

Memorandum

To: General Faculty

Date: October 15, 2025

Regarding: Faculty Senate Agenda for October 17, 2025 in Richards Hall, room 102

1. Call to Order

2. Roll Call

3. Minutes

A) The September 19, 2025 Faculty Senate Meeting Minutes were approved electronically on October 7, 2025.

4. Discussion with Leadership

A) President

B) Provost

5. Committee Reports

Executive Committee (Dylan McLean, Chair)

Information Items:

1) General Information Updates

2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Charles Sicignano, Chair)

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

A) College of Humanities, Arts, and Social Sciences

1) School of the Humanities

a) [PHIL 2050 – Science, Technology, and Society](#)

Request: Add

An examination of science and technology as activities with a broader, human dimension. Topics of survey and analysis include the history of scientific reasoning, the social and cultural dimensions of technological invention and design, and issues such as socio-ethical responsibility in science and

technology, funding of these fields, scientific literacy, generative AI, Big Data, and ethics of emerging technologies.

RATIONALE: Philosophy is proposing a new core course, PHIL 2050 Science, Technology, and Society (STS), and proposing to place this course into Area S of IMPACTS. (It would serve alongside PHIL's existing Area S course, PHIL 2130 Intro to World Religions.) The closest analogue of this course among USG competitor schools is KSU's STS 1101, with the same title and similar LOs as ours; that course is in Area S. This course fulfills a great need in IMPACTS at UWG for an STS-related offering. The course will critically examine science and technology as culturally embedded, value-driven activities. Students will study theories of science, technology's social dimensions, and ethical issues such as AI, Big Data, and emerging technologies. In addition to the SLOs noted below, PHIL 2050 builds Area S's career competencies by showing how science and technology are shaped by cultural values (intercultural competence), engaging students in real-world case analysis that connects science, society, and history (perspective-taking), and strengthening their ability to argue and defend positions on complex issues like AI and Big Data through writing and discussion (persuasion). Furthermore, there is an institutional need for a UWG course that explicitly links science/technology to broader social and value dimensions. Looking broadly at competitors and market analysis, firstly, only KSU among our competitors offers a similar course. Second, the course aligns strongly with data from Georgia's Hot Careers 2030 report, among other studies, by helping offer in-demand skills to all UWG students.[1] Third, philosophy and humanities graduates tend to enter high-growth fields such as law, education, HR, and technical services, all of which require fluency in the function and social impact of technology.[2] Lastly, Philosophy is well-positioned to fill this gap and to prepare students for careers requiring critical thinking, ethics, and technological fluency. We currently have faculty expertise in the exact area of this course. And this area is a well-established and widely taught subfield of philosophy.[3] Overall, in terms of strategic value, PHIL 2050 will

help position UWG as a leader in helping all students to navigate the ethical, cultural, and social challenges of rapidly evolving science and technology.

B) Perry College of Mathematics, Computing, and Sciences

1) School of Computing, Analytics, and Modeling

a) Computing, B.S.

Request: Revision

The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth technical areas. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, data science, and game design and development. Learning Outcomes Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

Communicate effectively in a variety of professional contexts. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. These are the Student Outcomes mandated by the ABET General Criteria for accreditation in Computing programs. We have adopted these for our Program Outcomes as we intend to seek ABET accreditation.

RATIONALE: Data gathered by the College of Computing, Mathematics, and Sciences has shown that the drop-out rate of students in the college is the highest in their sophomore year. As an initiative to improve retention rates, CMCS has asked every program to introduce a sophomore seminar that helps students understand their career options, and in turn motivates them to stay in their major or to make an educated decision if changing majors. This proposal is part of the following changes to add a sophomore seminar to the B.S. in Computing: - The credit hour reduction of CS1300 from 4 to 3 credit hours

and the removal of the career component currently included in CS1300. - The addition of a 1-credit hours sophomore seminar which includes a career exploration component. (The new sophomore seminar was approved in Spring 2025.) - Adding the sophomore seminar to the Field of Study of the B.S. in Computing.

b) COMP 4981 – Independent Study

Request: Add

Individual topic in computing through a mutual agreement between the student and a computing faculty member. May be repeated for a maximum of 9 hours credit. Departmental consent is required for use of this credit toward a major in Computing.

RATIONALE: The B.S. in Computing degree currently lacks a COMP-designated course that enables students to earn credit for independent study. Such a course would support faculty-supervised research projects or allow students to pursue in-depth exploration of topics not covered by regularly offered courses. Introducing this course would encourage student engagement in high-impact practices such as undergraduate research and foster deeper learning in emerging or specialized areas of computing.

c) CS 1300 – Introduction to Computing

Request: Revision

This course introduces two fundamental aspects of computer science--abstraction and design--as students learn to develop programs in a high-level programming language. Students will study and implement a variety of applications, including graphics and scientific simulations. The course assumes no prior background in programming or computer science.

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

is part of the following changes to add a sophomore seminar to the B.S. in Computing: - The credit hour reduction of CS1300 from 4 to 3 credit hours and the removal of the career component currently included in CS1300. (The prior learning objective "Describe a variety of careers in computing." has been removed.) - The addition of a 1-credit hours sophomore seminar which includes a career exploration component. (The new sophomore seminar was approved in Spring 2025.) - Adding the sophomore seminar to the Field of Study of the B.S. in Computing.

C) Richards College of Business

1) Department of Management

a) [Management B.B.A.](#)

Request: Revision

The B.B.A. program in Management is designed to prepare students to effectively plan, organize, direct, and control organizational resources. Students can pursue a traditional plan of study or concentrate their studies in human resource management, supply chain management, project management or entrepreneurship and small business management. The management program helps prepare students for a variety of positions in regional, national, or international organizations or to pursue graduate studies. Accreditation: AACSB Learning Outcomes Students will be able to examine and analyze basic employment-related data. Students will be able to identify and evaluate issues involved in international business relationships. Students will be able to identify basic principles associated with leadership.

Management majors will demonstrate a more comprehensive knowledge of management concepts and principles as compared to non-management BBA majors as a whole.

RATIONALE: Construction Management is in high demand in today's work environment. The concentration in Construction Management is designed to align with the five core objectives of modern construction projects: Safety, Time, Cost, Quality, and Environmental Responsibility. To achieve these goals, the curriculum includes six courses that integrate technical knowledge

with project management, financial analysis, safety practices, and sustainable construction principles.

b) Minor in Construction Management

Request: Add

The minor in Construction Management is designed to align with the five core objectives of modern construction projects: Safety, Time, Cost, Quality, and Environmental Responsibility. To achieve these goals, the curriculum includes five courses that integrate technical knowledge with project management, financial analysis, safety practices, and sustainable construction principles.

RATIONALE: There is a growing demand for construction-focused programs in universities. A minor in this area would benefit many majors at UWG, including Earth and Environmental Science, Accounting, Geography, etc. We are in the process of establishing a concentration within the BBA in Management for Construction Management. And we would like for students outside of the management major to have the opportunity to include a construction management minor if it aligns with their career goals.

c) CMGT 3700 – Intro to Construction Management

Request: Add

Introduction to the construction industry and construction management—characteristics of the construction industry, project life-cycle and stakeholders, the roles and responsibilities of construction managers; fundamentals of sustainable technologies and practices for built environment, including the USGBC LEED Certificate Program; introduction to light and heavy infrastructure systems—structure, finish, mechanical, electrical, and plumbing systems, materials and methods, and construction process; lab activities may include performing fabrication and assembly, field work, and tests.

RATIONALE: This is one of six courses that will be required for the management concentration in "Construction Management." This is the first of the six courses that students will take as a sophomore or junior.

d) CMGT 3720 – Construction Graphics & Communications

Request: Add

Study and practice visualization, interpretation, and communication of graphical geometry in manual and digital construction and engineering design; emphasis on developing hand-sketching abilities, reading and analyzing construction documents, and applying computer-aided design and fundamentals of information modeling software.

RATIONALE: CMGT is the second of six courses that will be required in the new Construction Management concentration and minor.

e) CMGT 3740 – Construction Management Internship

Request: Add

Pre-planned, unique practicum that provides knowledge and skills not found in the traditional classroom setting; obtaining real-world experience in field management, office operations, construction management practices, and project administration; delivery of a final report and oral presentation.

RATIONALE: This is the third of six courses in the new Construction Management concentration and minor.

f) CMGT 4700 – Construction Planning and Scheduling

Request: Add

Analysis of project documents to develop and manage project execution plans and schedules; planning and scheduling methods and techniques—work breakdown structure, CPM, PERT, and other scheduling techniques; construction resource allocation and management; monitoring and controlling project status and performance; computer-based planning and scheduling.

RATIONALE: This is the fourth of six courses in the new Construction Management concentration and minor.

g) CMGT 4720 Construction Cost Estimating and Management

Request: Add

Determining required quantities of construction materials; estimation of construction project costs—direct and indirect, labor, material and equipment—from construction documents; preparation of a complete bid proposal ready for project execution; contract procedures, bidding, changes,

substitutions, specifications, insurance, bonding, claims, disputes and payments; computer-based estimating.

RATIONALE: This is the fifth of six courses that will comprise the new Construction Management concentration and minor.

h) CMGT 4740 – Construction Management Capstone

Request: Add

Development of an actual construction project and/or a business plan; elements of project selection, administration, construction law/contract, field management, and quality; construction safety standards tools—OSHA safety requirements and job safety analysis; application of the principles of construction ethics; development of professional oral and written communication skills through prepared multi-media presentations.

RATIONALE: This is sixth of six new courses comprising the new Construction Management concentration and minor.

i) Nexus Supply Chain Management

Request: Delete

The Nexus degree in Supply Chain Management is an excellent option for students who are working professionals, military members, or those 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.

RATIONALE: There is insufficient demand for this Nexus degree to justify continuing to offer this alternative. The program typically has less than five students and some of these students appear to be pursuing a Bachelors degree and just picking the Nexus degree because it is imbedded in the Bachelors degree. In our experience, the insufficient demand is primarily due to two reasons: (1) most individuals and employers are not familiar with a Nexus

Degree and do not recognize it as a compelling degree; and (2) most of the courses are not focused on the "technical" aspects of Supply Chain Management, but rather on General Education Requirements (42 or the 60 hours) - we have found that most employers/employees are simply not interested in this approach.

j) Project Management Minor

Request: Add

A minor in Project Management focuses on organizing, monitoring, and completing projects from initiation to closure. Project Management skills are useful in careers such as event management, construction management, and informational technology.

RATIONALE: A minor in project management is useful across many different career paths such as event planners and construction managers. Developing techniques to keep projects on budget and on time is critical to successful completion. It is hoped that this minor will be attractive to students across many different disciplines. The Management Department already has an embedded concentration in project management in the BBA in Management. Thus, this minor simply opens up these courses to others who may be interested.

2) Department of Economics

a) ECON 1101 – Economics of Financial Literacy

Request: Revision

This course explores the microeconomic and macroeconomic principles that underpin financial literacy, emphasizing the importance of informed decision-making in personal finance. In this class, students will learn how to apply economic thinking to real-world financial situations and develop the skills necessary to make sound financial decisions. Specifically, students will learn how to use economic theories and concepts to make informed decisions about budgeting, cash flow management, maximizing their earnings potential, tax planning, obtaining and using credit, saving and investments, insurance and risk management, and retirement. The course will emphasize the importance

of understanding the broader economic context when developing and implementing financial plans.

RATIONALE: The USG and Ecore is requesting all campuses to have a financial literacy course in the core. The course was approved last year and this is intended to add the course to the core.

D) University College

1) Interdisciplinary Studies

a) Gaming

Request: Add

Leverage the integration of the arts and sciences using disciplinary insights from Art, Computer Science, and Theatre in the process of developing successful video games.

Information Item (Addendum II):

A) The UPC approved the attached list of Undergraduate Research High Impact courses.

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

Information Items (Addendum III):

A) GPC approved the deactivation/deletion of two programs submitted by the College of Education as described below:

1) Department of Leadership, Research, and School Improvement

a) Educational Leadership - Tier I Educator Certification Program

Request: Delete

This was an old non-degree program that does not include new course numbers. It has been replaced with the Post Master's Certificate in Educational Leadership Tier 1 Certification Program. The only change in the two is course number revisions. The courses are the same. No Teach-Out Plan is necessary as there are no students enrolled in this program.

b) Educational Leadership - Tier II Educator Certification Program

Request: Delete

The Non-Degree Educator Certification for Educational Leadership - Tier II Educator Certification Program needs to be deactivated. It was replaced with the Post Master's Certificate for Educational Leadership Tier 2 Certification

Program. No Teach-Out Plan is necessary as there are no students enrolled in this program.

6. Old Business

- a. None

7. New Business

- a. Presentation by Human Resources: Open Enrollment and Benefits Plan Changes for 2026. (Alicia Hargraves-Bradford, Interim Assistant Vice President and Chief Human Resources Officer, and Rodney Snider, Director, HR Administration and Deputy CHRO)

8. Announcements

9. Adjourn

Addendum I

PHIL - 2050 - Science, Technology, and Society

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

School of Humanities

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

PHIL

Course Number* 2050

Course Title* Science, Technology, and Society

Long Course Title

Course Type*

Philosophy

Catalog Course Description* An examination of science and technology as activities with a broader, human dimension. Topics of survey and analysis include the history of scientific reasoning, the social and cultural dimensions of technological invention and design, and issues such as socio-ethical responsibility in science and technology, funding of these fields, scientific literacy, generative AI, Big Data, and ethics of emerging technologies.

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

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? ☒ Yes ☐ No

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

- ☐ Area A
- ☐ Area B
- ☐ Area C
- ☐ Area D
- ☒ Area E

Status ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply):

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

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

Grading

Undergraduate Standard Letter

Justification and Assessment

Rationale* Philosophy is proposing a new core course, PHIL 2050 Science, Technology, and Society (STS), and proposing to place this course into Area S of IMPACTS. (It would serve alongside PHIL's existing Area S course, PHIL 2130 Intro to World Religions.) The closest analogue of this course among USG competitor schools is KSU's STS 1101, with the same title and similar LOs as ours; that course is in Area S.

This course fulfills a great need in IMPACTS at UWG for an STS-related offering. The course will critically examine science and technology as culturally embedded, value-driven activities. Students will study theories of science, technology's social dimensions, and ethical issues such as AI, Big Data, and emerging technologies.

In addition to the SLOs noted below, PHIL 2050 builds Area S's career competencies by showing how science and technology are shaped by cultural values (intercultural competence), engaging students in real-world case analysis that connects science, society, and history (perspective-taking), and strengthening their ability to argue and defend positions on complex issues like AI and Big Data through writing and discussion (persuasion).

Furthermore, there is an institutional need for a UWG course that explicitly links science/technology to broader social and value dimensions. Looking broadly at competitors and market analysis, firstly, only KSU among our competitors offers a similar course. Second, the course aligns strongly with data from Georgia's Hot Careers 2030 report, among other studies, by helping offer in-demand skills to all UWG students.[1] Third, philosophy and humanities graduates tend to enter high-growth fields such as law, education, HR, and technical services, all of which require fluency in the function and social impact of technology.[2] Lastly, Philosophy is well-positioned to fill this gap and to prepare students for careers requiring critical thinking, ethics, and technological fluency. We currently have faculty expertise in the exact area of this course. And this area is a well-established and widely taught subfield of philosophy.[3]

Overall, in terms of strategic value, PHIL 2050 will help position UWG as a leader in helping all students to navigate the ethical, cultural, and social challenges of rapidly evolving science and technology.

Please see the attached Academic Affairs Conceptual Pre-Approval Form [approved] for a more detailed version of this rationale as well as additional data and links.

Citations:

[1] See the World Economic Forum on AI ethics: <https://www.weforum.org/agenda/2023/06/ethics-ai-philosophy-better-tech/>. See also Georgia's Hot Careers Report, with humanities and philosophy-taught skills indicated as highly important: https://explorer.gdol.ga.gov/vosnet/mis/current/hot_careers_current.pdf. Similarly, see Georgia STEM Careers Report with similar data: <https://explorer.gdol.ga.gov/vosnet/mis/current/stem.pdf>; and Georgia Short-Term Employment Projection with similar data: <https://explorer.gdol.ga.gov/vosnet/mis/Current/stepcurrent.pdf>; and the Georgia Labor Market Explorer regional report with similar data: <https://explorer.gdol.ga.gov/vosnet/gsipub/documentview.aspx?enc=W4DxRur0KH+hoHdd27SWB/+9Dh/8kewcqsE6BTOF2Is=>.

[2] See the Rochester Institute of Technology article on philosophy and responsible AI: <https://www.rit.edu/news/philosophy-ethics-and-pursuit-responsible-artificial-intelligence>; and see the American Academy of Arts & Sciences on humanities careers reports showing the value, type, and high employment levels of humanities degree holders: <https://www.amacad.org/publication/employment-outcomes-humanities-majors-state-profiles>.

[3] See the Stanford Encyclopedia of Philosophy (SEP) on Technology: <https://plato.stanford.edu/entries/technology/>; and Internet Encyclopedia of Philosophy (IEP) on AI Ethics: <https://iep.utm.edu/ethics-of-artificial-intelligence/>; and SEP on Ethics of AI: <https://plato.stanford.edu/entries/ethics-ai/>.

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

Upon finishing the course, students will be able to:

- (1) Describe the process of investigating the world through scientific methods and the process of designing new technologies.
- (2) Explain cultural and social dimensions of science and technology as they relate to history, economy, and politics.
- (3) Apply analytic knowledge of science and technology to understand complex cross-cultural issues such as the ethics of emerging technologies, Big Data, Generative AI, public trust in science, and others.

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 its 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?* NA

Fee Justification NA

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

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

Core IMPACTS Course Proposal

Please download a copy of this file and complete the sections below.

The short concept proposal should be used to propose course additions to UWG's Core IMPACTS General Education Curriculum. The proposal provides a means by which potential programs may achieve consensus and support from relevant UWG constituencies prior to submitting a complete proposal into Curriculog. This form should be used for any changes to the core (new courses, existing courses not currently in the core, and revisions to existing Core IMPACTS courses). Once the course is approved in concept, the full proposal review process is utilized, and the proposal is then submitted into Curriculog. Once this proposal has been completed, the academic dean should share this with the provost and coordinate next steps for discussion.

[Core IMPACTS Information](#)

Once approved at UWG, the originating program will need to complete the [Core Course Proposal Form](#) for submission to the USG.

College/School: CHASS; School of Humanities
Department: Philosophy Program
Course Number & Name: PHIL 2050 Science, Technology, and Society
Core IMPACTS Area: Area S

Change Type:

- ☒ New Course
- ☐ Existing Course not Currently in the Core
- ☐ Revision to Existing Core IMPACTS Course

Modality:

- ☒ On Campus
- ☒ Online
- ☒ Hybrid

1. Provide a brief description of the proposed Core IMPACTS course or the proposed revision to an existing Core IMPACTS course.

Course Description: An examination of science and technology as activities with a broader, human dimension. Topics of survey and analysis include the history of scientific reasoning, the social and cultural dimensions of technological invention and design, and issues such as socio-ethical responsibility in science and technology, funding of these fields, scientific literacy, generative AI, Big Data, and ethics of emerging technologies.

2. How will this course meet the learning outcome for the [Core IMPACTS area](#)?

Area S's Learning Outcome states, "Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change." PHIL 2050 will meet this LO by having students critically reflect upon the relationship between science, technology, and society, with special emphasis placed on understanding science and technology as value-laden enterprises driven by cultural, social, political, geographic, and economic forces. Upon finishing the course, students will attain the following course Learning Outcomes:

- (1) Describe the process of investigating the world through scientific methods and the process of designing new technologies.
- (2) Explain cultural and social dimensions of science and technology as they relate to history, economy, and politics.
- (3) Apply analytic knowledge of science and technology to understand complex cross-cultural issues such as the ethics of emerging technologies, Big Data, Generative AI, public trust in science, and others.

With these learning outcomes, students will, by the course's end, have deeply explored IMPACTS area S's Orienting Question, namely, "How do I understand human experiences and connections?"

Beyond the specific learning outcomes, the course would be a valuable addition to the foundational knowledge that Core IMPACTS promotes. Core IMPACTS aims to introduce students to different ways of knowing the world. Much of our knowledge of the world is nowadays mediated through science and technology: Examining this fact critically is an essential step towards navigating tomorrow's careers and challenges successfully. Additionally, Core IMPACTS focuses on guiding students through complex questions that drive our future. Science and technology, conceived as culturally dependent and value-driven enterprises, present complex questions that will undoubtedly shape the future of our students' lives, both personal and professional.

3. How will this course help students engage the three career competencies for the [Core IMPACTS area](#)?

Area S's Career-Ready Competencies include a) Intercultural Competence, b) Perspective-Taking, and 3) Persuasion. PHIL 2050 teaches a) intercultural competence by examining science and technology as areas that are deeply impacted by cultural values and social norms and are not value-free and neutral endeavors. Students will explore the scientific method and the process of designing new technologies as intertwined with historical, cultural, and social influences. PHIL 2050 also involves b) perspective-taking, as the course will include analysis and creative solving of real-world, problematic situations in which the interconnections between science, technology, culture, economy, and history will be highlighted. Finally, c) persuasion will be practiced by students honing the skill of articulating their perspective on complex topics, such as AI, Big Data, and emerging technologies, and supporting their perspective with well-argued reasons. This competence will be practiced both through reflective writing and class discussion.

4. How will this course enhance UWG's support of students?

Today's careers require competency in understanding not only science and technology as such but also the various influences—political, geopolitical, cultural, and economic—that shape these human endeavors. Yet, UWG has no course devoted explicitly to fostering such competency in students. By helping students to understand, analyze, and critically inquire into the interconnections of these concerns, this course will help students attain fluency and confidence in understanding and speaking about science, technology, and how they connect to culture, economy, politics, and history.

5. Has the program identified a problem in the current Core IMPACTS curriculum that the addition of this course seeks to solve?

The IMPACTS curriculum at UWG lacks a course that focuses explicitly on reflecting on the intersection of science and technology with their broader social dimensions, thereby allowing students to explore how culture, politics, and economy influence these fields. UWG Philosophy is uniquely suited to offer a course to meet this need, mainly so that students can gain core insights into and learn to reason validly about this increasingly important set of overlapping concerns.

6. How will the addition of this course contribute to the Core IMPACTS area where it will be located? Will it have a negative SCH impact on other courses in the area or will it help to address current and future enrollment demands in the area?

With the large and growing demand for courses studying technology and its relationships to science, culture, and values, we predict that this course will not negatively affect the SCH of other courses offered in Area S. A Philosophy course in this area, we predict, will attract a unique kind of student interested not only in understanding the scientific method and the development new technologies, but also in understanding these as processes that do not exist in isolation from society and culture and the norms and values that they generate.

7. Are there any budget implications to adding this course to the Core IMPACTS curriculum? Consider the impact on staffing sections and the availability of faculty to teach the course.

A currently employed TT professor in the PHIL program (or, in the future, potentially more than one full-time professor), who is a specialist in precisely this area of research, will be expected to teach one or more sections of the course per AY, capped at no fewer than 35 and no more than 50 students each. To accommodate a full-time professor's shift away from other IMPACTS teaching, the Philosophy Program has two potential plans ready. We have a strong preference for plan (B) below.

(A) This plan is less desirable but possible with present staffing: If we assume no changes in full-time PHIL staffing, then one TT professor per AY will shift away from teaching a different IMPACTS course (i.e., likely from I or A) and into teaching this new Area S course. To compensate, a TT professor may need to shift away from teaching an upper-level course and into teaching an extra IMPACTS course

(i.e., likely in I or A). (This plan, of course, allows for the possibility of an additional PTI being hired for coverage of more IMPACTS sections, likely in I or A.) This plan shows that PHIL can cover the basic launch of this new Area S course with our current staffing, and it allows TT professors to continue to teach the same overall SCH in IMPACTS as we currently teach. However, it implies a reduction in the number of sections of IMPACTS courses that full-time faculty would be able to offer in our *other* areas (i.e., in I and/or A). This may be a problem for the university, since fill rates are about 95% for our PHIL IMPACTS courses. This plan also imposes strict limits on the number of sections of this new Area S course that we can offer, i.e., at most two per semester with current staffing. Lastly, and significantly, this plan's reduction in the number of upper-level PHIL offerings also risks slowing the progress of our PHIL majors, minors, and ethics certificate students; we thus believe it would be best to continue to offer 8-9 PHIL 3/4xxx-level courses per year, as we outline below.

(B) The second, preferred plan allows us to maintain or increase our full-time-faculty-taught, in-person SCH in each existing area of IMPACTS while also adding this new area S course. This plan, however, assumes that PHIL's outstanding request to hire a full-time Instructor or Lecturer to cover eight IMPACTS courses per AY (potentially in areas I, A, or S) is granted. (The Lecturer would thus bear a load equivalent, practically, to at minimum 800 SCH per AY of IMPACTS courses, which means that the line easily pays for itself with room to spare.) With this new hire, we could then offer several sections per semester of this new Area S course while also maintaining or increasing current Area I, A, or S IMPACTS SCH. (This plan also opens the possibility of reducing our reliance on PTIs for all our other IMPACTS areas.)

8. Are there precedents for this course at other USG institutions? If so, identify and document these.

To our knowledge, the most similar offering to our proposal in the USG is a course found in Area S of the Kennesaw State core IMPACTS curriculum: STS 1101 Science, Technology, and Society. That course similarly provides students with the knowledge and tools necessary to critically examine the development and integration of science, technology, and society. Similarly to our proposal, it helps students better understand the world in which they live, the broader implications of their major course of study, and the complex social, ethical, and moral choices presented by modern science and technology in human relationships. Adding a core course at UWG covering this area will help us remain competitive in covering this vital area of need.

At UWG the most similar course to our proposal is the philosophy course in Area S of IMPACTS: PHIL 2130 Introduction to World Religions. This class discusses religions in relation to historical, economic, political, social, or geographic relationships. We mention it only to emphasize that the PHIL program already has a record of successfully offering a core course in Area S of IMPACTS.

9. Has the program done any market analysis related to this proposal? Is it filling a need / gap in our core curriculum?

Firstly, to our knowledge, only one (i.e. Kennesaw, noted above) of UWG's competitor schools (i.e. among Kennesaw, GSU, GCSU, Clayton, Valdosta, Georgia Southern, etc.) offers any course resembling our proposal. UWG therefore has a chance to advertise this career-relevant IMPACTS course as a regional recruiting strength. This course would also make the UWG Philosophy Program stand out as the only regional competitor program with both lower- *and* upper-level offerings (i.e. our current PHIL 3320) devoted specifically to the philosophy of science and technology. This IMPACTS area S class would thus highlight and further Philosophy's strong record of and commitment to developing well-rounded students, prepared for the next decade's careers. Indeed, nearly every job now requires fluency in digital, computing, and AI ethics. (See, for example, the recent commentary from the World Economic Forum on the importance of basic acquaintance with key concepts in this set of areas [\[here\]](#). And on the specific connections between philosophy, ethics, and the state of technological careers today, see also the Rochester Institute of Technology's recent article [\[here\]](#). And as for Humanities majors specifically, see data on their career-readiness and job success as indicated by the data of the American Academy of Arts and Sciences [\[here\]](#). Furthermore, skills in "critical thinking/problem solving," "reasoning," "thinking creatively," "writing," and "working with computers" are specifically highlighted by the Georgia's Hot Careers to 2030 report [\[here\]](#). Nearly every bachelor's degree-requiring [or higher] career path noted demands "moderate" or "advanced" skills in all these areas.) PHIL 2050 will help provide this kind of fluency to non-science majors. The reverse is true as well: The Georgia STEM Careers report ([here](#)) lists a high number of openings for STEM jobs which, themselves, also require humanities and social sciences skills. PHIL 2050 can thus clearly help all UWG students with this measure.

Furthermore, anecdotally at least a plurality of Philosophy majors seek careers in what Georgia Short Term Employment Projection ([here](#)) calls "Professional, Scientific, and Technical Services: software developers; management analysts; accountants and auditors; lawyers; project management specialists." (For example, about 10% of UWG's Philosophy graduates attend law school alone.) The Projection considers this category to be the second-highest job growth area in Georgia at present, with growth of 13,580 jobs expected between 2023-2025. The Projection also highlights roles like managers, teachers, counselors, social workers, HR specialists, and many more roles which are popular outcomes for PHIL majors. Similarly, the Georgia Labor Market Explorer projections specifically for the "West Central Georgia" region ([here](#)), marks out several areas popular with our students as among its highest growth areas through 2030, such as "Educational Services" (10.4% growth), "Religious, Grantmaking, Civic, Professional, and Similar Organizations" (7.8% growth), "Professional, Scientific, and Technical Services" (14.9% growth), and others.

To be clear, the study of science and technology with an eye to socio-ethical implications is a well-established subfield *within* Philosophy, blending philosophy of science, philosophy of technology, and practical philosophy. For information on the recent increase of interest in this set of areas within philosophy, see, for example, the recent emergence of journals such as *AI and Ethics* or *The AI Ethics Journal* and, e.g., articles such as this one ([here](#)), showing the relevance of classic philosophical questions to this area. See also the recent articles from the major encyclopedias of

philosophy, which trace the lineage of these lines of research within the discipline ([here](#), [here](#) and [here](#)).

In short, the UWG Philosophy program readies students for Georgia's and West Georgia's future careers and is uniquely suited to offer an IMPACTS area S course of the sort here proposed. Learning to approach science, technology, and social-ethical concerns philosophically should, in our view, rank highly among the skills that *all* UWG graduates are expected to acquire.

Approval by Dean and Date:

Approval by President or Senior Vice President for Academic Affairs and Date:

PHILOSOPHY PROGRAM

PHIL 2050 Science, Technology, and Society

Description: Course Description: An examination of science and technology as activities with a broader, human dimension. Topics of survey and analysis include the history of scientific reasoning, the social and cultural dimensions of technological invention and design, and issues such as socio-ethical responsibility in science and technology, funding of these fields, scientific literacy, generative AI, Big Data, and ethics of emerging technologies.

This is a Core IMPACTS course that is part of the *Social Sciences* area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad *Orienting Question*:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following *Learning Outcome*:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following *Career-Ready Competencies*:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Detailed Course Description

In this course, students will study science and technology as enterprises with a human dimension (cultural, political, historical, and economic), resulting in a comprehensive perspective on the relationship between science, technology, and society. In the first part of the courses, students will examine the core principles of scientific inquiry, scientific reasoning, and processes of technological invention and design, to unveil the cultural and social dimension of processes that are ordinarily understood as value-neutral. In the second part of the course, students will investigate social impacts of science and technology, such as issues of social and ethical responsibility in science and technological innovation, funding of science and technology, public trust in science, generative AI, Big Data, ethics of emerging technologies, etc. The perspective-taking element of the course involves one or more assignments that include team-based analysis of real-world, problematic situations, highlighting the interconnections between science, technology, and cultural values. The two-fold goal of the course is to provide students with: 1) an understanding of knowledge-creation in the sciences as well as design and development practices in technological fields as value-driven processes; and 2) the ability to recognize the real-world impact of science and technology as intertwined with social forces, be it history, culture, economy, or morality.

Time and Place: [insert details]

Instructor: [insert details]

Email: [insert details]

Office hours: [insert details]

Course Materials

All course readings will be available on CourseDen.

Learning Outcomes

Upon finishing the course, students will be able to:

- (1) Describe the process of investigating the world through scientific methods and the process of designing new technologies.
- (2) Explain cultural and social dimensions of science and technology as they relate to history, economy, and politics.
- (3) Apply analytic knowledge of science and technology to understand complex cross-cultural issues such as the ethics of emerging technologies, Big Data, Generative AI, public trust in science, and others.

Assignments

A combination of the following assignments will determine the final grade in the course:

- **Midterm Exam (25%) and Final Exam (25%):** Students will complete two in-class exams testing their knowledge of the course material. The exams aim to help students practice the ability to independently summarize and synthesize philosophical concepts, definitions, and arguments.
- **Case Study Workshops (30%):** Students will participate in six teamwork-based, in-class workshops examining real-world case studies about science, technology, and society. The assignment aims to help students independently recognize and analyze cultural and social problems in science and technology.
- **Reading Reflections (20%):** Students will write four short reflections on readings of their choice from the course. Students will briefly analyze the central argument of the reading and then raise a positive or negative critique of it. This assignment aims to help students practice identifying and understanding the main argument in complex texts and articulating their own evaluation of the argument.

Grading

The grading scale for the course is: A = 100–90%; B = 89–80%; C = 79–70%; D = 69–60%; F = 59–0%. The final grades will be rounded to the nearest whole number.

Course Schedule

PART I: KNOWING THE WORLD THROUGH SCIENCE AND TECHNOLOGY

- **Weeks 1 and 2: What Is Science? What is Technology?**
 - "The Creative Mind" in *Science and Human Values* by Jacob Bronowski (1956)
 - "What Is Technology? Defining or Characterizing Technology" in *Philosophy of Technology: An Introduction* by Val Dusek (2006)
- **Weeks 3 and 4: The Scientific Thinking**
 - "Scientific Thinking and Reasoning" by Kevin Dunbar & Jonathan Fugelsang (2005)
 - "Induction and Inductivism" in *Understanding Philosophy of Science* by James Ladyman (2002)
 - "Falsificationism" in *Understanding Philosophy of Science* by James Ladyman (2002)
- **Weeks 5 and 6: Designing Technology**
 - "Technology as Applied Science" by Mario Bunge (1966)
 - "Design for Values: An Introduction" in *Handbook of Ethics, Values, and Technological Design* by Jeroen van den Hoven, Pieter E. Vermaas, and Ibo van de Poel (2015)
 - "Thinking about Design: Critical Theory of Technology and the Design Process" in *Philosophy and Design* by Patrick Feng & Andrew Feenberg (2008).
- **Weeks 7 and 8: Scientific and Technological Progress**
 - "A Contextual Approach to Scientific Understanding" by Henk De Regt & Dennis Dieks (2005)
 - Excerpts from *The Structure of Scientific Revolutions* by Thomas Kuhn (1970)
 - "The Idea of Technological Progress and Its Problems" by Eugene E. Selk (1980)
- **Week 9: Midterm Exam Review and Midterm Exam**

PART II: SOCIAL AND CULTURAL DIMENSION OF SCIENCE AND TECHNOLOGY

- **Weeks 10 and 11: Science and Technology as Social Enterprises**
 - "The Moral Terrain of Science" by Heather Douglas (2013)
 - "Mapping 'Social Responsibility' in Science" by Cecilie Glerup & Maja Horst (2014)
 - "Responsibility without Moralism in Technoscientific Design Practice" by Tsjalling Swierstra & Jaap Jelsma (2006)
- **Weeks 12 and 13: Public Trust in Science and Technology**
 - "What the Public Thinks and Knows About Science—and Why It Matters" by William K. Hallman (2017)
 - "Trusting Our Selves to Technology" by Asle H. Kiran & Peter-Paul Verbeek (2010)
 - "Justifying Public Funding for Science" in *Politics and Expertise: How to Use Science in a Democratic Society* by Zeynep Pamuk (2021)

- **Weeks 14 and 15: Science, Technology, and Culture**
 - "Four Idealized Roles of Science in Policy and Politics" and "The Big Picture, Science, and Democracy" in *The Honest Broker: Making Sense of Science in Policy and Politics* by Roger A. Pielke, Jr. (2007)
 - "Agency and Citizenship in a Technological Society" by Andrew Feenberg (2018)
 - "Science, Values, and Citizens" by Heather Douglas (2017)
- **Week 15: Thanksgiving Break**
- **Week 16: Sociotechnical Imaginaries**
 - "Anticipatory Ethics for Emerging Technologies" by Philip Brey (2012)
 - "Pursuitworthiness in the Scheme of Futures" by Veli Virmajoki (2023)
- **Final Exam date TBD**

Course Policies and Resources

Technology Policy

You can use a laptop or tablet in this class only in ways that contribute to learning, such as taking notes or annotating the course slides. The class will be largely discussion- and group-activity-based. This means that all students are expected to actively listen to one another in order to fully participate in class sessions. If you are unable to contribute to the discussion or are otherwise distracted by your computer, smartphone, or tablet, you will be asked to refrain from using it in class.

Attendance Policy

Absences will be excused only with proper documentation, such as a doctor's note or proof of attendance at UWG-sponsored activities. University-sponsored activities include but are not limited to the following: intercollegiate athletic competitions, musical/theatrical/art performances or exhibitions associated with a degree program, debate competitions, and research conferences. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG, or events associated with social organizations such as fraternities or sororities. Absences due to religious observances will likewise be excused; please inform your instructor about your upcoming absence before the particular religious observance.

Regular in-person participation is necessary for your success in this course. Therefore, students who miss 8 or more class sessions will fail this course automatically, regardless of the reason for their absences. Hence, if you are unable to attend class for a prolonged period of time due to medical reasons, a family emergency, or any other reason, you should speak to your instructor about seeking a withdrawal from the course. If the withdrawal deadline has passed, you can apply for a hardship withdrawal. This policy takes effect on the second day of class meetings. Please do not hesitate to reach out to your instructor if you are experiencing any issues that prevent you from attending the class regularly.

Policy on Academic Integrity

UWG aims to cultivate a community based on honesty, trust, fairness, respect, and responsibility. Students are expected to act according to the standards articulated in 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. Any student suspected of cheating or plagiarizing on an assignment will be reported to the Academic Dishonesty Tracking System (ADTS). After a single ADTS report is entered for a student, the Office of Community Standards may contact the student to interview them about the event and to suggest potentially helpful ways to avoid plagiarism in the future. They will also warn the student about patterns leading to suspension or expulsion.

Accommodations for Students with Disabilities

If you have a disability for which you are or may be requesting an accommodation, contact your instructor and [The Office of Accessibility and Testing Services](#) at 678-839-2328 or accessibility-services@westga.edu. Please contact the Office of Accessibility Services as soon as possible during the term. Accessibility Services will verify your disability and determine reasonable accommodations for this course. Upon completion of

your appointment with a staff member, the Office may provide you with a Student Accommodation Report that you can share with me privately or by email.

Mental Health

As a student, you may experience stressors that can impact both your academic experience and your personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, do not hesitate to reach out to the [Counseling Center](#). The Center offers a variety of free services, including individual counseling, group counseling, online counseling, and referral resources. To make a counseling appointment, call the Center at 678-839-6428.

Basic Needs Support

It can be difficult to be present, maintain focus, and achieve academic success if you have challenges meeting basic needs such as a place to live, access to food, emergency expenses, and more. If you or someone you know is experiencing difficulty meeting basic needs, reach out to the [Basic Needs Center](#). The Center is available to assist all students who need temporary food, hygiene products, toiletry items, baby items, and academic supplies. To schedule an appointment, email wolfwellness@westga.edu or call 678-839-6194.

Title IX Mandatory Reporting

UWG is committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual misconduct, including but not limited to dating violence, domestic violence, nonconsensual sexual contact, nonconsensual sexual penetration, sexual exploitation, sexual harassment, and stalking, please know that help and support are available. You are encouraged you to report incidents of sexual harassment to the [Title IX Office](#), which provides confidential reporting options to students. Please be aware that faculty members are required to disclose information about suspected or alleged sexual misconduct or other potential violations of Title IX to the Title IX Office.

College Policies

[This information will be imported from the College/School template associated with your course. This field cannot be edited.]

Institutional Policies

[This information will be imported from the College/School template associated with your course. This field cannot be edited.]

[Here is the link to the link to the Common Language for Course Syllabi:
<http://www.westga.edu/UWGSyllabusPolicies/>.]

Computing, B.S.

2026-2027 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

School/ Department*

School of Computing, Analytics, and Modeling

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* Computing, B.S.

Program ID - DO NOT EDIT* 5117

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science

Program Description* The Bachelor of Science in Computing will give students a broad understanding of the ever changing field of Computing. Students will deepen their knowledge and sharpen their skills in one or more in-depth technical areas. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, web or mobile development, data science, and game design and development.

Learning Outcomes

Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

Communicate effectively in a variety of professional contexts.

Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

These are the Student Outcomes mandated by the ABET General Criteria for accreditation in Computing programs. We have adopted these for our Program Outcomes as we intend to seek ABET accreditation.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Program Location*

Carrollton

Online

Curriculum Information

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

MATH 1113 Precalculus
[Right] advised (3 of 4)

Pre-requisite for PHIL 4120

Students are advised to take one of the following to satisfy either their Core IMPACTS Area I OR Core IMPACTS Area A requirements:

Core IMPACTS Area I:

PHIL 2020 Critical Thinking

Core IMPACTS Area A:

PHIL 2010 Introduction to Philosophy
PHIL 2030 Introduction to Ethics

Core IMPACTS Area T:

MATH 1401 Elementary Statistics

Field of Study - Major Specific Courses: 18 Hours

MATH 1113 Precalculus
[Right] required (1 of 4)

CS 1300 Introduction to Computing
CS 1301 Computer Science I
CS 2100 Introduction to Web Development
COMP 2200 Introduction to Databases
COMP 2320 Principles of Programming
[Right] (must earn C or better)

[Before]OR

CS 1302 Computer Science II
[Right] (must earn C or better)

COMP 2910 Sophomore Computing Seminar

Supporting Courses: 6 hours

ENGL 3405 Professional and Technical Writing
PHIL 4120 Professional Ethics
[Right] (writing-intensive course)

[Before]or

PHIL 3320 Technology and Human Values
[After] (writing-intensive course)

Major Required Breadth Courses: 18 hours

Purpose is to provide a broad foundation in the field of computing for all computing majors.

COMP 2300 Fundamentals of Computing
COMP 2500 Intro to Computer Security
COMP 3300 Application Development I
COMP 3400 System and Network Admin I
COMP 3600 User-Centric Computing I
COMP 3800 Data Analytics

Major Elective Breadth Courses: 12 hours

Choose four courses from this section.

COMP 2350 Introduction to Digital Media
COMP 2360 Physical Computing
COMP 3310 Mobile Development
COMP 3350 Game Development I
COMP 4400 System and Network Admin II
CS 3211 Software Engineering I
CS 3280 Systems Programming

Major Depth Courses: 9 hours

Choose three courses from this section.

COMP 3500 Cybersecurity
COMP 4200 Advanced Database Systems
COMP 4300 Application Development II
COMP 4350 Game Development II
COMP 4420 DevOps
COMP 4500 Computer Forensics
COMP 4600 User-Centric Computing II
COMP 4985 Special Topics in Computing
CS 4180 Advanced Web Development

Major Required Courses - High-Impact Practice and Professional Preparation: 6-9 hours

COMP 4982 Capstone Project
[Right] (writing-intensive course, required)

COMP 4986 Computing Internship
[Right] (may be taken a second time for a total of 6 hours)

General Electives: 6-9 hours

Specific Requirements for a B.S. Degree in Computing

1. Students must sign the Program's "Student Program Notification" form in order to declare a major in Computing.
2. Students must obtain an academic advisor in the Computing Program during the semester when declaring a major in Computing.
3. Students are allowed only one "D" in the Computing or Computer Science

courses used to satisfy the major. 4. Students must complete the science major option of Core IMPACTS Area T. Students must take at least two 3000/4000 level

DSW (Discipline Specific Writing) courses for a total of 6 hours, with at least 3 hours in the major.

PROGRAM CURRICULUM

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

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

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

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

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

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

- The credit hour reduction of CS1300 from 4 to 3 credit hours and the removal of the career component currently included in CS1300.
- The addition of a 1-credit hours sophomore seminar which includes a career exploration component. (The new sophomore seminar was approved in Spring 2025.)
- Adding the sophomore seminar to the Field of Study of the B.S. in Computing.

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

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

Check all that apply to this program*

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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI 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.

BS in Computing: Program Map

YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101: English Composition I	3		ENGL 1102: English Composition II	3
MATH 1113: Precalculus	4		COMP 2300: Fundamentals of Computing	3
CS 1300: Introduction to Computer Science	3		CS 1301: Computer Science I	4
IMPACTS: Humanities	3		IMPACTS: Written and Oral Communication	3
IMPACTS: Institutional Options	1			
SEMESTER TOTAL	14		SEMESTER TOTAL	13
Milestones			Milestones	
- Complete ENGL 1101 C or better - Complete Math 1113 C or better - IMPACTS: Humanities (PHIL 2010 or 2030) satisfies PHIL 4120 prerequisite			- Complete ENGL 1102 C or better - Complete CS 1301 C or better	
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
COMP 2200: Introduction to Databases	3		IMPACTS: Lab Science Sequence 1	4
IMPACTS: Social Science	3		POLS 1101: American Government	3
MATH 1401: Elementary Statistics	3		CS 2100: Introduction to Web Development	3
COMP 2320: Principles of Programming	3		COMP 3400: System & Network Administration I	3
HIST 1111 or 1112: World History 1 or World History II	3		COMP 2500: Introduction to Computer Security	3
Computing Sophomore Seminar	1			
SEMESTER TOTAL	16		SEMESTER TOTAL	16
Milestones				
All MATH requirements complete				

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
COMP 3800: Data Analytics	3		HIST 2111 or 2112: U.S. History I or U.S. History II	3
PHIL 4120: Professional Ethics or Phil 3320: Technology and Human Values	3		COMP Breadth Elective	3
COMP 3300: Application Development I	3		Area C.1: Fine Arts	3
IMPACTS: Lab Science Sequence 2	4		COMP Breadth Elective	3
COMP 3600: User-Centric Computing I	3		COMP Breadth Elective	3
SEMESTER TOTAL	16		SEMESTER TOTAL	15
Milestones			Milestones	
● IMPACTS lab sciences complete			● Prerequisites satisfied to take appropriate COMP Depth courses	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
COMP Breadth Elective	3		COMP Depth Course	3
COMP Depth Course	3		COMP Depth Course	3
Elective	3		Elective	3
COMP 4986: Computing Internship	3		COMP 4982: Capstone	3
ENGL 3405: Professional and Technical Writing	3		Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones				
● Successful completion of internship with industry partner				

Note: BSC majors are only allowed one D in their major courses (i.e., COMP or CS).

Note: EITHER PHIL 2020, or PHIL 2010 or PHIL 2030 in order to satisfy the prerequisite for PHIL 4120.

** 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 Undergraduate Catalog, which is the official guide for completing degree requirements.*

Core IMPACTS Curriculum can be viewed here:

https://catalog.westga.edu/preview_program.php?catoid=23&poid=418

BS in Computing: Program Map – With Markup

YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101: English Composition I	3		ENGL 1102: English Composition II	3
MATH 1113: Precalculus	4		COMP 2300: Fundamentals of Computing	3
CS 1300: Introduction to Computer Science	43		CS 1301: Computer Science I	4
IMPACTS: Humanities	3		IMPACTS: Written and Oral Communication	3
IMPACTS: Institutional Options	1		IMPACTS: Institutional Options	1
SEMESTER TOTAL	14		SEMESTER TOTAL	1413
Milestones			Milestones	
- Complete ENGL 1101 C or better - Complete Math 1113 C or better - IMPACTS: Humanities (PHIL 2010 or 2030) satisfies PHIL 4120 prerequisite			- Complete ENGL 1102 C or better - Complete CS 1301 C or better	
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
COMP 2200: Introduction to Databases	3		IMPACTS: Lab Science Sequence 1	4
CS 2100: Introduction to Web Development	3		POLS 1101: American Government	3
IMPACTS: Social Science			IMPACTS: Social Science	3
MATH 1401: Elementary Statistics	3		CS 2100: Introduction to Web Development	3
COMP 2320: Principles of Programming	3		COMP 3400: System & Network Administration I	3
HIST 1111 or 1112: World History 1 or World History II	3		COMP 2500: Introduction to Computer Security	3
Computing Sophomore Seminar	1			
SEMESTER TOTAL	1516		SEMESTER TOTAL	16
Milestones				
All MATH requirements complete				

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
COMP 3800: Data Analytics	3		HIST 2111 or 2112: U.S. History I or U.S. History II	3
PHIL 4120: Professional Ethics or Phil 3320: Technology and Human Values	3		COMP Breadth Elective	3
COMP 3300: Application Development I	3		Area C.1: Fine Arts	3
IMPACTS: Lab Science Sequence 2	4		COMP Breadth Elective	3
COMP 3600: User-Centric Computing I	3		COMP Breadth Elective	3
SEMESTER TOTAL	16		SEMESTER TOTAL	15
Milestones			Milestones	
● IMPACTS lab sciences complete			● Prerequisites satisfied to take appropriate COMP Depth courses	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
COMP Breadth Elective	3		COMP Depth Course	3
COMP Depth Course	3		COMP Depth Course	3
Elective	3		Elective	3
COMP 4986: Computing Internship	3		COMP 4982: Capstone	3
ENGL 3405: Professional and Technical Writing	3		Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones				
● Successful completion of internship with industry partner				

Note: BSC majors are only allowed one D in their major courses (i.e., COMP or CS).

Note: EITHER PHIL 2020, or PHIL 2010 or PHIL 2030 in order to satisfy the prerequisite for PHIL 4120.

** 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 Undergraduate Catalog, which is the official guide for completing degree requirements.*

Core IMPACTS Curriculum can be viewed here:

https://catalog.westga.edu/preview_program.php?catoid=23&poid=418

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE						
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Mathematics, Sciences, and Technology		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
	PROGRAM:	BS in Computing		Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.	Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	Communicate effectively in a variety of professional contexts.	Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1 Area F (18 hours)					
			2 Math 1113 - Precalc	I				
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			3 CS 1300 - Intro to CS	I	I			
			4 CS 1301 - CS I	I	I			
			5 COMP 2320 - Prin of Prog or CS 1302 - CS II	I	I			
			6 CS 2100 - Intro Web	I	I		I	
			7 COMP 2200 - Intro to DB	I	I		I	
			8 COMP 2910 - Sophomore Computing Seminar				I	
			9 Supporting courses (6 hours)					
			10 ENGL 3405 - Prof & Tech Writing			R		
			11 PHIL 4120 - Professional Ethics				R	
			12 Required Breadth Courses (18 hours)					
			13 COMP 2300 - Fund of Comp	I	R			
			14 COMP 2500 - Intro to Comp Sec	I	I	I	R	
			15 COMP 3600 - UCC I	R	R	R	I	I
			16 COMP 3300 - App Dev I	R	R			I
			17 COMP 3400 - SNA I	R	R	R	R	
			18 COMP 3800 - Data Analytics	R		R		
			MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.					
			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.					
			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.					
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.								
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.								

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.		19	Elective Breadth (12 hours)					
		20	COMP 2350 - Intro to Digital Media	I	I			
	**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.	21	COMP 2360 - Physical Computing	I	I			
		22	COMP 3310 - Mobile Dev	I	R	R		R
		23	CS 3211 - SE I	R	R	I		
		24	CS 3280 - Systems Prog	R	I			
		25	COMP 3350 - Game Dev I	R	R		I	
		26	COMP 4400 - SNA II	M	M	R	R	
		27	Depth Courses (9 hours)					
		28	COMP 3500 Cybersecurity	R	R	R	R	
		29	COMP 4200 - Adv DB Systems	M	M		R	
		30	COMP 4300 - App Dev II	M	M			R
		31	COMP 4350 - Game Dev II	R	R	R	R	R
		32	COMP 4420 - DevOps	M	M	R		
		33	COMP 4500 - Computer Forensics	R	R		R	
		34	COMP 4600 - UCC II	R	R	R	R	R
		35	CS 4180 - Adv Web Dev	R	R			
		36	Required HIP & Prof Prep (6-9 hours)					
		37	COMP 4982 - Capstone Proj - Required	M, A	M, A	M, A	M, A	M, A
		38	COMP 4986 - Internship			R	R	R

COMP - 4981 - Independent Study

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Spring

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

College - School/
Department*

School of Computing, Analytics, and Modeling

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

☐ Yes

☒ No

Is this a College of
Education course?*

☐ Yes

☒ No

Is this an Honors ☐ Yes

College course? * ☒ No

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

Course Information

Course Prefix *

COMP

Course Number * 4981

Course Title * Independent Study

Long Course Title

Course Type *

Computing

Catalog Course Description * Individual topic in computing through a mutual agreement between the student and a computing faculty member. May be repeated for a maximum of 9 hours credit. Departmental consent is required for use of this credit toward a major in Computing.

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 * 3

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. * 9

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Departmental Consent

Is this a General Education course?* ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

1

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* The B.S. in Computing degree currently lacks a COMP-designated course that enables students to earn credit for independent study. Such a course would support faculty-supervised research projects or allow students to pursue in-depth exploration of topics not covered by regularly offered courses. Introducing this course would encourage student engagement in high-impact practices such as undergraduate research and foster deeper learning in emerging or specialized areas of computing.

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

1. Demonstrate in-depth understanding of a selected topic in computing.
2. Apply approaches and techniques of a computing field to address related computing problems.
3. Complete a project aligned with a selected topic in computing.
4. Demonstrate self-directed learning skills.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure its 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*** 3

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

**If yes, what will the
fee be?*** N/A

Fee Justification N/A

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

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

COMP 4981: Independent Study

Course Number: COMP 4981

Course Title: Independent Study

Credit Hours: 0 Lecture /3.0 Lab/3.0 Credit Hours

Requisites

Prerequisites: Departmental Consent

Corequisites: none

Course Description

Individual topic in computing through a mutual agreement between the student and a computing faculty member. May be repeated for a maximum of 9 hours credit.

Departmental consent is required for use of this credit toward a major in Computing.

Instructor Contact Information

TBD (note: any faculty may sponsor an independent study at any time)

Learning Outcomes

- Demonstrate in-depth understanding of a selected topic in computing.
- Apply approaches and techniques of a computing field to address related computing problems.
- Complete a project aligned with a selected topic in computing.
- Demonstrate self-directed learning skills.

Materials

Student and faculty member will agree, on a per-offering basis, on appropriate literature, software development tools, lab equipment, etc.

Schedule

Student and faculty member will agree, on a per-offering basis, on a schedule. This schedule may include deadlines/milestones for deliverables such as homework assignments, software development sprints, paper drafts, etc., as well as regular meetings between the student and faculty member.

Evaluation

Prior to the student beginning work, the student and faculty should agree, in writing, on appropriate levels of achievement (e.g., milestone(s) completed) to receive a grade of A, B, C, or D.

Grading scale

A / B / C / D / F, based on the student-faculty agreement.

Program Requirement or Elective Status

COMP 4981 is an *elective* course.

Institutional Policies

See the Common Language for Course Syllabi:

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

CS - 1300 - Introduction to Computing

2026-2027 Undergraduate 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.

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 *

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

School of Computing, Analytics, and Modeling

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*

CS

Course Number* 1300

Course Title* Introduction to Computing

Long Course Title Introduction to Computing

Course Type - DO NOT EDIT*

Computer Science

Catalog Course Description* This course introduces two fundamental aspects of computer science--abstraction and design--as students learn to develop programs in a high-level programming language. Students will study and implement a variety of applications, including graphics and scientific simulations. The course assumes no prior background in programming or computer science.

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  2

Lab Hrs* 3

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

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

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

1. Trace a simple computation expressed as an algorithm or as a program.
2. Translate a simple algorithm into programming code.
3. Develop simple programs using functional abstraction.
4. Develop code that can make decisions.
5. Develop code that can iterate.
6. Compile, test, and debug simple programs.

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

- The credit hour reduction of CS1300 from 4 to 3 credit hours and the removal of the career component currently included in CS1300. (The prior learning objective "Describe a variety of careers in computing." has been removed.)
- The addition of a 1-credit hours sophomore seminar which includes a career exploration component. (The new sophomore seminar was approved in Spring 2025.)
- Adding the sophomore seminar to the Field of Study of the B.S. in Computing.

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 its 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* 170

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* 58512

CS 1300: Introduction To Computing

Credits and Contact Hours

2 hours lecture / 3 hours lab / 3 credit hours

Course Catalog Description

This course introduces two fundamental aspects of computer science--abstraction and design--as students learn to develop programs in a high-level programming language. Students will study and implement a variety of applications, including graphics and scientific simulations. The course assumes no prior background in programming or computer science.

Pre-Requisites:

None

Co-Requisites

None

Course Coordinator

Marion Franklin Cannon

Materials

How to Think Like a Computer Scientist

Authors: Allen B. Downey, Jeffrey Elkner, Chris Meyers, Peter Wentworth, Dario Mitchell, Brad Miller, David Ranum, Barbara Ericson, and Mark Guzdial

Publisher: Runestone Academy

Edition: Interactive

Availability: [Online](#)

Evaluation

Lab assignments	30%
Projects	30%
4 Exams (lowest grade will be dropped)	45%

Course Learning Outcomes

1. Trace a simple computation expressed as an algorithm or as a program.
2. Translate a simple algorithm into programming code.
3. Develop simple programs using functional abstraction.
4. Develop code that can make decisions.
5. Develop code that can iterate.
6. Compile, test, and debug simple programs.

Topics List

- Data and expressions
- Decisions and iteration
- Collections with lists
- Iterative, incremental development
- Testing & debugging

Common Language for Course Syllabi

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

Version with changes in red

CS 1300: Introduction To Computing

Credits and Contact Hours

2 hours lecture / 4 3 hours lab / 4 3 credit hours

Course Catalog Description

This course introduces two fundamental aspects of computer science--abstraction and design--as students learn to develop programs in a high-level programming language. Students will study and implement a variety of applications, including graphics and scientific simulations. The course assumes no prior background in programming or computer science.

Pre-Requisites:

None

Co-Requisites

None

Course Coordinator

Marion Franklin Cannon

Materials

How to Think Like a Computer Scientist

Authors: Allen B. Downey, Jeffrey Elkner, Chris Meyers, Peter Wentworth, Dario Mitchell, Brad Miller, David Ranum, Barbara Ericson, and Mark Guzdial

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1. Trace a simple computation expressed as an algorithm or as a program.
2. Translate a simple algorithm into programming code.
3. Develop simple programs using functional abstraction.
4. Develop code that can make decisions.
5. Develop code that can iterate.
6. Compile, test, and debug simple programs.
- ~~7. Describe a variety of careers in computing.~~

Topics List

- Data and expressions
- Decisions and iteration
- Collections with lists
- Iterative, incremental development
- Testing & debugging

Common Language for Course Syllabi

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

Management, B.B.A.

2026-2027 Undergraduate Revise Program Request

Introduction

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

Modifications (Check all that apply)*

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

Desired Effective Semester *

Fall

Desired Effective Year *

2026

Routing Information

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School/ Department*

Department of Management

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

☐ Yes

☒ No

Is this a College of Education Program?*

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☒ Yes

☐ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

☒ Program

☐ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name* Management, B.B.A.

Program ID - DO NOT EDIT* 5009

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Business Administration

Program Description*

The B.B.A. program in Management is designed to prepare students to effectively plan, organize, direct, and control organizational resources. Students can pursue a traditional plan of study or concentrate their studies in human resource management, supply chain management, project management or entrepreneurship and small business management. The management program helps prepare students for a variety of positions in regional, national, or international organizations or to pursue graduate studies.

Accreditation: AACSB

Learning Outcomes

Students will be able to examine and analyze basic employment-related data.

Students will be able to identify and evaluate issues involved in international business relationships.

Students will be able to identify basic principles associated with leadership.

Management majors will demonstrate a more comprehensive knowledge of management concepts and principles as compared to non-management BBA majors as a whole.

Status*



Active-Visible



Inactive-Hidden

Program Location*

Carrollton

Curriculum Information

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area M:

(Grade of C or higher)

must include:

**MATH 1111 College Algebra
[Right] (or)**

MATH 1113 Precalculus

Field of Study: 18 Hours

A: 6 Hours

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

B: 6 Hours

**ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics**

C: 3 Hours

**BUSA 2106 Legal and Ethical Environment of
Business**

D: 3 Hours

CISM 2201 Foundations of Spreadsheet Analysis

Business Core (27 Hours)

This Business Core courses are required of each RCOB major pursuing a B.B.A. Degree.

ABED 3100 Business Communication

CISM 3330 Management of Information Systems

ECON 3402 Statistics for Business I

ECON 3406 Statistics for Business II

FINC 3511 Corporate Finance

MGNT 3600 Principles of Management

MGNT 3615 Operations Management

MKTG 3803 Principles of Marketing

MGNT 4625 International Management

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

B.B.A. - Management (24 Hours)

Required Courses (For all Concentrations) (12 Hours)

Unless otherwise noted, these four courses must be taken by all Management Majors regardless of their concentrations. If MGNT 3633 is not available, students may substitute MKTG 3808.

MGNT 3605 Organizational Behavior

MGNT 3633 Research Methods for Managers

[After] If MGNT 3633 is not available, MKTG 3808 is allowed as a substitute.

[After] For the Construction Management concentration CMGT 3720 replaces MGNT 3633

MGNT 4620 Human Resource Management

MGNT 4660 Strategic Management

[After] For the Construction Management concentration, CMGT 4740 will replace MGNT 4660

Traditional Management Concentration (12 Hours)

The Traditional Concentration requires 12 credit hours. Students must take MGNT 3618 . Students may then select three additional courses (9 credit hours) from the list provided.

MGNT 3618 Becoming an Entrepreneur

[After]

Traditional Concentration Selects (Choose 3):

MGNT 3602 Business Law

MGNT 3603 The Creative Startup

MGNT 3611 Leadership

MGNT 3625 Contemporary Issues in Management

MGNT 3627 Managing Cultural Differences

MGNT 3635 Small Business Survival Skills

MGNT 3640 Lean Six Sigma

MGNT 3645 Sustainability and CSR

MGNT 4330 Enterprise Architecture

MGNT 4355 Cyber Security

MGNT 4610 Logistics

MGNT 4615 Supply Chain Management

MGNT 4616 Project Management Applications

MGNT 4621 Human Resource Applications and Analytics

MGNT 4630 Negotiation and Conflict Management

MGNT 4640 Employment Law

MGNT 4681 Employee Total Rewards

MGNT 4682 Special Problems in Management

MGNT 4684 Management Study Abroad

MGNT 4686 Business Internship (Management)

Human Resource Management Concentration (12 Hours)

For the Human Resource Management Concentration, students must take MGNT 4621, MGNT 4640, MGNT 4681, and one additional select course (taken from the list provided).

MGNT 4621 Human Resource Applications and Analytics

MGNT 4640 Employment Law
MGNT 4681 Employee Total Rewards

[After]

Human Resource Management Concentration
Select (Choose 1):

MGNT 3602 Business Law
MGNT 3611 Leadership
MGNT 3618 Becoming an Entrepreneur
MGNT 3625 Contemporary Issues in Management
MGNT 3627 Managing Cultural Differences
MGNT 3645 Sustainability and CSR
MGNT 4630 Negotiation and Conflict Management
MGNT 4680 Human Resources Practicum
MGNT 4682 Special Problems in Management
MGNT 4684 Management Study Abroad
MGNT 4686 Business Internship (Management)

Entrepreneurship and Small Business Management Concentration (12 Hours)

For the Entrepreneurship and Small Business Management Concentration, students must take MGNT 3603, MGNT 3618, MGNT 3635, and one additional select course (taken from the list provided).

MGNT 3603 The Creative Startup
MGNT 3618 Becoming an Entrepreneur
MGNT 3635 Small Business Survival Skills
[After]

Small Business Management Concentration
Select (Choose 1):

MGNT 3602 Business Law
MGNT 3611 Leadership
MGNT 3625 Contemporary Issues in Management
MGNT 3627 Managing Cultural Differences
MGNT 3640 Lean Six Sigma
MGNT 3645 Sustainability and CSR
MGNT 4610 Logistics
MGNT 4615 Supply Chain Management
MGNT 4616 Project Management Applications
MGNT 4630 Negotiation and Conflict Management
MGNT 4640 Employment Law
MGNT 4681 Employee Total Rewards
MGNT 4682 Special Problems in Management
MGNT 4684 Management Study Abroad
MGNT 4686 Business Internship (Management)

Supply Chain Management Concentration (12 Hours)

For the Supply Chain Management Concentration, students must take MGNT 3640, MGNT 4610, MGNT 4615 and one additional select course (taken from the list provided).

MGNT 3640 Lean Six Sigma
MGNT 4610 Logistics
MGNT 4615 Supply Chain Management
[After]

**Supply Chain Management Concentration Select
(Choose 1):**

MGNT 3611 Leadership
MGNT 3618 Becoming an Entrepreneur
**MGNT 3625 Contemporary Issues in
Management**
MGNT 3627 Managing Cultural Differences
MGNT 3645 Sustainability and CSR
MGNT 4616 Project Management Applications
**MGNT 4630 Negotiation and Conflict
Management**
MGNT 4682 Special Problems in Management
MGNT 4684 Management Study Abroad
MGNT 4686 Business Internship (Management)

Project Management Concentration (12 Hours)

**MGNT 3400 Introduction to Project
Management**
MGNT 3405 Event Planning and Management
MGNT 4616 Project Management Applications
[Before]Take 1 of the following courses:

MGNT 3603 The Creative Startup
MGNT 3611 Leadership
MGNT 3618 Becoming an Entrepreneur
**MGNT 3625 Contemporary Issues in
Management**
MGNT 3635 Small Business Survival Skills
MGNT 3640 Lean Six Sigma
MGNT 3645 Sustainability and CSR
MGNT 4610 Logistics
MGNT 4615 Supply Chain Management
MGNT 4681 Employee Total Rewards
MGNT 4684 Management Study Abroad

Construction Management Concentration (18 hours)

CMGT 3700 Introduction to Construction Management

CMGT 3720 Construction Graphics and Communications

CMGT 3740 Construction Management Internship

CMGT 4720 Construction Cost Estimating and Management

CMGT 4700 Construction Planning and Scheduling

CMGT 4740 Construction Management Capstone

Approved Electives (9 Hours)

Elective 1 (3 Hours)

Elective 2 (3 Hours)

Elective 3 (3 Hours)

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  and proceed.

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

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

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

Justification and Assessment

Rationale* Construction Management is in high demand in today's work environment. The concentration in Construction Management is designed to align with the five core objectives of modern construction projects: Safety, Time, Cost, Quality, and Environmental Responsibility. To achieve these goals, the curriculum includes six courses that integrate technical knowledge with project management, financial analysis, safety practices, and sustainable construction principles.

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

na

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

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

Check all that apply to this program*

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

SACSCOC Comments Assessment - In addition the proposed concentration in Construction Management, the B.B.A. in Management Program also has concentrations in Human Resource Management, Entrepreneurship, Supply Chain Management, and Project Management. These concentrations are embedded in the BBA in Management and not require separate assessment each year.

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI 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

Concentration: Construction Management

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]				Core Area F [2]			18 HRS
IMPACTS C = Comm. in Writing			6 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
IMPACTS M = Math/Quant			3 HRS	CISM 2201	3		
Elective (MATH 1111*)	3			ECON 2105	3		
IMPACTS I = Institutional Priorities			5 HRS	ECON 2106	3		
Elective (COMM 1110 or ENGL 2050) *	3						
Elective	2			BUSINESS CORE [2]			27 HRS
IMPACTS A = Arts & Humanities			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
IMPACTS T = Tech, Science, Math			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
Elective	3			MGNT 3615	3		
IMPACTS P = Political Sci/US Hist			6 HRS	MKTG 3803	3		
HIST 2111 or 2112	3			MGNT 4625 [3]	3		
POLS 1101	3						
IMPACTS S = Social Sciences			6 HRS	MAJOR COURSES [2]			24 HRS
HIST 1111 or 1112	3			MGNT 3605	3		
Elective (PSYC1101 or SOCI 1101)*	3			CMGT 3700 Intro to Const Mgnt	3		
* In IMPACTS above, * indicates suggestions for electives.				MGNT 4620	3		
[1] Attain a minimum overall GPA of 2.0 for graduation.				CMGT 4740 Capstone	3		
[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.				Concentration in Construction Management			
[3] If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.				CMGT 3720 Const Graphics/Comm	3		
[4] At least one elective must be taken in the RCOB or from approved FinTech courses.				CGMT 3740 Const Internship	3		
Revised 7-18-2025				CGMT 4700 Const Plan/Scheduling	3		
				CMGT 4720 Const Cost Est and Mgnt	3		
				APPROVED ELECTIVES [4]			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

**2026-2027
Program Map
Concentration
Construction Management**

YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
CMGT 3700	3		CMGT 3720	3
SEMESTER TOTAL	3		SEMESTER TOTAL	3
Milestones			Milestones	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher.		

YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
CMGT 4700	3		GMGT 3740	3
CMGT 4720	3		GMGT 4740	3
SEMESTER TOTAL	6		SEMESTER TOTAL	6
Milestones			Milestones	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

Minor in Construction Management

2026-2027 Undergraduate New Program Request

General Information

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Program Type*

- ☐ Degree Program
☐ Embedded Certificate
☐ Stand-Alone Certificate
☐ Endorsement
☒ Minor

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*

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

Program Information

Program Type*

Minor

Program Name* Minor in Construction Management

Degree Type*

Minor

Program Description* The minor in Construction Management is designed to align with the five core objectives of modern construction projects: Safety, Time, Cost, Quality, and Environmental Responsibility. To achieve these goals, the curriculum includes five courses that integrate technical knowledge with project management, financial analysis, safety practices, and sustainable construction principles.

Program Location*

Carrollton

Status*

☒ Active-Visible

☐ Inactive-Hidden

How will the proposed program be delivered?*

- ☐ On Campus - A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).
- ☒ Hybrid - A program of study leading to a degree completed with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.
- ☐ Online - A program of student which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).
- ☐ On Campus or Hybrid
- ☐ On Campus or Online
- ☐ Hybrid or Online
- ☐ On Campus or Hybrid or Online

Curriculum Information

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

A *Shared Core* is a group of courses shared by multiple entitites. For example, Music has a variety of tracks but all tracks share the same core.

Type of Program*

- ☒ Program
- ☐ Shared Core

PROGRAM CURRICULUM

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

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

Step 1

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

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

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

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

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

Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Prospective
Curriculum*

Required Courses

CMGT 3700 Introduction to Construction
Management

CMGT 3720 Construction Graphics and
Communications

CMGT 4700 Construction Planning and
Scheduling

CMGT 4720 Construction Cost Estimating and
Management

CMGT 4740 Construction Management
Capstone

Rationale* There is a growing demand for construction-focused programs in universities. A minor in this area would benefit many majors at UWG, including Earth and Environmental Science, Accounting, Geography, etc. We are in the process of establishing a concentration within the BBA in Management for Construction Management. And we would like for students outside of the management major to have the opportunity to include a construction management minor if it aligns with their career goals.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. Students will be able to examine and analyze basic employment-related data.
2. Students will be able to identify basic principles associated with leadership.
3. Students will be able to identify and evaluate issues involved in international business relationships.
4. Management majors will demonstrate a comprehensive knowledge of management concepts and principles.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☒ None of these apply

SACSCOC Comments Assessment - In addition to a concentration in Construction Management, the B.B.A. in Management Program also has concentrations in Human Resource Management, Entrepreneurship, and Supply Chain Management. Each of these has a minor that does not require separate assessment each year; therefore, a separate assessment plan for the Construction Management Minor is similarly not required.

SACSCOC - The proposed minor does not represent a significant departure from existing course offerings and programs. There are no new instructional sites at which more than 50% of the minor will be offered. There are no cooperative academic arrangements outside of UWG or other SACSCOC substantive changes associated with the minor, and there are no known implications requiring communication with SACSCOC for this proposed minor.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

USGBOR One Step Proposal* ☐ I have attached the USGBOR One Step Proposal.
☒ N/A (minor, embedded certificate)

Program Map* ☒ I have attached the Program Map.

Assessment Plan* ☐ I have attached the Assessment Plan.
☒ Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

Curriculum and Assessment Map* ☒ I have attached the Curriculum and Assessment Map.

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

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

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE							
	DEPARTMENT:	Management			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	PROGRAM:	Minor - Construction Management	COURSES		Students will be able to examine and analyze basic employment-related data.	Students will be able to identify basic principles associated with leadership.	Students will be able to identify and evaluate issues involved in international business relationships.	Management majors will demonstrate a comprehensive knowledge of management concepts and principles.
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1	CMGT 3700	R			
			2	CMGT 3720				
			3	CMGT 4700	R	R		
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	CMGT 4720	R			R
			5	CMGT 4740	R	R		R
			6					
			7					
			8					
			9					
			10					
			11					
			12					
			13					
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.	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.		14					
			15					
			16					
			17					
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.	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.		18					
			19					
			20					

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20					
		21					
		22					

**2026-2027
Program Map
Minor
Construction Management**

YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
CMGT 3700	3		CMGT 3720	3
SEMESTER TOTAL	3		SEMESTER TOTAL	3
Milestones			Milestones	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher.		

YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
CMGT 4700	3		GMGT 4740	3
CMGT 4720	3			
SEMESTER TOTAL	6		SEMESTER TOTAL	3
Milestones			Milestones	

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SEMESTER TOTAL			SEMESTER TOTAL	
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SEMESTER TOTAL			SEMESTER TOTAL	
Milestones			Milestones	

TERM 1	
Course	Credits
SEMESTER TOTAL	
Milestones	

		YE
TERM 1		
Course		Credits
SEMESTER TOTAL		
Milestones		

TERM 2	
Course	Credits
SEMESTER TOTAL	
Milestones	

4		
TERM 2		
Course		Credits
SEMESTER TOTAL		
Milestones		

CMGT - 3700 - Intro to Construction Management

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

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 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 ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

Course Number* 3700

Course Title* Intro to Construction Management

Long Course Title Introduction to Construction Management

Course Type*

Catalog Course Description* Introduction to the construction industry and construction management—characteristics of the construction industry, project life-cycle and stakeholders, the roles and responsibilities of construction managers; fundamentals of sustainable technologies and practices for built environment, including the USGBC LEED Certificate Program; introduction to light and heavy infrastructure systems—structure, finish, mechanical, electrical, and plumbing systems, materials and methods, and construction process; lab activities may include performing fabrication and assembly, field work, and tests.

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

Is this a General Education course?* ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* This is one of six courses that will be required for the management concentration in "Construction Management." This is the first of the six courses that students will take as a sophomore or junior.

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

1. Describe the nature of the construction industry.
2. Describe the life cycle of construction and stakeholders involved.
3. Discuss main types of construction systems.
4. Identify and describe the composition, properties, and standards of construction materials.
5. Identify and describe the equipment and construction processes used in light and heavy construction.
6. Explain the principles and fundamentals of sustainability in construction.

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 its 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?* na

Fee Justification na

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

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



Introduction to Construction Management

CMGT-3700

Fall 2026 Section E01 3 Credits

Description

Introduction to the construction industry and construction management—characteristics of the construction industry, project life-cycle and stakeholders, the roles and responsibilities of construction managers; fundamentals of sustainable technologies and practices for built environment, including the USGBC LEED Certificate Program; introduction to light and heavy infrastructure systems—structure, finish, mechanical, electrical, and plumbing systems, materials and methods, and construction process; lab activities may include performing fabrication and assembly, field work, and tests.

Required Course for Construction Management Concentration

Prerequisites: None

Corequisites:

Contact Information

Per course schedule

Instructor:

Email:

Office location and office phone:

Office hours:

Meeting Times

Per course schedule

Materials

Required Text: Construction Materials, Methods, and Techniques, 5th Edition, by William Spence and Eva Kultermann, Thompson/Delmar Learning, 2021, ISBN: 978-0357513835.

Required Electronic Course Materials: None

Recommended: None

Optional Material: None

Software Used in This Class: None

Outcomes

This course supports the following learning outcomes:

1. Describe the nature of the construction industry.
2. Describe the life cycle of construction and stakeholders involved.
3. Discuss main types of construction systems.
4. Identify and describe the composition, properties, and standards of construction materials.
5. Identify and describe the equipment and construction processes used in light and heavy construction.
6. Explain the principles and fundamentals of sustainability in construction.

□ Evaluation

Criteria

Type	Weight	Notes
Exams	60 %	Four exams (closed-book tests, 15%/each) will be given this semester. Questions will be taken from course lectures and lab activities.
Projects	30 %	Three projects (10 %/each) will be given this semester. Project 1: Construction Materials and Method Study 1 – Structure Construction Project 2: Construction Materials and Method Study 2 – Finish Construction Project 3: Research on Infrastructure Sustainability and Resiliency
Participation	10 %	Class attendance and participation in discussion
TOTAL	100 %	

Breakdown

Grade	Range	Notes
A	90 – 100 %	
B	80 – 89.99 %	
C	70 – 79.99 %	
D	60 – 69.99 %	
F	0 – 59.99 %	

□ Assignments

...

□ Schedule

The schedule provides a general plan for the course. Schedule is subject to change at the discretion of the instructor. Changes will be announced in CourseDen.

When	Topic	Notes
Week 1	What is construction? Past, now, and future	Lecture: Lesson 1 Lab: Introduction
Week 2	What is construction management?	Lecture: Lesson 2 Lab: Drawing study

Week 3	Construction materials and methods (CMM) – Earthwork systems	Lecture: Lesson 3 Lab: Soil test
Week 4	CMM – Foundation systems	Lecture: Lesson 4 Lab: Site Visit
Week 5	CMM – Substructure system	Lecture: Lesson 5 Lab: Structure construction exercise 1
Week 6	CMM – Super structure system 1	Lecture: Lesson 6 Lab: Structure construction exercise 2
Week 7	CMM – Super structure system 2	Lecture: Lesson 7 Lab: Structural construction exercise 3
Week 8	CMM – Super structure system 3	Lecture: Lesson 8 Lab: Concrete test
Week 9	CMM – Finish system – 1	Lecture: Lesson 9 Lab: Guest speaker in class
Week 10	CMM – Finish system – 2	Lecture: Lesson 10 Lab: Finish construction exercise 1
Week 11	CMM – Finish system – 3	Lecture: Lesson 11 Lab: Finish construction exercise 2
Week 12	CMM – Mechanical, Electrical, Plumbing (MEP) system 1	Lecture: Lesson 12 Lab: MEP exercise 1
Week 13	CMM – Mechanical, Electrical, Plumbing (MEP) system 2	Lecture: Lesson 13 Lab: MEP exercise 2
Week 14	Sustainability – USGBC LEED System	Lecture: Lesson 14 Lab: Project Presentation
Week 15	Infrastructure resiliency	Lecture: Lesson 15 Lab: Project Presentation
Buffer of one week for the Spring Break or Thanksgiving week		

□ Generative Artificial Intelligence Course Policy

Artificial Intelligence (AI): Please note that Generative AI (e.g. Copilot) is not allowed in this course for completing assignments or exams.

□ College/School Policies

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

CMGT - 3720 - Construct Graphics & Comm

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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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 ☐ Yes

College course? * ☒ No

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

Course Information

Course Prefix *

Course Number * 3720

Course Title * Construct Graphics & Comm

Long Course Title Construction Graphics and Communications

Course Type *

Catalog Course Description * Study and practice visualization, interpretation, and communication of graphical geometry in manual and digital construction and engineering design; emphasis on developing hand-sketching abilities, reading and analyzing construction documents, and applying computer-aided design and fundamentals of information modeling software.

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 CMGT 3700

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions na

Is this a General Education course?* ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

1

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* CMGT is the second of six courses that will be required in the new Construction Management concentration and minor.

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

1. Discover sketching and lettering for communicating ideas.
2. Read, interpret, and analyze construction drawings to manage construction projects.
3. Produce drafts and sketches to communicate ideas and details for construction.
4. Apply computer-aided design technologies such as CAD and BIM at an entry-level.

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

If yes, what will the fee be?* na

Fee Justification na

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

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



Construction Graphics and Communications

CMGT-3720

Spring 2027 Section E01 3 Credits

□ Description

Study and practice visualization, interpretation, and communication of graphical geometry in manual and digital construction and engineering design; emphasis on developing hand-sketching abilities, reading and analyzing construction documents, and applying computer-aided design and fundamentals of information modeling software.

Required Course for Construction Management Concentration

Prerequisites: CMGT 3700

Corequisites:

□ Contact Information

Per course schedule

Instructor:

Email:

Office location and office phone:

Office hours:

□ Meeting Times

Per course schedule

□ Materials

Required Text: Print and Specification Reading for Construction, Ron Russell, John Wiley & Sons, 2024, ISBN: 978-1394202553.

Required Materials: Sketchbook for art (11x14, wire spiral-bound), Engineering computation pad, 12" engineers' scale, pencils (mechanical pencil 0.5mm, wood pencil 2B, H, 2H), eraser, one 45 degree triangle (6" or larger), and one 30/60 degree triangle (8" or larger), Circle/Curve template, and Compass

Required Electronic Course Materials: None

Recommended: None

Optional Material: None

Software Used in This Class: Autodesk Revit and AutoCAD

□ Outcomes

1. Discover sketching and lettering for communicating ideas.
2. Read, interpret, and analyze construction drawings to manage construction projects.
3. Produce drafts and sketches to communicate ideas and details for construction.
4. Apply computer-aided design technologies such as CAD and BIM at an entry-level.

□ Evaluation

Criteria

Type	Weight	Notes
Exams	30 %	Two exams (closed-book tests, 15%/each) will be given this semester. Questions will be taken from course lectures and lab activities.
Projects	60 %	Three projects (20 %/each) will be given this semester. Project 1: Print reading and design analysis Project 2: Sketching and drafting – Site layout Project 3: 3D modeling
Participation	10 %	Class attendance and participation in discussion
TOTAL	100 %	

Breakdown

Grade	Range	Notes
A	90 – 100 %	
B	80 – 89.99 %	
C	70 – 79.99 %	
D	60 – 69.99 %	
F	0 – 59.99 %	

□ Assignments

...

□ Schedule

The schedule provides a general plan for the course. Schedule is subject to change at the discretion of the instructor. Changes will be announced in CourseDen.

When	Topic	Notes
Week 1	Construction Drawings and Documents (CDD) – Intro to construction drawings and documents	Lecture: Lesson 1 Lab: Introduction
Week 2	CDD – Print reading and analysis 1	Lecture: Lesson 2 Lab: Print reading exercise 1
Week 3	CDD – Print reading and analysis 2	Lecture: Lesson 3 Lab: Print reading exercise 2
Week 4	CDD – Print reading and analysis 3	Lecture: Lesson 4 Lab: Design analysis exercise 1

Week 5	CDD – Print reading and analysis 4	Lecture: No Lab: Design analysis exercise 2
Week 6	CDD – Print reading and analysis 5	Lecture: PJ 1 presentation Lab: Site Visit
Week 7	Sketching and Drafting (SD) - Intro to sketching and drafting	Lecture: Lesson 5 Lab: Sketching and drafting exercise I
Week 8	SD – Sketching	Lecture: No Lab: Sketching and drafting exercise I
Week 9	SD – Drafting	Lecture: PJ 2 (SD) presentation Lab: Sketching and drafting exercise I
Week 10	Computer-aided Design Technologies (CDT) – Intro to computer-aided design	Lecture: Lesson 6 Lab: Guest Speaker – Design Professional
Week 11	CDT – Application of computer-aided design tools for construction management	Lecture: Lesson 7 Lab: Modeling exercise
Week 12	CDT – Modeling 1	Lecture: Lesson 8 - Tutorial Lab: Modeling exercise
Week 13	CDT – Modeling 2	Lecture: Lesson 9 - Tutorial Lab: Modeling exercise
Week 14	CDT – Modeling 3	Lecture: Lesson 10 - Tutorial Lab: Modeling exercise
Week 15	CDT – Modeling 3	Lecture: PJ 3 presentation Lab: PJ 3 presentation
Buffer of one week for the Spring Break or Thanksgiving week		

□ Generative Artificial Intelligence Course Policy

Artificial Intelligence (AI): Please note that Generative AI (e.g. Copilot) is not allowed in this course for completing assignments or exams.

□ College/School Policies

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

CMGT - 3740 - Construct Mgmt Internship

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

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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 ☐ Yes

College course? * ☒ No

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

Course Information

Course Prefix *

CMGT

Course Number * 3740

Course Title * Construct Mgmt Internship

Long Course Title Construction Management Internship

Course Type *

Management

Catalog Course Description * Pre-planned, unique practicum that provides knowledge and skills not found in the traditional classroom setting; obtaining real-world experience in field management, office operations, construction management practices, and project administration; delivery of a final report and oral presentation.

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 CMGT 3720

Concurrent Prerequisites na

Corequisites na

Cross-listing na

Restrictions na

Is this a General Education course?* ☐ Yes ☒ No

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

☐ Area A

☐ Area B

☐ Area C

☐ Area D

☐ Area E

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

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

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

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

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

1

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is the third of six courses in the new Construction Management concentration and minor.

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

1. Examine the construction industry's planning, design, and field operations, including the interrelations among the various tasks and participants in the construction process.
2. Develop and apply construction management skills and knowledge.
3. Develop and demonstrate appropriate workplace behavior, such as punctuality, dependability, teamwork, problem-solving, etc.
4. Describe and evaluate the placement organization and the entire internship experience.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

If yes, what will the fee be?* na

Fee Justification na

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

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



Construction Management Internship

CMGT-3740

Summer 2027 Section E01 3 Credits

Description

Pre-planned, unique practicum that provides knowledge and skills not found in the traditional classroom setting; obtaining real-world experience in field management, office operations, construction management practices, and project administration; delivery of a final report and oral presentation.

Elective Course for Construction Management Concentration

Prerequisites: CMGT 3720

Corequisites:

Contact Information

Per course schedule

Instructor:

Email:

Office location and office phone:

Office hours:

Meeting Times

Per course schedule

Materials

Required Text: None

Required Electronic Course Materials: None

Recommended: None

Optional Material: None

Software Used in This Class: None

□ Outcomes

This course supports the following learning outcomes:

1. Examine the construction industry's planning, design, and field operations, including the interrelations among the various tasks and participants in the construction process.
2. Develop and apply construction management skills and knowledge.
3. Develop and demonstrate appropriate workplace behavior, such as punctuality, dependability, teamwork, problem-solving, etc.
4. Describe and evaluate the placement organization and the entire internship experience.

□ Evaluation

Criteria

Type	Weight	Notes
Internship packet	10 %	Students must submit the required internship packet to obtain approval for the internship position before the first-class day.
Final report	40 %	A technical report, focusing on the notable observations and lessons-learned
Presentation	20 %	Oral presentation based on the final report
Daily log	10 %	Daily report per the company practice
Employer evaluation	10 %	Survey
Student self-evaluation	10 %	Survey
TOTAL	100 %	

Breakdown

Grade	Range	Notes
A	90 – 100 %	
B	80 – 89.99 %	
C	70 – 79.99 %	
D	60 – 69.99 %	
F	0 – 59.99 %	

□ Assignments

...

□ Schedule

The schedule provides a general plan for the course. Schedule is subject to change at the discretion of the instructor. Changes will be announced in CourseDen.

When	Topic	Notes
Week 0	Internship Orientation Meeting	In-person meeting To be held prior to the beginning of internship
Week 5	Intermediate Progress Update Meeting	Online meeting To be held at the end of the fifth week.
Week 10	Final Reflecting Meeting	In-person meeting To be held in the last week. All expected deliverables are due this week. Oral presentation during the meeting.

□ Generative Artificial Intelligence Course Policy

Artificial Intelligence (AI): Please note that Generative AI (e.g. Copilot) is not allowed in this course for completing assignments or exams.

□ College/School Policies

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

CMGT - 4700 - Const Planning and Scheduling

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

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

College - School/
Department*

Department of 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 ☐ Yes

College course?* ☒ No

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

Course Information

Course Prefix*

CMGT

Course Number* 4700

Course Title* Const Planning and Scheduling

Long Course Title Construction Planning and Scheduling

Course Type*

Management

Catalog Course Description* Analysis of project documents to develop and manage project execution plans and schedules; planning and scheduling methods and techniques—work breakdown structure, CPM, PERT, and other scheduling techniques; construction resource allocation and management; monitoring and controlling project status and performance; computer-based planning and scheduling.

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 CMGT 3720

Concurrent Prerequisites na

Corequisites na

Cross-listing na

Restrictions na

Is this a General Education course?* ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading* Undergraduate Standard Letter

Justification and Assessment

Rationale* This is the fourth of six courses in the new Construction Management concentration and minor.

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

1. Understand the concepts of planning and control of construction project.
2. Identify the factors affecting project planning and schedule.
3. Apply the fundamentals of planning-work breakdown structure, estimating duration, logic.
4. Create and manage schedules using Bar Charts, CPM, PERT, and Repetitive Scheduling methods.
5. Create and manage schedules using computerized scheduling methods.
6. Practice project monitoring and progress reporting.

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

If yes, what will the fee be?* na

Fee Justification na

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

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



Construction Planning and Scheduling

CMGT-4700

Fall 2027 Section E01 3 Credits

Description

Analysis of project documents to develop and manage project execution plans and schedules; planning and scheduling methods and techniques—work breakdown structure, CPM, PERT, and other scheduling techniques; construction resource allocation and management; monitoring and controlling project status and performance; computer-based planning and scheduling.

Required Course for Construction Management Concentration

Prerequisites: CMGT 3720

Corequisites:

Contact Information

Per course schedule

Instructor:

Email:

Office location and office phone:

Office hours:

Meeting Times

Per course schedule

Materials

Required Text: Construction Planning and Scheduling, 4th Edition, Jimmie W. Hinze, Prentice Hall, ISBN-13: 978-0132473989, ISBN-10: 0132473984

Required Electronic Course Materials: None

Recommended: None

Optional Material: None

Software Used in This Class: Oracle Primavera P6

Outcomes

This course supports the following learning outcomes:

1. Understand the concepts of planning and control of construction project.
2. Identify the factors affecting project planning and schedule.
3. Apply the fundamentals of planning-work breakdown structure, estimating duration, logic.
4. Create and manage schedules using Bar Charts, CPM, PERT, and Repetitive Scheduling methods.
5. Create and manage schedules using computerized scheduling methods.
6. Practice project monitoring and progress reporting.

□ Evaluation

Criteria

Type	Weight	Notes
Exams	60 %	Four exams (closed-book tests, 15%/each) will be given this semester. Questions will be taken from course lectures and lab activities.
Projects	30 %	Three projects (10 %/each) will be given this semester. Project 1 Project 2 Project 3
Participation	10 %	Class attendance and participation in discussion
TOTAL	100 %	

Breakdown

Grade	Range	Notes
A	90 – 100 %	
B	80 – 89.99 %	
C	70 – 79.99 %	
D	60 – 69.99 %	
F	0 – 59.99 %	

□ Assignments

....

□ Schedule

The schedule provides a general plan for the course. Schedule is subject to change at the discretion of the instructor. Changes will be announced in CourseDen.

When	Topic	Notes
Week 1	Introduction to planning and scheduling	Lecture: Lesson 1

Week 2	Work Decomposition and Work Breakdown Structure	Lecture: Lesson 2
Week 3	Estimating process and job logic development	Lecture: Lesson 3
Week 4	CPM – Arrow Diagram Method	Lecture: Lesson 4
Week 5	CPM – Precedence Diagram Method	Lecture: Lesson 5
Week 6	Program Evaluation and Review Technique (PERT)	Lecture: Lesson 6
Week 7	Repetitive Construction Scheduling	Lecture: Lesson 7
Week 8	Computerized planning and Scheduling – 1	Lecture: Software Tutorial 1
Week 9	Computerized planning and Scheduling – 2	Lecture: Software Tutorial 2
Week 10	Computerized planning and Scheduling – 3	Lecture: Software Tutorial 3
Week 11	Computerized planning and Scheduling – 4	Lecture: Software Tutorial 4
Week 12	Computerized planning and Scheduling – 5	Lecture: Software Tutorial 5
Week 13	Cash Flow Analysis	Lecture: Lesson 8
Week 14	Earned Value Management System	Lecture: Lesson 9
Week 15	Project Presentation	Lecture: None
Buffer of one week for the Spring Break or Thanksgiving week		

□ Generative Artificial Intelligence Course Policy

Artificial Intelligence (AI): Please note that Generative AI (e.g. Copilot) is not allowed in this course for completing assignments or exams.

□ College/School Policies

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

CMGT - 4720 - Construction Cost Est and Mgmt

2026-2027 Undergraduate New Course Request

Introduction

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

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

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

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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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 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 ☐ Yes

College course? * ☒ No

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

Course Information

Course Prefix *

CMGT

Course Number * 4720

Course Title * Construction Cost Est and Mgnt

Long Course Title Construction Cost Estimating and Management

Course Type *

Management

Catalog Course Description * Determining required quantities of construction materials; estimation of construction project costs—direct and indirect, labor, material and equipment—from construction documents; preparation of a complete bid proposal ready for project execution; contract procedures, bidding, changes, substitutions, specifications, insurance, bonding, claims, disputes and payments; computer-based estimating.

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 CMGT 3720

Concurrent Prerequisites na

Corequisites na

Cross-listing na

Restrictions na

Is this a General Education course?* ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This is the fifth of six courses that will comprise the new Construction Management concentration and minor.

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

1. Measure takeoff of quantities, develop pricing, and use price databases.
2. Estimate the direct and indirect costs, including depreciation, labor and equipment productivity factors, insurance, bonding, marking and general administrative expenses.
3. Demonstrate an analytical understanding of the payment processes and the time value of money including present & future worth.
4. Demonstrate an analytical understanding of cost accounting and industry formats.
5. Apply computerized cost estimating.

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

If yes, what will the fee be?* na

Fee Justification na

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

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



Construction Cost Estimating and Management

CMGT-4720

Spring 2028 Section E01 3 Credits

Description

Determining required quantities of construction materials; estimation of construction project costs—direct and indirect, labor, material and equipment—from construction documents; preparation of a complete bid proposal ready for project execution; contract procedures, bidding, changes, substitutions, specifications, insurance, bonding, claims, disputes and payments; computer-based estimating.

Required Course for Construction Management Concentration

Prerequisites: CMGT 3720

Corequisites:

Contact Information

Per course schedule

Instructor:

Email:

Office location and office phone:

Office hours:

Meeting Times

Per course schedule

Materials

Required Textbook: Estimating Construction Costs, 6th Edition, by Robert Peurifoy, Garold Oberlender, McGraw-Hill, 2013. ISBN: 9780073398013

Required Electronic Course Materials: None

Recommended: None

Optional Material: None

Software Used in This Class: HeavyBid (IMPORTANT NOTE: HeavyBid is compatible with the Microsoft Windows operating system only. HeavyBid is not compatible with Mac OS. If you need an assistance for Windows running computer, please contact the IT department.)

□ Outcomes

This course supports the following learning outcomes:

1. Measure takeoff of quantities, develop pricing, and use price databases.
2. Estimate the direct and indirect costs, including depreciation, labor and equipment productivity factors, insurance, bonding, marking and general administrative expenses.
3. Demonstrate an analytical understanding of the payment processes and the time value of money including present & future worth.
4. Demonstrate an analytical understanding of cost accounting and industry formats.
5. Apply computerized cost estimating.

□ Evaluation

Criteria

Type	Weight	Notes
Exams	60 %	Four exams (closed-book tests, 15%/each) will be given this semester. Questions will be taken from course lectures and lab activities.
Projects	30 %	Three projects (10 %/each) will be given this semester. Project 1: Project 2: Project 3:
Participation	10 %	Class attendance and participation in discussion
TOTAL	100 %	

Breakdown

Grade	Range	Notes
A	90 – 100 %	
B	80 – 89.99 %	
C	70 – 79.99 %	
D	60 – 69.99 %	
F	0 – 59.99 %	

□ Assignments

...

□ Schedule

The schedule provides a general plan for the course. Schedule is subject to change at the discretion of the instructor. Changes will be announced in CourseDen.

When	Topic	Notes
Week 1	Intro to Construction Cost Estimating & Bid Documents	Lecture: Lesson 1
Week 2	Estimating Process and Conceptual Estimating	Lecture: Lesson 2
Week 3	Labor, Equipment, and Material Costs	Lecture: Lesson 3
Week 4	Costs for Earthwork and Foundation Construction	Lecture: Lesson 4
Week 5	Costs for Concrete Structures Construction	Lecture: Lesson 5
Week 6	Costs for Steel Structures and Masonry Construction	Lecture: Lesson 6
Week 7	Costs for Highways and Pavements Construction	Lecture: Lesson 7
Week 8	Costs for Miscellaneous Trades Construction I	Lecture: Lesson 8
Week 9	Costs for Miscellaneous Trades Construction II	Lecture: Lesson 9
Week 10	Total Cost of a Project	Lecture: Lesson 10
Week 11	Computerized Cost Estimating 1	Lecture: Software tutorial class
Week 12	Computerized Cost Estimating 2	Lecture: Software tutorial class
Week 13	Computerized Cost Estimating 3	Lecture: Software tutorial class
Week 14	Computerized Cost Estimating 4	Lecture: Software tutorial class
Week 15	Project Presentation	Lecture: Software tutorial class
Buffer of one week for the Spring Break or Thanksgiving week		

□ Generative Artificial Intelligence Course Policy

Artificial Intelligence (AI): Please note that Generative AI (e.g. Copilot) is not allowed in this course for completing assignments or exams.

□ College/School Policies

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

CMGT - 4740 - Construction Mgmt Capstone

2026-2027 Undergraduate New Course Request

Introduction

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Routing Information

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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 ☐ Yes

College course? * ☒ No

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

Course Information

Course Prefix *

Course Number * 4740

Course Title * Construction Mgnt Capstone

Long Course Title Construction Management Capstone

Course Type *

Catalog Course Description * Development of an actual construction project and/or a business plan; elements of project selection, administration, construction law/contract, field management, and quality; construction safety standards tools—OSHA safety requirements and job safety analysis; application of the principles of construction ethics; development of professional oral and written communication skills through prepared multi-media presentations.

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 CMGT 4700 and CMGT 4720

Concurrent Prerequisites na

Corequisites na

Cross-listing na

Restrictions na

Is this a General Education course?* ☐ Yes ☒ No

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

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

Status* ☒ Active-Visible ☐ Inactive-Hidden

Type of Delivery (Select all that apply)*

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

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

Grading*

Justification and Assessment

Rationale* This is sixth of six new courses comprising the new Construction Management concentration and minor.

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

1. Apply effective oral, written and graphic communication skills.
2. Use and present data/information to support decision-making and project management.
3. Apply various skills in team-based performance situations, such as leadership, and oral communication.
4. Demonstrate an entry-level ability to determine appropriate methods and proper sequence on real construction projects.S);
5. Develop and implement project/process planning and control, including estimating, scheduling, and contracting.
6. Determine and evaluate procedures, at an entry-level, to mitigate site safety hazards on real construction projects.
7. Develop a cash flow analysis, resource curve, and retained earnings for a construction project.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* ☒ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ☒ Library Resources are Adequate
☐ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

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

If yes, what will the fee be?* na

Fee Justification na

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

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



Construction Management Capstone

CMGT-4740

Fall 2028 Section E01 3 Credits

Description

Development of an actual construction project and/or a business plan; elements of project selection, administration, construction law/contract, field management, and quality; construction safety standards tools—OSHA safety requirements and job safety analysis; application of the principles of construction ethics; development of professional oral and written communication skills through prepared multi-media presentations.

Elective Course for Construction Management Concentration

Prerequisites: CMGT 4700 and CMGT 4720

Corequisites:

Contact Information

Per course schedule

Instructor:

Email:

Office location and office phone:

Office hours:

Meeting Times

.....

Materials

Required Text: None

Required Electronic Course Materials: None

Recommended: None

Optional Material: None

Software Used in This Class: Primavera P6, HeavyBid

Outcomes

This course supports the following learning outcomes:

1. Apply effective oral, written and graphic communication skills.
2. Use and present data/information to support decision-making and project management.
3. Apply various skills in team-based performance situations, such as leadership, and oral communication.
4. Demonstrate an entry-level ability to determine appropriate methods and proper sequence on real construction projects.S);
5. Develop and implement project/process planning and control, including estimating, scheduling, and contracting.
6. Determine and evaluate procedures, at an entry-level, to mitigate site safety hazards on real construction projects.
7. Develop a cash flow analysis, resource curve, and retained earnings for a construction project.

□ Evaluation

Criteria

Type	Weight	Notes
Report	50 %	A written, professional-level technical report as the final report of project. The report must present all outcomes.
Final Presentation	40 %	At the end of semester, each group will make an oral presentation.
Participation	10 %	Each member of a group will evaluate other members, i.e., peer evaluation.
TOTAL	100 %	

Breakdown

Grade	Range	Notes
A	90 – 100 %	
B	80 – 89.99 %	
C	70 – 79.99 %	
D	60 – 69.99 %	
F	0 – 59.99 %	

□ Assignments

...

□ Schedule

The schedule provides a general plan for the course. Schedule is subject to change at the discretion of the instructor. Changes will be announced in CourseDen.

When	Topic	Notes
Week 1	Introduction to Capstone Construction Project	Review by mentors and faculty advisor
Week 2	Project Initiation: Planning	Review by mentors and faculty advisor
Week 3	Prebid Preparations: Resource Identification	Review by mentors and faculty advisor
Week 4	Cost & Time Management I: Quantity Takeoffs	Review by mentors and faculty advisor
Week 5	Cost & Time Management II: Quoting and Scheduling	Review by mentors and faculty advisor
Week 6	Cost & Time Management III: Pricing Activities and Scheduling Analysis	Review by mentors and faculty advisor
Week 7	Cost & Time Management IV: Overall Costs and Project Schedule	Review by mentors and faculty advisor
Week 8	Cost & Time Management V: Summary	Review by mentors and faculty advisor
Week 9	Safety Management Plan	Review by mentors and faculty advisor
Week 10	Quality Management Plan	Review by mentors and faculty advisor
Week 11	Procurement Management Plan	Review by mentors and faculty advisor
Week 12	Summary of Management Plans	Review by mentors and faculty advisor
Week 13	Prep Final Presentation	Review by mentors and faculty advisor
Week 14	Final Presentation	Judges – Mentors, Faculty, and Invited Industry Experts
Week 15	Project Documentation 2	
Buffer of one week for the Spring Break or Thanksgiving week		

□ Generative Artificial Intelligence Course Policy

Artificial Intelligence (AI): Please note that Generative AI (e.g. Copilot) is not allowed in this course for completing assignments or exams.

□ College/School Policies

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

Nexus Supply Chain Management

2026-2027 Undergraduate Delete Program Request

General Information

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

Desired Effective
Semester - Please
update*

Spring

Desired Effective Year
- Please update*

2026

What would you like
to do?*

- ☒ Deactivate Existing Program
☐ Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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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

☐ Yes

☒ No

130 Is this a College of
Education Program?*

☐ Yes

☒ No

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

☐ Yes
☒ No

Program Information

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

Type of Program* ☒ Program
☐ Shared Core

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

DO NOT edit the imported information below.

Program Name* Nexus Supply Chain Management

Program Type*

Degree Type*

Program Location*

Program Description* The Nexus degree in Supply Chain Management is an excellent option for students who are working professionals, military members, or those 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.

Status* ☒ Active-Visible ☐ Inactive-Hidden

Core IMPACTS General Education Requirements: (42 Hours)

Core IMPACTS General Education Requirements

Core IMPACTS Area I

Section 1

Elective, 3 hours

Section 2

Elective, 2 hours

Core IMPACTS Area M

MATH 1111 College Algebra

Core IMPACTS Area P:

HIST 2111 U S History I (to 1865)
[Right] (or)

HIST 2112 U S History II (since 1865)
[Right] (and)

POLS 1101 American Government

Core IMPACTS Area A

Section 1

Elective, 3 hours

Elective, 3 hours

Section 2

Elective, 3 hours

Core IMPACTS Area C:

Both Required:

ENGL 1101 English Composition I
ENGL 1102 English Composition II

Core IMPACTS Area T:

Select from Option 1: Science Courses

Elective, 3 hours

Elective with Lab, 4 hours (and)

MATH 1413 Survey of Calculus

Core IMPACTS Area S

HIST 1111 Survey of World History/Civilization I
[Right] (or)

HIST 1112 Survey of World History/Civilization II
[Right] (and)

ECON 2105 Principles of Macroeconomics

Skills and Knowledge 12 hours

CISM 2201 Foundations of Spreadsheet Analysis

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

Justification and Assessment

Rationale* There is insufficient demand for this Nexus degree to justify continuing to offer this alternative. The program typically has less than five students and some of these students appear to be pursuing a Bachelors degree and just picking the Nexus degree because it is imbedded in the Bachelors degree. In our experience, the insufficient demand is primarily due to two reasons: (1) most individuals and employers are not familiar with a Nexus Degree and do not recognize it as a compelling degree; and (2) most of the courses are not focused on the "technical" aspects of Supply Chain Management, but rather on General Education Requirements (42 or the 60 hours) - we have found that most employers/employees are simply not interested in this approach.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

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

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

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

Program ID

Teach Out Plan (Nexus in Supply Chain Management)

Students will no longer be admitted into the program beginning Spring 2026. There are currently between 1-7 students remaining in the program.

Once approved by faculty senate, students will be notified of the decision to terminate this program by the RCOB academic advisors.

No courses will be impacted by this change. All courses in the Nexus curriculum will continue to be offered because the Concentration in Supply Chain Management will continue. Thus, there is minimal impact on courses, enrollment, students, or faculty/staff.

Project Management Minor

2026-2027 Undergraduate New Program Request

General Information

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

Desired Effective
Semester*

Fall

Desired Effective
Year*

2026

Program Type*

- ☐ Degree Program
☐ Embedded Certificate
☐ Stand-Alone Certificate
☐ Endorsement
☒ Minor

If embedded, please
list the parent
program.

na

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 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

Program Information

Program Type*

Minor

Program Name* Project Management Minor

Degree Type*

Minor

Program Description* A minor in Project Management focuses on organizing, monitoring, and completing projects from initiation to closure. Project Management skills are useful in careers such as event management, construction management, and informational technology.

Program Location*

Carrollton

Status*

☒ Active-Visible

☐ Inactive-Hidden

How will the proposed program be delivered?*

- ☐ On Campus - A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site. (This definition is consistent with SACSCOC requirements concerning notification of changes in delivery mode).
- ☐ Hybrid - A program of study leading to a degree completed with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.
- ☒ Online - A program of student which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).
- ☐ On Campus or Hybrid
- ☐ On Campus or Online
- ☐ Hybrid or Online
- ☐ On Campus or Hybrid or Online

Curriculum Information

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

A *Shared Core* is a group of courses shared by multiple entities. For example, Music has a variety of tracks but all tracks share the same core.

Type of Program*

- ☒ Program
- ☐ Shared Core

PROGRAM CURRICULUM

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

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

Step 1

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

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

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

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

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

Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Prospective
Curriculum*

Minor in Project Management

MGNT 3400 Introduction to Project
Management

MGNT 3405 Event Planning and Management

MGNT 3600 Principles of Management

MGNT 4616 Project Management Applications

MGNT 3xxx/4xxx 3 Hours of a MGNT course at
the 3000/4000 level

Justification and Assessment

Rationale* A minor in project management is useful across many different career paths such as event planners and construction managers. Developing techniques to keep projects on budget and on time is critical to successful completion. It is hoped that this minor will be attractive to students across many different disciplines. The Management Department already has an embedded concentration in project management in the BBA in Management. Thus, this minor simply opens up these courses to others who may be interested.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. Students will be able to examine and analyze basic employment-related data.
2. Students will be able to identify basic principles associated with leadership.
3. Students will be able to identify and evaluate issues involved in international business relationships.
4. Management majors will demonstrate a comprehensive knowledge of management concepts and principles.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu.

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☒ None of these apply

SACSCOC Comments na

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

USGBOR One Step Proposal* ☐ I have attached the USGBOR One Step Proposal.
☒ N/A (minor, embedded certificate)

Program Map* ☒ I have attached the Program Map.

Assessment Plan* ☐ I have attached the Assessment Plan.
☒ Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

Curriculum and Assessment Map* ☒ I have attached the Curriculum and Assessment Map.

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

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

**2025-2026
Program Map
Minor
Project Management**

YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
MGNT 3400 – Intro to Project Mgmt	3		MGNT 3605 – Event Planning	3
MGNT 3600 – Principles of Mgmt	3		MGNT 4616 – Proj Mgmt Applications	3
			MGNT 3xxx/4xxx	3
SEMESTER TOTAL	6		SEMESTER TOTAL	9
Milestones			Milestones	
Complete ENGL 1101; Required to earn C or higher.		Complete ENGL 1102; Required to earn C or higher.		

YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SEMESTER TOTAL			SEMESTER TOTAL	
Milestones			Milestones	

YEAR 3				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SEMESTER TOTAL			SEMESTER TOTAL	
Milestones			Milestones	
YEAR 4				
TERM 1			TERM 2	
Course	Credits		Course	Credits
SEMESTER TOTAL			SEMESTER TOTAL	
Milestones			Milestones	

TERM 1	
Course	Credits
SEMESTER TOTAL	
Milestones	

		YE
TERM 1		
Course		Credits
SEMESTER TOTAL		
Milestones		

TERM 2	
Course	Credits
SEMESTER TOTAL	
Milestones	

4	
TERM 2	
Course	Credits
SEMESTER TOTAL	
Milestones	

ECON - 1101 - Economics of Financial Literacy

2026-2027 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. Add course to core impacts area Social Sciences

Desired Effective Semester *

Fall

Desired Effective Year *

2026

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

Department/School *

Richards College of Business

Department of Economics

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

☐ Yes
☒ No

Is this a College of Education course? *

☐ Yes
☒ No

Is this a Department of Mass Communications course? *

☐ Yes
☒ No

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

☒ Yes
☐ No

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

☒ Yes ☐ No

List of Faculty Senate Action and Information Items

Course Information

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

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

Course Prefix*

ECON

Course Number* 1101

Course Title* Economics of Financial Literacy

Long Course Title

Course Type - DO NOT EDIT*

Economics

Catalog Course Description*

This course explores the microeconomic and macroeconomic principles that underpin financial literacy, emphasizing the importance of informed decision-making in personal finance. In this class, students will learn how to apply economic thinking to real-world financial situations and develop the skills necessary to make sound financial decisions. Specifically, students will learn how to use economic theories and concepts to make informed decisions about budgeting, cash flow management, maximizing their earnings potential, tax planning, obtaining and using credit, saving and investments, insurance and risk management, and retirement. The course will emphasize the importance of understanding the broader economic context when developing and implementing financial plans.

Prerequisites

Corequisites

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

3

Grading*

Graduate 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

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

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

Rationale* The USG and Ecore is requesting all campuses to have a financial literacy course in the core. The course was approved last year and this is intended to add the course to the core.

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 its 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* 200

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.* 0

Fee Justification* No Fees required

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* 60183



Economics - Financial Literacy

ECON-1101

Fall 2025 Section E01 3 Credits 08/13/2025 to 12/12/2025 Modified 08/11/2025



Description

This course explores the microeconomic and macroeconomic principles that underpin financial literacy, emphasizing the importance of informed decision-making in personal finance. In this class, students will learn how to apply economic thinking to real-world financial situations and develop the skills necessary to make sound financial decisions. Specifically, students will learn how to use economic theories and concepts to make informed decisions about budgeting, cash flow management, maximizing their earnings potential, tax planning, obtaining and using credit, saving and investments, insurance and risk management, and retirement. The course will emphasize the importance of understanding the broader economic context when developing and implementing financial plans.

Requisites

Prerequisites:

Corequisites:



Contact Information

Lecturer: Dr. Ruslan Galyamov

Email: rgalyamo@westga.edu

Office: Richards Hall 344

Phone: TBA

Website: TBA

Office hours are online.

Office Hours

Monday, Tuesday, 3:00 PM to 5:00 PM, MS Teams

Students may request specific times within this availability window via email at least 24 hours in advance.

Meeting Times

Fully 100% Online

CourseDen

This course is FULLY online with no in-person or synchronous class meetings. All work (including quizzes) will be completed virtually.

Materials

Digital Resources

Your professor has partnered with UWG Outfitters and VitalSource to provide the most cost-effective option for you to receive your digital course materials for this course. The material is provided to you through CourseDen as part of UWG's Day One Access program. The cost of the material will be added to your student account. You do not need to look elsewhere for the material. You can opt out of Day One Access before the end of drop/add, but you will be responsible for obtaining the material on your own without the lower discounted rate. Please be on the lookout for a welcome email from UWG Outfitters (email address will be westga@verbasoftware.com) on the first day of class for instructions on accessing the material and opting out. That email will also contain the opt out deadline. Additionally, please take a moment to view the Day One Access FAQs page at https://westga.co1.qualtrics.com/jfe/form/SV_55fesbHBSYl8guO.

Introduction to Personal Finance

Author: John E. Grable, Lance Palmer

Publisher: Wiley

Edition: 3rd

ISBN: 9781119396376

Availability: UWG's Day One Access program

The e-book is included with UWG's Day One Access program.

Economics: Theory and Practice

Author: Patrick J. Welch, Gerry F. Welch

Publisher: Wiley

Edition: 11th

ISBN: 978-1-118-94973-3

Availability: UWG's Day One Access program

The e-book is included with UWG's Day One Access program.

Outcomes

Broadly speaking, this course covers topics in Fundamentals of Economic Decision-Making (Learning Objectives 1), Personal Finance (LO2), Microeconomics (LO3), Macroeconomics (LO4), International Economics (LO5).

Specifically, after completing this course, students will be able to:

- o 1a. Analyze how scarcity affects the choices of individuals, businesses, and governments.
- o 1b. Give examples of how rational decision-making entails comparing the marginal benefits and the marginal costs of an action.
- o 1c. Analyze factors that influence the standard of living of individuals and nations.

- o 2a. Analyze major life decisions using economics-based decision making skills.
- o 2b. Analyze income as a scarce resource that can be allocated effectively through budgeting.
- o 2c. Explain how the financial system channels funds from savers to investors.
- o 2d. Explain how interest rates affect various consumer decisions.
- o 2e. Explain how changes in taxation can have an impact on an individual's spending and saving choices.
- o 2f. Evaluate the costs and benefits of using credit.
- o 2g. Analyze how insurance and other risk-management strategies protect against financial loss.
- o 2h. Describe how the earnings of workers are determined in the marketplace.
- o 2i. Explain ways consumers are protected by rules and regulations.
- o 2j. Explain sources of and protection against identity theft.

- o 3a. Describe how households and businesses are interdependent and interact through flows of goods, services, resources, and money.
- o 3b. Explain how the law of demand, the law of supply, and prices work to determine production and distribution in a market economy.

- o 4a. Explain the methods by which economic activity is measured.
- o 4b. Analyze how the government uses fiscal policy and its effects on national debt.

- o 5a. Explain the benefits of international trade and the role of trade barriers.

Evaluation

To avoid grade penalties, all assignments should be completed by established deadlines. Except for Adaptive Learning assignments, the WileyPlus Homework and Quizzes are set to allow for "Late"

completion up to 3 days after due dates, but will include a 10% penalty. After that, 100% penalty applies.

To account for unforeseen circumstances in students' lives, 2 lowest scores on each kind of Learning Activities will not impact the final grade. Similarly, 2 lowest Quiz scores will be dropped.

While many course assignments are completed and graded in the WileyPlus platform, the only "official" grades will be those that are posted to CourseDen in the gradebook. Grades should be posted in the CourseDen gradebook within 7 days of each assignment's due date.

Students with questions, concerns, complaints, etc. regarding a specific grade, **MUST bring it to the instructor's attention within 72 hours of the grade being posted in the CourseDen grade book.** Grade issues such as missing or "incorrect" scores that are not brought to the instructor's attention until the end of the semester will not be addressed.

If there are instances of **academic dishonesty** (i.e. cheating), the following will occur:

- *A grade of zero will be recorded in the CourseDen grade book

- *Student will be notified via email and be presented instructor's justification

- *Student will have opportunity to defend position

- *If instructor still finds a case for academic dishonesty, grade of zero will remain and instance of academic dishonesty will be officially reported to the UWG Office of Community Standards

Criteria

Type	Weight	Topic	Notes
Discussions & Feedback	34%	Various	This component includes mandatory communication with fellow students and the lecturer every 2 to 3 weeks in CourseDen. These activities may include the exchange of video, audio and text messages, fir the purpose of team building and solving case questions. The exchange of ideas and opinions is vital for gradual introduction to the content, and timely feedback is key to student success.
Learning Activities (Homework)	41%	Various	Learning activities, including question sets, adaptive learning assignments and MS Excel exercises, will be administered online via WileyPlus on a weekly basis. Students are allowed multiple attempts to submit their question sets or Excel worksheets by the deadline. For each student, the lowest 2 scores per homework component (question set, Excel exercise, or an adaptive assignment) will be dropped, having no impact on the grade. No make ups or deadline extensions are possible.
Quizzes	25%	Various	Six quizzes will be administered online via WileyPlus. For each student, the lowest 2 scores across all quizzes will be dropped. No make ups or deadline extensions are possible.

Breakdown

Grade	Range	Notes
A	90 to 100	
B	80 to 89	
C	70 to 79	
D	60 to 69	
F	0 to 59	
I		The grade of "I" (Incomplete) 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."

Assignments

Many of the assignments will be completed in the WileyPlus platform (as such paying for UWG's Day One Access program is REQUIRED), which will be accessible through links in CourseDen.

In CourseDen you will find the course schedule, lecture slides, videos, and discussions. Therefore, it is crucial that students log into CourseDen multiple times each week, if not daily. Specific dates will be given in the course schedule later. All announcements will be made in CourseDen.

Schedule

When	Topic	Notes
Online		The schedule will be available in CourseDen

Course Policies and Resources

Attendance Policy

Given the online modality of this course, course participation is verified with whether students submit weekly assignments, including discussions. If some students do not actively engage in the course during the first three weeks, they will be removed from the class roster. Being removed from the roster affects student enrollment records and potentially affects financial aid disbursement.

Generative Artificial Intelligence Course Policy

In this course, the use of Gen AI is not allowed, because it will hinder your learning of key concepts and principles of finance and economics. All coursework must be original and created for this course. Use of Gen AI will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook](https://uwg.policystat.com/policy/14638864/latest) (<https://uwg.policystat.com/policy/14638864/latest>)).

College/School Policies

Wolf Pact

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

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

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

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

About the Richards College of Business

Vision

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

Mission

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

Strategic Goals and Values

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

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

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

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

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

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

Institutional Policies

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 need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](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 \(https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a), 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. 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 UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

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

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

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

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/). 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/). To report a concern anonymously, please go to [UWGcares](https://www.westga.edu/uwgcares/).

[Online counseling](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) for more information.

Additional Items

Core IMPACTS Statement

This is a Core IMPACTS course that is part of the *Social Sciences* area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Gaming

New Interdisciplinary Pathway Request

General Information

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

Primary Point of Contact Name* Shelly Elman

Email* relman@westga.edu

College*

Pathway Information

School/ Department*

Desired Effective Semester*

Desired Effective Year*

Name of Proposed Pathway* Gaming

Have you contacted the Director of the Center for Interdisciplinary Studies about this proposal? *
☒ Yes
☐ No

List all academic departments that offer courses in the proposed pathway:* Computer Science/Computing, Theatre, Art

Has the new pathway proposal been reviewed by all of the departments listed above? * Yes

List the pathway-specific student learning outcome(s):* Leverage the integration of the arts and sciences using disciplinary insights from Art, Computer Science, and Theatre in the process of developing successful video games.

Upload proposal document(s)

Does the uploaded documentation specify the disciplines, courses, and structure of the proposed pathway?* ☒ Yes ☐ No

Does the uploaded documentation identify mentors for each of the proposed pathway disciplines?* ☒ Yes ☐ No

Does the uploaded documentation specify the academic units (departments, programs, etc.) that will be represented on the Pathway Committee?* ☒ Yes ☐ No

Does the uploaded documentation include two-year rotations for all courses in the proposed pathway?* ☒ Yes ☐ No

Does the uploaded documentation include a program map?* ☒ Yes ☐ No

Curriculum Information - Not Applicable

Type of Program* ☒ Program ☐ Shared Core

Prospective Curriculum*

Proposal for bachelor's in interdisciplinary studies (BIS) – Gaming

BIS Gaming Pathway

This BIS Pathway integrates coursework from Computer Sciences, Art, and Theatre to address the need for well-rounded gaming programmers and creators. Gaming is one of the most popular forms of entertainment, grossing \$329 billion in sales, creating 1.8 million jobs, generating \$104 billion in wages and salaries, and \$53 billion in tax revenue in 2022 (American Gaming Association Economic Report for 2023), and it crosses generations, genders, races, and ethnicities. This interdisciplinary program gives students the ability to understand the processes and creativity that goes into developing a game, while also inspiring future developments in new entertainment forms still not created.

Problem-centered Approach

Learn how to leverage disciplinary insights from Art, Computer Science, and Theatre in the process of developing successful video games.

2) Focus Areas

The pathway includes three focus areas: 1) Computer Science (programming for video games); 2) Theatre (Storytelling and Script Writing for Video Games); 3) Theatre & Art (Character Development and Animation for Video Games)

3) Mentors

Programming for Video Games: Lewis Baumstark

Storytelling & Script Writing: Amy Cuomo

Character Development & Animation: Shelly Elman and Dominic Nguyen

4) Disciplines represented on the pathway's administrative committee

Art, Computer Science, Theatre

5) Learning Outcomes

1. Describe the defining elements of interdisciplinarity.
2. Distinguish between two or more disciplines in how they produce knowledge.
3. Demonstrate the ability to engage in perspective-taking.
4. Develop structural knowledge pertaining to a problem or theme.
5. Integrate knowledge and modes of thinking drawn from two or more disciplines.
6. Produce an interdisciplinary understanding of a complex problem or intellectual question.
7. Leverage the integration of the arts and sciences using disciplinary insights from Art, Computer Science, and Theatre in the process of developing successful video games.

Required Foundation Courses (22 CH—Area F):
XIDS 2000 (3) ART 1006: Design 1 (2D) (3) ART 1009: Design II (3) CS 1301: Computer Science I (4) COMP 2320: Principles of Programming (3) THEA 2100: Play Analysis (3) THEA 2291: Developing a Character OR THEA 2292: Contemporary Scene Study (3)
Required Upper-Level Courses (24 CH—3 courses in D1 & D2):
COMP 3350: Game Dev. I (3) COMP 4350: Game Dev. II (3) COMP 3600: User-Centric Computing I (3) THEA 3215: Lighting Design (3) THEA 3415: Playwriting I: Devised Theatre (3) THEA 4415: Playwriting II (3) XIDS 3000: Interdisciplinary Methods (3) XIDS 4000: Interdisciplinary Capstone (3)
Discipline 3 (9 CH—3 courses in D3)
Required Discipline 3 Courses: ART 3550: Intro to Digital and Sequential Arts (3) ART 3551: Animation Studio (3) ART 3552: Interm. Digital and Sequential Arts (3)
Upper-level Area Courses. Students complete 23 credit hours of coursework in the following manner: 16 hours from each of the two areas of focus (student selects) 7 hours from the remaining area of focus *Courses not listed in focus areas may be taken if approved by the advisory committee Total credit hours: 23
Choose 23 credit hours of electives from Art, Computer Sciences/Computing, and Theatre. Six credit hours of which must be 3000 or 4000 level.

BIS Gaming Pathway
Two-Year Course Rotation

Courses	SP26	SUM26	F26	SP27	SUM27	F27	SP28
XIDS 2000	X	X	X	X	X	X	X
XIDS 3000	X	X	X	X	X	X	X
XIDS 4000	X	X	X	X	X	X	X
THEA 2100	X			X			X
THEA 2291			X			X	
THEA 3215	X						X
THEA 3415	X			X			X
THEA 4415			X			X	
CS 1301	X	X	X	X	X	X	X
COMP 2320	X		X	X		X	X
COMP 3350						X	
COMP 3600			X			X	
COMP 4350	X						X
ART 1006	X		X	X		X	
ART1009	X		X	X		X	
ART 3550	X	X	X	X	X	X	X
ART 3551	X			X			X
ART 3552			X			X	

2025-2026 Sample Program Sheet with Minimum Requirements (and selected recommendations) for the BIS in Gaming				
YEAR 1				
TERM 1			TERM 2	
Course	Credits		Course	Credits
ENGL 1101 (IMPACTS Area C1)	3		ENGL 1102 (IMPACTS Area C2)	3
THEA 1100 (IMPACTS Area A1)	3		IMPACTS Area I2	2
THEA 2050 (IMPACTS Area I1)	3		XIDS 2000 Intro to IDS (Area F)	3
IMPACTS Area T2 (rec. COMP 1300)	3		ART 1006 (Area F)	3
MATH 1001 (IMPACTS Area M)	3		POLS 1101 (IMPACTS Area P2)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	14
Milestones		Milestones		
THEA 1100 & CS 1300		XIDS 2000		
YEAR 2				
TERM 1			TERM 2	
Course	Credits		Course	Credits
HIST 2112 (IMPACTS Area P1)	3		IMPACTS Area T1	3
IMPACTS Area A2 Humanities	3		THEA 2100 (Area F)	3
IMPACTS Area T1	3		HIST 1111 OR 1112 (IMPACTS Area S1)	3
THEA 2291 OR 2292 (Area F)	3		COMP 1301 (Area F)	4
IMPACTS Area S2	3		ART 1009 (Area F)	3
SEMESTER TOTAL	15		SEMESTER TOTAL	16
Milestones		Milestones		

Please Note: 3000-4000 level courses in ART, COMP/CS, and THEA may be on a 2-year course rotation. Please consult with faculty mentors and advisors when registering for courses.

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
COMP 3350	3	COMP 4350	3
THEA 3215	3	THEA 3415	3
ART 3550	3	ART 3551	3
3000-4000 level Elective in ART or CS/COMP or THEA	3	COMP 2320 (Area F)	3
XIDS 3000: Interdisciplinary Methods	3	Elective in ART or CS/COMP or THEA	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
Complete XIDS 3000 Interdisciplinary Methods with a C or better		Core Curriculum complete	

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 4415	3	XIDS 4000 Interdisciplinary Capstone	3
COMP 3600	3	Elective in ART or CS/COMP or THEA	3
ART 3552	3	3000-4000 Level Elective in ART or CS/COMP or THEA	3
Elective in ART or CS/COMP or THEA	3	Elective in ART or CS/COMP or THEA	3
Elective in ART or CS/COMP or THEA	3	Elective in ART or CS/COMP or THEA	3
			15
SEMESTER TOTAL	15		
Milestones		Milestones	
Internship completed in the summer of their junior year or at any time in their senior year		XIDS 4000 Interdisciplinary Capstone	

Please Note: 3000-4000 level courses in ART, COMP/CS, and THEA may be on a 2-year course rotation. Please consult with faculty mentors and advisors when registering for courses.

Addendum II

DATE: May 13, 2025

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. Lisa Connell and Dr. Nathan Lawres, Co-Directors of the Office of Undergraduate Research, on behalf of the Undergraduate Research Committee

Dear Colleagues on the UPC:

The Undergraduate Research Committee met on May 5, 2025 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)
All MUSC 2600/4600 designations	Applied Music	Cale Self	All	2	4

All MUSC 2700/4700 designations	All Large Ensembles	Cale Self	All	2	3
All MUSC 2800 designations	All Small Ensembles	Cale Self	All	2	2
ANTH 1105L	Introduction to Biological Anthropology Lab	Isabel Maggiano	All	2	1
ART 3260	American Art	Nathan Rees	All	2	2
ART 3301	Beginning Ceramics	David Collins	All	1	4
ART 3302	INTERMEDIATE CERAMICS – Molds, Multiples, and Mechanical Means	David Collins	All	2	3
ART 4009	Curriculum and Assessment for Art	Jason Swift	All	3	3
ART 4302	Intermediate Ceramics – 20th Century Studio	David Collins	All	3	3
ART 4303	Intermediate Ceramics: Surface, Image & Text	David Collins	All	2	4
ART 4304	Advanced Ceramics	David Collins	All	2	3
BIOL 4424	Wildlife Habitat Ecology	Joe Hendricks	All	4	2
COMM 1100	Human Communication	Melanie Conrad	All	1	1
COMM 2254	Media Ethics	Melanie Conrad	All	1	1
COMM 3200	Rhetoric and Social Influence	Melanie Conrad	All	2	2
COMM 3301	Fundamentals of Newswriting	Melanie Conrad	All	2	2
COMM 3310	Persuasion and Social Influence	Melanie Conrad	All	1	1
COMM 3320	Communicating in Groups	Melanie Conrad	All	2	2
COMM 3350	Digital Media Industries	Melanie Conrad	All	2	2
COMM 3351	Radio & Audio Production	Melanie Conrad	All	1	1
COMM 3354	Digital Media and Society	Melanie Conrad	All	2	2
COMM 3355	Digital Media Programming & Management	Melanie Conrad	All	2	2
COMM 4600	Communication Theory	Melanie Conrad	All	2	2
MKTG 3808	Business Research	Beheruz N Sethna	Fall 82457, 82458	2	3

MUSC 2700/4700	Wind Ensemble	Cale Self	All	2	2
MUSC 2710/4710	Symphonic Band	Cale Self	All	2	2
MUSC 2720/4720	Marching Band	Cale Self	All	2	3
MUSC 2730/4730	Jazz Ensemble	Cale Self	All	2	2
MUSC 2750/4750	Concert Choir	Cale Self	All	2	2
MUSC 2760/4760	Chamber Singers	Cale Self	All	2	2
MUSC 2770/4770	Opera Workshop	Cale Self	All	2	2
POLS 3401	Comparative Politics	J. Salvador Peralta	Fall 80689	4	3
SOCI 3603	Sociology of Gender	Elroi Windsor	Spring 2025; reviewed by special request for inclusion in Spring 2025 UR course designations	2	2
SPED 3750	Practicum: Diverse Experiences	Ashley Sutton	All	1	1
SPMG 4680	Applied Research Methods in Sport	Hyunseok Song	All	3	3

In the event that the Undergraduate Research High Impact Practice attribute in Banner is no longer applicable to a course, faculty can request the attribute be removed. No request was made to remove a UR attribute at the time of the Undergraduate Research Committee meeting on May 5, 2025. Future requests will be forwarded to the Registrar upon review by the Undergraduate Programs Committee.

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections? (CRNs indicated where necessary)	Current UWG UR designation	Request
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Addendum III

Educational Leadership - Tier I Educator Certification Program

2026-2027 Graduate Delete Program Request

General Information

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

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

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

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

Desired Effective
Semester *

Fall

Desired Effective Year *

2026

What would you like
to do? *

☒ Deactivate Existing Program

☐ Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Leadership, Research, and School Improvement

Is this a School of
Nursing or School of

☐ Yes

☒ No

173

Is this a College of
Education Program? *

☒ Yes

☐ No

Program Information

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

DO NOT edit the imported information below.

Type of Program* ☒ Program
☐ Shared Core

Program Name* Educational Leadership - Tier I Educator Certification Program

Program Type*

Degree Type*

Program Description* Non-Degree Educator Certification Program for Educational Leadership - Tier I Educator Certification Program

Program Location*

Status* ☒ Active-Visible ☐ Inactive-Hidden

Required Courses

EDLE 6316 School Law, Policy, and Ethics
EDLE 6327 Leadership for Student Learning
EDLE 6329 School Operations for Student Learning
EDLE 6341 Using Data to Improve the School
EDLE 7312 Schools and Community Engagement

Total Program: 18 Hours

PROGRAM NOTE: Candidates completing the program are required to take and pass the GACE content assessment in Educational Leadership and the Georgia Ethics for Educational Leadership - Program Exit Assessment to achieve state certification.

Justification and Assessment

Rationale* This was an old non-degree program that does not include new course numbers. It has been replaced with the Post Master's Certificate in Educational Leadership Tier 1 Certification Program.

The only change in the two is course number revisions. The courses are the same.

No Teach-Out Plan is necessary as there are no students enrolled in this program.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Teach Out Plan ☐ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID* 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.

Educational Leadership - Tier II Educator Certification Program

2026-2027 Graduate Delete Program Request

General Information

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

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

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

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

Desired Effective
Semester *

Fall

Desired Effective Year *

2026

What would you like
to do? *

☒ Deactivate Existing Program

☐ Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

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

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

School/ Department *

Department of Leadership, Research, and School Improvement

Is this a School of
Nursing or School of

☐ Yes

☒ No

177 Is this a College of
Education Program? *

☒ Yes

☐ No

Program Information

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

DO NOT edit the imported information below.

Type of Program* ☒ Program
☐ Shared Core

Program Name* Educational Leadership - Tier II Educator Certification Program

Program Type*

Degree Type*

Program Description* Non-Degree Educator Certification for Educational Leadership - Tier II Educator Certification Program

Program Location*

Status* ☒ Active-Visible ☐ Inactive-Hidden

Admission Requirements Include the Following:

An Ed.S. or an Ed.D. degree from an accredited institution

Hold a leadership position in a local education agency (LEA), or other service organization with which the university has a formal partnership agreement.

Be recommended by the Superintendent, Headmaster, or the senior administrator of the employing LEA or organization.

Must have "Tier I", "L", or "PL" certification

Must complete Georgia Ethics for Educational Leadership - Program Entry Assessment (Test 370)

Plan of Study

Performance-Based Residency Lab: 9 Hours

**EDLE 8301 Educational Leadership Residency
Lab I**

**EDLE 8302 Educational Leadership Residency
Lab II**

**EDLE 8303 Educational Leadership Residency
Lab III**

Performance-Based Residency Courses: 12 Hours

**EDLE 8304 Leadership for Organizational
Change and Improvement**

**EDLE 8305 Effective Management to Promote
Student Learning**

**EDLE 8306 Instructional Leadership for
Improving**

**EDLE 8329 Leadership for Equity and
Excellence**

Total Program: 21 Hours

Justification and Assessment

Rationale* The Non-Degree Educator Certification for Educational Leadership - Tier II Educator Certification Program needs to be deactivated. It was replaced with the Post Master's Certificate for Educational Leadership Tier 2 Certification Program.

No Teach-Out Plan is necessary as there are no students enrolled in this program.

SACSCOC Substantive Change

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

Send questions to kylec@westga.edu

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Teach Out Plan ☐ I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID* 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.