- Sport Management options
 - SPMG 6120: Strategic Management of Sport Organizations
 - SPMG 6140: Strategic Sales and Marketing
 - SPMG 6210: Student-Athlete Development
 - SPMG 6300: Introduction to Sport Analytics
 - SPMG 7685: Special Topics in Sport Management
- Reading Endorsement options
 - READ 7201: Teacher as Language and Literacy Leader
 - READ 7263: Comprehensive Language and Literacy Assessments and Interventions
 - READ 7271: Theoretical and Pedagogical Approaches to Language and Literacy Instruction
- Dyslexia Endorsement options
 - READ 7263: Comprehensive Language and Literacy Assessments and Interventions
 - SLPA 7720: Language Disorders and Literacy
 - SPED 6500: Dyslexia: Methods and Instructional Strategies
- ESOL Endorsement options
 - READ 7239: TESOL: Cultural and Linguistic Diversity in the Classroom
 - READ 7240: TESOL: Literacy, Linguistics, and Second Language Acquisition
 - READ 7241: TESOL: Methods, Materials, & Assessment through Clinical Experience

Specialist Degree in Health, Physical Education, Wellness, and Sport

Required Courses:

Descriptions and Learning Outcomes

PHED 8600

Course Title: The Development and Advancement of Physical Education and Sport

Description: This course will focus on the deep-rooted traditions and historical constructs of physical education and sport-based programs while also navigating the shift in cultural norms, routines, rules and practices. Students will examine history, principles, and philosophical perspectives within physical education and sport programs, identify current and future opportunities for student, athlete, and program development, and describe various research-based aspects for promoting physical activity, developing expertise, and understanding sport in modern society.

Learning Outcomes

Students will:

1. Describe historical perspectives, research-based philosophical positions, traditions, cultural norms, routines and common practices applied in physical education and sport programs.
2. Identify current and future opportunities for program development, enhancement, and new experiences related to physical education and sport programs.
3. Describe the research supporting the methods and experiences necessary for developing expertise in physical performance.
4. Review and analyze the literature for sport in modern society, with an emphasis on participation, community involvement, revenue generation, and career enhancement specific to youth, school-based, and amateur / professional sport.
5. Identify step-by-step plans and processes for continuous improvement, recommendations, and / or change within one physical education or sport-based program, demonstrating the leadership role for enacting positive influence and experiences for all stakeholders.

PHED 8610

Course Title: Current Issues in Health and Wellness

Description: This course is focused on providing students with the necessary knowledge and skills needed to address current issues within health, physical education, and wellness professions. Students will examine key competencies and models within health and wellness.

Learning Outcomes:

Students will:

1. Formulate strategies for practical application of the [Wellness Promotion Competency Model](#) (NWI, 2021)
2. Analyze the relationship between, and implications of, various wellness models (NWI, 2019, 2023; Swarbrick & Yudof, 2015; Zechner et al., 2022)
3. Articulate responsibilities of health, physical education, and wellness professionals within each of the 10 components of the [Whole School, Whole Community, Whole Child Model](#) (CDC, 2023)
4. Develop a [School Parent and Family Engagement Plan for health education](#) (CDC, 2012)
5. Identify [appropriate practices in school-based health education](#) (SHAPE America, 2015)
6. Identify the [characteristics of an effective health education curriculum](#) (CDC, 2019)
7. Develop a skills-based health education instructional framework, aligned with state and/or national health education standards and the [characteristics of an effective health education curriculum](#) (CDC, 2019)
8. Complete a review of literature on a current health and/or wellness issue for the purpose of demonstrating proficiency in delivering appropriate and culturally relevant, evidence-based health and/or wellness information to individuals and/or the public (NWI, 2021)

PHED 8620

Course Title: Practitioner Research in Health, Physical Education, Wellness, and Sport

Description: This course will focus on the methodologies and significance of practitioner research within health, physical education, wellness, and sport professions. Through examination and application of key features of practitioner research, students will engage in a critique of pedagogical and professional practices for enacting meaningful and purposeful change.

Learning Outcomes

Students will:

1. Describe the six genres of practitioner research and their importance in pedagogical and professional development.
2. Identify the cornerstones, main features, and stages of action research.
3. Describe the main features, ontological commitment, and context(s) of narrative inquiry.
4. Identify the main features and purposes of autoethnography.
5. Describe the main features and guidelines for self-study of practice.
6. Analyze and critique peer-reviewed, published practitioner research within health, physical education, wellness, and sport professions.
7. Apply aspects of a practitioner research methodology through the development of a research project within health, physical education, wellness, or sport professions.

PHED 8630

Course Title: Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness and Sport

Description: Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport is designed to provide students with the knowledge and practical skills necessary to lead and supervise programs in the fields of health, physical education, wellness, and sport. The course will cover topics such as leadership theories, program evaluation, district wellness leadership, and supervision techniques. Students will also learn how to develop and implement effective programs that promote health, wellness, and physical activity.

Learning Outcomes

Students will:

1. Analyze leadership theories and evaluate their application in health, physical education, wellness, and sport programs.
2. Implement appropriate evaluation techniques to assess the effectiveness of health, physical education, wellness, and sport programs.
3. Design effective supervision strategies for health, physical education, wellness, and sport programs.
4. Analyze ethical and legal issues related to leadership, supervision, and program evaluation in health, physical education, wellness, and sport programs
5. Design strategies that address ethical and legal issues related to leadership, supervision, and program evaluation in health, physical education, wellness, and sport programs.
6. Create a district wellness leadership plan that promotes a sustainable culture of overall health and wellness for students and staff.
7. Develop a comprehensive plan for program facilities that supports delivering high-quality services and programs for health, physical education, wellness and sport programs.

PHED 8640

Course Title: Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport

Description: This course focuses on how to incorporate students with disabilities in health, physical education, wellness, and sport settings. The course will cover teaching strategies, equipment, environments, and assessments that have been adapted to meet the needs of all students. The course will also cover state laws, policies, and guidance for participation in physical education and physical activity for students with disabilities. Additionally, this course will cover methods and implementation strategies for including students with disabilities in district wellness-related activities.

Learning Outcomes

Students will:

1. Analyze the state laws, policies, and guidance for participation in physical education, physical activity, and sport for students with disabilities.
2. Design and create adapted teaching strategies, equipment, and assessments to meet the needs of all students in physical education and sport settings.
3. Analyze class and school practices related to inclusive physical education, physical activity, and sport for students with disabilities in a school or community setting.
4. Develop an action plan to include students with disabilities in the least restrictive environment in physical education.
5. Analyze evidence-based practices for including students with disabilities in school wellness-related activities.
6. Design inclusive wellness-related activities that promote physical activity, nutrition, and healthy living for students with disabilities in school and community settings.

PHED 8650

Course Title: Advanced Theory and Application in Coaching Education

Description: This course will focus on several theoretical constructs appropriate for coaching education. Students will have opportunities to use various theories and principles of instruction, management, and student relationships for applied settings primarily in youth and K-12 programs. Close examination of standards, rules, routines, and common practices will be included in the course, in addition to the review and critique of relevant literature in coaching education.

Learning Outcomes

Students will:

1. Describe several theoretical constructs appropriate for coaching education in youth and grades 6-12 sport programs.
2. Identify common strategies of instructional practices, managerial routines, and practitioner-based methods for fostering appropriate coach-athlete relationships.
3. Identify various standards, guidelines, and expectations of coaches, players, parents, and other stakeholders affiliated with youth and grades 6-12 sport programs.
4. Develop application-based scenarios appropriate to youth and grades 6-12 sport programs, aligned to the National Coaching Standards (SHAPE America).
5. Analyze and critique peer-reviewed, published practitioner research related to sport and coaching education.
6. Develop a handbook including theory, strategies, standards, guidelines, expectations, scenarios and related information appropriate for youth grades 6-12 sport program.

PHED 8600

Course Title: The Development and Advancement of Physical Education and Sport

Description: This course will focus on the deep-rooted traditions and historical constructs of physical education and sport-based programs while also navigating the shift in cultural norms, routines, rules and practices. Students will examine history, principles, and philosophical perspectives within physical education and sport programs, identify current and future opportunities for student, athlete, and program development, and describe various research-based aspects for promoting physical activity, developing expertise, and understanding sport in modern society.

Learning Outcomes

Students will:

1. Describe historical perspectives, research-based philosophical positions, traditions, cultural norms, routines and common practices applied in physical education and sport programs.
2. Identify current and future opportunities for program development, enhancement, and new experiences related to physical education and sport programs.
3. Describe the research supporting the methods and experiences necessary for developing expertise in physical performance.
4. Review and analyze the literature for sport in modern society, with an emphasis on participation, community involvement, revenue generation, and career enhancement specific to youth, school-based, and amateur / professional sport.
5. Identify step-by-step plans and processes for continuous improvement, recommendations, and / or change within one physical education or sport-based program, demonstrating the leadership role for enacting positive influence and experiences for all stakeholders.

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

PHED - 8600 - The Development and Advancement of Physical Education and Sport

2024-2025 Graduate New Course Request

General Information

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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School/ Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department?*

Yes No

Is this a College of Education course?*

Yes No

Does this course belong solely to the Graduate School?*

Yes No

Course Information

Course Prefix*

PHED

Course Number* 8600

Course Title* The Development and Advancement of Physical Education and Sport

Course Type*

Physical Education

Catalog Course Description* This course will focus on the deep-rooted traditions and historical constructs of physical education and sport-based programs while also navigating the shift in cultural norms, routines, rules and practices. Students will examine history, principles, and philosophical perspectives within physical education and sport programs, identify current and future opportunities for student, athlete, and program development, and describe various research-based aspects for promoting physical activity, developing expertise, and understanding sport in modern society.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites N/A

Concurrent Prerequisites N/A

Corequisites N/A

Cross-listing N/A

Restrictions NA

Status* Active-Visible Inactive-Hidden

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

Grading*

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


Justification and Assessment

What is the rationale for adding this course?* This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

Student Learning Outcomes* Students will:

1. Describe historical perspectives, research-based philosophical positions, traditions, cultural norms, routines and common practices applied in physical education and sport programs.
2. Identify current and future opportunities for program development, enhancement, and new experiences related to physical education and sport programs.
3. Describe the research supporting the methods and experiences necessary for developing expertise in physical performance.
4. Review and analyze the literature for sport in modern society, with an emphasis on participation, community involvement, revenue generation, and career enhancement specific to youth, school-based, and amateur / professional sport.
5. Identify step-by-step plans and processes for continuous improvement, recommendations, and / or change within one physical education or sport-based program, demonstrating the leadership role for enacting positive influence and experiences for all stakeholders.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30+

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

If yes, what will the fee be?* NA

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.

PHED 8610

Course Title: Current Issues in Health and Wellness

Description: This course is focused on providing students with the necessary knowledge and skills needed to address current issues within health, physical education, and wellness professions. Students will examine key competencies and models within health and wellness.

Learning Outcomes:

Students will:

1. Formulate strategies for practical application of the [Wellness Promotion Competency Model](#) (NWI, 2021)
2. Analyze the relationship between, and implications of, various wellness models (NWI, 2019, 2023; Swarbrick & Yudof, 2015; Zechner et al., 2022)
3. Articulate responsibilities of health, physical education, and wellness professionals within each of the 10 components of the [Whole School, Whole Community, Whole Child Model](#) (CDC, 2023)
4. Develop a [School Parent and Family Engagement Plan for health education](#) (CDC, 2012)
5. Identify [appropriate practices in school-based health education](#) (SHAPE America, 2015)
6. Identify the [characteristics of an effective health education curriculum](#) (CDC, 2019)
7. Develop a skills-based health education instructional framework, aligned with state and/or national health education standards and the [characteristics of an effective health education curriculum](#) (CDC, 2019)
8. Complete a review of literature on a current health and/or wellness issue for the purpose of demonstrating proficiency in delivering appropriate and culturally relevant, evidence-based health and/or wellness information to individuals and/or the public (NWI, 2021)

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

PHED - 8610 - Current Issues in Health and Wellness

2024-2025 Graduate New Course Request

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Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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School/ Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department?*

Yes

No

Is this a College of Education course?*

Yes

No

Does this course belong solely to the Graduate School?*

Yes

No

Course Information

Course Prefix*

PHED

Course Number* 8610

Course Title* Current Issues in Health and Wellness

Course Type*

Physical Education

Catalog Course Description* This course is focused on providing students with the necessary knowledge and skills needed to address current issues within health, physical education, and wellness professions. Students will examine key competencies and models within health and wellness.

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

Is this a variable credit hour course?*

Yes

No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

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

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

Prerequisites NA

Concurrent Prerequisites NA

Corequisites NA

Cross-listing NA

Restrictions NA

Status* Active-Visible Inactive-Hidden

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

Grading*

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

Justification and Assessment

What is the rationale for adding this course?* This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

Student Learning Outcomes* Students will:

1. Formulate strategies for practical application of the Wellness Promotion Competency Model (NWI, 2021)
2. Analyze the relationship between, and implications of, various wellness models (NWI, 2019, 2023; Swarbrick & Yudof, 2015; Zechner et al., 2022)
3. Articulate responsibilities of health, physical education, and wellness professionals within each of the 10 components of the Whole School, Whole Community, Whole Child Model (CDC, 2023)
4. Develop a School Parent and Family Engagement Plan for health education (CDC, 2012)
5. Identify appropriate practices in school-based health education (SHAPE America, 2015)
6. Identify the characteristics of an effective health education curriculum (CDC, 2019)
7. Develop a skills-based health education instructional framework, aligned with state and/or national health education standards and the characteristics of an effective health education curriculum (CDC, 2019)
8. Complete a review of literature on a current health and/or wellness issue for the purpose of demonstrating proficiency in delivering appropriate and culturally relevant, evidence-based health and/or wellness information to individuals and/or the public (NWI, 2021)

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30+

Will this course have special fees or tuition required?*

Yes

If yes, what will the fee be?* NA

Decision Required: No

Fee Justification

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

PHED 8620

Course Title: Practitioner Research in Health, Physical Education, Wellness, and Sport

Description: This course will focus on the methodologies and significance of practitioner research within health, physical education, wellness, and sport professions. Through examination and application of key features of practitioner research, students will engage in a critique of pedagogical and professional practices for enacting meaningful and purposeful change.

Learning Outcomes

Students will:

1. Describe the six genres of practitioner research and their importance in pedagogical and professional development.
2. Identify the cornerstones, main features, and stages of action research.
3. Describe the main features, ontological commitment, and context(s) of narrative inquiry.
4. Identify the main features and purposes of autoethnography.
5. Describe the main features and guidelines for self-study of practice.
6. Analyze and critique peer-reviewed, published practitioner research within health, physical education, wellness, and sport professions.
7. Apply aspects of a practitioner research methodology through the development of a research project within health, physical education, wellness, or sport professions.

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

PHED - 8620 - Practitioner Research in Health, Physical Education, Wellness, and Sport

2024-2025 Graduate New Course Request

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Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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

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

School/ Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department?*

Yes

No

Is this a College of Education course?*

Yes

No

Does this course belong solely to the Graduate School?*

Yes

No

Course Information

Course Prefix*

PHED

Course Number* 8620

Course Title* Practitioner Research in Health, Physical Education, Wellness, and Sport

Course Type*

Physical Education

Catalog Course Description* This course will focus on the methodologies and significance of practitioner research within health, physical education, wellness, and sport professions. Through examination and application of key features of practitioner research, students will engage in a critique of pedagogical and professional practices for enacting meaningful and purposeful change.

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

Is this a variable credit hour course?*

Yes

No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

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

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

Prerequisites NA

Concurrent Prerequisites NA

Corequisites NA

Cross-listing NA

Restrictions NA

Status* Active-Visible Inactive-Hidden

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

Grading*

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

Justification and Assessment

What is the rationale for adding this course?*

This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

Student Learning Outcomes* Students will:

1. Describe the six genres of practitioner research and their importance in pedagogical and professional development.
2. Identify the cornerstones, main features, and stages of action research.
3. Describe the main features, ontological commitment, and context(s) of narrative inquiry.
4. Identify the main features and purposes of autoethnography.
5. Describe the main features and guidelines for self-study of practice.
6. Analyze and critique peer-reviewed, published practitioner research within health, physical education, wellness, and sport professions.
7. Apply aspects of a practitioner research methodology through the development of a research project within health, physical education, wellness, or sport professions.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30+

Will this course have special fees or tuition required?*

Yes
 No

If yes, what will the fee be?*

NA

Fee Justification

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

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

PHED 8630

Course Title: Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness and Sport

Description: This course is designed to provide students with the knowledge and practical skills necessary to lead and supervise programs in the fields of health, physical education, wellness, and sport. The course will cover topics such as leadership theories, program evaluation, district wellness leadership, and supervision techniques. Students will also learn how to develop and implement effective programs that promote health, wellness, and physical activity.

Learning Outcomes

Students will:

1. Analyze leadership theories and evaluate their application in health, physical education, wellness, and sport programs.
2. Implement appropriate evaluation techniques to assess the effectiveness of health, physical education, wellness, and sport programs.
3. Design effective supervision strategies for health, physical education, wellness, and sport programs.
4. Analyze ethical and legal issues related to leadership, supervision, and program evaluation in health, physical education, wellness, and sport programs
5. Design strategies that address ethical and legal issues related to leadership, supervision, and program evaluation in health, physical education, wellness, and sport programs.
6. Create a district wellness leadership plan that promotes a sustainable culture of overall health and wellness for students and staff.
7. Develop a comprehensive plan for program facilities that supports delivering high-quality services and programs for health, physical education, wellness and sport programs.

PHED - 8630 - Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport

2024-2025 Graduate New Course Request

General Information

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Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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School/ Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department?*

Yes

No

Is this a College of Education course?*

Yes

No

Does this course belong solely to the Graduate School?*

Yes

No

Course Information

Course Prefix*

PHED

Course Number* 8630

Course Title* Leadership, Supervision, and Program Evaluation in Health, Physical Education, Wellness, and Sport

Course Type*

Physical Education

Catalog Course Description* This course is designed to provide students with the knowledge and practical skills necessary to lead and supervise programs in the fields of health, physical education, wellness, and sport. The course will cover topics such as leadership theories, program evaluation, district wellness leadership, and supervision techniques. Students will also learn how to develop and implement effective programs that promote health, wellness, and physical activity.

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

Is this a variable credit hour course?*

Yes

No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites NA

Concurrent Prerequisites NA

Corequisites NA

Cross-listing NA

Restrictions NA

Status* Active-Visible Inactive-Hidden

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

Grading*

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

Justification and Assessment

What is the rationale for adding this course?* This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

Student Learning Outcomes* Students will:

1. Analyze leadership theories and evaluate their application in health, physical education, wellness, and sport programs.
2. Implement appropriate evaluation techniques to assess the effectiveness of health, physical education, wellness, and sport programs.
3. Design effective supervision strategies for health, physical education, wellness, and sport programs.
4. Analyze ethical and legal issues related to leadership, supervision, and program evaluation in health, physical education, wellness, and sport programs
5. Design strategies that address ethical and legal issues related to leadership, supervision, and program evaluation in health, physical education, wellness, and sport programs.
6. Create a district wellness leadership plan that promotes a sustainable culture of overall health and wellness for students and staff.
7. Develop a comprehensive plan for program facilities that supports delivering high-quality services and programs for health, physical education, wellness and sport programs.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30+

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

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

Fee Justification

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

PHED 8640

Course Title: Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport

Description: This course focuses on how to incorporate students with disabilities in health, physical education, wellness, and sport settings. The course will cover teaching strategies, equipment, environments, and assessments that have been adapted to meet the needs of all students. The course will also cover state laws, policies, and guidance for participation in physical education and physical activity for students with disabilities. Additionally, this course will cover methods and implementation strategies for including students with disabilities in district wellness-related activities.

Learning Outcomes

Students will:

1. Analyze the state laws, policies, and guidance for participation in physical education, physical activity, and sport for students with disabilities.
2. Design and create adapted teaching strategies, equipment, and assessments to meet the needs of all students in physical education and sport settings.
3. Analyze class and school practices related to inclusive physical education, physical activity, and sport for students with disabilities in a school or community setting.
4. Develop an action plan to include students with disabilities in the least restrictive environment in physical education.
5. Analyze evidence-based practices for including students with disabilities in school wellness-related activities.
6. Design inclusive wellness-related activities that promote physical activity, nutrition, and healthy living for students with disabilities in school and community settings.

PHED - 8640 - Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport

2024-2025 Graduate New Course Request

General Information

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Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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

School/ Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department?*

Yes

No

Is this a College of Education course?*

Yes

No

Does this course belong solely to the Graduate School?*

Yes

No

Course Information

Course Prefix*

PHED

Course Number* 8640

Course Title* Incorporating Students with Disabilities in Health, Physical Education, Wellness, and Sport

Course Type*

Physical Education

Catalog Course Description* This course focuses on how to incorporate students with disabilities in health, physical education, wellness, and sport settings. The course will cover teaching strategies, equipment, environments, and assessments that have been adapted to meet the needs of all students. The course will also cover state laws, policies, and guidance for participation in physical education and physical activity for students with disabilities. Additionally, this course will cover methods and implementation strategies for including students with disabilities in district wellness-related activities.

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

Is this a variable credit hour course?*

Yes

No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites NA

Concurrent Prerequisites NA

Corequisites NA

Cross-listing NA

Restrictions NA

Status* Active-Visible Inactive-Hidden

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

Grading*

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

Justification and Assessment

What is the rationale for adding this course?* This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

Student Learning Outcomes* Students will:

1. Analyze the state laws, policies, and guidance for participation in physical education, physical activity, and sport for students with disabilities.
2. Design and create adapted teaching strategies, equipment, and assessments to meet the needs of all students in physical education and sport settings.
3. Analyze class and school practices related to inclusive physical education, physical activity, and sport for students with disabilities in a school or community setting.
4. Develop an action plan to include students with disabilities in the least restrictive environment in physical education.
5. Analyze evidence-based practices for including students with disabilities in school wellness-related activities.
6. Design inclusive wellness-related activities that promote physical activity, nutrition, and healthy living for students with disabilities in school and community settings.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30+

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

If yes, what will the fee be?* NA

Fee Justification

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

PHED 8650

Course Title: Advanced Theory and Application in Coaching Education

Description: This course will focus on several theoretical constructs appropriate for coaching education. Students will have opportunities to use various theories and principles of instruction, management, and student relationships for applied settings primarily in youth and K-12 programs. Close examination of standards, rules, routines, and common practices will be included in the course, in addition to the review and critique of relevant literature in coaching education.

Learning Outcomes

Students will:

1. Describe several theoretical constructs appropriate for coaching education in youth and grades 6-12 sport programs.
2. Identify common strategies of instructional practices, managerial routines, and practitioner-based methods for fostering appropriate coach-athlete relationships.
3. Identify various standards, guidelines, and expectations of coaches, players, parents, and other stakeholders affiliated with youth and grades 6-12 sport programs.
4. Develop application-based scenarios appropriate to youth and grades 6-12 sport programs, aligned to the National Coaching Standards (SHAPE America).
5. Analyze and critique peer-reviewed, published practitioner research related to sport and coaching education.
6. Develop a handbook including theory, strategies, standards, guidelines, expectations, scenarios and related information appropriate for youth grades 6-12 sport program.

PHED - 8650 - Advanced Theory and Application in Coaching Education

2024-2025 Graduate New Course Request

General Information

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Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

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

School/ Department*

College of Education

Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department?*

Yes

No

Is this a College of Education course?*

Yes

No

Does this course belong solely to the Graduate School?*

Yes

No

Course Information

Course Prefix*

PHED

Course Number* 8650

Course Title* Advanced Theory and Application in Coaching Education

Course Type*

Physical Education

Catalog Course Description* This course will focus on several theoretical constructs appropriate for coaching education. Students will have opportunities to use various theories and principles of instruction, management, and student relationships for applied settings primarily in youth and K-12 programs. Close examination of standards, rules, routines, and common practices will be included in the course, in addition to the review and critique of relevant literature in coaching education.

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

Is this a variable credit hour course?*

Yes

No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites NA

Concurrent Prerequisites NA

Corequisites NA

Cross-listing NA

Restrictions NA

Status* Active-Visible Inactive-Hidden

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

Grading*

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

Justification and Assessment

What is the rationale for adding this course?* This is a required course for the Specialist degree program in Health, Physical Education, Wellness, and Sport.

Student Learning Outcomes* Students will:

1. Describe several theoretical constructs appropriate for coaching education in youth and grades 6-12 sport programs.
2. Identify common strategies of instructional practices, managerial routines, and practitioner-based methods for fostering appropriate coach-athlete relationships.
3. Identify various standards, guidelines, and expectations of coaches, players, parents, and other stakeholders affiliated with youth and grades 6-12 sport programs.
4. Develop application-based scenarios appropriate to youth and grades 6-12 sport programs, aligned to the National Coaching Standards (SHAPE America).
5. Analyze and critique peer-reviewed, published practitioner research related to sport and coaching education.
6. Develop a handbook including theory, strategies, standards, guidelines, expectations, scenarios and related information appropriate for youth grades 6-12 sport program.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate Library Resources Need Enhancement


Present or Projected Annual Enrollment* 30+

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

If yes, what will the fee be?* NA

Fee Justification

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

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

**EDUCATION SPECIALIST
SECONDARY EDUCATION
PLAN OF STUDY**

Name: _____

ID#: _____

| PLAN OF STUDY | HRS | GR | SEMESTER PLANNED | SUB |
|--|------------|-----------|-------------------------|------------|
| Professional Education | 9 | | | |
| 1. ECED 8272 - Teacher as Leader* | 3 | | | |
| 2. ECSE 8562 - Using Data to Meet the Needs of Diverse Learners* | 3 | | | |
| 3. EDLE 6312 - Principles of Instructional Leadership OR EDLE 6327 - Leadership for Student Learning OR another approved leadership course | 3 | | | |
| Content Specialization | 9 | | | |
| 4. SEED 7266 - Advanced Instructional Strategies for the 21 st Century Classroom* OR ECSE 7566 - Advanced Instructional Strategies for the 21 st Century * OR other approved advanced strategies or pedagogy course in content area of certification | 3 | | | |
| 5. TWO approved content or content pedagogy courses | 3 | | | |
| | 3 | | | |
| Electives | 3 | | | |
| 6. ONE approved elective, such as CURR 6575 - Curriculum Trends and Issues* or ECSE 7560 - Contemporary Issues in Education* or ECSE 7564 - Content Area Literacy Instruction* or MEDT 7461 Instructional Design* or ECSE 7500 – Diverse Classrooms in Global Society or EDLE 6316 – School Law, Policy, and Ethics or _____ | 3 | | | |
| Research * | 6 | | | |
| 7. EDRS 6342 School and Classroom Assessment* | 3 | | | |
| 8. SEED 8200 Culminating Project for the SEED EdS* | 3 | | | |
| Total Program | 27 | | | |

* This course is offered 95-100% online.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

PROGRAM COORDINATOR SIGNATURE: _____

DATE: _____

Secondary EdS Business Education Teach Out Plan

These students do not need modifications to the program because the program sheet dictates their classes to them, except for the content pedagogy courses. We will continue to support them in finding appropriate courses to fill these 6 credits. The courses are appropriate 6xxx level or higher courses offered by RCOB or COE that are identified by students according to need and approved by their advisor. Student needs vary widely and so do the courses they choose for these 6 credits. We will continue to support them through the culminating research project, which our faculty can support by understanding the appropriate research methods.

Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, and Political Science

2024-2025 Graduate Revise Program Request

Introduction

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

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

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

If other, please identify.

Desired Effective Semester*

Summer

Desired Effective Year*

2024

Routing Information

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

School/ Department *

Department of Early Childhood through Secondary Education and Reading

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

Is this a College of Education Program?* Yes No

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

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program* Program Shared Core

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

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

Program Name
Program Description

Program Name* Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, and Political Science

Program ID - DO NOT EDIT* 4108

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Education Specialist degree with a major in Secondary Education is offered with a concentration in Biology, Broad Field Science, Chemistry, English, History, Economics, Mathematics, Physics, or Political Science. This program provides advanced preparation for an in-depth knowledge of the teaching field and an opportunity for utilization of research methods and professional literature. Each concentration includes a minimum of 27 hours of graduate work distributed among courses in professional education, content specialization, and research, and includes a culminating project. The SEED Ed.S. coursework is delivered 95-100% online. Applicants must have a master's degree with a 3.0 or higher GPA and a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license) to be considered for admission into the program.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Plan of Study

Professional Education: 9 Hours

ECED 8272 Teacher as Leader

[Right] *

ECSE 8562 Using Data to Meet the Needs of Diverse Learners

[Right] *

EDLE 6312 Principles of Instructional Leadership

[After] or

EDLE 6327 Leadership for Student Learning

[After] or

another approved leadership course

Content Specialization: 9 Hours

SEED 7266 Advanced Instructional Strategies for the 21st Century Classroom

[Right] *

[Right] or

ECSE 7566 Advanced Instructional Strategies for 21st Century

[Right] *

[Right] or

[After] Other approved advanced strategies or pedagogy course in content area of certification

TWO approved content or content pedagogy courses

Electives: 3 Hours

[Before] ONE approved elective, such as:

CURR 6575 Curriculum Trends and Issues

[Right] * or

ECSE 7560 Contemporary Issues in Education

[Right] * or

ECSE 7564 Content Area Literacy Instruct

[Right] * or

MEDT 7461 Instructional Technology, Media, & Design

[Right] * or

ECSE 7500 Diverse Classrooms in Global Society

[Right] or

EDLE 6316 School Law, Policy, and Ethics

[Right] or

[After] _____3

Research *: 6 Hours

EDRS 6342 School and Classroom Assessment

[Right] *

SEED 8200 Culminating Project SEED EdS

[Right] *

3

[Right] *

Total Program: 27 Hours

* This course is offered 95-100% online.

Program Notes

Admission to this program requires applicants to have a master's degree with a 3.0 or higher GPA, and a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license).

No course taken to meet requirements of a previously-earned degree may be used toward the EdS degree.

There is no provisional admission to this program.

Content and content pedagogy courses must be taken in the area of concentration.

It is the student's responsibility to be aware of deadlines and apply for graduation in a timely manner.

Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

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 **X** and proceed.

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

Step 2 - Adding New Courses

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


If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon 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***
1. In order to streamline the program and to remove a financial aid barrier for students we are combining the 1 credit SEED 8202 course with the 2 credit SEED 8200 course to make one 3 credit SEED 8200 course.
 2. We are also removing the Business Education concentration because they have low enrollment and we do not have business education faculty on staff in this concentration to support these students through their culminating project.

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

SACSCOC Substantive Change

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


Send questions to kgwaltney@westga.edu

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

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

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

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

SEED 7291: Classroom Instruction and Management

Description: This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

Credits: 3 hrs

Delivery Method: Fully Online

Student Learning Outcomes

Students will

1. find and use the Georgia Performance Standards appropriate to their subject area.
2. discuss current theories as they relate to curriculum development.
3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning.
4. design curriculum materials and instruction using a variety of tools, including lesson plans that are based on a variety of models.
5. develop a perspective on key concepts of organizing a classroom and managing student behavior, including the importance of routines and procedures to successful classroom management.
6. apply prior classroom experiences in their course.

SEED - 7291 - Classroom Instruction and Management

2024-2025 Graduate Revise Course Request

General Information

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

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

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

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

- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Summer

Desired Effective Year *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Early Childhood through Secondary Education and Reading

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 7291

Course Title* Classroom Instruction and Management

Long Course Title Classroom Instruction and Management

Course Type - DO NOT EDIT*

Catalog Course Description* This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

Prerequisites* Prerequisite: Admission to Teacher Education program

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Status* Active-Visible Inactive-Hidden

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

- Cross-listing
- Restrictions
- Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment

What is the rationale for the requested course changes?* The course was previously taught in the spring or fall semester and had a 1 credit lab class attached to it for field experience. However, because the course is now in the summer it no longer needs a 1 credit lab as an addition because there are no field placements in the summer. The course itself has morphed into a course that has 3 credits worth of work and should reflect the increased workload.

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

1. find and use the Georgia Performance Standards appropriate to their subject area.
2. discuss current theories as they relate to curriculum development.
3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning.
4. design curriculum materials and instruction using a variety of tools, including lesson plans that are based on a variety of models.
5. develop a perspective on key concepts of organizing a classroom and managing student behavior, including the importance of routines and procedures to successful classroom management.
6. apply prior classroom experiences in their course.

REQUIRED ATTACHMENTS

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

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

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

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 25-35

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* N/A

Fee Justification* N/A

Administrative Use Only - DO NOT EDIT

Course ID* 46745

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.

SEED 8200: Culminating Project for the SEED EdS

Description: This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the student's content area of certification.

Credits: 3 hrs

Delivery Method: Fully Online

Student Learning Outcomes

Students will:

1. identify professional issues in secondary education,
2. plan for data collection and analysis,
3. review, interpret, and integrate research literature related to the focus issue,
4. design a practitioner-based inquiry project,
5. implement data collection in a classroom or school setting,
6. analyze outcomes to make recommendations for development and/or intervention, and
7. utilize proper APA format to include citations, references, figures and tables, and levels of heading.
8. review structures for disseminating scholarly knowledge, and
9. demonstrate in-field leadership, professionalism, or mastery through a successful presentation or publication submission of the culminating project.

SEED - 8200 - Culminating Project SEED EdS

2024-2025 Graduate Revise Course Request

General Information

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

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

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

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

- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Early Childhood through Secondary Education and Reading

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix* SEED

Course Number* 8200

Course Title* Culminating Project SEED EdS

Long Course Title Culminating Project for the SEED EdS

Course Type - DO NOT EDIT* Secondary Education

Catalog Course Description* This course will provide teacher leaders with the opportunity to continue integrating and applying the knowledge and skills learned throughout the Secondary Education Specialist Degree program through a practice-based investigative project. Students will select their project format, develop and carry out their plan, and complete their final submission. Specific details will vary by student and project and will focus on the student's content area of certification.

Prerequisites* N/A

Corequisites* N/A

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

Grading Graduate Standard Letter

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

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

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Status* Active-Visible Inactive-Hidden

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

- Cross-listing
- Restrictions
- Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment


What is the rationale for the requested course changes?* We are combining 2 classes (SEED 8200 and SEED 8202) that totaled 3 credits. Instead of doing the final program project in a 2 credit and 1 credit course students will complete the project in one 3 credit course. The objectives for both courses have been combined. This will better streamline the end of the program for students and will also solve a financial aid issue that occurs on occasion because of separate 2 credits

and 1 credit courses.

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

1. identify professional issues in secondary education,
2. plan for data collection and analysis,
3. review, interpret, and integrate research literature related to the focus issue,
4. design a practitioner-based inquiry project,
5. implement data collection in a classroom or school setting,
6. analyze outcomes to make recommendations for development and/or intervention, and
7. utilize proper APA format to include citations, references, figures and tables, and levels of heading.
8. review structures for disseminating scholarly knowledge, and
9. demonstrate in-field leadership, professionalism, or mastery through a successful presentation or publication submission of the culminating project.

REQUIRED ATTACHMENTS

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

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

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

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 60-75

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* N/A

Fee Justification* N/A

Administrative Use Only - DO NOT EDIT

Course ID* 46889

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.



Adv Therp Topics in Counsel

CEPD-8153

Fall 2024 Section E01 3 Credits

Description

This course examines advanced therapeutic topics and current trends in Professional Counseling, such as but not limited to, evidence-based practice, substance misuse counseling, gender inclusive practice, technology in counseling, and ethical practice issues. Emphasis is placed on evidence-based practice in both school counseling and clinical mental health settings.

Prerequisites: Admission to Ed.S. in Professional Counseling

Corequisites:

Contact Information

Professor:

Email:

Office: Ed Annex room

Phone:

Office Hours

Meeting Times

This course is asynchronous online. There are no pre-established meeting times for the class.

Materials

Required:

To be determined by instructor

Recommended:

Outcomes

Students will demonstrate:

1. advanced knowledge of professional counseling concepts.
2. advanced knowledge of evidence-based counseling intervention methods.
3. the ability to synthesize advanced professional counseling concepts to generate recommendations for counseling practice.

Evaluation

Grades are calculated based on the percentages below.

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Any graduate level student earning a grade of F or WF and/or two C' or Us (or a combination of C and U), regardless of the student's academic standing, will be dismissed from the program.

Breakdown

Assignments

Student Evaluation of Instruction (Individual; 1 point)

Upon completion of the Student Evaluation of Instruction for this course, students will individually complete the respective “quiz” to simply indicate that they submitted the SEI. This assignment is graded on an S/U basis.

Schedule

| | | | |
|--|--|--|--|
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* Course Policies and Resources

Diversity

The Department of Counseling, Higher Education, and Speech-Language Pathology embraces diversity across dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, ability, and religion. We are committed to helping and supporting students in and out of the classroom, who have been and are feeling marginalized. Additionally, the Department of Counseling, Higher Education, and Speech-Language Pathology denounces institutional and systemic racism. In accordance with our program's specific professional organizations, we are committed to making actionable steps toward dismantling these systems and working toward equity and inclusion for students and student groups who experience discrimination and marginalization.

Professional Conduct

Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Student Review

CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Dishonesty

All work completed in this course must be original work developed this semester, previous work submitted for another class may be used with my explicit permission. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another's work as their own; this includes improperly cited materials. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog, which includes a notification from myself and meeting to discuss the concern. The academic dishonesty may result in a deduction, an automatic 0 on the assignment, or an F in the course.

Artificial Intelligence

Unauthorized use of Artificial Intelligence for the purpose of course activity (e.g., assignments, engagement, attendance, etc.) will be considered academic dishonesty. Any use of Artificial Intelligence in this course must be pre-approved by the Professor.

Attendance

In this asynchronous online course, attendance is measured by consistent access of course-embedded materials and completion of activities/assignments within D2L. Students are expected to regularly access the course in D2L, review all required materials, and actively engage with their peers for group assignments. This course requires you to login at least once or twice a week at a minimum. The course is designed to keep you engaged and checking the course regularly. It is your responsibility to check the course and remain engaged. If you feel you are having trouble being engaged, please communicate with me as soon as possible.

Class Organization

This course is delivered entirely online, but requires consistent peer interaction and collaboration. As such, it is imperative that students are responsive to digital communication. Additionally, as completion of all required course materials is necessary to be academically successful in this course, it is imperative that students maintain an active presence in the D2L course site.

Grading of Group Assignments

Barring extraneous circumstances (e.g., a group member not contributing, a group member not responding to communication from others, a group member not submitting quality work, etc.), all group members will receive the same grade on a group assignment. However, in the event of an extraneous circumstance, the instructor reserves the right to individually award grades for group work and/or utilize a peer rating system. All students in this course are professional counselors and, as

such, are expected to try to resolve any group issues independently. However, if a group issue cannot be resolved, the group members should contact the professor before submission of the final assignments so that she can intervene.

Extra Credit

No extra credit opportunities will be offered for this class

Late Work and Missed Assignments

Late work will not be accepted for this class, unless pre-approved by the instructor and/or for reasons related to valid university business and/or essential medical/dental care. This includes, but is not limited to any work either not submitted on time or work that is submitted on time but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit. Missed assignments that are not approved for late submission will automatically receive a grade of zero.

Expected Response Times

Students can generally expect to receive an email response within 24 business hours (excluding weekends, UWG holidays, and semester breaks) for email sent to jwhisenh@westga.edu.

I generally try to return graded assignments within 7 days of the assignment deadline.

Accessibility and Accommodations

Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations are available to all students, within constraints of time and space.

Title IX

University of West Georgia faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. The University strongly encourages all members of the community to take action, seek support, and report incidents of sexual misconduct to the Office of Equal Opportunity & Title IX. Please be aware that under Title IX of the Education Amendments of 1972, I am required to disclose information about such misconduct to the Office of Equal Opportunity & Title IX. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the University of West Georgia Counseling Center (678-839-6428) or Advocate Services (470-215-9946).

Changes to the Syllabus

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or

any other source), the syllabus is typically the winning source.

College/School Policies

College of Education Vision

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

College of Education Mission

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

Diversity and Inclusion Statement for the College of Education

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

Institutional Policies

Academic Support

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

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

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

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

Online Course Content

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

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

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

Honor Code

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

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

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

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

UWG Email Policy

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

Mental Health Support

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

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

ELL Resources

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG)

guidance: <https://www.usg.edu/policymanual/section6/C2675>
(<https://www.usg.edu/policymanual/section6/C2675>).

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

Additional Items

| Criterion | Unacceptable | Developing | Proficient | Exceptional |
|-----------|--------------|------------|------------|-------------|
| | | | | |
| | | | | |
| | | | | |

CEPD - 8153 - Adv Therp Topics in Counsel

2024-2025 Graduate New Course Request

General Information

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department?*

Yes No

Is this a College of Education course?*

Yes No

Does this course belong solely to the Graduate School?*

Yes No

Course Information

Course Prefix*

CEPD

Course Number* 8153

Course Title* Adv Therp Topics in Counsel

Course Type*

Counseling & Educational Psychology

Catalog Course Description* This course examines advanced therapeutic topics and current trends in Professional Counseling, such as but not limited to, evidence-based practice, substance misuse counseling, gender inclusive practice, technology in counseling, and ethical practice issues. Emphasis is placed on evidence-based practice in both school counseling and clinical mental health settings.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

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

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

Prerequisites Admission to Ed.S. in Professional Counseling

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading*

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

Justification and Assessment

What is the rationale for adding this course?* In review of program evaluation data, the faculty will be submitting a proposal to slightly revise the plan of study for the Ed.S. in Professional Counseling. This course will be added to the plan of study to replace CEPD 8184, Quantitative Analysis. The proposed course, CEPD 8153, is intended to serve as a special topics course, for which the focus can change in response to trends in the field of Professional Counseling. As such, the course description and SLOs are written in a general way to enable the program to modify the focus of the course in response to new and emerging trends/issues in the field.

Student Learning Outcomes*
1. advanced knowledge of professional counseling concepts.
2. advanced knowledge of evidence-based counseling intervention methods.
3. the ability to synthesize advanced professional counseling concepts to generate recommendations for counseling practice.

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* 120

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

If yes, what will the fee be?* 0

Fee Justification

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

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

BIOL - 5130 - Climate Change Biology

2024-2025 Graduate New Course Request

General Information

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Department of Natural Sciences

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department?*

Yes No

Is this a College of Education course?*

Yes No

Does this course belong solely to the Graduate School?*

Yes No

Course Information

Course Prefix*

BIOL

Course Number* 5130

Course Title* Climate Change Biology

Course Type*

Biology

Catalog Course Description* This course examines the impacts of climate change on living organisms, biological communities and ecosystems. The course focuses on what is known and what is not known, about the ways in which the suite of changing climate variables influence biological systems

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

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

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* The class has been offered several times successfully as a BIOL 6985 Special Topics during the maymester. This course adds depth to our summer offerings and is linked to a relevant topic that interests students. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum. This course is cross-leveled with BIOL 4130 and contains additional rigor/assignments for the graduate BIOL 5130 course.

Student Learning Outcomes*
1. Interpret the current climate change in a historical context and define natural and human causes of climate variability.
2. Examine the general trends in future climate and interpret the variability in future climate predictions through running different computer models.
3. Explain expected changes in the net primary production of ecosystems through the analysis of different effects of climate change on plant physiology and decomposition.
4. Hypothesize how different species and entire communities react to the changing climate by formulating a scientific question that will be applied to the design of a poster.
5. Design experimental methods necessary to study how individuals, populations, communities, and entire.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5


Will this course have special fees or tuition required?*

Yes
 No

If yes, what will the fee be?* 0

Fee Justification NA

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

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



Climate Change Biology

BIOL-5130

Summer 2024 Section E01 3 Credits

This course examines the impacts of climate change on living organisms, biological communities and ecosystems. The course focuses on what is known, and what is not known, about the ways in which the suite of changing climate variables influence biological systems

Description

Specific titles will be announced for each term in class schedules and will be entered on transcripts.

Requisites

Prerequisites:

Corequisites:

Contact Information

Dr. Frank M. Fontanella

Email: ffontane@westga.edu

Phone: 6788394041

Office Hours

Monday - Friday 9:00 AM - 2:00 PM

Biology RM 270 (Lab in center of 2nd Floor) or Biology rm 212

Meeting Times

Online

Asynchronous

See Course Schedule for specific due dates

Materials

A computer (not an iPad or phone) is required to complete this course.

No book was assigned.

The Instructor will provide readings.

Outcomes

By the end of this course, you should be able to:

1. Interpret the current climate change in a historical context and define natural and human causes of climate variability
2. Examine the general trends in future climate and interpret the variability in future climate predictions through running different computer models
3. Explain expected changes in the net primary production of ecosystems through the analysis of different effects of climate change on plant physiology and decomposition.
4. Hypothesize how different species and entire communities react to the changing climate by formulating a scientific question that will be applied to the design of a poster
5. Design experimental methods necessary to study how individuals, populations, communities, and entire ecosystems will respond to the changing climate and discuss their limitations

Evaluation

Course Evaluation:

| | |
|---|------|
| Project and written report..... | 40% |
| Exam (Multiple Choice and Short Answer)..... | 20% |
| Writing Assignments (Short papers and Abstracts)..... | 40% |
| Species Account - 34% | |
| 6 - 300-500 word abstracts - 36% | |
| Optional - 6 Bonus Abstracts | |
| Southeastern Climate Paper - 30 | |
| Total | 100% |

UWG Grading Scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% or below.

Assessments:

Writing Assignments turned in via Courseden

One exam will be administered via CourseDen. Two hours (120 minutes) to complete the exam once started.

One project will be completed and will be turned in via CourseDen.

Graduate Student Requirements:

The Graduate Student exam will consist of additional essay/short answer questions and fewer multiple-choice questions.

Graduate students will be required to present their findings via video format.

Grading policies:

If a student does not complete a quiz/assignment/exam/project they will receive a grade of zero "0". No late assignments/exams/projects will be accepted, except with official written documentation for an extreme emergency, emailed to one of the instructors within 24 hours of the due date. There will not be any dropped grades, nor extra credit, and rounding/curving of grades will not be allowed. Example: an 89.8% is a "B", not an "A". Students are expected to have access to a computer and functioning internet/Wi-Fi for the duration of the course. Issues with technology/internet connectivity are not valid reasons for incomplete assignments.

Criteria

Breakdown

Assignments

Schedule

The due dates for the Assignments are listed below: With the exception of the short writing assignments (need for the term paper) all other assignments (term paper, , abstracts, bonus abstracts, and exam) are due by the end of the course.

This follows the "work at your own pace, but get it all done"! style.

Due Dates:

Species Account: Due May 16th

Southeastern Climate Writing Assignment Due May 22nd

Term Paper (10 page), Abstracts, and Exam due by 11:59 PM May 26th.

* Course Policies and Resources

College/School Policies

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

Institutional Policies

Academic Support

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

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

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

Online Courses

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

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

Honor Code

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

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

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

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

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen

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

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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](#).

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ELL Resources

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

COVID-19

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

Additional Items

BIOL - 5241 - Entomology
2024-2025 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
 - 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 *

2024

Routing Information

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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*

Course Number* 5241

Course Title* Entomology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* The study of insects. This course is designed to provide students with a basic understanding of insect taxonomy, morphology, physiology, behavior, and evolution. The relationships between insects and humans, other animals, and plants will be examined. The influences of insects on culture, religion, art, history, and colonization will be discussed. The laboratory will be devoted primarily to developing an understanding of insect identification.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the 204 time and workload. Students should only be allowed to take the course once for credit.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No


If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45740

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.

BIOL - 5242 - Invertebrate Zoology

2024-2025 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
 - 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 *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 5242

Course Title* Invertebrate Zoology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* This course is designed to provide students with a basic understanding of taxonomy, morphology, physiology, and evolution of the more common invertebrate phyla. The distribution and interspecific relationships among invertebrates and other forms of life will be presented and discussed. The laboratory will be devoted primarily to developing an understanding of insect identification.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No


If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 1 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No


If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45741

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.

BIOL - 5245 - Ichthyology
2024-2025 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
 - 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 *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 5245

Course Title* Ichthyology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* The biology, systematics and taxonomy of fishes with an emphasis on the biodiversity/biogeography of fishes in the state of Georgia.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

provide the updated SES in a numbered list format.

REQUIRED ATTACHMENTS

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Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45742

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.

BIOL - 5266 - Molecular Ecology

2024-2025 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
 - 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 *

2024

Routing Information

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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*

Course Number* 5266

Course Title* Molecular Ecology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* This course examines the use of molecular genetic data to the understanding of ecological and evolutionary processes in natural populations such as genetic diversity, dispersal, gene flow and phylogeography. This course will also examine how molecular genetic data is utilized to study behavioral mechanism such as mate selection and foraging. Application of molecular ecology principles to conservation will also be explored.

Prerequisites* None

Corequisites* None

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

Grading

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 4

Credit Hrs 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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes 4 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the workload. In addition, the course accidentally had a BIOL 2102 prerequisite, which should not be included on graduate courses. Students should only be allowed to take the course once for credit.

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* 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* 5


Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45743

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.

BIOL - 5321 - Applied and Environmental Microbiology

2024-2025 Graduate Revise Course Request

General Information

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- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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*

Course Number* 5321

Course Title* Applied and Environmental Microbiology

Long Course Title Applied and Environmental Microbiology

Course Type - DO NOT EDIT*

Catalog Course Description* The applied and environmental microbiology course is designed to expose students to the importance of microorganisms in industry and in the environment.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45745

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.

BIOL - 5325 - Advanced Medical Microbiology

2024-2025 Graduate Revise Course Request

General Information

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- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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*

Course Number* 5325

Course Title* Advanced Medical Microbiology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* Advanced medical microbiology is designed to inform students of current developments in the areas of clinical and medical microbiology. The course will focus on mechanisms of pathogenesis and host defense. Discussion of new and emerging infectious agents will be addressed.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 3

Lab Hrs 0

Status* Active-Visible Inactive-Hidden

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

- Cross-listing
- Restrictions
- Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment

What is the rationale for the requested course changes?* Students should only be allowed to take the course once for credit towards graduation.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45746

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.

BIOL - 5424 - Wildlife Habitat Ecology

2024-2025 Graduate Revise Course Request

General Information

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- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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*

Course Number* 5424

Course Title* Wildlife Habitat Ecology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* This course is designed to familiarize biology graduate students with the ecology and management of terrestrial wildlife habitats. Ecological concepts and principles relevant to wildlife habitat structure and function will be evaluated from the individual, population, community, ecosystem, and landscape levels of organization. Management practices that affect the structure and function of wildlife habitats will be evaluated for agriculture and forest ecosystems. Concepts will be synthesized and reinforced by investigating the habitat requirements for a variety of wildlife species in the southwestern United States.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. In addition, the course accidentally had BIOL 2108 and 2108L prerequisites, which should not be included

on graduate courses. Students should only be allowed to take the course once for credit.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45747

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.

BIOL - 5425 - Fire Ecology

2024-2025 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
 - 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 *

2024

Routing Information

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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*

Course Number* 5425

Course Title* Fire Ecology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* This is a field-based course in fire ecology concepts and techniques of the Southeast. Hands-on lessons address the use of prescribed fire to benefit ecosystems and cover safety, weather, fuel, firing techniques and smoke management. Students will write a prescribed burn plan and participate in several burn events outside of regular class time.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes 3 hours of lecture and 3 hours of lab each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the workload. In addition, the instructor approval prerequisite is being removed at the request of the instructor. Students should only be allowed to take the course once for credit. 225

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* 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* 5


Are you making changes to the special fees or tuition that is required for this course?* Yes
 No


If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 47044

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.

BIOL - 5427 - Conservation Biology

2024-2025 Graduate Revise Course Request

General Information

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

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

- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Is this a College of Education course?* Yes No

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

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 5427

Course Title* Conservation Biology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* Conservation biology is an interdisciplinary field with the main goal of preserving biodiversity. Course topics will cover ecosystem services, major threats, solutions, and policies related to biodiversity and endangered species. Students will apply their knowledge by conducting a local conservation research project and communicating their findings.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit. Two minor grammatical changes are needed in the course description.

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.

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

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5


Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 47045

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.

BIOL - 5440 - Aquatic Ecology

2024-2025 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
 - 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 *

2024

Routing Information

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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*

Course Number* 5440

Course Title* Aquatic Ecology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* A study of biological, chemical, and physical components and interactions in freshwater systems. Field labs include a study of reservoirs and streams in west Georgia. A three-day field trip to the Georgia coast or the Okefenokee Swamp is required.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45748

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.

BIOL - 5441 - Animal Behavior

2024-2025 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
 - 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 *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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*

Course Number* 5441

Course Title* Animal Behavior

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* A study of the mechanisms and adaptive functions of behaviors. The genetics, development, physiology, and ecology of behaviors are investigated with an evolutionary approach.

Prerequisites* None

Corequisites* None

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

Grading

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 4

Credit Hrs 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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45749

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.

BIOL - 5445 - Marine Biology

2024-2025 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
 - 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 *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 5445

Course Title* Marine Biology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* The biology, systematics and taxonomy of marine organisms with an emphasis on the ecological principles that influence their biogeography and distribution.

Prerequisites* None

Corequisites* None

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

Grading

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 4

Credit Hrs 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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45750

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.

BIOL - 5450 - Terrestrial Ecology

2024-2025 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
 - 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 *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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*

Course Number* 5450

Course Title* Terrestrial Ecology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* Terrestrial ecology is designed to give the student an overview of the structures and functions of populations, communities, and ecosystems in the major terrestrial biomes on Earth. Emphasis will be placed on ecological analyses and disturbance impact assessments in the dominant terrestrial ecosystems of the southeastern United States.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

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.

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Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45751

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.

BIOL - 5541 - Plant Physiology

2024-2025 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
 - 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 *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 5541

Course Title* Plant Physiology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* Plant Physiology is intended to give students an overview of the processes which allow plants to function as living organisms. Emphasis will be placed on how plants interact with their environments.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45754

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.

BIOL - 5631 - Genetics and Medical Genetics

2024-2025 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
 - 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 *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 5631

Course Title* Genetics and Medical Genetics

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* The major emphasis of this course is the study of both basic and advanced genetic principles and genetic analysis methods that can be applied to all eukaryotic organisms. The secondary emphasis of this course will be the study of human medical genetics.

Prerequisites* None

Corequisites* None

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

Grading

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 4

Credit Hrs 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?* Yes No

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

Justification and Assessment

What is the rationale for the requested course changes?* The course includes 4 hours of lecture each week. As such, the lecture hours are being shifted from 3 to 4, and credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit. The course title and description are being minorly updated to reflect what is currently taught in the course.

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.

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

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45755

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.

BIOL - 5727 - Essentials of Immunology

2024-2025 Graduate Revise Course Request

General Information

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- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

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

School/ Department *

Department of Natural Sciences

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

Yes

No

Is this a College of Education course?*

Yes

No

Is this 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*

Course Number* 5727

Course Title* Essentials of Immunology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* Essentials of immunology is designed as an introduction to the immune response. The student will obtain a broad, comprehensive understanding of the principles of immunology. The course will focus on a detailed study of antigen-antibody interactions, humoral immunity, and cell-mediated immunity. Medically important syndromes, including AIDS, will be discussed to reinforce the principles of immunology.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

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* 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* 5


Are you making changes to the special fees or tuition that is required for this course?* Yes
 No


If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45757

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.

BIOL - 5728 - Bacterial Pathogenesis

2024-2025 Graduate Revise Course Request

General Information

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- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

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School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 5728

Course Title* Bacterial Pathogenesis

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* Bacterial Pathogenesis is intended to familiarize graduate students with advanced topics in medical microbiology and the study of infectious disease. The course includes detailed discussions of factors involved in the infectious disease process, epidemiology, host defenses, and bacterial virulence factors. In addition, graduate students will be required to analyze and critique articles from the scientific literature, to compose a synopsis of their literature research, and orally present their work to the class. An online, virtual laboratory component will focus on methods routinely used to isolate, culture, and identify bacterial pathogens.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

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.

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

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45758

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.

BIOL - 5729 - Medical Virology

2024-2025 Graduate Revise Course Request

General Information

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- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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*

Course Number* 5729

Course Title* Medical Virology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* Medical virology is designed as an introduction to viruses that are involved in human disease. The student will obtain a broad, comprehensive understanding of the principles of virology using specific medical examples. The course will focus on a detailed study of the viral structure, replication, gene expression, pathogenesis, and host defense.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit.

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

REQUIRED ATTACHMENTS

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

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5


Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45759

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.

BIOL - 5730 - Emerging Pathogens

2024-2025 Graduate Revise Course Request

General Information

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- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

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School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 5730

Course Title* Emerging Pathogens

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* The emerging pathogen course is designed to inform students of the dramatic changes and current developments in the area of infectious disease. The course will focus on the evolving microorganisms and the reasons that the pathogens emerged. Also the course will include discussions on the mechanisms of pathogenesis and the host defense.

Prerequisites* None

Corequisites* None

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

Grading

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 4

Credit Hrs 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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes 4 hours of lecture each week. As such, credit hours are being shifted from 3 to 4 credit hours to reflect the workload. Students should only be allowed to take the course once for credit towards graduation.

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.

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Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5


Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45760

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.

BIOL 5733 (3 credit hours)

Instructor: Dr. Janet Genz

Animal Nutrition

Email: jgenz@westga.edu

Phone: 678-839-4032

Office: Biology 213

Meeting Times and Location:

M/W 14:00-15:15

Biology 101

Required text:

- Skyepack Online Course Pack: BIOL 5733 - Animal Nutrition

How to Create your Skyepack Student Account & Access your Online Textbook

1. Go to www.skyepack.com
2. Click on “**Create Account**” Make sure you are **using** the **address on record with your instructor**
3. Skyepack will send you an automated verification email to the address used to create your account. Please check this email to **Verify Your Account**. This will take you to the “**My Pack Collection**” homescreen.
4. Click on “**Channel Guide**”, find your university, then your pack, and click, “**ADD to MY COLLECTION**”.
7. Pay the access fee using a debit, credit, or prepaid access card from your bookstore.
8. Your course pack will now be available for you whenever you log into your account.
9. For further assistance, please contact, SUPPORT@SKYEPACK.COM.

Course Description:

This course provides a basic understanding of the fundamentals of nutrition of vertebrate animals and builds from what biology majors already know about physiology, biochemistry, and general biology. Emphases are placed on digestion, absorption, and functions of carbohydrates, proteins, fats, nucleic acids, vitamins, minerals, and water to provide students with the ability to apply the logic of science in understanding diet and make decisions regarding health and nutrition of domestic animals. This course also integrates energy balance, general health, diseases, and metabolism in order to consider nutrition as an integrative field.

Learning Outcomes

Upon completion of this course you should be able to:

- Describe the function, structure, and biochemical pathways associated with the 6 classes of nutrients required by domestic vertebrate animals
- Explain the anatomy and physiological regulation of animal digestive systems
- Outline how nutrient requirements and processing differ among domestic animals, and how they are related to or modified by environmental factors
- Apply scientific logic to justify decisions regarding health and nutrition of domestic animals
- Demonstrate reading comprehension of original research articles, and the ability to clearly communicate research findings.

Exams:

Students are responsible for all information presented and discussed as part of the course (*i.e.*, lecture material, assignments, announcements, etc.). The course schedule and test content are subject to change during the course.

Attendance at all exams is mandatory. Make-ups will be given only in case of a documentable emergency and must be requested via email within 24 h of the missed exam. Please bring your university ID for all exams. Please do not bring any extraneous materials with you to the exams. Items which are not allowed during exams (including, but not limited to: books, notes, phones, and internet-

accessing devices) may be confiscated for the duration of the exam.

Term Paper

Graduate students will complete a term paper due at the end of the semester. The term paper should be a 4-6 page summary of a topic related to the material covered in the course, using a minimum of 4 sources from the primary literature. Students may revise and resubmit their paper to be rescored as many times as they wish (criteria are given in the checklist available on CourseDen), but must undergo at least one round of feedback and revision.

Grading:

| | |
|-------------|-----|
| Pre-quizzes | 15% |
| Quizzes | 20% |
| Exams (2) | 50% |
| Term Paper | 15% |

Your final letter grade will be the same as your numeric grade rounded to the nearest integer, as per the following table, no exceptions (*i.e.* no curving, no extra credit). Graduate students cannot be assigned a final grade of “D”.

| |
|----------------|
| A = 90 - 100 |
| B = 80 - 89 |
| C = 65 - 79 |
| F = 64 & below |

Academic Dishonesty:

Any student who provides information to or receives information from another student that is used on any individually graded material in this course will receive a grade of “F” for the course. This also applies to individuals witnessing but not reporting such an exchange. Plagiarism on any written assignment is a violation of the honor code and will not be tolerated.

Information regarding **UWG’s Honor Code, Credit Hour Policy, and ADA Accessibility** is available in the Concourse syllabus for this course.

Student responsibilities:

Consistent execution of certain activities will allow you to reach your best understanding of the material presented in this course:

- Ask questions! Science is foremost an exercise in the disciplined investigation of curiosity.
- Attend all class sessions and be on time. If you arrive more than 10 minutes late to class, you may be asked to leave to avoid disrupting the class.
- Come to class prepared – complete all reading assignments and bring all necessary class materials (*e.g.* notebook, pencils, laptop, etc.)
 - **Bring 2 different-colored pens or pencils to each class session**
 - Being prepared also means being prepared to learn! I expect that you are attending lecture because you want to learn the material being covered. Any activity that is not learning-oriented (*e.g.* texting, internet surfing, side

conversations, etc.) is disrespectful to both myself and your classmates, and is unacceptable during class time. If you choose to engage in any activity during lecture other than being an engaged member of this course, you may be asked to leave and will forfeit any points associated with in-class work.

- You are responsible for completing the reading assignment before each class. I will not directly cover all of the material from each reading assignment during lecture, but you are still expected to know it, as it provides important background information that will be necessary to be fully involved in class.
- Periodically, announcements containing important information will be posted or emailed to the entire class via CourseDen (<https://westga.view.usg.edu>). Thus, it is your responsibility to check for messages regularly (I recommend daily).
- 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. It is the student's responsibility to check his or her email. Any emails initiated by the student should originate from their UWG email account.
- For each hour of class time, it will be necessary to put in *at least* 2 hours of studying outside of class; schedule accordingly. The study time needed to understand the material covered is highly variable from person to person. Make sure you put in the time required for YOU, and don't worry about how long it "should" take.

Support Services:

If you need help mastering the course material in addition to attending class and engaging in individual study, there are many opportunities to seek support. Here are some that are available on campus:

Dr. Genz's Office Hours:

(Biology 213)

T 10:30-12:00 & 15:30-18:00

R 10:30-14:00

F 10:30-13:00

or by appointment

Center for Academic Success:

UCC 200, 678-839-6280

D2L (CourseDen) technical assistance:

M-F: distance@westga.edu, 678-839-6248
24/7 assistance: 1-800-588-5293

Common Language for Course Syllabi

Students should review the following information each semester.

Academic Support

Accessibility Services

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards.

If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

For more information, please contact [Accessibility Services](#).

Center for Academic Success

The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically.

For more information, contact them: [\(678\) 839-6280](tel:678-839-6280) or cas@westga.edu.

University Writing Center

The [University Writing Center](#) assists students with all areas of the writing process.

For more information, contact them: [\(678\) 839-6513](tel:678-839-6513) or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities.

For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online site](#).

Resources for Online Students

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

If a student is experiencing distress and needs help, please see the resources available at

the [UWG Cares site](#). [Online counseling](#) is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility.

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

Academic Dishonesty Tracking System

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

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks.

For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms²⁶⁴ 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).

House Bill 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

[Additional Information Regarding House Bill 280](#)

You may also visit our website for help with USG Guidance:

[Campus Carry Legislation at UWG](#)

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](#).

English Language Learning (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.

Class Schedule:

| Date | Topic (Number = Skyepack Module) |
|-------------|--|
| | Nutrient Supply |
| Jan. 9 | Metacognition – How to be Successful in this Class |
| Jan. 11 | 1. Nutritional Ecology |
| Jan. 16 | MLK Day – No Class |
| Jan. 18 | 1. Nutritional Ecology |
| Jan. 23 | 2. Nutritional Status |
| Jan. 25 | |
| Jan. 30 | 3. Voluntary Food Intake (Ingestion) |
| Feb. 1 | |
| Feb. 6 | 4. Digestion |
| Feb. 8 | |
| Feb. 13 | 5. Nutritional Genomics |
| Feb. 15 | No Class |
| Feb. 20 | 5. Nutritional Genomics |
| Feb. 22 | Exam 1 |
| | Nutrient Requirements & Metabolism |
| Feb. 27 | 6 & 7. Nutrient availability & Nutritive value |
| March 1 | |
| March 6 | 8. Water |
| March 8 | |
| March 13 | 9. Carbohydrates |
| March 15 | |
| March 20 | Spring Break – No Class |
| March 22 | |
| March 27 | 10. Fatty acids |
| March 29 | |
| April 3 | 11. Amino acids |
| April 5 | |
| April 10 | 12. Minerals |
| April 12 | |
| April 17 | No Class |
| April 19 | 13. Vitamins |
| April 24 | |
| April 26 | Exam 2 |

March 3 – Last Day to Withdraw

BIOL - 5733 - Animal Nutrition

2024-2025 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Department of Natural Sciences

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department?*

Yes No

Is this a College of Education course?*

Yes No

Does this course belong solely to the Graduate School?*

Yes No

Course Information

Course Prefix*

BIOL

Course Number* 5733

Course Title* Animal Nutrition

Course Type*

Biology

Catalog Course Description* This course provides a basic understanding of the fundamentals of vertebrate nutrition and builds from what biology majors already know about physiology, biochemistry and general biology. Emphases are placed on digestion, absorption, and functions of carbohydrates, proteins, fats, nucleic acids, vitamins, minerals, and water to provide students with the ability to apply the logic of science in understanding diet and make decisions regarding health and nutrition of domestic animals. This course also integrates energy balance, general health, disease, and metabolism in order to consider nutrition as an integrative field.

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

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?* Currently offered at the undergraduate level. The class has been offered several times successfully as a BIOL 6985 Special Topics. It is a required course for many veterinary programs. Having the course listed at the graduate level will help attract students who are enrolling in the nonthesis program to improve their knowledge and academic standing in preparation for applying to veterinary school. The class has been offered several times successfully as a BIOL 6985 Special Topics during the maymester. This course adds depth to our summer offerings and is linked to a relevant topic that interests students. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum. This course is cross-leveled with BIOL 4733 and contains additional rigor/assignments for the graduate BIOL 5733 course.

Student Learning Outcomes*

- Describe the function, structure, and biochemical pathways associated with the 6 classes of nutrients required by domestic vertebrate animals
- Explain the anatomy and physiological regulation of animal digestive systems
- Outline how nutrient requirements and processing differ among domestic animals, and how they are related to or modified by environmental factors
- Apply scientific logic to justify decisions regarding health and nutrition of domestic animals
- Demonstrate reading comprehension of original research articles, and the ability to clearly communicate research findings.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

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

If yes, what will the fee be?* 0

Fee Justification NA

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

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.

BIOL - 5735 - Parasitology
2024-2025 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
 - 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 *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 5735

Course Title* Parasitology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* This course introduces students to the field of parasitology. Topics covered include parasite diversity, life cycles, host defense mechanisms, parasite evasion, host pathology, ecology, evolution, and control. The laboratory component of the course will examine parasites of medical and veterinary importance.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. In addition, the course accidentally had undergraduate prerequisites, which should not be included on most graduate courses. We are removing the following prerequisites: BIOL 1107 or BIOL 2107 (Principles of Biology I) with a minimum grade of C; BIOL 1108 or BIOL 2108 (Principles of Biology II with a minimum grade of C; and either BIOL 3310 (Microbiology) or BIOL 3526 (Histology).

Students should only be allowed to take the course once for credit.

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* 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* 5

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No


If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 46899

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.

BIOL - 6513 - Human Physiology

2024-2025 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
 - 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 *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes

No

Is this a College of Education course?*

Yes

No

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

Yes

No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 6513

Course Title* Human Physiology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* A survey of the mechanisms involved in the function of the human body. Study is approached from the organ system level to address muscular, neural, hormonal, cardiovascular, respiratory, digestive, renal, and reproductive functions. Correlation will be made to the similarity between the demands placed on living systems regardless of whether the organism is multicellular or a single cell.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 3

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit towards graduation.

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* 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* 5


Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45767

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.

BIOL - 6526 - Vertebrate Histology

2024-2025 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
 - 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 *

2024

Routing Information

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

Is this 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.**

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- 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*

Course Number* 6526

Course Title* Vertebrate Histology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* A microanatomical study of cell and tissue structure. Emphasis is on the complex nature of tissues and how the cellular associations within the tissue contribute to the overall functions of the tissues. Laboratory is devoted to preparation and interpretation of tissue samples.

Prerequisites* None

Corequisites* None

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

Grading

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

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

Lec Hrs 3

Credit Hrs 4

Lab Hrs 4

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

What is the rationale for the requested course changes?* The course includes a 3-hour lab and 3 hours of lecture each week. As such, the lab hours are being shifted from 0 to 3, and credit hours are being shifted from 3 to 4 credit hours to reflect the lab time and workload. Students should only be allowed to take the course once for credit. No prerequisites are required for graduate student enrollment. A slight title change is being made to indicate that the focus of the class is on vertebrates.

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* 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* 5


Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45768

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.

BIOL 6986 Graduate Biological Internship

1-4 credits

Description

Supervised work or volunteer experience related to career training or preparation. Credit hours received will be determined by the amount of time devoted to the internship. Biology internship coordinator approval is required.

Student Learning Outcomes

- Develop professional skills and ethical awareness while interning and volunteering in biological career settings.
- Gain hands-on experience in collaborative teamwork and project management within the context of biological internships and volunteer opportunities.

Evaluation

- Grading is Satisfactory/Unsatisfactory
- To achieve a Satisfactory grade, the student must complete the required number of internship hours and other course requirements as detailed in the syllabus and receive a positive review from their supervisor.
- BIOL 6986 may be taken multiple times with the same or different organizations for up to 4 credit hours. The maximum total number of hours counted toward the degree is 4.

Placement

- All internships must be pre-approved by the Biology department coordinator and cannot be offered retroactively.
- Possible internship opportunities include but are not limited to
 - Shadowing a doctor, dentist, or veterinarian.
 - Volunteering at Tanner Health System through a partnership with the UWG Center for Student Involvement.

- Volunteering at a non-profit organization related to medicine, science, or the environment (Ex. environmental education, zoo, or wildlife rehabilitator).
- An internship may consist of paid or unpaid work related to the student's career goals
- To find internship opportunities, Contact the Office of Career and Graduate School Connections, log into the UWG Handshake system, talk with your advisor, or seek out your own.

Course Requirements

- The internship organization and supervisor must complete Biology Internship form A, indicating their intent to provide the student with an internship opportunity.
 - This form will be available from the Biology main office, website, and careers office.
 - The completed form should be returned to the Biology Internship coordinator before enrollment for the course.
- Completion of a variable credit form for course enrollment.
 - Credit hours for internships will be defined according to the undergraduate catalog: One credit hour represents two hours of student work outside class per week for a 15-week semester (excluding finals week):
 - 1 credit hour = 30 total hours of internship attendance
 - 2 = 60 total hours
 - 3 = 90 total hours
 - 4 = 120 total hours
- On the first day of finals week, students will submit the following two things as proof of completion of their internship.
 - Biology Internship form B, completed and signed by the internship supervisor and submitted to the internship administrator.
 - A five-page report from the student about their internship experience. The report should include information on a) what the student hoped to accomplish by doing the internship, b) specific activities and work that were done, c) what the student learned from the experience, and d) how the student expects the internship to help achieve career objectives.
- Although not required, we also encourage students to present their internship experience at a research day (Fall EXPO, Spring Fling) or Biology seminar.
- Students failing to complete the listed requirements will be graded as "U" (unsatisfactory).

Common Language for Course Syllabi

Students should review the following information each semester.

Academic Support

Accessibility Services

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards.

If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

For more information, please contact [Accessibility Services](#).

Center for Academic Success

The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically.

For more information, contact them: [\(678\) 839-6280](tel:(678)839-6280) or cas@westga.edu.

University Writing Center

The [University Writing Center](#) assists students with all areas of the writing process.

For more information, contact them: [\(678\) 839-6513](tel:(678)839-6513) or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities.

For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online site](#).

Resources for Online Students

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

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares site](#). [Online counseling](#) is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility.

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

Academic Dishonesty Tracking System

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

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks.

For each course, the course syllabus will document the amount of in -class (or other direct faculty instruction) and out -of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit -bearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency -based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

House Bill 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

[Additional Information Regarding House Bill 280](#)

You may also visit our website for help with USG Guidance:

[Campus Carry Legislation at UWG](#)

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](#).

English Language Learning (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.



Biology Internship form A

Notice of Intent to provide a Biological Internship

Thank you for providing our student with this experiential learning opportunity. Please complete this form to indicate your organization's intent to offer a student the opportunity to observe and experience your field of expertise. Contact me if you have any questions regarding this internship.

David Morgan, Biology Internship Administrator. E-mail: dmorgan@westga.edu

Disclaimers: 1) Completion of this form does not obligate any person to the completion of the internship; 2) An internship may be terminated at any time at the discretion of the Organization, University, or Student.

| | | |
|--|----------------|-------------|
| <i>Name and address of organization</i> | | |
| <i>Name of student</i> | | |
| <i>Student number</i> | | |
| <i>Dates of internship</i> | <i>Start:</i> | <i>End:</i> |
| <i>Number of hours per week student will attend</i> | | |
| <i>Name of supervisor</i> | | |
| <i>Supervisor contact information</i> | <i>Tel:</i> | |
| | <i>E-mail:</i> | |
| <i>Organizational contact if different from supervisor</i> | <i>Name:</i> | |
| | <i>Tel:</i> | |
| | <i>E-mail:</i> | |
| <i>Please list examples of key internship activities</i> | | |
| | | |
| | | |
| | | |

Internship supervisor or organizational contact signature

.....



Biology Internship form B

Review of Completed Biological Internship

On behalf of the department of Biology I thank you for providing our student with this experiential learning opportunity. Please complete this brief review form to confirm that our student completed the internship.

David Morgan, Biology Internship Administrator. E-mail: dmorgan@westga.edu

Note: Information provided on this form will contribute to evaluation of the student for a course grade.

| | |
|---|-------------|
| <i>Name and address of organization:</i> | |
| <i>Name of student</i> | |
| <i>Student number</i> | |
| <i>If the dates and/or hours described in Form A Were modified, describe them here</i> | |
| Please rank the student using the following scale: 0= not observed, 1=fails expectations, 2=meets expectations, 3=exceeds expectations | |
| | RANK |
| <i>Was student punctual?</i> | |
| <i>Was student polite and professional?</i> | |
| <i>Did student ask relevant questions?</i> | |
| <i>Did student take notes and record observations?</i> | |
| <i>Was student able to discuss observations with mentor?</i> | |
| <i>Did student demonstrate growth in knowledge during the internship?</i> | |
| <i>Did student demonstrate interest in your field?</i> | |
| <i>Would you recommend this student for employment?</i> | |
| <i>Would you encourage this student to enroll in a graduate program?</i> | |
| <i>Overall how would you compare this student to other interns?</i> | |

Internship supervisor signature

BIOL - 6986 - Graduate Biological Internship

2024-2025 Graduate New Course Request

General Information

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

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

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

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

Desired Effective Semester*

Fall

Desired Effective Year*

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department*

Department of Natural Sciences

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an academic department?*

Yes

No

Is this a College of Education course?*

Yes

No

Does this course belong solely to the Graduate School?*

Yes

No

Course Information

Course Prefix*

BIOL

Course Number* 6986

Course Title* Graduate Biological Internship

Course Type*

Biology

Catalog Course Description* Supervised work or volunteer experience related to career training or preparation. Credit hours received will be determined by the amount of time devoted to the internship. Biology internship coordinator approval is required.

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

Is this a variable credit hour course?*

Yes

No

Lec Hrs* 0

Lab Hrs* 1-4

Credit Hrs* 1-4

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

If yes, indicate maximum number of credit hours counted toward graduation.* 4

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

Prerequisites Instructor Approval Required

Concurrent Prerequisites None

Corequisites None

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

Grading* Satisfactory/Unsatisfactory - No IP

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

Justification and Assessment

What is the rationale for adding this course?* Currently, we do not have a way to allow for course credit for graduate students who are doing internships and volunteering. We want to encourage graduate students (Particularly nonthesis students) to engage in these opportunities that could further their career outcomes. This includes shadowing doctors and veterinarians, volunteering at a nonprofit, and other opportunities. This course also provides another option for 6000-level course credits. Graduate students need 15 total 6000-level credits. The Biology graduate curriculum committee and the biology graduate faculty voted to add this course to the curriculum.

Student Learning Outcomes* 1. Develop professional skills and ethical awareness while interning and volunteering in biological career settings.
2. Gain hands-on experience in collaborative teamwork and project management within the context of biological internships and volunteer opportunities.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10

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

If yes, what will the fee be?* 0

Fee Justification NA

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

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

BIOL - 6995 - Comprehensive Exam

2024-2025 Graduate Revise Course Request

General Information

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

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

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

- Proposed Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester*

Fall

Desired Effective Year *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 6995

Course Title* Comprehensive Exam

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* Comprehensive examination should be taken by all students in a non-thesis track program during the last term in their graduate degree program. The student will complete an examination of a body of biological work as determined by the graduate committee. The student must submit to an examination to be coordinated by the student's major professor and composed by the graduate committee. The examination will generally be an oral format, however, the graduate committee and student may elect an alternative format with sufficient justification.

Prerequisites* Instructor Approval Required

Corequisites* None

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

Grading

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 0

Credit Hrs 1

Lab Hrs 1

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 1

Justification and Assessment

What is the rationale for the requested course changes?* The graduate program changed the required credit for the comprehensive exam from 2 to 1 credits last year. This change in the course brings it into alignment with the program. Other changes ~~290~~ included to assign the grading structure and frequency of the course offering, which were missing. An addition of the prerequisite for instructor approval is being added to the course. The exam can only be registered for if a

graduate advisor supervises the course. Currently, this prerequisite was implied but not officially listed.

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* 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


Are you making changes to the special fees or tuition that is required for this course?* Yes
 No


If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45774

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.

BIOL - 6999 - Thesis

2024-2025 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
 - 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 *

2024

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Natural Sciences

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

Yes No

Is this a College of Education course?*

Yes No

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

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

Course Prefix*

Course Number* 6999

Course Title* Thesis

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* A capstone experience consisting of a graduate student writing and presenting their original research. Successful completion is contingent upon the quality of the written thesis and its defense as assessed by the faculty committee

Prerequisites* Instructor Approval Required

Corequisites* None

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

Grading

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 0

Credit Hrs 1

Lab Hrs 1

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?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 1

Justification and Assessment

What is the rationale for the requested course changes?* The program approved a change last year, reducing the required thesis credits from 3 to 1 credit. As such, this course needs to be changed from variable credit to 1 credit. Other requested changes address missing information in the course catalog, including the course description, grading structure, and allowance of only 1-course credit toward graduation. Students should only register for a thesis in the semester of planned defense, so instructor approval from their thesis advisor has been added as a prerequisite.

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* 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* 5


Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be?* NA

Fee Justification* NA

Administrative Use Only - DO NOT EDIT

Course ID* 45775

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.

Addendum IV



Revised Policy:

Specific Requirements for Stand-Alone Certificates

1. Students must be admitted into a stand-alone certificate program by meeting the minimum requirements set forth by the certificate program.
2. Students may enroll in conjunction with a degree program or **as non-degree seeking**.
3. Unless otherwise stated in the certificate program of study, all courses applied towards the stand-alone certificate will also fulfill and share with any other requirement for the student's degree.
4. Complete **at least** 9 semester hours of required coursework for the approved certificate program.
5. **All courses comprising a stand-alone certificate must be 5000 or greater.**
6. Students must attain a minimum grade point average of 3.0 in courses used to satisfy the certificate.
7. Students **must** apply to graduate with stand-alone certificates through the Office of the Registrar and by the Graduation Application Deadlines outlined in this catalog. **Students concurrently** pursuing a stand-alone certificate and a degree must apply to graduate at the same time as their degree. **Students may graduate with their degree and re-admit as a non-degree seeking student to complete the stand-alone certificate requirements.**
8. Students who **earn** a stand-alone certificate will have their accomplishment noted on their official academic transcript and will receive a certificate of completion.
9. **Students who earn a stand-alone certificate from the University of West Georgia within the last 7 years can apply all credits to a new degree requiring the same or closely aligned courses, one time, with graduate program coordinator approval.**

Revised Policy

Course Requirements for Program Completion

Although Academic Advisors provide guidance, the student must complete all requirements published in their published Program of Study. Any exception to the published Program of Study must be authorized in writing by the graduate program coordinator.

Undergraduate or graduate students may enroll in 4000/5000 cross-leveled courses. Graduate students enrolled in these courses must register at the 5000 level and must complete assignments that place greater cognitive demands on them than an undergraduate.

At least half of the courses in a Program of Study for a master's degree must be from the 6000 level, from 7000 or above for specialist degrees, and 8000 or above for doctoral degrees. Exceptions to any of these degree requirements require approval from the Graduate Program Coordinator and the Dean of the Graduate School.

Revised Policy

Requirements for Multiple Graduate Degrees

A student may earn a specific degree at the University of West Georgia once. A student wishing to complete a second graduate degree program must:

1. Submit a new graduate application through the Office of Graduate Admissions.
2. Meet all admission requirements in effect for the second graduate degree.

For each subsequent degree sought, the student may be able to apply coursework from a previous graduate degree earned from the University of West Georgia awarded within the last 7 years and if the coursework is required in the new degree and has not been previously applied to a subsequent degree. For example, if degree 1 required ABCD 7000 and degree 2 also required ABCD 7000, then it may be applied toward the new degree with program faculty approval. Elective options can be fulfilled by courses in previously earned degrees if the course levels align and are approved by the graduate program coordinator.

The exact number of hours **permitted to be applied to a subsequent** degree will depend on specific degree requirements, may not exceed **50%** of the new degree plan of study, and will be determined in consultation with the program director and with approval by the Dean of the Graduate School **if the program is not expressly noted as a combined or dual degree**. A student enrolled in an approved dual degree program must follow the stated curriculum and would not be eligible to follow this requirement.

Coursework from a previously earned degree **or certificate** may only be applied once toward any subsequent degree(s). **It should not compromise the integrity or academic rigor of the degree**.

Each candidate for a subsequent degree must apply for graduation through the online application available in BanWeb by the posted deadlines

Revised Policy:

Specific Requirements for Stand-Alone Certificates

1. Students must be admitted into a stand-alone certificate program by meeting the minimum requirements set forth by the certificate program.
2. Students may enroll in conjunction with a degree program or as non-degree seeking.
3. Unless otherwise stated in the certificate program of study, all courses applied towards the stand-alone certificate will also fulfill and share with any other requirement for the student's degree.
4. Complete at least 9 semester hours of required coursework for the approved certificate program.
5. All courses comprising a stand-alone certificate must be 5000 or greater.
6. Students must attain a minimum grade point average of 3.0 in courses used to satisfy the certificate.
7. Students must apply to graduate with stand-alone certificates through the Office of the Registrar and by the Graduation Application Deadlines outlined in this catalog. Students concurrently pursuing a stand-alone certificate and a degree must apply to graduate at the same time as their degree. Students may graduate with their degree and re-admit as a non-degree seeking student to complete the stand-alone certificate requirements.

8. Students who earn a stand-alone certificate will have their accomplishment noted on their official academic transcript and will receive a certificate of completion.

9. Students who earn a stand-alone certificate from the University of West Georgia within the last 7 years can apply all credits to a new degree requiring the same or closely aligned courses, one time, with graduate program coordinator approval.

Revised Policy

Course Requirements for Program Completion

Although Academic Advisors provide guidance, the student must complete all requirements published in their published Program of Study. Any exception to the published Program of Study must be authorized in writing by the graduate program coordinator.

Undergraduate or graduate students may enroll in 4000/5000 cross-leveled courses. Graduate students enrolled in these courses must register at the 5000 level and must complete assignments that place greater cognitive demands on them than an undergraduate.

At least half of the courses in a Program of Study for a master's degree must be from the 6000 level, from 7000 or above for specialist degrees, and 8000 or above for doctoral degrees. Exceptions to any of these degree requirements require approval from the Graduate Program Coordinator and the Dean of the Graduate School.

Revised Policy

Multiple Graduate Degrees

A student may earn a specific degree at the University of West Georgia once. A student wishing to complete a second graduate degree program must:

3. Submit a new graduate application through the Office of Graduate Admissions.
4. Meet all admission requirements in effect for the second graduate degree.

For each subsequent degree sought, the student may be able to apply coursework from a previous graduate degree earned from the University of West Georgia awarded within the last 7 years and if the coursework is required in the new degree and has not been previously applied to a subsequent degree. For example, if degree 1 required ABCD 7000 and degree 2 also required ABCD 7000, then it may be applied toward the new degree with program faculty approval. Elective options can be fulfilled by courses in previously earned degrees if the course levels align and are approved by the graduate program coordinator.

The exact number of hours permitted to be applied to a subsequent degree will depend on specific degree requirements, may not exceed 50% of the new degree plan of study, and will be determined in consultation with the program director and with approval by the Dean of the Graduate School if the program is not expressly noted as a combined or dual degree. A student enrolled in an approved dual degree program must follow the stated curriculum and would not be eligible to follow this requirement.

Coursework from a previously earned degree or certificate may only be applied once toward any subsequent degree(s). It should not compromise the integrity or academic rigor of the degree.

Each candidate for a subsequent degree must apply for graduation through the online application available in BanWeb by the posted deadlines