

# Memorandum

To: General Faculty

Date: April 14, 2021

Regarding: Faculty Senate Agenda for April 16, 2021 via Zoom

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1. Call to Order

2. Roll Call

3. Minutes

A) The March 26, 2021 Meeting Minutes were approved electronically on April 2, 2021.

4. Administrator Reports

A) Report from the Provost

5. Committee Reports

**Committee I: Undergraduate Programs Committee (Rosemary Kellison, Chair)**

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

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [ANTH 4121 – Drugs, Culture, & Society](#)

Request: Add

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

a) [FREN 4100 – French Film Internship](#)

Request: Add

3) Department of Mathematics, Sciences, and Technology

a) [CHEM 1151K – Survey of Chemistry I](#)

Request: Delete

b) [CHEM 1152K – Survey of Chemistry II](#)

Request: Delete

B) Tanner Health Systems School of Nursing

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

Request: Add

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

- Request: Add
- 3) [NURS 3397 – Health Assessment](#)  
Request: Add
  - 4) [NURS 4497 – Community Health Nursing](#)  
Request: Add
  - 5) [NURS 4597 – Leadership and Management](#)  
Request: Add
  - 6) [NURS 4508 – Leadership and Management Practicum](#)  
Request: Modify
  - 7) [NURS 3200 – Student Success Seminar](#)  
Request: Add
  - 8) [NURS 3300 – Student Success Seminar](#)  
Request: Add
  - 9) [NURS 4090 – Student Success Seminar](#)  
Request: Add
  - 10) [NURS 4100 – Student Success Seminar](#)  
Request: Add
- C) University College
- 1) [B.I.S. Pathway in Forensic Science and Investigation](#)  
Request: Add New Interdisciplinary Pathway
  - 2) [B.I.S. Pathway in Religion](#)  
Request: Add New Interdisciplinary Pathway
  - 3) [XIDS 2002: Special Topics](#)  
Request: Add New Topics
- D) Richards College of Business
- 1) Department of Management
    - a) [CISM 3265 – Contemporary Issues in MIS](#)  
Request: Add
    - b) [CISM 4384 – MIS Study Abroad](#)  
Request: Add
    - c) [CISM 4500 – Advanced Networking: Switching, Routing, and Wireless](#)

Request: Add

- d) [CISM 4600 – Advanced Enterprise Networking, Security, and Automation](#)

Request: Add

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

Request: Modify

- f) [Management, B.B.A.](#)

Request: Modify

- g) [Enterprise Systems and Data Analytics Minor](#)

Request: Add

- h) [IoT, Networking, and Cyber Security Minor](#)

Request: Add

- i) [Management Information Systems Minor](#)

Request: Modify

- j) [Small Business Management Minor](#)

Request: Add

- k) [Supply Chain Management Minor](#)

Request: Add

**Committee II: Graduate Programs Committee (Connie Barbour, Chair)**

**Action Items: (Addendum II)**

A) College of Arts, Culture, and Scientific Inquiry

1) Department of English, Film, Language, and Performing Arts

- a) [Master of Music with a Concentration in Music Education, M.M.](#)

Request: Modify

- b) [Master of Music with a Concentration in Music Performance, M.M.](#)

Request: Modify

B) College of Education

1) Department of Educational Technology and Foundations

- a) [School Library Media Certificate in Instructional Technology, Media, and Design](#)

Request: Add

C) Richards College of Business

1) Department of Management

- a) [CISM 5500 – Advanced Networking: Switching, Routing and Wireless](#)  
Request: Add
  - b) [CISM 5600 – Advanced Enterprise Networking, Security, and Automation](#)  
Request: Add
  - c) [Master of Business Administration, M.B.A.](#)  
Request: Modify
- D) University College
- 1) Department of Civic Engagement and Public Service
    - a) [POLS 5222 – Leadership in the Public and Nonprofit Sectors](#)  
Request: Add
- E) Mass Communications
- 1) [COMM 6055 – Seminar-Topics in Digital and Social Media Communication](#)  
Request: Add
  - 2) [COMM 6056 – Digital and Social Media communication Storytelling](#)  
Request: Add
  - 3) [COMM 6057 – Digital and Social Media Communication Strategies](#)  
Request: Add
  - 4) [COMM 6058 – Digital and Social Media Analytics and Evaluation](#)  
Request: Add
  - 5) [COMM 6600 – Digital and Social Media Communication Theories](#)  
Request: Add
  - 6) [COMM 6654 – Digital and Social Media Communication Law](#)  
Request: Add
  - 7) [COMM 6655 – Digital and Social Media Communication Capstone](#)  
Request: Add
  - 8) [COMM 6684 – Research Methods in Digital and Social Media Communication](#)  
Request: Add
  - 9) [Digital and Social Media Communication](#)  
Request: Add

**Information Items:**

- A) College of Arts, Culture, and Scientific Inquiry

- 1) Department of Mathematics, Science and Technology
  - a) [Mathematics with a Concentration in Applied Mathematics, M.S.](#)  
Request: Deactivate
  - b) [Mathematics with a Concentration in Teaching, M.S.](#)  
Request: Deactivate
- B) Richards College of Business
  - 1) Department of Management
    - a) [Georgia WebMBA®](#)  
Request: Modify
    - b) [Masters of Business Administration, M.B.A.](#)  
Request: Modify

**Committee III: Academic Programs Committee (Emily McKendry-Smith, Chair)**

**Information Items:**

- A) Honors College Graduation Requirements ([Addendum III](#))
- B) Incomplete Grade Form ([Addendum IV](#))
- C) UWG *Faculty Handbook* 207.04
  - 1) 207.04.F. – Procedures for Grade Appeals ([Addendum V](#))

**Committee IV: Faculty Development Committee (Mark Faucette, Chair)**

**Information Item:**

- A) Faculty Development Committee Report
- B) Patrick Erben will serve as the Chair of the Faculty Development Committee for the 2021-2022 Academic Year.

**Committee V: Institutional Planning Committee (Cale Self, Chair)**

**Information Item:**

- A) Cale Self will continue to serve as the Chair of the Institutional Planning Committee for the 2021-2022 Academic Year.

**Committee VII: Facilities and Information Technology Committee (John Hansen, Chair)**

**Information Items:**

- A) Parking Policy Changes for the 2021-2022 Academic Year ([Addendum VI](#))
- B) Yvonne Fuentes will serve as the Chair of the Facilities and Information Technology Committee for the 2021-2022 Academic Year

**Committee X: Rules Committee (Angela Branyon, Chair)**

**Action Item:**

A) UWG *Policies and Procedure Manual* ([Addendum VII](#))

1) Article IV, Section 2. J. 2

Request: Modify

**Information Item:**

A) Angela Branyon will continue to serve as the Chair of the Rules Committee for the 2021-2022 Academic Year.

6. Old Business

7. New Business

A) Virtual Faculty Senate Zoom Meetings for 2021-2022 Academic Year

B) Faculty Senate Chair-Elect Nominations

8. Announcements

A) General Education Assessment Committee Update, Angela Insenga

B) [UWG Affinity Groups](#), Shawn Isaacs

9. Adjournment

# **Addendum I**

# ANTH - 4121 - Drugs, Culture & Society

## 2021-2022 Undergraduate New Course Request

### Introduction

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

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](#).

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

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

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

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

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

College - School/ Department\*

Department of Anthropology, Psychology, and Sociology

Is this a School of Nursing course?\*

Yes  No

8/511

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

ANTH

Course Number\* 4121

Course Title\* Drugs, Culture & Society

Long Course Title

Course Type\*

Anthropology

Catalog Course  
Description\*

This course takes a cross-cultural perspective on experiences with mind-altering substances. Specific topics include drug use in human history, drugs in contexts of healing, spirituality, and recreation; addiction, drug production and trade as a form of livelihood, and legality and the War on Drugs.

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

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

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

Yes  
 No

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

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

**Prerequisites**

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

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

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

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

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

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

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

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

**Grading\***

## Justification and Assessment

**Rationale\*** This course is being added to complement the department's emphasis on the anthropology of health in various contexts.

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

- To demonstrate a broad base of anthropological knowledge about how psychoactive drugs are culturally constructed and socially situated;
- to analyze cultural diversity in attitudes toward and relationships with drugs;
- to analyze topics of drugs through oral and written communication; and
- to collect and assess data about the place of drugs in a particular cultural context using anthropological methods

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 35

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

**If yes, what will the fee be?\*** 0

### Fee Justification

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

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

ANTH 4885 (01) Drugs, Culture, & Society  
Instructor: Dr. Lisa Gezon (lgezon@westga.edu)  
Class meets: TR 2-3:15

Office Hours: By appointment

Note: You are advised to make an appointment, even if it is during posted office hours, as I will occasionally have meetings during appointment times. Feel free to email me any time.

***\*\*DRAFT\*\*:*** *Please check CourseDen for the most up-to-date syllabus.*

*NOTE: the syllabus is merely a guide and is subject to change at any point. Changes will be announced in class and/or on CourseDen. It is your responsibility to find out about the changes and to read your CourseDen messages regularly—meaning several times a week. Any changes to the syllabus announced on CourseDen are binding. Please report any problems with the syllabus to me immediately.*

Course Description:

This course takes a cross-cultural perspective on experiences with mind-altering substances. It explores world views about what counts as a 'drug' and how drugs fit in with systems of moral judgement and social relationships. Together, we will consider case studies that explore how drugs fit into cultural and social contexts around the world. Specific topics include drug use in human history, drugs in contexts of healing, spirituality, and recreation; addiction, drug production and trade as a form of livelihood, and legality and the War on Drugs (considering drug penalties, public health vs. criminal approaches, etc.). We will also examine career contexts where cross-cultural knowledge of drugs would be beneficial.

Learning Outcomes:

By the end of the class, students are expected be able to:

- To demonstrate a broad base of anthropological knowledge about how psychoactive drugs are culturally constructed and socially situated. ;
- to analyze cultural diversity in attitudes toward and relationships with drugs;
- to analyze topics of drugs through oral and written communication; and
- to collect and assess data about the place of drugs in a particular cultural context using anthropological methods

Meeting Times:

Class will meet on Tuesdays in person and on Thursdays online through Collaborate Ultra. Attendance is required for both sessions.

Materials:

No books are required.

All reading materials will be made available to you through CourseDen.

Assignments:

Please find your required work in weekly modules. You can also find required work by checking in the Assignments, Discussion, and/or quizzes tab. Do not rely solely on the calendar to alert you of deadlines. Note that new assignments or quizzes may be added with a week's notice. Follow announcements to see indications of changes. See under Communication how to set up CourseDen notifications.  
Edit Schedule item

### **Schedule:**

#### **Week 1: 1/12-14**

##### **Introduction: What do we mean by 'drugs'?; Key Concepts in Anthropology;**

Weil, Andrew and Winifred Rosen. 2004. Chapters 2-4 IN *From Chocolate to Morphine: Everything you need to know about mind-altering drugs*. Houghton Mifflin Co.: Boston, MA. Pp. 10-29.

Becker, H.S. 2001. Drugs: What are they? Online article available at:  
<https://www.sfu.ca/~palys/Becker-2001-Drugs-WhatAreThey.pdf>

#### **Week 2: 1/19-21**

##### **Introduction to Drug Study Themes**

Heath, Dwight B. 2004. Camba (Bolivia) Drinking Patterns: Changes in Alcohol Use, Anthropology and Research Perspectives. IN *Drug Use and Cultural Contexts 'Beyond the West.'* Free Association Books: London, UK. Pp. 119-136.

Page, J. Bryan, and Merrill Singer. 2010. *Comprehending Drug Use: Ethnographic Research at the Social Margins. Studies in Medical Anthropology*. New Brunswick, NJ: Rutgers University Press. Chapter 5: Drugs and Globalization Pp. 86-112. (this is a text book reading)

*\*\*Survey due 1/21 at 7 a.m.: Which drug substance would you like to study?*

*\*\*Structured Commentary Worksheet (SCW) due Thursday 1/21 at 7 a.m. Include readings from Week 1. NOTE: Unless specified otherwise, an SCW is due each week on Thursdays at 7 a.m.*

##### **For Further Reading:**

Marshall, M, G M Ames, and L A Bennett. 2001. "Anthropological Perspectives on Alcohol and Drugs at the Turn of the New Millennium." *Social Science & Medicine* (1982) 53 (2): 153-64.

Page, J. Bryan, and Merrill Singer. 2010. *Comprehending Drug Use: Ethnographic Research at the Social Margins. Studies in Medical Anthropology*. New Brunswick, NJ: Rutgers University Press. Chapter 2: The Emergence of Drug Ethnography Chapter 3: Systematic Modernist Ethnography and Ethnopharmacology

#### **Week 3: 1/26-28:**

##### **Fieldwork, Ethics, and the Study of Drugs: Introduction to Class Project**

Page, J.B. and M. Singer 2010, *Comprehending Drug Use: Ethnographic research at the Social Margins*, Rutgers: University Press. (Chapter 6: The Conduct of Drug Ethnography) Pp. 113-132. (this is a text book reading)

AAA Principles of Professional Responsibility  
<http://ethics.americananthro.org/category/statement/>

Turner, Tim. 2019. "Just Knocking out Pills': An Ethnography of British Drug Dealers in Ibiza." *Journal of Extreme Anthropology* 3 (1): 102-120.

Bourgois, Philippe and Jeff Schonberg. 2009 *Righteous Dopefiend*. University of California Press. Introduction. Pp. 1-23.

*\*\*Group-led Presentation & Discussion: Turner and Bourgois. (Each team member submits the group presentation in their own drop box – that way I can grade it individually.)*

*\*\*For the weeks with presentations, all but group presenters do a SCW that is due on Thursday at 7 a.m.*

For Further Reading:

ZIGON, JARRETT. 2015. "WHAT IS A SITUATION?: An Assemblic Ethnography of the Drug War." *Cultural Anthropology (Society for Cultural Anthropology)* 30 (3): 501.

Page, J. Bryan, and Merrill Singer. 2010. *Comprehending Drug Use : Ethnographic Research at the Social Margins. Studies in Medical Anthropology*. New Brunswick, NJ: Rutgers University Press. Chapter 1 Through Ethnographic Eyes

**Week 4: 2/2-4**

**Drugs in Human History**

Courtwright, David T. 2001. *Forces of Habit: Drugs and the Making of the Modern World*. Harvard University Press. Chapters 1 and 2. Pp. 9-52.

Guerra-Doce, Elisa. 2015. "Psychoactive Substances in Prehistoric Times: Examining the Archaeological Evidence." *Time & Mind: The Journal of Archaeology, Consciousness & Culture* 8 (1): 91–112.

*\*\*Due: Topic: February 4 by 2/4 at 7 a.m.*

*\*\*All do a Structured Commentary Worksheet (SCW) due Thursday at 7 a.m.*

For Further Reading:

Dudley, Robert. 2002. "Fermenting Fruit and the Historical Ecology of Ethanol Ingestion: Is Alcoholism in Modern Humans an Evolutionary Hangover?" *Addiction (Abingdon, England)* 97 (4): 381–88.

Klein, Axel. *Drugs and the World* Ch 4

Dudley, Robert. *The Drunken Monkey*

**Week 5: 2/9-11**



Daley, Christine Makosky, Aimee S James, Randall S Barnoskie, Marcia Segraves, Ryan Schupbach, and Won S Choi. 2006. "Tobacco Has a Purpose, Not Just a Past': Feasibility of Developing a Culturally Appropriate Smoking Cessation Program for a Pan-Tribal Native Population." *Medical Anthropology Quarterly* 20 (4): 421-40.

Dobkin de Rios, M. 1993. "Twenty-five Years of Hallucinogenic Studies in Cross-Cultural Perspective', *Anthropology of Consciousness* 4 (1): 1-8.

Irigaray, Carlos Teodoro J. H., Pierre Girard, Maíra Irigaray, and Carolina Joana Silva. 2016. "Ayahuasca and Sumak Kawsay: Challenges to the Implementation of the Principle of ' Buen Vivir,' Religious Freedom, and Cultural Heritage Protection." *Anthropology of Consciousness* 27 (2): 204.

Langdon, Esther Jean. 2016. "The Revitalization of Yajé Shamanism among the Siona: Strategies of Survival in Historical Context." *Anthropology of Consciousness* 27 (2): 180.

Fotiou, Evgenia. 2016. "The Globalization of Ayahuasca Shamanism and the Erasure of Indigenous Shamanism." *Anthropology of Consciousness* 27, no. 2: 151-179.

## **Week 7: 2/23-25**

### **Psychedelics for Healing and Enhancement & Exam**

Hupli, Aleks, Moritz Berning, Ahnjili Zhuparris, and James Fadiman. 2019. "Descriptive Assemblage of Psychedelic Microdosing: Netnographic Study of Youtube™ Videos and on-Going Research Projects." *Performance Enhancement & Health*, January.

Harris, Shana. 2020. "Narrating the Unspeakable: Making Sense of Psychedelic Experiences in Drug Treatment." *Journal of Extreme Anthropology* 3 (2).

McDaniel, June. 2017. "'Strengthening the Moral Compass': The Effects of MDMA ('Ecstasy') Therapy on Moral and Spiritual Development." *Pastoral Psychology* 66 (6): 721-41.

#### See also:

Multidisciplinary Association for Psychedelic studies <https://maps.org/>  
FDA Expands Access to Ecstasy Drug for PTSD Therapy 22 January 2020  
<https://www.military.com/daily-news/2020/01/22/fda-expands-access-ecstasy-drug-ptsd-therapy.html>

**\*\*Exam: Online, open Thursday February 25. No class on Thursday.**

**\*\*NO SCW due – but you should still read the pieces before class on Tuesday.**

## **Week 8: 3/2-4:**

### **Applied Anthropology: Drugs, Policy, and Practice**

Bourgois, Philippe. 2018. "Decolonising Drug Studies in an Era of Predatory Accumulation." *Third World Quarterly* 39 (2): 385-98. doi:10.1080/01436597.2017.1411187.

Campbell, Nancy D., And Susan J. Shaw. 2008. "Incitements to Discourse: Illicit Drugs, Harm Reduction, and the Production of Ethnographic Subjects." *Cultural Anthropology* (Wiley-Blackwell) 23 (4): 688.

**\*\*Group Presentation/Discussion: Campbell**

**\*\*All but group presenters do a SCW that is due on Thursday at 7 a.m.**

For Further Reading:

Rafful, C., Medina-Mora, M. E., González-Zúñiga, P., Jenkins, J. H., Rangel, M. G., Strathdee, S. A., & Davidson, P. J. (2020). "Somebody Is Gonna Be Hurt": Involuntary Drug Treatment in Mexico. *Medical Anthropology*, 39(2), 139.

**Week 9: 3/9-11**

**Addiction Perspectives and Experiences**

Singer, Merrill. 2012. "Anthropology and Addiction: An Historical Review." *Addiction* 107 (10): 1747–55.

Mendoza, Sonia, Allyssa Stephanie Rivera, and Helena Bjerring Hansen. 2019. "Re-Racialization of Addiction and the Redistribution of Blame in the White Opioid Epidemic." *Medical Anthropology Quarterly* 33 (2): 242.

Bourgois, Philippe and Jeff Schonberg. 2009 *Righteous Dopefiend*. University of California Press. Chapter 2: Falling in Love Pp. 47-78.

**\*\*Due: List of sources: 3/12 by 7 a.m.**

**\*\*Group Presentation/Discussion: Mendoza et al.**

**\*\*In your SCW for this week, include a link to a Current Event (newspaper story, for example—maybe the opioid crisis?) and tie it in with class themes.**

For Further Reading:

Wakeman, Stephen. 2016. "The Moral Economy of Heroin in 'Austerity Britain.'" *Critical Criminology* 24 (3): 363-377.

Garcia, Angela. 2008. *The Elegiac Addict: History, Chronicity, and the Melancholic Subject*. *Cultural Anthropology*. Vol. 23 Issue 4, p718-746.

*Axel Klein Chapter 2, Bruce Alexander*

**Week 10: 3/23-25**

**Drug Production and Trade**

Ko-lin Chin. 2009. *The Golden Triangle: Inside Southeast Asia's Drug Trade*. Ithaca: Cornell University Press. Chapter 3: The Opium Trade. Pp. 47-85

Carrier, Neil, and Gernot Klantschnig. 2016. "Illicit Livelihoods: Drug Crops and Development in Africa." *Review of African Political Economy* 43 (148): 174–89.

**\*\*All: SCW is due on Thursday at 7 a.m.**

<https://www.tni.org/en/drugs-and-democracy>

For Further Reading:

Bloomer, Julian. 2009. Using a political ecology framework to examine extra-legal livelihood strategies: a Lesotho-based case study of cultivation of and trade in cannabis. *Journal of Political Ecology* (16): 49-69.

Singer, Merrill 2008. Chapter 3: The Impacts of Drugs on Development

**Week 11: 3/30-4/1**

**Drug Dealing: An Intersectional Lens**

Martín, Y.C. The 'Queen of Heroin': gender, drug dealing, and zero-tolerance policies in the Dominican Republic. *Dialectical Anthropology* 39, 443-451 (2015).

Penglase, Ben. 2010. "The Owner of the Hill: Masculinity and Drug-Trafficking in Rio de Janeiro, Brazil." *Journal of Latin American & Caribbean Anthropology* 15 (2): 317-337.

**\*\*Group Presentation/Discussion: Martín**

**\*\*All but group presenters do a SCW that is due on Thursday at 7 a.m.**

For Further Reading:

Page and Singer use drug dealing as examples of many of their points in chapters 1 & 4.

**Week 12: 4/6-8**

**War on Drugs**

Singer, Merrill 2008. Chapter 2: Global Drug Capitalism IN *Drugs and Development*. Waveland Press. Pp. 19-36.

Chien et al. 2000. The Drug War in Perspective. IN *Dying for Growth: Global Inequality and the health of the poor*. Common Courage Press: Monroe, ME. Pp. 293-327.

**\*\*Due: Annotated Bibliography + Outline 4/9 at 7 a.m.**

**\*\*In your SCW for this week, include a link to a Current Event (newspaper story, for example) and tie it in with class themes.**

For Further Reading:

Klantschnig, Gernot. 2016. The politics of drug control in Nigeria: Exclusion, repression and obstacles to policy change. *International Journal of Drug Policy* 30: 132-139.

**Week 13: 4/13-15**

**Experiences of the War on Drugs through the lens of Intersectionality**

Hernández Castillo, Rosalva Aída. 2019. "Racialized Geographies and the 'War on Drugs': Gender Violence, Militarization, and Criminalization of Indigenous Peoples." *Journal of Latin American & Caribbean Anthropology* 24 (3): 635.

Syvertsen, Jennifer L., Angela Robertson Bazzi, and María Luisa Mittal. 2017. "Hope Amidst Horror: Documenting the Effects of the 'War On Drugs' Among Female Sex Workers and Their Intimate Partners in Tijuana, Mexico." *Medical Anthropology* 36 (6): 566.

Crawford, David. 2016. "Suburban Drug Dealing: A Case Study in Ambivalent Economics." *Research in Economic Anthropology* 36 (January): 197.

*\*\*Group Discussion/Presentation: Group choice: consult with me early.*

*\*\*All but group presenters do a SCW that is due on Thursday at 7 a.m.*

For Further Reading:

Page, J. Bryan, and Merrill Singer. 2010. *Comprehending Drug Use : Ethnographic Research at the Social Margins. Studies in Medical Anthropology.* New Brunswick, NJ: Rutgers University Press. Chapter 8: Gender and Drug Use

Muehlmann, Shaylih. 2018. "The Gender of the War on Drugs." *Annual Review of Anthropology* 47 (October): 315.

**Week 14: 4/20-22**

**Putting it all together from Production through Trade to Consumption: Khat case study**

Gezon, Lisa L. (2012) Drug Crops and Food Security: The Effects of Khat on Lives and Livelihoods in Northern Madagascar. *Culture, Agriculture, Food and Environment* 34(2): 124-135.

Gezon, Lisa L. (2010) "Leaf of Paradise or Aid to Terrorism?: Cultural Constructions of a Drug Called Khat" In E. P. Durrenberger and S. Erem, eds. *Paradigms for Anthropology: An Ethnographic Reader.* Denver. Paradigm Publishers. Pp. 172-188.

Carrier, Neil. 2005. "'Miraa Is Cool': The Cultural Importance of Miraa (Khat) for Tigania and Igembe Youth in Kenya." *Journal of African Cultural Studies* 17 (2): 201-18.

*\*\*All: SCW is due on Thursday at 7 a.m.*

**Week 15: 4/27-29**

**Current Events and Exam**

*\*\*Instead of a SCW for this week, identify and write about a link to a drug-related Current Event (newspaper story or social media postings, for example) and tie it in with class themes. Write a letter to the editor, or a statement to someone you care about, explaining the situation, how to understand it from anthropological lens (what is going on and what might be done about it), and why an anthropological perspective matters. DUE on Tuesday April 27 by 7 a.m.*

*\*\*Exam will be Thursday, April 29, online. No class that day.*

*\*\*Papers due Sunday May 2 at 11:30 p.m.*

**Exam Period: Tuesday, May 11, 2:00 - 4:00 pm  
Presentations**

*\*\*Presentations due May 11 at 7 a.m. in CourseDen*

**Grading:**

35% Reading Responses/Group Presentation-Discussions

30% Exams (15% each)

30% Paper/Presentation Group Project (2% Topic, 2% Library Den, 5% list of sources, 7% annotated bibliography + outline, (9% paper, 5% presentation)

5% Attendance/Participation

**Grading:**

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

If you feel that a grade listed on an assignment or exam was not justified, please speak with me outside of class.

**Assignments/Exams**

Reading Responses

Almost every week you will be asked to turn in a Structured Commentary Worksheet (SCW). This will generally consist of either a worksheet with specific questions or a general commentary worksheet. NOTE: Unless specified otherwise, the SCW is due each week on Thursdays at 7 a.m.

Group Presentations/Discussions:

2-4 times during the semester, your group will be asked to present a reading for the week and lead a discussion on it on the Thursday of the week, unless otherwise noted. The presentation should cover the basic SCW format, but you are also allowed creativity to make it more broadly relevant by bringing in current events or other examples. The presentation will also be due at 7 a.m. If you do a Group Presentation, you do not have to do a SCW. You will also be asked to evaluate your contribution and that of your team mates. It is possible you and your teammates will not make the same grade on the presentation. *Each team member submits the group presentation in their own SCW drop box – that way I can grade it individually.*

Essay/Presentation Group Project:

You will form groups of about 3-4 to study a particular drug in cultural context. You will do a literature review on the drug, and you will also do observations/interviews/media studies about its place in your own society. You will be asked to complete the Library Den module, and turn in a topic, a list of sources, an annotated bibliography + outline, paper (all done individually, though with possible overlap with your team), and a final presentation done collaboratively with your team. Note that this is a semester-long project, and you are expected to work on it all along. I am also hoping that you will have the opportunity to collaborate with students in Britain who are studying the same drug as you have chosen. See worksheet and CourseDen for full explanations of each of the assignments.

Exams

You will have 2 online exams worth 15% each. The exams will give you the opportunity to synthesize what you have learned, tying in readings with PowerPoint/lectures. You are expected to write your exams independently, though you are encouraged to study together.

## **Communication:**

*NOTE: The syllabus is always subject to revision. You must check the syllabus regularly, as I may update it during the course of the semester. Also see Announcements for any changes. It is your responsibility to make sure you are consulting the most recent version of the syllabus.*

You will find course materials and announcements in CourseDen. It is your responsibility to read your CourseDen messages regularly—meaning several times a week. Any changes to the syllabus announced on CourseDen are binding. If you notice or suspect any errors or omissions in, please let me know asap. The best way to access CourseDen is to go directly to this link:

<https://westga.view.usg.edu/>

**NOTE: If something does not appear correct in the class (wrong deadline, broken link, missing materials...), please contact me ASAP at lgezon@westga.edu.**

## **IMPORTANT:**

1. Only email me from your westga.edu address, and contact me at lgezon@westga.edu. I don't check CourseDen emails.
2. Always identify which class you are in either in the body of the email or in the subject line.
3. When you are following up on a previous conversation, you must continue that thread and not start a new one so that I have a context of the conversation at hand.

## **COURSEDEN NOTIFICATIONS:**

I recommend you set up notifications so that you can stay on top of your courses this semester. Here's how:

### **Step one:**

Log in to course den. On the home screen, you should see your initials in the top right corner of your screen. Click/tap the initials icon.

### **Step two:**

You should have a pop up that gives you a few options. One of them should say “notifications.” Tap that option.

### **Step three:**

Customize the notifications you get. You have the option to give your phone number and have the notifications sent there, or you can just have them sent to your school email. Once you check the boxes of all of the notifications you want to receive, click/touch the save button at the bottom. From that point on it will let you know when you should check course den!

## **Attendance:**

At this time, this is a hybrid class, though it may turn into a fully face-to-face class at some point during the semester. You are expected to attend one class per week in person and one class via Collaborate Ultra. You will be held to the same attendance standards on the Collaborate Ultra days as the face-to-face days.

If you feel you have an excused absence, contact me at lgezon@westga.edu. See below for full university policies. I may ask for documentation. If so, you are under no obligation to reveal details of your condition -- only an official excuse. If you need to be at home due to a quarantine, you are expected to attend through Collaborate Ultra. If you cannot attend class either in person or through Collaborate Ultra, study the lecture materials that will be posted in CourseDen. If there is a video recording of lecture, then it is your responsibility to watch it.

You are allowed one free absence. After that, any absence will result in a lowering of your overall grade by 1 percentage point. In other words, if your overall class average is 82 and you have three absences, your final score for the class will be 80. As you can see, this can make the difference between getting a B and a C in the class. IMPORTANT: It is your responsibility to let me know at the end of the class period if you arrive late, or else you will be marked absent. 3 unexcused late arrivals or late departures (more than 10 minutes late) will count as an unexcused absence. Any exceptions will be considered on a case by case basis.

#### University Attendance Policy:

The University of West Georgia expects students to attend all regularly-scheduled classes for instruction and examination. In hybrid courses, students are expected to participate fully in both the online and face-to-face portions of the course. These two components of the course complement each other; one is not a substitute for the other.

*When a student is compelled for any reason to be absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.*

Students who stop attending class may be administratively withdrawn (with or without academic penalty); a grade of W may be assigned when students fail to attend 10 percent of any class meetings prior to the midpoint of the term; a grade of WF will be assigned when students stop attending after the Withdraw with a W Deadline.

Individual instructors or departments may have attendance policies stricter than that of the university, as long as the policies are stated in the class syllabus.

Extenuating circumstances for which an absence may be excused include, but are not limited to, participation in university-sponsored activities, hazardous weather conditions, personal hardship, extended illness or hospitalization, family emergencies, or death in the immediate family.

Instructors may request documentation to verify the extenuating circumstances for illness or self-isolation related to COVID-19.

## **Participation:**

Participation in class comes when one is actively engaged in the material, either resulting in verbal contributions to class (questions, comments) or through active listening (visible to me in things like body language and eye contact). Participation outside class comes in the form of seeking help when you need it and attending study sessions. *Your participation is highly valued and may come into consideration when assessing a marginal grade.*

## **Participation/Attendance Grade:**

This will be based almost exclusively on your attendance. A discrepancy from this may be based on participation either in class or on demonstrated effort outside of class to do your best (for example, seeing me when and if you need help). Remember that even active listening constitutes class participation. Your enthusiasm (or lack of it) shows!

## **Late and Make-Up Policy**

You will have a series of assignments that will be due in CourseDen. Late Assignments will be accepted up to a week after the due date for 50% credit. Read CourseDen for a list and a full explanation of each assignment. You are to do all of your work independently unless it is assigned as a group project. You are welcome to share your ideas with others, but your final product must be entirely your own.

Make-up exams and extended deadlines for assignments will ONLY be allowed for those persons able to provide certifiable documentation of an involuntary absence and on a case-by-case basis (contact me if you want to discuss it). If you know in advance that you will not be able to take an exam or complete an assignment, you must notify me ASAP to schedule alternative arrangements or they may be denied. Additionally, students in need of modification of the due dates for assignments and/or exams for religious reasons (i.e., holiday observances) should contact me at the beginning of the term so that alternative arrangements can be made.

NOTE: If you seek to turn in late work after the Dropbox closes, you must first get my permission (which will be assessed on a case by case basis and may require a documented excuse) by email. You must put the assignment name in the subject line, and then submit it in the Late Submission dropbox, making sure to title your document in the following manner: LAST NAME\_Late\_[Assignment name]; for example: GEZON\_Late\_Worksheet Week X. Include a comment about why it is late and a reference to the date of my email approval. If you send me multiple emails about the same issue, you must include all previous correspondence in each email or I reserve my right to withdraw my approval (you can do that by searching for the most recent communication and continuing that by hitting 'reply.'). Send me a note through CourseDen email alerting me to your late submission, letting me know why it is late. Make your subject line specific; for example: Late Worksheet Week X.

## **Honesty and Honor**

Cheating and plagiarism (using someone's ideas [either your classmates' or another author] without giving them credit for it) is not permitted, and instances of it will be

reported to campus authorities. It is your responsibility to learn what constitutes cheating, plagiarism, and excessive collaboration. If you violate the honor code, you will minimally get a 0 on the assignment. Repeated violations will result in a 0 in the class. All violations will be reported to the Office of Community Standards. Please go to the Writing Center or see me if you have questions. You will also be assigned to do an online module on plagiarism, which will include a quiz. In addition to testing knowledge, the quiz will ask you to affirm that you have read, understand, and agree to university and course policies.

Be particularly careful to avoid common forms of academic dishonesty:

- First, please beware of the possibility of excessive collaboration as you do your weekly assignments. You must write them independently, though you are welcome (and encouraged) to discuss the material otherwise.
- Second, taking answers from the internet (even if you paraphrase your internet source) or any other source without citing is not acceptable and is considered plagiarism.
- Third, lifting your answers from class notes (even with minor paraphrasing) is not acceptable. You must use your own words entirely and in so doing reveal to me that you understand the concepts. Feel free, however, to refer to the PowerPoints in support of your answer (just as you would any other citation).

If I see evidence of excessive collaboration or plagiarism, I will not hesitate to give you a 0 either for a question or for the entire exam.

### **Extra Credit**

Opportunities for extra credit may be offered during the semester. If so, they will be announced in class or on CourseDen.

### **Special Needs**

Please do not hesitate to let me know if you have any special needs, including difficulty with technology, even if they are not officially recognized by the school. Feel free to speak with me about any issues that prevent you from performing your schoolwork, no matter how trivial they may seem to you. I encourage all students to schedule office hours for whatever reason. My goal is to help you succeed.

Note that if you require special arrangements as per your SAR (an official packet of information), you must let me know between 72-48 hours for that particular assignment. If you need blanket arrangements, let me know ASAP.

**Week 1: 1/12-14: Introduction: What do we mean by ‘drugs’?; Key Concepts in Anthropology;**  
**Week 2: 1/19-21: Introduction to Drug Study Themes**  
**Week 3: 1/26-28: Fieldwork, Ethics, and the Study of Drugs: Introduction to Class Project**  
**Week 4: 2/2-4: Drugs in Human History**  
**Week 5: 2/9-11: Stimulating Society: Need for Speed and Drugs in Everyday Contexts, considering Intersectionality**  
**Week 6: 2/16-18: Esoteric Experiences: Healing, Spirituality, and Ritual**  
**Week 7: 2/23-25: Psychedelics for Healing and Enhancement & Exam**  
**Week 8: 3/2-4: Applied Anthropology: Drugs, Policy, and Practice**  
**Week 9: 3/9-11: Addiction Perspectives and Experiences**  
**Week 10: 3/23-25: Drug Production and Trade**  
**Week 11: 3/30-4/1: Drug Dealing: An Intersectional Lens**  
**Week 12: 4/6-8: War on Drugs**  
**Week 13: 4/13-15: Experiences of the War on Drugs through the lens of Intersectionality**  
**Week 14: 4/20-22: Putting it all together from Production through Trade to Consumption: Khat case study**  
**Week 15: 4/27-29: Current Events and Exam**

2021

Week 3: 1/26-28: Fieldwork, Ethics, and the Study of Drugs: Introduction to Class Project  
(Isamary Rodriguez and Sierra Setter)

Week 5: 2/9-11: Stimulating Society: Need for Speed and Drugs in Everyday Contexts, considering Intersectionality (Ethan Hutsell and Gavin Clodfelter)

Week 6: 2/16-18: Esoteric Experiences: Healing, Spirituality, and Ritual: Present article from  
Week 7: (Tim Cheatwood and Alex Mantuano)

Week 8: 3/2-4: Applied Anthropology: Drugs, Policy, and Practice (Rozalin Pridmore and Siara Williams)

Week 9: 3/9-11: Addiction Perspectives and Experiences (Sabrina Tyree and Starr Johnson)

Week 11: 3/30-4/1: Drug Dealing: An Intersectional Lens (Justine Furr and Syenne Melton)

Week 13: 4/13-15: Experiences of the War on Drugs through the lens of Intersectionality (Dasia Lilly and Carla Mateo-Aguilar)

# FREN - 4100 - French Film Internship

2021-2022 Undergraduate New Course Request

## Introduction

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

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](#).

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

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

Desired Effective Semester\*

Spring

Desired Effective Year\*

2022

## Routing Information

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

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

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

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

College - School/ Department\*

Department of English, Film, Language, and Performing Arts

Is this a School of Nursing course?\*

Yes  No

26/511

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

FREN

Course Number\* 4100

Course Title\* French Film Internship

Long Course Title

Course Type\*

Film

French

Interdisciplinary

Catalog Course  
Description\*

Thanks to a long and illustrious history of film production and an innovative model of state support for the arts, France boasts one of the most vibrant and successful film industries in the world. In this course we will explore the French cinema landscape while participating in two film festivals organized by the French government: the international My French Film Festival and the Tournées French Film Festival at UWG. We will view films from a variety of genres by both well-established and up-and-coming French directors, and we will study issues of representation in contemporary French cinema. We will also investigate the role of cinema in France's cultural diplomacy and overall approach to the arts. To situate our festival experiences and prepare the final course project, we will also study the theory and practice of film festival management and reflect on the place of the public arts within civic and university cultures. The festival will culminate in student-designed projects for French film events at UWG. Course taught in English.

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.\* 6

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

**Prerequisites**

**Concurrent Prerequisites** FREN 1002

**Corequisites**

**Cross-listing** Film Studies Minor, BIS in Film (Critical Studies Track)

**Restrictions**

Is this a General Education course?\*  Yes  No

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

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

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

Frequency - How many semesters per year will this course be offered? 1

**Grading\*** Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** This course allows us to draw on an array of film events organized by the French program and to expand our offerings into the area of Arts Management. It will be an elective for French majors and minors, as well as for students pursuing the Film Studies Minor or the BIS in Film (Critical Studies Track). FREN 4100 introduces students to major components of French film studies not covered in our Film-based courses such as FREN 3212 (Topics in French Cinema). Specifically, students learn about the French film industry and system of state support for audiovisual projects while engaging with current trends in French cinema and society. Comparisons are made between the French film landscape and the one students can find in the U.S. Finally, the course allows students to explore practical applications of their study of language and culture, thus responding to UWG's goal of increasing experiential learning and internship opportunities for students.

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

- identify and analyze major contemporary issues in the French film ecosystem
- define the concept of cultural diplomacy and explain the role of cinema in France's expression of "soft power"
- articulate the value of a public arts festival
- demonstrate professionalization through project-oriented teamwork, applied research, and writing skills
- apply concepts in film festival design and French cinema to develop a UWG French film event

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 14

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

Yes

No

If yes, what will the fee be?\*

NA

### Fee Justification

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

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

**FREN 4100**

**French Film Internship**

**Instructor:**

**Office Hours:** online, by appointment

**Course Description:** Thanks to a long and illustrious history of film production and an innovative model of state support for the arts, France boasts one of the most vibrant and successful film industries in the world. In this course we will explore the French cinema landscape while participating in two film festivals organized by the French government: the international **My French Film Festival** and the **Tournées French Film Festival** at UWG. We will view films from a variety of genres by both well-established and up-and-coming French directors, and we will study issues of representation in contemporary French cinema. We will also investigate the role of cinema in France's cultural diplomacy and overall approach to the arts. To situate our festival experiences and prepare the final course project, we will also study the theory and practice of film festival management and reflect on the place of the public arts within civic and university cultures. The festival will culminate in student-designed projects for French film events at UWG.

**Concurrent prerequisites** - FREN 1002, course taught in English  
Cross listings - BIS in Film (Critical Studies Track); Film Studies Minor

**Repeat Credit** - course may be repeated once for credit with different content

**Learning Outcomes** - upon completion of this course, students will be able to:

- identify and analyze major contemporary issues in the French film ecosystem
- define the concept of cultural diplomacy and explain the role of cinema in France's expression of "soft power"
- articulate the value of a public arts festival
- demonstrate professionalization through project-oriented teamwork, applied research, and writing skills
- apply concepts in film festival design and French cinema to develop a UWG French film event

**Required Materials/Costs:** There are no required texts or costs for this class; all readings and films will be made available to students through CourseDen and various film platforms. Participation in My French Film Festival does require you to set up a free account.

**Course Delivery:** This is a 100% online asynchronous course, but there will be several events scattered throughout the semester that require attendance at a specific date and time. Please do your best to arrange your work schedules so that you can attend these special events. If you **absolutely** cannot attend one of these events, let me know and we'll make alternative arrangements. All course readings and assignments will be accessible through CourseDen.

## **Course Expectations:**

### CourseDen

Students are expected to log in to CourseDen daily to see if there are any important course announcements or updates. I encourage you to turn on CourseDen notifications on your phone or other device.

### Online interaction

We will be interacting frequently through CourseDen forums and other modes of communication. All students should be respectful in these interactions, refraining from inappropriate or offensive language. One of our goals in this class will be to build a strong online community! Because this internship is an opportunity to develop your professional skills, all writing and correspondence, including email and course posts, must reflect the professional context of this course and consistently exhibit your professional voice.

### Email

Please use your uwg email for all course communication. Be sure to check your email every day during the semester, and to reply to any messages within 24 hours. I will do the same!

## **Assignments and Grades:**

**Participation (40%)** - In order for this course to be successful, we need to maintain continuous interaction between students. Film festivals, after all, are social events that involve the exchange of ideas between individuals and across cultures. FREN 4785 includes weekly discussion threads on CourseDen and also requires students to attend the special events listed above. For each event held with a faculty facilitator, you will prepare one or more questions based on your viewing of a given film. In order to get an A or B in participation, you must show real engagement with questions/prompts and interact meaningfully with classmates in the virtual environment.

**Film Screenings** - This class requires you to view six feature-length films as part of the Tournées Film Festival, and several shorts in the My French Film Festival event. All of these film screenings are free and online. Films are available on-demand during a specified window, so it should be easy to fit them into your schedule.

**Quizzes (25%)** - You will have weekly quizzes based on CourseDen readings, links, and the festival films we watch. These must be completed in the week in which they are assigned. No late quiz submissions will be accepted.

**Film Festival Analysis (10%)** - For this assignment, students will investigate and analyze a film festival, applying some of the concepts we will have investigated throughout the semester.

**Final Project (25%)** - After attending two virtual French film festivals in the first half of the semester, you will have the opportunity to design your very own festival to be held either

virtually or in person at UWG! This is where you fully take on your role as intern. Using the selection of films offered by the **Young French Cinema** program, we will work as a group to choose a selection of films, develop a festival concept and promotion strategy, build a festival website, and write a request for funding. Various components of the project will be assigned to teams of four to six students, but we will only produce a single, unified proposal as a class. Students will **ONLY** be graded on the part of the proposal they work on (for example, you may be on the film selection committee or on the grant writing committee).

### **Grade Breakdown**

**A** = 90-100

**B** = 80-89

**C** = 70-79

**D** = 60-69

**F** = 0-59

### **Grade Distribution**

**Participation** = 40%

**Quizzes** = 25%

**Film Festival Analysis** = 10%

**Final Project** = 25%

**Policy on Late Work:** No late work will be accepted in this course. Instruction is mostly asynchronous (except for some of the events), but you will have assignments due every week. These must be completed on time.

### **Sample Course Schedule (taken from Spring 2021 - FREN 4785)**

\*\*Some dates may change based on the needs of the Tournées Film Festival

**Week 1** - French Cinema, an Introduction; My French Film Festival

**Week 2** - Cultural Diplomacy and Soft Power in France; My French Film Festival continued

**Week 3**- The French Cultural Exception (Charlie Michael lecture); the French Film Industry; intro to Tournées; My French Film Festival analysis.

\*\*Charlie Michael lecture and Q&A with students on **Wednesday, January 27 at 5:30 p.m.** - hosted on Zoom

**Week 4** - *Portrait of a Lady on Fire* (Céline Sciamma, 2019); Q&A with Claire Ezekiel (French program); Le Collectif 50/50, #MeToo, and gender equality in French cinema

\*\*Tournées Festival Kickoff on **Wednesday, February 3 - Thursday, February 4** - screening of *Portrait of a Lady on Fire* and Q&A with UWG French Instructor Claire Ezekiel; Le collectif 50/50 and the notion of gender parity in French society

**Week 5** - *Sibyl* (Justine Triet, 2019); Q&A with Christine Fuchs (Theatre program); Film Festivals and the notion of Cultural Legitimacy

**Week 6** -- *Soleil ô* (Med Hondo, 1967); Q&A with Dr. Erin Lee Mock (English and Film Studies program), Postcolonialism, Representation, and Race in French Cinema

**Week 7** - - *The State against Mandela and the Others* (Nicolas Champeaux and Gilles Porte, 2018); Q&A with Deon Kay (Mass Communications); animation in French cinema; The Global Reach of French Cinema

**Week 8** - *Ne croyez surtout pas que je hurle* (Frank Beauvais, 2019); The Online Film Festival

\*\*Meeting with film director Frank Beauvais on Thursday, March 4

**Week 9** - *Varda by Agnès* (Agnès Varda, 2019); Tournées wrap-up

### **Spring Break (March 15-21)**

**Week 10** - Introduction to **Young French Cinema**; Film Festival Theory and Practice, part 1 - strategies for social media outreach and finding event partners

Meeting with Agnès Varda's daughter, Rosalie Varda.

**Week 11** - Film Festival Theory and Practice, part 2 - making a film into an event

**Week 12** - The Value of Public Arts

**Week 13** - Writing a grant/funding proposal

**Week 14** - Group projects - Young French Cinema

**Week 15** - Group projects - Young French Cinema

### **UWG Policies**

# CHEM - 1151K - Survey of Chemistry I

## 2021-2022 Undergraduate Delete Course Request

### General Information

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

Desired Effective Semester

Fall

Desired Effective Year \*

2021

### Routing Information

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School/ Department \*

Department of Mathematics, Sciences, and Technology

Is this a School of Nursing or XIDS

Yes  No

35/511

Is this a College of  ...  ...

course?\*

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

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

## Course Information

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.

Course Prefix\*

CHEM

Course Number\* 1151K

Course Title\* Survey of Chemistry I

**Course Catalog Description\*** First course in a two-semester sequence covering elementary principles of general, organic, and biochemistry for allied health professions and non-science majors. Topics to be covered include: elements and compounds, chemical equations, organic nomenclature, and molecular geometry. Laboratory exercises supplement the lecture material.

## Justification and Assessment

**Rationale\*** We would like to separate this "K" course (3 credit hours of lecture + 1 credit hour of lab combined) into lecture (CHEM 1151) and lab (CHEM 1151L). Proposals to create or reactivate CHEM 1151 and CHEM 1151L have been submitted, and have gone through approvals up to CHIPS. At UPC, we were advised to create the Delete Course Request proposal for CHEM 1151K to be considered together with the existing proposals in the February 2021 Faculty Senate meeting.

RUN an Impact Report by clicking  in the top left corner. Copy and paste the results below.

**What courses/programs will this deletion impact?\***

Nursing: Deleted CHEM1151K will be replaced with CHEM1151 and CHEM1151L. This will bring a positive impact, as it is more in line with other USG institutions. This will bring a convenience to students who need to retake the course: one has to retake only the portion (lecture or lab) failed, and not repeating the portion that passed.

Biology: BIOL 2021 lists CHEM1151K as one of possible prerequisites. Actually, both CHEM1151K and CHEM1152K are listed. However, since CHEM1151K is a prerequisite for CHEM1152K (or CHEM1152 and CHEM1152L), BIOL 2021 can safely drop CHEM1151K from the prerequisite list.

**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.

# CHEM - 1152K - Survey of Chemistry II

## 2021-2022 Undergraduate Delete Course Request

### General Information

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

Desired Effective Semester

Fall

Desired Effective Year \*

2021

### Routing Information

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School/ Department \*

Department of Mathematics, Sciences, and Technology

Is this a School of Nursing or XIDS

Yes  No

38/511

Is this a College of  ...  ...

course?\*

Education course?\*  Yes  No

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

## Course Information

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.

Course Prefix\*

CHEM

Course Number\* 1152K

Course Title\* Survey of Chemistry II

Course Catalog Description\* Second course in a two-semester sequence covering elementary principles of general, organic, and biochemistry for allied health professions and non-science majors. Laboratory exercises supplement the lecture material.

## Justification and Assessment

Rationale\* We would like to separate this "K" course (3 credit hours of lecture + 1 credit hour of lab combined) into lecture (CHEM 1152) and lab (CHEM 1152L). Proposals to create or reactivate CHEM 1152 and CHEM 1152L have been submitted, and have gone through approvals up to CHIPS. At UPC, we were advised to create the Delete Course Request proposal for CHEM 1152K to be considered together with the existing proposals in the February 2021 Faculty Senate meeting.

RUN an Impact Report by clicking  in the top left corner. Copy and paste the results below.

What courses/programs will this deletion impact?\* Nursing: Deleted CHEM1152K will be replaced with CHEM1152 and CHEM1152L. This will bring a positive impact, as it is more in line with other USG institutions. This will bring a convenience to students who need to retake the course: one has to retake only the portion (lecture or lab) failed, and not repeating the portion that passed.

Biology: CHEM 1152K is listed as one of the prerequisite choices in BIOL 2021 and BIOL 2030. They will need to change this to CHEM 1152 and CHEM 1152L or

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

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

# NURS - 3197 - Prof Nurs Prac

## 2021-2022 Undergraduate New Course Request

### Introduction

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

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

College - School/ Department\*

Tanner Health System School of Nursing

Is this a School of Nursing course?\*

Yes  No

41/511

Is this a College of ...

Is this a College of Education course?  Yes  No

Is this a Department of Mass Communications course?  Yes  No

Is this an Honors College course?  Yes  No

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

## Course Information

Course Prefix\*

NURS

Course Number\* 3197

Course Title\* Prof Nurs Prac

Long Course Title Professional Nursing Practice

Course Type\*

Nursing

Catalog Course Description\*

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

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites NURS 4500, NURS 4502

Cross-listing

Restrictions

Is this a General Education course?\*  Yes  No

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

Status\*  Active-Visible  Inactive-Hidden

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

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

Grading\* Undergraduate Standard Letter

Justification and Assessment

**Rationale\*** The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. This new course will replace the current NURS 4501 course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution's existing courses.

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

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

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 50

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

- Yes
- No

**If yes, what will the fee be?\*** 0

### Fee Justification

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

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

## **Professional Nursing Practice NURS 3197**

**Instructor Name:**

**Institution address**

**Phone Number:**

**E-mail address:**

**Office hours:**

**Course: NURS 3197**

**Course Title: Professional Nursing Practice**

**Credit Hours: 3**

**Prerequisite:**

**Corequisite:**

### **Course Description:**

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

### **Learning Outcomes:**

Upon completion of this course, students will be able to:

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

## Course Texts

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

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

## Unit Breakdown

The following units are covered in this course:

- Unit 1 –
- Unit 2 –
- Unit 3 –
- Unit 4 –

# NURS - 3297 - Nurs Research App

2021-2022 Undergraduate New Course Request

## Introduction

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

Desired Effective Semester\*

Spring

Desired Effective Year\*

2022

## Routing Information

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

College - School/ Department\*

Tanner Health System School of Nursing

Is this a School of Nursina course?\*

Yes  No

48/511

Is this a College of  ...  ...

Is this a college or  
Education course?\*  Yes  No

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

NURS

Course Number\* 3297

Course Title\* Nurs Research App

Long Course Title Nursing Research Application

Course Type\*

Nursing

Catalog Course  
Description\*

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

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

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

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

If yes, indicate  
maximum number  
of attempts

N/A

counting separately  
toward graduation? \*

or credit hours  
counted toward  
graduation. \*

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

**Prerequisites** NURS 3197, NURS 4502

**Concurrent  
Prerequisites**

**Corequisites** NURS 4503, NURS 4505

**Cross-listing**

**Restrictions**

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

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

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

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

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

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

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

**Grading \***

**Justification and Assessment**

**Rationale\*** The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. This new course will replace the current NURS 4504 course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution's existing courses.

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

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

### REQUIRED ATTACHMENTS

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

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

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

**Syllabus\***  I have attached the REQUIRED <sup>51/511</sup> syllabus.

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 50

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

- Yes
- No

**If yes, what will the fee be?\*** 0

### Fee Justification

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

## **Nursing Research Application NURS 3297**

**Instructor Name:**

**Institution address**

**Phone Number:**

**E-mail address:**

**Office hours:**

**Course: NURS 3297**

**Course Title: Nursing Research Application**

**Credit Hours: 3**

**Prerequisite:**

**Corequisite:**

### **Course Description:**

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

### **Learning Outcomes:**

Upon completion of this course, students will be able to:

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

7. Develop skills in using a professional format for written, oral, and electronic communication regarding research in nursing for collection and dissemination to the profession.

### **Course Texts**

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

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

### **Unit Breakdown**

The following units are covered in this course:

- Unit 1 –
- Unit 2 –
- Unit 3 –
- Unit 4 –

# NURS - 3397 - Health Assessment

## 2021-2022 Undergraduate New Course Request

### Introduction

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Desired Effective Semester\*

Summer

Desired Effective Year\*

2022

### Routing Information

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College - School/ Department\*

Tanner Health System School of Nursing

Is this a School of Nursing course?\*

Yes  No

55/511

Is this a College of ...

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

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

NURS

Course Number\* 3397

Course Title\* Health Assessment

Long Course Title Health Assessment

Course Type\*

Nursing

Catalog Course  
Description\*

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

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

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

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

**Prerequisites** NURS 3197, NURS 4502, NURS 3297, NURS 4503, NURS 4505

**Concurrent Prerequisites**

**Corequisites** NURS 4497

**Cross-listing**

**Restrictions**

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

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

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

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

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

**Grading\*** Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. This new course will replace the current NURS 4506 course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution's existing courses.

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

- Generate a plan of care based on a comprehensive health assessment through the identification of findings that would indicate a need for further evaluation or early reporting.
- Apply developmentally appropriate health assessment techniques in the holistic assessment of individuals across the life span with sensitivity and respect for the culture and diversity of the human experience.
- Examine evidence-based practice related to health promotion, health maintenance, and disease prevention strategies in the assessment of the individual.
- Demonstrate the importance of therapeutic communication skills in the interaction with patients, colleagues, and the interdisciplinary team through the communication, utilization, and documentation of the plan of care to individuals and/or family.
- Employ emerging technology and information management tools to inform decision-making in the delivery of care, including the organization, analysis, interpretation, and legally-defensible documentation of health assessment data.
- Integrate teaching and learning principles to enhance health promotion activities across the lifespan.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 50

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

- Yes
- No

**If yes, what will the fee be?\*** 0

### Fee Justification

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

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

## **Health Assessment NURS 3397**

**Instructor Name:**

**Institution address**

**Phone Number:**

**E-mail address:**

**Office hours:**

**Course: NURS 3397**

**Course Title: Health Assessment**

**Credit Hours: 3**

**Prerequisite:**

**Corequisite:**

### **Course Description:**

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

### **Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Generate a plan of care based on a comprehensive health assessment through the identification of findings that would indicate a need for further evaluation or early reporting.
2. Apply developmentally appropriate health assessment techniques in the holistic assessment of individuals across the life span with sensitivity and respect for the culture and diversity of the human experience.
3. Examine evidence-based practice related to health promotion, health maintenance, and disease prevention strategies in the assessment of the individual.
4. Demonstrate the importance of therapeutic communication skills in the interaction with patients, colleagues, and the interdisciplinary team through the communication, utilization, and documentation of the plan of care to individuals and/or family.
5. Employ emerging technology and information management tools to inform decision-making in the delivery of care, including the organization, analysis, interpretation, and legally-defensible documentation of health assessment data.

6. Integrate teaching and learning principles to enhance health promotion activities across the lifespan.

### **Course Texts**

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

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

### **Unit Breakdown**

The following units are covered in this course:

- Unit 1 –
- Unit 2 –
- Unit 3 –
- Unit 4 –

# NURS - 4497 - Comm Health Nurs

## 2021-2022 Undergraduate New Course Request

### Introduction

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

Desired Effective Semester\*

Summer

Desired Effective Year\*

2022

### Routing Information

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

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

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

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

College - School/ Department\*

Tanner Health System School of Nursing

Is this a School of Nursing course?\*

Yes  No

62/511

Is this a College of ...

Is this a college or  
Education course?\*  Yes  No

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

NURS

Course Number\* 4497

Course Title\* Comm Health Nurs

Long Course Title Community Health Nursing

Course Type\*

Nursing

**Catalog Course Description\*** This course is designed to examine the concepts and principles of community and population health nursing. The course will provide an overview of health issues that transcend borders, class, race, ethnicity, and culture. Emphasis is placed on roles, levels of prevention, principles of epidemiology, public health policy, and disaster preparedness.

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

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

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

If yes, indicate  
maximum number  
of credit hours  
counted toward

N/A

Counted toward graduation.\*

Counted toward graduation.\*

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

**Prerequisites** NURS 3197, NURS 4502, NURS 3297, NURS 4503, NURS 4505

**Concurrent Prerequisites**

**Corequisites** NURS 3397

**Cross-listing**

**Restrictions**

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

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

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

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

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

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

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

**Grading\***

**Justification and Assessment**

**Rationale\*** The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. This new course will replace the current NURS 4507 course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution's existing courses.

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

- Describe the historical and current status of the health care delivery system with a focus on community health nursing practice.
- Differentiate between Public Health and Community Health, and the roles and responsibilities of the nurse in the community setting and in the public health settings.
- Analyze epidemiological data and evidence-based practice guidelines in community health.
- Explore the sociodemographic determinants of health and cultural diversity as they impact community health.
- Evaluate resources that transcend borders for health promotion, intervention, disease prevention, and coordination of care among populations across the lifespan.
- Examine the influence of public health policy and healthcare reform in the care of populations within the community.
- Identify environmental safety initiatives and emergency preparedness considerations in community and public health settings.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

## Resources and Funding

**Planning Info\***

- Library Resources are Adequate
- Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 50

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

**If yes, what will the fee be?\*** 0

**Fee Justification**

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

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

## **Community Health Nursing NURS 4497**

**Instructor Name:**

**Institution address**

**Phone Number:**

**E-mail address:**

**Office hours:**

**Course: NURS 4497**

**Course Title: Community Health Nursing**

**Credit Hours: 3**

**Prerequisite:**

**Corequisite:**

### **Course Description:**

This course is designed to examine the concepts and principles of community and population health nursing. The course will provide an overview of health issues that transcend borders, class, race, ethnicity, and culture. Emphasis is placed on roles, levels of prevention, principles of epidemiology, public health policy, and disaster preparedness.

### **Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Describe the historical and current status of the health care delivery system with a focus on community health nursing practice.
2. Differentiate between Public Health and Community Health, and the roles and responsibilities of the nurse in the community setting and in the public health settings.
3. Analyze epidemiological data and evidence-based practice guidelines in community health.
4. Explore the sociodemographic determinants of health and cultural diversity as they impact community health.
5. Evaluate resources that transcend borders for health promotion, intervention, disease prevention, and coordination of care among populations across the lifespan.
6. Examine the influence of public health policy and healthcare reform in the care of populations within the community.
7. Identify environmental safety initiatives and emergency preparedness considerations in community and public health settings.

### **Course Texts**

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

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

### **Unit Breakdown**

The following units are covered in this course:

- Unit 1 –
- Unit 2 –
- Unit 3 –
- Unit 4 –

# NURS - 4508 - Lead Mgt Pract

## 2021-2022 Undergraduate Revise Course Request

### General Information

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

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](#).

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

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

#### 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 \*

2022

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

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

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

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

Department/School

\*

Tanner Health System School of Nursing

Is this a School of Nursing or XIDS 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

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.

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

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

Course Prefix\*

Course Number\* 4508

Course Title\* Lead Mgt Pract

Long Course Title Leadership and Management Practicum

Course Type - DO NOT EDIT\*

Catalog Course Description\* This course is a RN to BSN clinical experience to facilitate the application of leadership and management principles, theory, and evidence-based practices in today's complex healthcare environment.

Prerequisites NURS: 3197, 3297, 3397, 4497, 4502, 4503, 4505

Corequisites NURS 4597

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

Grading\*

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\* 0

Lab Hrs\* 5

Credit Hrs\* 5

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.

**Rationale\*** The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. The new course 4597 (Leadership and Management), which is uploaded in curriculog will require a separate clinical practicum component. Therefore, the current course, NURS 4508, has been modified to be the clinical practicum course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution's existing courses. For those courses requiring a clinical/practicum component, a new or revised course shall be created.

## REQUIRED ATTACHMENTS

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

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

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

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

**Syllabus\***  I have attached the syllabus.  
 N/A

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 50

**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\*** N/A

**University of West Georgia  
Tanner Health System School of Nursing  
RN to BSN Syllabus**

**NURS 4508 Leadership & Management Practicum**

**Credit Hours: 5-0-5**

**Prerequisites:** NURS 3197, NURS 4502, NURS 3297, NURS 4503, NURS 4505, NURS 3397, NURS 4497

**Co-requisites:** NURS 4597

**Faculty Contact Information**

**Name:** XXXXX

**Office Number:** *School of Nursing,, Etc.*

**Office Phone:** (XXX)-XXX-XXXX

**Cell Phone:** (XXX)-XXX-XXXX

**Fax Number:** (XXX)-XXX-XXXX

**Email:** XXXXXX@westga.edu

**Office Hours:** *(A clear statement of virtual hours, lead time and preference for responding to students' queries via email, phone, the web, or other means. Times when students can reach you.)*

**About me:** (Short introductory and personal background.) XXXX

**Course Description:** This course is a RN to BSN clinical experience to facilitate the application of leadership and management principles, theory, and evidence-based practices in today's complex healthcare environment.

**Course Learning Outcomes:**

<b>Course Learning Outcomes</b>	<b>BSN Program Outcomes</b>	<b>BSN Essentials</b>	<b>ANA Standards of Professional Nursing Practice</b>	<b>Description of Major Assignment</b>

<p><b>Upon completion of the course you (the learner) will be able to:</b></p>				
<p>Explore and describe leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person centered care.</p>	<p>XXXXXX</p>	<p>XXXXXX</p>	<p>XXXXXX</p>	<p>XXXXXX</p>
<p>Identify and implement evidence based practices to enhance quality and safety in care delivery, and improve health care outcomes.</p>				
<p>Examine and describe legal and ethical responsibility and accountability for professional behavior while engaging in clinical activities.</p>				
<p>Identify and illustrate caring in leadership applying professionalism and professional values in care of persons of</p>				

diverse cultures, values, beliefs and lifestyles.				
Examine and describe healthcare systems inclusive of healthcare policy and financial systems and their impact on nursing and healthcare environments.				
Explore and analyze quality and safety standards and initiatives in 21 <sup>st</sup> century healthcare, and the regulatory agencies governing them and the impact on nursing care delivery				
Examine and utilize effective collaborative communication within interprofessional and interdisciplinary teams utilizing technology and information systems.				

**Required Textbooks:**

**Optional Textbooks:**

**Learning activities may include:**

- Clinical Practicum with Mutually Assigned Healthcare Agency Preceptor
- Clinical Practicum Journals and Discussions
- EBQI Project and Presentation

**Description of Assignments: (Optional)**

**Assignments/Methods of Evaluation:**

*Example*

*Discussion Boards, 20%*

*Presentations, 30%*

*Writing Assignments, 50%*

Grading scale

*A=90-100*

*B=80-89.99*

*C=75-79.99*

*F=<74.99*

# NURS - 4597 - Lead & Mgt

## 2021-2022 Undergraduate New Course Request

### Introduction

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

### Routing Information

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

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

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

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

College - School/ Department\*

Tanner Health System School of Nursing

Is this a School of Nursing course?\*

Yes  No

78/511

Is this a College of ...

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

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

NURS

Course Number\* 4597

Course Title\* Lead & Mgt

Long Course Title Leadership and Management

Course Type\*

Nursing

Catalog Course  
Description\*

This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process provides the foundational structure for the course, while the theoretical framework for this course is established through exploration of leadership styles, organizational theory, and management theory. Quality assurance and the provision of evidence-based, patient-centered care and collaborative relationships are emphasized. The impact of political and legislative processes, the integration of informatics, and the legal and ethical issues in management are also discussed.

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

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

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

**Prerequisites** NURS 3197, NURS 4502, NURS 3297, NURS 4503, NURS 4505, NURS 3397, NURS 4497

**Concurrent Prerequisites**

**Corequisites** NURS 4508

**Cross-listing**

**Restrictions**

Is this a General Education course?\*  Yes  No

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

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

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

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

**Grading\*** Undergraduate Standard Letter

**Justification and Assessment**

**Rationale\*** The USG is working with the USG eMajor system to transition to a collaborative delivery of the common courses offered in the RN-BSN programs within the USG system. These common courses among the programs will be instituted to accommodate multi-institutional registration with unique course numbers for eMajor. This new course will replace the didactic portion of the current offered NURS 4508 course. The 4508 course will be revised to be a practicum/clinical course. The POS will not change for the RN to BSN program.

The working groups composed of RN to BSN faculty in the USG system were charged to review syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses. Since all USG RN to BSN programs likely used the same standard guidelines to create their institutional curriculum, the proposed new common courses do not differ significantly from the institution's existing courses.

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

- .Integrate leadership skills and evidenced-based practice to ensure quality and safe care utilizing decision-making, conflict resolution, clinical reasoning, and multidisciplinary communication.
- Discuss ethical, political, legal, and cultural considerations as they relate to leadership and management of nursing practice.
- Analyze quality and safety standards and initiatives in a complex healthcare system, the regulatory agencies governing them, and the nurse's role in quality improvement.
- Differentiate between leadership, organizational, and management theories and principles including the application to patient-centered nursing care in a variety of settings.
- Dissect the role of healthcare technology, informatics, and information management systems to improve communication, patient care outcomes, and safety within the healthcare environment.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

## Resources and Funding

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

Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 50

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

**If yes, what will the fee be?\*** 0

#### Fee Justification

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

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

## **Leadership & Management NURS 4597**

**Instructor Name:**

**Institution address**

**Phone Number:**

**E-mail address:**

**Office hours:**

**Course: NURS 4597**

**Course Title: Leadership & Management**

**Credit Hours: 3**

**Prerequisite:**

**Corequisite:**

### **Course Description:**

This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process provides the foundational structure for the course, while the theoretical framework for this course is established through exploration of leadership styles, organizational theory, and management theory. Quality assurance and the provision of evidence-based, patient-centered care and collaborative relationships are emphasized. The impact of political and legislative processes, the integration of informatics, and the legal and ethical issues in management are also discussed.

### **Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Integrate leadership skills and evidenced-based practice to ensure quality and safe care utilizing decision-making, conflict resolution, clinical reasoning, and multidisciplinary communication.
2. Discuss ethical, political, legal, and cultural considerations as they relate to leadership and management of nursing practice.
3. Analyze quality and safety standards and initiatives in a complex healthcare system, the regulatory agencies governing them, and the nurse's role in quality improvement.
4. Differentiate between leadership, organizational, and management theories and principles including the application to patient-centered nursing care in a variety of settings.
5. Dissect the role of healthcare technology, informatics, and information management systems to improve communication, patient care outcomes, and safety within the healthcare environment.

## Course Texts

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

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

## Unit Breakdown

The following units are covered in this course:

- Unit 1 –
- Unit 2 –
- Unit 3 –
- Unit 4 –

# NURS - 3200 - Student Success Seminar

2021-2022 Undergraduate New Course Request

## Introduction

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

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

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

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

Desired Effective Semester\*

Summer

Desired Effective Year\*

2021

## Routing Information

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

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

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

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

College - School/ Department\*

Tanner Health System School of Nursing

Is this a School of Nursing course?\*

Yes  No

85/511

Is this a College of ...

Is this a college or  
Education course?\*  Yes  No

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

NURS

Course Number\* 3200

Course Title\* Student Success Seminar

Long Course Title Student Success Seminar: Fundamentals

Course Type\*

Nursing

**Catalog Course Description\*** This seminar offers personalized remediation based on the individual score achieved on the Fundamentals, Pharmacology, or Medical-Surgical HESI specialty exam administered throughout the nursing program. Coaching related to student success in the nursing program and taking the NCLEX-RN licensure exam will also be included. This includes test-taking skills, study skills, and time management skills.

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\* 1

Lab Hrs\* 0

Credit Hrs\* 1

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

Counted toward graduation.\*

Counted toward graduation.\*

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

**Prerequisites** admission to the pre-licensure nursing program

**Concurrent Prerequisites**

**Corequisites** NURS 3202

**Cross-listing**

**Restrictions**

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

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

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

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

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

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

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

**Grading\***

## Justification and Assessment

**Rationale\*** Due to multiple factors, the pre-licensure nursing program has seen a steady decline in first-time test takers' ability to pass the NCLEX-RN national licensure exam. A review of the literature related to best practices for student success was conducted. Also, an evaluation of USG pre-licensure programs was completed. It was deemed that a student success seminar is created to provide more individualized and closer monitoring of students at risk for failure and promote student success. Lastly, a faculty member has been identified to be the student success coordinator. This faculty member will have a work release to facilitate this seminar and work more closely with students to promote success in the program and pass the national licensure exam on

students to promote success in the program and pass the national licensure exam on the first try.

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

1. Assess personal learning needs based on the HESI Specialty Exam result.
2. Create an individual remediation plan based on the HESI Specialty Exam result.
3. Complete individual remediation plan based on the HESI Specialty/Exit Exam result.
4. Demonstrate mastery of content by achieving 850 or higher on the subsequent proctored HESI Specialty Exam retake.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 100

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

**If yes, what will the fee be?\*** 0

### Fee Justification

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

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

# NURS - 3300 - Student Success Seminar

## 2021-2022 Undergraduate New Course Request

### Introduction

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

Desired Effective Semester\*

Summer

Desired Effective Year\*

2021

### Routing Information

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

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

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

College - School/ Department\*

Tanner Health System School of Nursing

Is this a School of Nursing course?\*

Yes  No

89/511

Is this a College of ...

Is this a college or  
Education course?\*  Yes  No

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

NURS

Course Number\* 3300

Course Title\* Student Success Seminar

Long Course Title Student Success Seminar: Pharmacology

Course Type\*

Nursing

**Catalog Course Description\*** This seminar offers personalized remediation based on the individual score achieved on the Fundamentals, Pharmacology, or Medical-Surgical HESI specialty exam administered throughout the nursing program. Coaching related to student success in the nursing program and taking the NCLEX-RN licensure exam will also be included. This includes test-taking skills, study skills, and time management skills.

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\* 1

Lab Hrs\* 0

Credit Hrs\* 1

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

Counted toward graduation.\*

Counted toward graduation.\*

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

**Prerequisites** admission to the pre-licensure nursing program

**Concurrent Prerequisites**

**Corequisites** NURS 3102 OR 4201

**Cross-listing**

**Restrictions**

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

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

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

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

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

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

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

**Grading\***

## Justification and Assessment

**Rationale\*** Due to multiple factors, the pre-licensure nursing program has seen a steady decline in first-time test takers' ability to pass the NCLEX-RN national licensure exam. A review of the literature related to best practices for student success was conducted. Also, an evaluation of USG pre-licensure programs was completed. It was deemed that a student success seminar is created to provide more individualized and closer monitoring of students at risk for failure and promote student success. Lastly, a faculty member has been identified to be the student success coordinator. This faculty member will have a work release to facilitate this seminar and work more closely with students to promote success in the program and pass the national licensure exam on

students to promote success in the program and pass the national licensure exam on the first try.

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

1. Assess personal learning needs based on the HESI Specialty Exam result.
2. Create an individual remediation plan based on the HESI Specialty Exam result.
3. Complete individual remediation plan based on the HESI Specialty/Exit Exam result.
4. Demonstrate mastery of content by achieving 850 or higher on the subsequent proctored HESI Specialty Exam retake.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 100

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

**If yes, what will the fee be?\*** 0

### Fee Justification

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

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

# NURS - 4090 - Student Success Seminar

2021-2022 Undergraduate New Course Request

## Introduction

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

Desired Effective Semester\*

Summer

Desired Effective Year\*

2021

## Routing Information

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

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

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

College - School/ Department\*

Tanner Health System School of Nursing

Is this a School of Nursing course?\*

Yes  No

93/511

Is this a College of ...

Is this a college or  
Education course?\*  Yes  No

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

NURS

Course Number\* 4090

Course Title\* Student Success Seminar

Long Course Title Student Success Seminar: Medical-Surgical (Newnan)

Course Type\*

Nursing

**Catalog Course Description\*** This seminar offers personalized remediation based on the individual score achieved on the Fundamentals, Pharmacology, or Medical-Surgical HESI specialty exam administered throughout the nursing program. Coaching related to student success in the nursing program and taking the NCLEX-RN licensure exam will also be included. This includes test-taking skills, study skills, and time management skills.

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\* 1

Lab Hrs\* 0

Credit Hrs\* 1

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

Counted toward graduation.\*

Counted toward graduation.\*

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

**Prerequisites** admission to pre-licensure nursing program

**Concurrent Prerequisites**

**Corequisites** NURS 4103

**Cross-listing**

**Restrictions** Newnan Campus only

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

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

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

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

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

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

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

**Grading\***

Satisfactory/Unsatisfactory - No IP

## Justification and Assessment

**Rationale\*** Due to multiple factors, the pre-licensure nursing program has seen a steady decline in first-time test takers' ability to pass the NCLEX-RN national licensure exam. A review of the literature related to best practices for student success was conducted. Also, an evaluation of USG pre-licensure programs was completed. It was deemed that a student success seminar is created to provide more individualized and closer monitoring of students at risk for failure and promote student success. Lastly, a faculty member has been identified to be the student success coordinator. This faculty member will have a work release to facilitate this seminar and work more closely with students to promote success in the program and pass the national licensure exam on

students to promote success in the program and pass the national licensure exam on the first try.

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

1. Assess personal learning needs based on the HESI Specialty Exam result.
2. Create an individual remediation plan based on the HESI Specialty Exam result.
3. Complete individual remediation plan based on the HESI Specialty/Exit Exam result.
4. Demonstrate mastery of content by achieving 850 or higher on the subsequent proctored HESI Specialty Exam retake.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 100

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

**If yes, what will the fee be?\*** 0

### Fee Justification

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

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

# NURS - 4100 - Student Success Seminar

2021-2022 Undergraduate New Course Request

## Introduction

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

Desired Effective Semester\*

Summer

Desired Effective Year\*

2021

## Routing Information

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

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

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

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

College - School/ Department\*

Tanner Health System School of Nursing

Is this a School of Nursing course?\*

Yes  No

97/511

Is this a College of ...

Is this a college or  
Education course?\*  Yes  No

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

NURS

Course Number\* 4100

Course Title\* Student Success Seminar

Long Course Title Student Success Seminar: Medical-Surgical (Carrollton)

Course Type\*

Nursing

Catalog Course  
Description\*

This seminar offers personalized remediation based on the individual score achieved on the Fundamentals, Pharmacology, or Medical-Surgical HESI specialty exam administered throughout the nursing program. Coaching related to student success in the nursing program and taking the NCLEX-RN licensure exam will also be included. This includes test-taking skills, study skills, and time management skills.

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\* 1

Lab Hrs\* 0

Credit Hrs\* 1

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

Counted toward graduation.\*

Counted toward graduation.\*

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

**Prerequisites** admission to pre-licensure nursing program

**Concurrent Prerequisites**

**Corequisites** NURS 4201

**Cross-listing**

**Restrictions** Second Session Fall semester, Carrollton campus only

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

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

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

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

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

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

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

**Grading\***

Satisfactory/Unsatisfactory - No IP

## Justification and Assessment

**Rationale\*** Due to multiple factors, the pre-licensure nursing program has seen a steady decline in first-time test takers' ability to pass the NCLEX-RN national licensure exam. A review of the literature related to best practices for student success was conducted. Also, an evaluation of USG pre-licensure programs was completed. It was deemed that a student success seminar is created to provide more individualized and closer monitoring of students at risk for failure and promote student success. Lastly, a faculty member has been identified to be the student success coordinator. This faculty member will have a work release to facilitate this seminar and work more closely with students to promote success in the program and pass the national licensure exam on

students to promote success in the program and pass the national licensure exam on the first try.

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

1. Assess personal learning needs based on the HESI Specialty Exam result.
2. Create an individual remediation plan based on the HESI Specialty Exam result.
3. Complete individual remediation plan based on the HESI Specialty/Exit Exam result.
4. Demonstrate mastery of content by achieving 850 or higher on the subsequent proctored HESI Specialty Exam retake.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 100

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

**If yes, what will the fee be?\*** 0

### Fee Justification

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

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

**University of West Georgia**  
**Tanner Health System School of Nursing**  
**Syllabus**  
**Semester 20XX**

**Courses:**

NURS3200 Student Success Seminar: Fundamentals

NURS3300 Student Success Seminar: Pharmacology

NURS4090 Student Success Seminar: Medical/Surgical (Newnan Campus)

NURS4100 Student Success Seminar Medical/Surgical (Carrollton Campus)

**Credit Hours:** 1-0-1

**Prerequisites:** Admission to the pre-licensure nursing program

**Co-requisites:**

NURS3200 Student Success Seminar Fundamentals: NURS 3202 Healthcare of the client II

NURS3300 Student Success Seminar Pharmacology: NURS 3102 Professional concepts II (Carrollton campus) OR NURS 4201 Healthcare of the client III (Newnan campus)

NURS4090 Student Success Seminar Medical/Surgical (Newnan Campus): NURS 4103 Professional Capstone.

NURS4120 Student Success Seminar Medical/Surgical (Carrollton Campus): NURS 4201 Healthcare of the client III

**Course Description:** This seminar offers personalized remediation based on the individual score achieved on the Fundamentals, Pharmacology, or Medical-Surgical HESI specialty exam administered throughout the nursing program. Coaching related to student success in the nursing program and taking the NCLEX-RN licensure exam will also be included. This includes test-taking skills, study skills, and time management skills.

**Course Learning Outcomes:**

1. Assess personal learning needs based on the HESI Specialty Exam result.
2. Create an individual remediation plan based on the HESI Specialty Exam result.
3. Complete individual remediation plan based on the HESI Specialty/Exit Exam result.
4. Demonstrate mastery of content by achieving 850 or higher on the subsequent proctored HESI Specialty Exam retake.

**Grading System:** Graded Satisfactory or Unsatisfactory

**Potential Required Textbooks:**

My Evolve Student access <https://evolve.elsevier.com/cs/myEvolve>

HESI Assessment Next Generation - remediation

HESI Elsevier Evolve Adaptive Quizzing- Next Generation

Silvestri, L. A., and Silverstri, A. E. (2020). *Saunders 2020-20201Strategies for test success* (6th ed.). Elsevier.

### **NURS 3200 Student Success Seminar – Fundamentals**

Prerequisite: Admission to pre-licensure nursing program

Co-requisite: NURS 3202

Credit: 1-0-1

Grading: Pass/Fail      Satisfactory/Unsatisfactory      A, B, C (need to figure out criteria)

Need to update co-requisite for NURS 3202 HCC2

Co-requisite: Score of 850 or higher on the HESI Fundamental exam OR NURS 3200 Student Success Seminar - Fundamentals

### **NURS 3300 Student Success Seminar – Pharmacology – full session**

Prerequisite: Admission to pre-licensure nursing program

Co-requisite: NURS 3102 OR 4201

Credit: 1-0-1

Grading: Pass/Fail      Satisfactory/Unsatisfactory      A, B, C (need to figure out criteria)

Need to update co-requisite for NURS 3102 PC2 (Carrollton) AND NURS 4201 HCC3 (Newnan)

Co-requisite: Score of 850 or higher on the HESI Pharmacology exam OR NURS 3300 Student Success Seminar - Pharmacology

### **NURS 4100 Student Success Seminar – Medical/Surgical (NEWNAN Campus)**

Prerequisite: Admission to pre-licensure nursing program

Co-requisite: NURS 4103

Credit: 1-0-1

Grading: Pass/Fail      Satisfactory/Unsatisfactory      A, B, C (need to figure out criteria)

Need to update co-requisite for NURS 4103 PC Capstone

Co-requisite: Score of 850 or higher on the HESI Med/Surg exam OR NURS 4100 Student Success Seminar – Med/Surg

### **NURS 4120 Student Success Seminar – Medical/Surgical (CARROLLTON Campus) – 2<sup>nd</sup> SESSION - FALL**

Prerequisite: Admission to pre-licensure nursing program

Co-requisite: NURS 4201

Credit: 1-0-1

Grading: Pass/Fail      Satisfactory/Unsatisfactory      A, B, C (need to figure out criteria)

Need to update co-requisite for NURS 4201 HCC3

Co-requisite: Score of 850 or higher on the HESI Med/Surg exam OR NURS 4120 Student Success Seminar – Med/Surg

# Forensic Science and Investigation

## 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\*** Corey Maggiano

**Email\*** cmaggiano@westga.edu

**College\*** College of Arts, Culture, and Scientific Inquiry

### Pathway Information

**School/ Department\*** University College

**Desired Effective Semester\*** Fall

**Desired Effective Year\*** 2021

**Name of Proposed Pathway\*** Forensic Science and Investigation

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

**List all academic** Anthropology, Biology, Chemistry, Criminology

departments that offer courses in the proposed pathway:\*

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

yes

List the pathway-specific student learning outcome(s):\*

1. Student can explain how the natural and social sciences interrelate to permit forensic investigation.
2. Student can implement reasoning, skills, or methods central to scientific investigations in medicolegal contexts.
3. Student can critical review reports and data from their main disciplines in experiential, practical, or case study scenarios.

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\*

## UWG BIS Pathway Proposal in Forensic Science and Investigation Spring 2021

### 1) Name of the Pathway

BIS in Forensic Science and Investigation

### 2) Disciplines

Anthropology, Biology, Chemistry, Criminology

### 3) Courses in the disciplines

	Pre-Reqs	Credits
<b>Social Sciences</b>		
Foundation Courses		
ANTH 1105 - Introduction to Physical Anthropology	None	3
CRIM 1100 - Introduction to Criminal Justice	None	3
Anthropology		
ANTH 4125 - Forensic Anthropology*	None	3
ANTH 3110 - Human Osteology	None	3
ANTH 3250 - Field Methods in Physical Anthropology	None	4
ANTH 4122 - Bioarchaeology	None	3
ANTH 4135 - Genes and Genomania	None	3
Criminology		
CRIM 3411 - Criminal Investigations	CRIM 1100	3
CRIM 3333 - Victimology	CRIM 1100	3
CRIM 3705 - Criminal Profiling	CRIM 1100	3
CRIM 3900 Social Science in the Legal System	CRIM 1100	3
CRIM 4000 - Research Methodology	CRIM 1100	3
CRIM 4230 Ethics and the Criminal Justice System	CRIM 1100	3
<b>Natural Sciences</b>		
Foundation Courses		
BIOL 1107 and Lab, or 2107 and Lab	2107 (only) requires Chem 1212 or petition	4
BIOL 1108 and Lab, or 2108 and Lab	2107 (only) requires Chem 1212 or petition	4
CHEM 1211 and Lab	MATH 1113, or MATH 1111 and MATH 1112	4
CHEM 1212 and Lab	MATH 1113, or MATH 1111 and MATH 1112	4
Biology		
BIOL 3134 - Molecular Cellular Biology	Either Intro Series for Bio+Lab, Chem+Lab	4
BIOL 3231 - Comparative Vertebrate Anatomy	Either Intro Series for Bio+Lab, Chem+Lab	4
BIOL 3513 - Human Physiology	Either Intro Series for Bio+Lab, Chem+Lab	4
BIOL 3621 - Genetics and Medical Genetics	Either Intro Series for Bio+Lab, Chem+Lab	4
BIOL 4241 – Entomology	Either Intro Series for Bio+Lab, Chem+Lab or petition	4
Chemistry		
CHEM 3130 - Modern Forensic Science*	None	3
CHEM 3140 - Drugs and Drug Abuse	None	3
CHEM 3310K - Analytical Chemistry	CHEM 1212 and Lab, and MATH 1634	4

\*=required for completion of the Pathway

### 4) 2- year rotation schedule of courses

BIS in Forensics Pathway							
		Year 1			Year 2		
		Fall	Spring	Summer	Fall	Spring	Summer
<b>Social Sciences</b>							
<b>Foundation Courses</b>	Anth 1105	x	x	x	x	x	x
	Crim 1100	x	x		x	x	
<b>Anthropology</b>	Anth 4125	x		x			x
	Anth 3110		x				

	Anth 3250				x (2 years on, 1 year off)		
	Anth 4122					x	
	Anth 4135				x		
<b>Criminology</b>	Crim 3333	x	x		x	x	
	Crim 3411	x	x	x	x	x	
	Crim 3705	x	x	x	x	x	x
	Crim 3900					x	x
	Crim 4000	x	x	x	x	x	x
	Crim 4230	x	x	x	x	x	
	Crim 3900					x	x
<b>Natural Sciences</b>							
<b>Foundation Courses</b>	Biol 1107 plus Lab	x	x	x	x	x	x
	Biol 1108 plus Lab	x	x	x	x	x	x
	Biol 2107 plus Lab	x	x	x	x	x	x
	Biol 2108 plus Lab	x	x	x	x	x	x
	Chem 1211 and Lab	x	x	x	x	x	x
	Chem 1212 and Lab	x	x	x	x	x	x
<b>Biology</b>	Biol 3134	x	x	x	x	x	x
	Biol 3231	x			x		
	Biol 3513	x	x	x	x	x	x
	Biol 3621	x			x		
	Biol 4241	x	x		x	x	
<b>Chemistry</b>	Chem 3130					even year	
	Chem 3140		odd year				
	Chem 3310K	x		x	x		x

## 5) Suggested Elective Courses

ANTH 3180, ANTH 4130, BIOL 2021, BIOL 2022, BIOL 2030 and Lab, CHEM 2000, CRIM 2272, CRIM 2274, CRIM 4003, GEOL 3014, MATH 1401

## 6) Pathway structure

<b>Required Foundation Courses:</b>			
ANTH 1105 Introduction to Physical Anthropology BIOL 1107 and BIOL 1107L and BIOL 1108 and BIOL 1108L <b>OR</b> BIOL 2107 and BIOL 2017L and BIOL 2108 and BIOL 2108L CHEM 1211 and CHEM 1211L CHEM 1212 and CHEM 1212L* CRIM 1100 Introduction to Criminal Justice			
<b>Required Upper Level Area Courses:</b>			
ANTH 4125 Forensic Anthropology CHEM 3130 Modern Forensic Science			
<b>Upper Level Area Courses. Students will choose two of the four disciplines as their main subjects. From these two disciplines, they must take a minimum of 9 credit hours each. From the remaining two disciplines, they must take at least one course each. Total minimum credit hours: 24.</b>			
ANTH 3110 Human Osteology  ANTH 3250 Field Methods in Physical Anthropology ANTH 4122 Bioarchaeology ANTH 4135 Genes and Genomania	BIOL 3134 Molecular Cellular Biology BIOL 3231 Comparative Vertebrate Anatomy BIOL 3513 Human Physiology BIOL 3621 Genetics and Medical Genetics BIOL 4241 Entomology	CRIM 3333 Victimology CRIM 3411 Criminal Investigations CRIM 3705 Criminal Profiling CRIM 3900 Social Science in the Legal System CRIM 4000 Research Methodology CRIM 4230 Ethics and the Criminal Justice System	CHEM3130 Modern Forensic Science CHEM 3140 Drugs and Drug Abuse CHEM 3310K Analytical Chemistry**

Prerequisites:

\*MATH 1111 and MATH 1112, **OR** MATH 1113

\*\*MATH 1111 and MATH 1112, **OR** MATH 1113 **AND** MATH 1634

## **7) Mentors**

Anthropology: Corey Maggiano, Isabel Maggiano

Biology: Gregory Payne

Chemistry: Megumi Fujita, Ann Gaquere

Criminology: Mai Naito Mills

## **8) Learning outcomes**

- 1) To explain how the natural and social sciences interrelate to permit Forensic Investigation
- 2) To implement reasoning, skills, or methods central to scientific investigations in medicolegal contexts
- 3) To critically review reports and data from their main disciplines in experiential, practical, or case study scenarios.

## Program Map – BIS in Forensic Science and Investigation

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
MATH 1111/MATH 1112, OR MATH 1113	3	BIOL 1108 and BIOL 1108L OR BIOL 2108 and BIOL 2108L (Area D or F)	4
ANTH 1105	3	Area B Elective	2
BIOL 1107 and BIOL 1107L OR BIOL 2107 and BIOL 2107L (Area D or F)	4	Area C1 Elective	3
Area B 1 elective	3	CRIM 1100	3
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete ENGL 1101 C or better</li> <li>• Consider a possible Minor Declaration as early as possible to select the appropriate lab science courses</li> <li>• Take Anth 1105</li> </ul>		<ul style="list-style-type: none"> <li>• Complete ENGL 1102 C or better</li> <li>• Take CRIM 1100</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
XIDS 2000	3	CHEM 1212 and CHEM 1212L (Area D or F)	4
Area E (HIST 1111 or HIST 1112)	3	Area E (HIST 2111 or HIST 2112)	3
CHEM 1211 and CHEM 1211L (Area D or F)	4	CHEM 3130	3
MATH 1111/MATH 1112 (if needed)	3	Area C 2 Elective (Recommend PHIL 2030)	3
ANTH 4125	3	BIS Area Course (1/discipline 1)	3-4
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>16-17</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Take XIDS 2000</li> <li>• Take ANTH 4125</li> <li>• Declare your Minor (if interested)</li> </ul>		<ul style="list-style-type: none"> <li>• Take CHEM 3130</li> <li>• Complete BIOL and CHEM 1000/2000 level courses</li> <li>• Begin BIS Area Courses</li> </ul>	
YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area E (POLS 1101)	3	Area E (Soc Sci)	3
BIS Area Course (2/discipline 1)	3-4	BIS Area Course (1/discipline 3)	3-4
BIS Area Course (1/discipline 2)	3-4	XIDS 3000	3

This program map is intended ONLY as a guide for students to plan their course of study. Information regarding academic requirements for graduation will be available in the offices of the Registrar and Deans of major schools and colleges. It is the responsibility of each student to keep himself or herself apprised of current graduation requirements for a degree program in which he or she is enrolled.

Minor/Elective	3
Minor/Elective	3
<b>SEMESTER TOTAL</b>	<b>15-17</b>
<b>Milestones</b>	
<ul style="list-style-type: none"> <li>• Complete at least 2 BIS Area Courses</li> <li>• Begin Minor/Elective</li> </ul>	

Minor/Elective	3
Minor/Elective	3
<b>SEMESTER TOTAL</b>	<b>15-16</b>
<b>Milestones</b>	
<ul style="list-style-type: none"> <li>• Complete Core</li> <li>• Take XIDS 3000, complete capstone plan</li> <li>• Continue taking BIS Area Courses</li> <li>• Continue Minor/Elective</li> </ul>	

YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
XIDS 4000 Capstone	3	BIS Area Course (2/discipline 3)	3-4
BIS Area Course (1/discipline 4)	3-4	BIS Are Course (3/discipline 2)	3
BIS Area Course (3/discipline 1)	3-4	Minor/Elective	3
Minor/Elective	3	Minor/Elective	3
Minor/Elective	3		
<b>SEMESTER TOTAL‡</b>	<b>15-17</b>	<b>SEMESTER TOTAL</b>	<b>12-13</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>• Complete XIDS 4000 Capstone, submit project</li> <li>• Continue BIS Area Courses</li> <li>• Continue Minor/Elective</li> </ul>		<ul style="list-style-type: none"> <li>• Complete BIS Area Courses</li> <li>• Complete all required courses</li> <li>• Total credit hours required to graduate: 120</li> </ul>	

This program map is intended ONLY as a guide for students to plan their course of study. Information regarding academic requirements for graduation will be available in the offices of the Registrar and Deans of major schools and colleges. It is the responsibility of each student to keep himself or herself apprised of current graduation requirements for a degree program in which he or she is enrolled.

# Religion

## 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\*** Marjorie Snipes

**Email\*** msnipes@westga.edu

**College\*** College of Arts, Culture, and Scientific Inquiry

### Pathway Information

**School/ Department\*** University College

**Desired Effective Semester\*** Fall

**Desired Effective Year\*** 2021

**Name of Proposed Pathway\*** Religion

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

**List all academic** Anthropology, Art, Criminology, History, Philosophy, Political Science, Psychology, <sup>111/511</sup>

departments that offer courses in the proposed pathway:\*

Sociology

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

yes

List the pathway-specific student learning outcome(s):\*

1. Student can critically analyze an issue or question relevant to religion.
2. Student can apply methods or concepts from at least two disciplines in the study of an issue or question relevant to religion.

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 \*

## New Interdisciplinary Pathway Proposal

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**Proposers:** Marjorie Snipes  
Rosemary Kellison  
Dan Williams

### **1) Pathway name.**

Religion

### **2) Clear specification of the disciplines, courses, and structure.**

See Next Page.

NOTE: No foundations courses are specified for the four focus areas (foundations courses are counted in Area F). Students will use whatever courses are appropriate for their choice of focus areas (each program of study includes two), e.g. A student whose program of study included the Religion in the Arts & Humanities focus area could use PHIL 2130 - Intro to World Religions while another student with the same focus area could use ART 2201 - History of Western Art I.

### **3) Mentors for each of the disciplines. (These are the mentors who will be in place when the pathway is approved. Mentors will change as needed, a process managed by the pathway's administrative committee).**

See Next Page

### **4) Programs/departments that will be represented on the pathway's administrative committee.**

**This committee will work with the CIDS to manage and administer the pathway.**

Anthropology, History, Philosophy, Sociology

### **5) At least one learning outcome specific to the pathway.**

- Student can critically analyze an issue or question relevant to religion.
- Student can apply methods or concepts from at least two disciplines in the study of an issue or question relevant to religion.

### **6) Two-year course rotations for all courses included in the pathway, beginning with the following academic year and grouping them by pathway discipline, e.g. a proposal for a Sustainability Pathway would group together the courses for a Social Systems discipline, those for a Natural Systems discipline, etc.**

See Tables 1 and 2 and Program Map (beginning on Page 3)

## Interdisciplinary Studies

# RELIGION PATHWAY

### WHAT IS INTERDISCIPLINARY STUDIES?

Interdisciplinary studies is an approach that draws upon and integrates the perspectives, concepts, theories, and methods from multiple disciplines (fields of study) in order to understand a phenomenon too broad or complex to be adequately addressed within a single discipline.

### WHAT IS THE RELIGION PATHWAY?

The Religion Pathway within the Interdisciplinary Studies major provides UWG students an opportunity to explore RELIGION within and across multiple academic disciplines while systematically developing the techniques and tools of interdisciplinarity.

**Students in the Religion Pathway choose two focus areas, at least one of which must be either Religion in Arts & Humanities or Religion in the Social Sciences.**

RELIGION IN THE ARTS & HUMANITIES	RELIGION IN THE SOCIAL SCIENCES	RELIGION AND SOCIAL JUSTICE	SPIRITUALITY AND HEALTH
<p><b>Mentor:</b> Dr. Rosemary Kellison rkelliso@westga.edu 678.839.5514</p> <p><b>Choose three (9 hours):</b> ART 3230 Medieval Art of Christian Europe and the Near East HIST 4210 Pagans and Christians in Late Antiquity HIST 4231 The Reformation HIST 4285/4385/4485 Special Topics* HIST 4478 American Religion to 1800 HIST 4479 American Religion since 1800 HIST 4385 History of Political Islam PHIL 3105 Medieval and Early Modern Philosophy PHIL 3205 Theories of Religion PHIL 3220 Christian Thought PHIL 3250 Islamic Thought PHIL 4230 Philosophy of Religion</p>	<p><b>Mentor:</b> Dr. Marjorie Snipes msnipes@westga.edu 678.839.6453</p> <p><b>Choose three (9 hours):</b> ANTH 3170 Religion in America: The Shakers ANTH 4170 Myth, Magic, and Religion ANTH 4190 Modern Shamanism PSYC 4070 Psychology of Myth and Symbol PSYC 4130 Eastern and Transpersonal Psychologies PSYC 4670 Values, Meaning, and Spirituality PSYC 4085 Horizon Seminar* SOCI 3543 Sociology of Religion SOCI 3804 Death, Grief, and Caring SOCI 4999 Religion and Global Social Problems</p>	<p><b>Mentor:</b> Dr. Dan Williams dkw@westga.edu 678.839.6034</p> <p><b>Choose one (3 hours):</b> ANTH 3170 Religion in America: The Shakers ANTH 4190 Modern Shamanism HIST 4479 American Religion since 1800 HIST 4385 History of Political Islam PHIL 3220 Christian Thought PHIL 3250 Islamic Thought SOCI 4999 Religion &amp; Global Social Problems</p> <p><b>Choose two (6 hours)</b> ANTH 3180 Environment and Health ANTH 4146 Latinx in the U.S. CRIM 4265 Crime and Social Inequality HIST 4469 Civil Rights Movement HIST 4285/4385/4485 Special Topics* PHIL 3115 Political Philosophy PHIL 4110 Philosophy of Law PHIL 4130 Feminist Philosophy POLS 4209 Environmental Policy POLS 4517 Global Human Rights SOCI 3234 Intro to Social Work &amp; Social Welfare SOCI 4323 Sociology of Race</p>	<p><b>Mentor:</b> Dr. Marjorie Snipes msnipes@westga.edu 678.839.6453</p> <p><b>Required (6 hours):</b> ANTH 4190 Modern Shamanism ANTH 4130 Medical Anthropology</p> <p><b>Choose one (3 hours):</b> ANTH 3180 Environment and Health ANTH 3188 Ethnographic Field Methods ANTH 4170 Myth, Magic, and Religion ANTH 4885 Special Topics* PSYC 3580 Holistic Health Psychology PSYC 3800 Psychology of Mind and Body PSYC 4085 Horizon Seminar* PSYC 4130 Eastern and Transpersonal Psychology PSYC 4290 Moral &amp; Social Development SOCI 3804 Death, Grief, and Caring</p>

\*If focused on topic related to religion or the focus area (seek mentor approval)

**QUESTIONS? ANDY WALTER, DIRECTOR, CENTER FOR INTERDISCIPLINARY STUDIES • 678-839-4070 • AWALTER@WESTGA.EDU**

**TABLE 1: Two-Year Course Rotations for All Courses Used in the Religion Pathway**

Course	Fall 2021	Sp 2022	Su 2022	Fall 2022	Sp 2023	Su 2023
Example	X		X			X
ART 3230	X			X		
ANTH 3170					X	
ANTH 3180					X	
ANTH 3188						X
ANTH 4130				X		
ANTH 4146				X		
ANTH 4170			X			
ANTH 4190						X
ANTH 4885	Variable					
CRIM 4265	X	X	X	X	X	X
HIST 4210						
HIST 4231						
HIST 4385	X					
HIST Sp To*	X					
HIST 4469				X		
HIST 4478	X					
HIST 4479				X		
HIST 4385						
HIST 4469						
PHIL 3105				X		
PHIL 3115					X	
PHIL 3205				X		
PHIL 3220	X					
PHIL 3250		X				
PHIL 4110				X		

PHIL 4130					X	
PHIL 4230		X				
POLS 4209						
POLS 4517						
PSYC 3580						
PSYC 3800	X	X	X	X	X	X
PSYC 4070						
PSYC 4085**	Variable					
PSYC 4130	X				X	
PSYC 4290						
PSYC 4670	X					
SOCI 3234						
SOCI 3543		X			X	
SOCI 3804		X	X		X	X
SOCI 4323	X	X		X	X	
SOCI 4999	Variable					

\*History Special Topics (HIST 4285/4385/4485) with topic related to religion or focus area

\*\*Psychology Horizon Seminar with topic related to religion or focus area

--continue next page--

**TABLE 2: Two-year Course Rotations, by Focus Area**

Religion in the Arts & Humanities						
	F21	Sp22	Su22	F22	Sp23	Su23
<b>Choose three:</b>						
ART 3230	X			X		
HIST 4210						
HIST 4231						
HIST 4285						
HIST 4478						
HIST 4479						
HIST 4385	X					
PHIL 3105	X					
PHIL 3205	X					
PHIL 3220				X		
PHIL 3250					X	
PHIL 4230					X	

Religion in the Social Sciences						
	F21	Sp22	Su22	F22	Sp23	Su23
<b>Choose three:</b>						
ANTH 3170		X				
ANTH 4170						X
ANTH 4190			X			
PSYC 4070						
PSYC 4130	X				X	
PSYC 4670	X					
PSYC 4085						
SOCI 3543		X			X	
SOCI 3804		X	X		X	X
SOCI 4999						

Religion and Social Justice						
	F21	Sp22	Su22	F22	Sp23	Su23
<b>Choose one:</b>						
ANTH 3170						
ANTH 4190		X				
HIST 4479				X		
HIST 4385						
PHIL 3220				X		
PHIL 3250					X	
SOCI 4999						
<b>Choose two:</b>						
ANTH 3180		X				
ANTH 4146				X		
CRIM 4265	X	X	X	X		
HIST 4469						
HIST Sp Topic						
PHIL 3115		X				
PHIL 4110	X					
PHIL 4130		X				
POLS 4209						
POLS 4517						
SOCI 3234						
SOCI 4323	X	X		X	X	

Spirituality and Health						
	F21	Sp22	Su22	F22	Sp23	Su23
<b>Required:</b>						
ANTH 4190		X				
ANTH 4130	X					
<b>Choose one:</b>						
ANTH 3180		X				
ANTH 3188			X			
ANTH 4170						X
ANTH 4885						
PSYC 3580						
PSYC 3800	X	X	X	X	X	X
PSYC 4085						
PSYC 4130	X				X	
PSYC 4290						
SOCI 3804		X	X		X	X

## 2021-22 Program Map

### BIS Religion Pathway

Focus Areas: Religion in the Arts & Humanities (RAH), Religion in the Social Sciences (RSS)

Year 1			
Term 1		Term 2	
Course	Credits	Course	Credits
Area A1: ENGL 1101 - English Composition I	3	Area A1: ENGL 1102 - English Composition II	3
Area A2: Math course	3	Area D1: Science course + L	4
Area B1: Oral communications course	3	Area E3: POLS 1101 - American Government	3
Area E4: Social science elective course	3	Area C1: Fine arts course	3
Area B2: Institutional priorities course	2	Area F: ART 2201 - History of Western Art I	3
<b>Semester Total</b>	<b>14</b>	<b>Semester Total</b>	<b>16</b>
<b>Milestones</b> <ul style="list-style-type: none"> <li>Complete ENGL 1101 with C or better</li> <li>Complete Area A2 math</li> </ul>		<b>Milestones</b> <ul style="list-style-type: none"> <li>Complete ENGL 1102 with C or better</li> <li>Complete Area D1 lab science</li> <li>Earn 16 credit hours (to reach 30 for Fall/Spring combined)</li> <li>Art 2201 C or better</li> </ul>	

Year 2			
Term 1		Term 2	
Course	Credits	Course	Credits
Area C2: Humanities course	3	Area D2: Science, math, or technology course	3
Area D1: Science course	3	Area E1: World history course	3
Area E2: US history course	3	Area F: XIDS 2000 - Intro Interdisciplinary Studies	3
Area F: ART 2202 - History of Western Art II	3	Area F: D1 Foundation course - SOCI 1101 Intro Sociology	3
Area F: PSYC 1101 - Intro Psychology	3	Area F: D2 Foundation course - PHIL 2130 Intro to World Religions	3
<b>Semester Total</b>	<b>15</b>	<b>Semester Total</b>	<b>15</b>
<b>Milestones</b> <ul style="list-style-type: none"> <li>Complete ART 2202 with C or better</li> </ul>		<b>Milestones</b> <ul style="list-style-type: none"> <li>Complete BIS Degree Plan and submit to Registrar</li> </ul>	

Year 3			
Term 1		Term 2	
Course	Credits	Course	Credits
RAH 1: HIST 4385 - History of Political Islam	3	XIDS 3000 - Interdisciplinary Methods	3
RSS 1: PSYC 4670 - Values, Meaning, and Spirituality	3	RSS 2: ANTH 3170 - Religion in America: The Shakers	3
3000/4000 level elective	3	RSS 3: SOCI 3543 - Sociology of Religion	3
3000/4000 level elective	3	3000/4000 level elective	3
Elective	3	Elective	3
<b>Semester Total</b>	<b>15</b>	<b>Semester Total</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
		<ul style="list-style-type: none"> <li>Finish Capstone proposal/plan in XIDS 3000</li> </ul>	

Year 4			
Term 1		Term 2	
Course	Credits	Course	Credits
RAH 2: PHIL 3220 - Christian Thought	3	XIDS 4000 - Interdisciplinary Capstone	3
RAH 3: ART 3230 - Medieval Art of Christian Europe and the Near East	3	3000/4000 level elective	3
3000/4000 level elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
<b>Semester Total</b>	<b>15</b>	<b>Semester Total</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
		<ul style="list-style-type: none"> <li>Complete Capstone Project, submit in XIDS 4000</li> </ul>	

Term	Subject	Course	Faculty Name	Course Title	Credit_Hours	Department	College	Description
202108	XIDS	2002	Lee, G.	WDYKA The Honors College	2	Interdisciplinary Studies Ctr	Honors College	Crime is a problem which affects us all. It is constantly with us via the media and it is something about which everyone has strong views; but, how much does the public really know about crime? This course will cover the realities of crime and the criminal justice system. We will be examining policing, courts and the prison system in both the U.S. and around the world. We will also be examining the potential causes of crime, including sociology, political, biological, psychological, and economic factors that can contribute to criminal behavior.
202108	XIDS	2002	Zamostny, J.	WDYKA The Honors College	2	Interdisciplinary Studies Ctr	Honors College	Who are fans and what is fandom? What do fans do and why do their activities matter? How have fans been represented and how have they represented themselves over time and in different cultures? What distinguishes fans from, say, consumers, connoisseurs, or anti-fans? How does being a fan interact with being a citizen, student, or scholar?
202108	XIDS	2002	Simmons-Moore, C.	WDYKA The Honors College	2	Interdisciplinary Studies Ctr	Honors College	Ghosts have been reported in every culture and appear throughout history. They are a common topic in literature and popular fiction and an attractive focus for many TV shows and movies. In sum, they hold a firm fascination for humankind. They are best studied from an interdisciplinary perspective including psychology, sociology, anthropology, philosophy, geography, geology and neuroscience. In this class, we will touch upon critical thinking (things are not always as they seem to be), human storytelling and meaning making, how we are sometimes influenced by information that we cannot see, the differences between imagination and perception and how humans perceive other minds (theory of mind, empathy and the heart of our social nature).
202108	XIDS	2002	Wolfe, L.	WDYKA The Honors College	2	Interdisciplinary Studies Ctr	Honors College	This course provides students with a multi-faceted approach to understanding the Middle Ages. Through the analysis of primary sources in literature, religion, and science, we will explore how great works of art were created and how these forces shaped the cultural tastes of people in the Western World along with the Middle East, China, and Japan.
202108	XIDS	2002	Holder, M.	WDYKA Financial Decis- Making	2	Interdisciplinary Studies Ctr	Richards College of Business	In this course, we will Examine cultural diversity using Anthropological concepts and theories and using Star Trek: The Next Generation to examine our cultural lenses and how that affects our approach to people unlike ourselves.
202108	XIDS	2002	Allen, K.	Cultural Politics of Hamilton-	2	Interdisciplinary Studies Ctr	University College	This class combines perspectives from history, psychology, and education to present an interdisciplinary approach to addressing the concept of failure. Within each of the lenses described above, the students will explore the various elements through research and writing. Students also keep a failure journal where they respond to various prompts. This allows them to practice reflection and their writing skills. For the less personal items, students will present to the class in teams to develop professional communication skills. Within the course, we consistently return to important concepts related to failure (i.e., growth mindset, productive failure, etc.) as we discuss methods for responding to struggles in our personal, professional, and academic lives.
202108	XIDS	2002	Arrington, T.	Failing to Succeed	2	Interdisciplinary Studies Ctr	University College	This class will introduce students to the various aspects of terrorism including the causes of terrorism, how terrorists recruit, how terrorist groups are funded, how terrorism is perpetrated, and counterterrorism. Students will learn about various terrorist groups, both national and international. The class will be built around the Council on Foreign Relations World 101 Terrorism resources supplemented with additional readings, both academic and popular press, and videos. Students will be required to write weekly blogs relating course topics to current events and terrorist organizations.
202108	XIDS	2002	Barrett, K.	Terrorism: Who-What-How	2	Interdisciplinary Studies Ctr	University College	In this course, we will dive into the different family dynamics that make up different types of families. We analyze how our families are becoming more diverse and include interracial families, same-sex families, single-parent families, families made through adoption, foster care, and transnational families.
202108	XIDS	2002	Barron, B.	Love Makes a Family	2	Interdisciplinary Studies Ctr	University College	In this course, students are introduced to the world of science, engineering, and technology. Our work will focus on the dispositions and skills necessary to be successful in the academic and professional world of STEM professions.
202108	XIDS	2002	Basu-Dutt, S.	Dream Big:Engineer&PhysScienc	2	Interdisciplinary Studies Ctr	University College	In this course, we will analyze the influence of race, gender, and economics on the cultural perceptions of sexuality. Students will explore the influence of media, politics, and religion on sexual behaviors and wellness.
202108	XIDS	2002	Bingham, K.	Sexual Health & Wellness	2	Interdisciplinary Studies Ctr	University College	In this course, we will navigate difficult conversations and mediating differences of others to resolve conflicts with WIN- WIN strategies. Students will be able to utilize these skills throughout their collegiate experiences.
202108	XIDS	2002	Boykin, T	Talk that Talk - Conflict Resolutions	2	Interdisciplinary Studies Ctr	University College	In this course, we will investigate how games can teach us how to be successful at all we do. We will discuss gaming strategy, design, and play as a way to think about how we can be successful in all walks of life!
202108	XIDS	2002	Bronkema, R.	Building the Best You Through Play	2	Interdisciplinary Studies Ctr	University College	This class gives students a creative voice and asks them to take their inner thoughts, emotions and creativity to the page. They'll read and engage with Stephen King's craft book ON WRITING (a student favorite), and across the semester students will write in response to creative prompts in several genres (such as poetry, fiction, creative nonfiction, music lyrics, even screenwriting). Students will read their efforts to the group. Towards the end of the semester, students will workshop short creative pieces. We'll begin connecting how editing, and even publishing intersect with the art of writing, and in what ways and at what stages they influence, transform and even determine (and whether or not they should) literature and the artist.
202108	XIDS	2002	Chaple, K.	WDYKA Creative Writing	2	Interdisciplinary Studies Ctr	University College	In this course, we will provide an introduction to the nursing profession and the requirements for the nursing degree. We will explore topics such as communication, professional roles, nomenclature, and opportunities of the nursing profession.
202108	XIDS	2002	Crobarger, K.	The Language of Nursing	2	Interdisciplinary Studies Ctr	University College	In this course, we will learn about how to take a small idea and grow it into a product or service. We will learn about what it means to be an entrepreneur as well as all the ins and outs of entrepreneurship.
202108	XIDS	2002	Davis, M.	Entrepreneur: Yeah, I could do that!	2	Interdisciplinary Studies Ctr	University College	In this course, we will provide an introduction to the nursing profession and the requirements for the nursing degree. We will explore topics such as communication, professional roles, nomenclature, and opportunities of the nursing profession.
202108	XIDS	2002	Dever, H.	The Language of Nursing	2	Interdisciplinary Studies Ctr	University College	Governments have a significant impact on citizens, sometimes positive and sometimes negative. After the events of Summer 2020 and January 2021, many may be asking if there is a better form of government. This course will critically explore various forms of government of government around the world. It will build on the Council on Foreign Relations World 101 Forms of Government model and challenge students to identify what factors make life better for their citizens and why.
202108	XIDS	2002	Drammeh, S.	How the World Works & Doesn't	2	Interdisciplinary Studies Ctr	University College	In this course, we will use the concept of growth mindset to learn about approaches to things like difficult subjects, classes, or challenges. Activities, discussions, and assignments will be utilized to help navigate challenges students may face in their first year at UWG.
202108	XIDS	2002	Drummond, B.	Turning Negatives to Positives	2	Interdisciplinary Studies Ctr	University College	In this course, we will explore different sub-genres of horror in art, film, and literature. We will serve as audience members and critical thinking to examine the elements used to manipulate the horror. Units include body horror, found footage, psychological, supernatural, and comedic horror.
202108	XIDS	2002	Ellison, A.	WDYKA: Horror	2	Interdisciplinary Studies Ctr	University College	In the course, we will use design principles such as elements, processes, and graphics to relate to things such as color theory, poster design, presentation design, print processes, digital storytelling and more! We will create an online portfolio to help produce appealing designs that could be useful in future academic endeavors.
202108	XIDS	2002	Elman, R.	WDYKA Collaboration Film/Thea	2	Interdisciplinary Studies Ctr	University College	In this course, we will learn how the world has been shaped by the arts and the sciences. We will focus on chemicals, and the history of their discovery and synthesis to analyze how they have impacted the world throughout the ages.
202108	XIDS	2002	Farmer, R.	Creative Design	2	Interdisciplinary Studies Ctr	University College	In this course, we will use the life lessons of Mr. Rogers to frame important challenges that face us as students, adults, and future professionals in the workplace.
202108	XIDS	2002	Gaquere-Parker, A.	Molecules that Changed History	2	Interdisciplinary Studies Ctr	University College	In this course, we will take many twists and turns while analyzing vampires, myths, legends, and folklore. From how vampires came to be, to people who thought they were vampires, we will use educational components to learn all about this topic.
202108	XIDS	2002	Green, K.	Mr. Rogers: Won't you be my neighbor	2	Interdisciplinary Studies Ctr	University College	In any profession or life venture, the attitude and overall culture of a team is a direct reflection of its leadership. In the environment of sport there are many different approaches that have been proven effective. The primary goal of this course is to help current and aspiring leaders gain a better understanding of effective leadership, to provide tools in developing effective leaders, and to provide networking opportunities with individuals across various disciplines. The course is designed to provide the student an opportunity to learn and to apply leadership principles in a variety of settings.
202108	XIDS	2002	Griffin, V.	Vampires:Myths,Legends,Folklor	2	Interdisciplinary Studies Ctr	University College	This course will discuss and explore health and wellness strategies for mental health (depression, anxiety, PTSD, and stress). Curriculum will focus on fitness, nutrition, and self-regulatory/management methods. Students will participate in relaxation techniques and explore fitness components such as yoga, cardiovascular and muscular strength/ endurance, and mental fitness. Other activities also include mindfulness exercises, journaling, and nutritional planning/preparing.
202108	XIDS	2002	Haase, D.	Learning Leadership-Sports	2	Interdisciplinary Studies Ctr	University College	In this course, we will provide an introduction to the nursing profession and the requirements for the nursing degree. We will explore topics such as communication, professional roles, nomenclature, and opportunities of the nursing profession.
202108	XIDS	2002	Heidorn, J.	WellnessStrategy/Mental Health	2	Interdisciplinary Studies Ctr	University College	In this course, we will work to get the most out of your college experience and build on skills that are useful now and after graduation. We will analyze how to find resources on campus, think critically, and unpack the concept of being a life long learner.
202108	XIDS	2002	Hesser, L.	The Language of Nursing	2	Interdisciplinary Studies Ctr	University College	This course would include the following topics and activities: 1) Workshop on study habits and tips for transitioning into college life including a budget overview and Zero-based Budget project, 2) Introduction to entrepreneurship through viewing Shark Tank episodes and participating in group discussions on each episode. 3) Student electronic portfolios with Resume', cover letter, sample project work, presentations, etc. 4) Participation in mock job interviews with members of UWG Career Services serving as interviewers who would evaluate each student on their interview and provide constructive feedback. 5) Personal Elevator Pitch Presentation 6) Guest Speakers (Tooled up, etc.) 7) Career coaching 8) Monopoly Project Accounting Cycle Overview 9) Business Plan Challenge 10) Tour of the Burson Center and Tinker's Box 11) How to Prepare for an Internship
202108	XIDS	2002	Hester, M.	WDYKA AAMI	2	Interdisciplinary Studies Ctr	University College	Drawing on resources both conventional and otherwise, this course will help the business major begin to develop the skills needed to succeed in a business environment. We will focus on time management and self-organization skills useful in college and afterward. From Buzzword Bingo to actual meaningful terminology, the student will learn to "right-size" his or her business vocabulary. We expect to devote substantial time to developing financial responsibility, touching on topics such as personal debt management and the "time value of money," all of which will lead to a focus on some aspects of business-appropriate math and an introduction to Excel. Finally, we will spend some group time working on the interpersonal skills necessary to thrive in a world occasionally populated by Accounting Trots and Pointy-Haired Bosses.
202108	XIDS	2002	Hollingsworth, A.	Shark Tank and Beyond	2	Interdisciplinary Studies Ctr	University College	In this course, we will analyze episodes of The Walking Dead looking for both good and bad communication and critical thinking. We will focus on characters throughout the show and how their decisions and communications affected the show.
202108	XIDS	2002	Hopper, M.	Dilbert Teaches You Business	2	Interdisciplinary Studies Ctr	University College	We live in a globalized and mediated world where the movies we watch provide insight into the places where we work, study, sleep, communicate, and dream. Analyzing film allows us to take a closer look at our past, present, and future. In this class, one goal is we'll look at a broad range of movies and examine how movies define a group of people or society. A secondary goal of the class is to introduce student to critical issues in film studies that relate to issues for their generation. Some issues that will be seen and discussed are socio-economic status, ethnicity, diversity, and race. Class time will be devoted to viewing, intensive writing, discussion, and group activities. Warning: some of these films have an adult rating and may be offensive. Throughout the course, students will be asked to think critically and utilize some class lessons in their everyday college experience.
202108	XIDS	2002	Isaacs, S.	Walking Dead-Surviving College	2	Interdisciplinary Studies Ctr	University College	This course focuses in the multiple ways that someone can engage in the world of eSports as a profession. By interrogating how esports has become one of the fastest growing fields in the world, students can see how they might shape their academic journey and skills to prepare them to chase a career in esports.
202108	XIDS	2002	Jackson, K.	Decades seen Through Movies in NEWNAN	2	Interdisciplinary Studies Ctr	University College	In this course, we will utilize reliable current media to discuss sources of energy that include fossil fuels, solar energy, wind energy, and nuclear power. Some topics include sources of energy, climate change, environmental activism, considerations for fossil fuels, and many more.
202108	XIDS	2002	Jang, W.	The Industry of eSports	2	Interdisciplinary Studies Ctr	University College	This course focuses on what can be learned for various genres of world music. Understanding music of the world is a great way to be introduced to the study of music. As a music major, this course is a great place to start!
202108	XIDS	2002	Jones, S.	Leadership and Advocacy	2	Interdisciplinary Studies Ctr	University College	In this course, we will revisit many of these Dr. Seuss childhood favorites, by identify relevant things to the development of the students. We will explore topics such as diversity, inclusion, mental health, advocacy, risk-taking, decision-making, responsibility, sustainability, and more.
202108	XIDS	2002	Khan, F.	WDYKA Energy & Climate Change	2	Interdisciplinary Studies Ctr	University College	In this course, we will work to get the most out of your college experience and build on skills that are useful now and after graduation. We will analyze how to find resources on campus, think critically, and unpack the concept of being a life long learner.
202108	XIDS	2002	Kramer, E.	Worlds of Music	2	Interdisciplinary Studies Ctr	University College	In this course, we will explore attributes of the brain that aid in student success. Students will be able to apply information learned in this course throughout their collegiate experience.
202108	XIDS	2002	Larson, J.	Oh, the Things You Can Think	2	Interdisciplinary Studies Ctr	University College	This course is designed to help us all evaluate how we learn things. By understanding more about how we learn, we can prepare ourselves to face all types of different challenges in life, whether it be as students or future professionals.
202108	XIDS	2002	Lewis, A.	Multicultural Achievement Program	2	Interdisciplinary Studies Ctr	University College	What's your favorite sports movie, and why? Sports related movies have played a significant role in our lives, often giving us insights into athletic events and those who participate. Given today's emphasis on sports and the high profile of athletes in today's world, it's little wonder that much of our daily lives revolve around sports. This course will analyze, discuss and critique sport movies from the 1930's to today, and should appeal to sport enthusiasts as well as movie critics.
202108	XIDS	2002	Macke, H.	#YOLO (You Only Live Once)	2	Interdisciplinary Studies Ctr	University College	
202108	XIDS	2002	McRae, R.	Training Your Brain for Success	2	Interdisciplinary Studies Ctr	University College	
202108	XIDS	2002	Morris, R.	Sport Movies and their Impact	2	Interdisciplinary Studies Ctr	University College	

Term	Subject	Course	Faculty Name	Course Title	Credit Hours	Department	College	Description
202108	XIDS	2002	Pecoraro, J.	Introduction to Outdoor Recreation Programming	2	Interdisciplinary Studies Ctr	University College	In this course, we will use both outdoor activity skill-based instruction and program / recreation management instruction to introduce foundational elements of outdoor recreation management. This course will allow students to broaden their knowledge of outdoor recreation programming.
202108	XIDS	2002	Ponder, T.	#Adulting	2	Interdisciplinary Studies Ctr	University College	As UWG students transition into the world of adulthood, they must learn the most basic "need-to-knows" of being an adult. With present-day technologies, students can easily navigate the world and learn how to do almost anything. Yet, are they receiving the correct information? Are they distracted? Do they know what questions to ask? #adulting will help students navigate the world by practicing and mastering life skills essential to everyone. Some of the hashtag topics of the course include #techguru, #fakenews, #socialresponsibility, #beprofessional, #realjob, #budgetingbasics, #needcredit, and #lifehacks. This course will teach these skills while integrating the most current technologies, apps, and other digital tools designed for each specific purpose. As a cumulative project, students will reflect upon their areas of #adulting expertise and will digitally create a blog, website, or videos to be published online to the public.
202108	XIDS	2002	Ramsay-Jordan, N.	Navigating Race and Gender Issues	2	Interdisciplinary Studies Ctr	University College	In this course, we will dive into special topics about how students in Higher Education can overcome stigmas and biases stemming from gender and race-based disparities. We will cover things such as the relevance of a degree for change, the impact of a degree, active learning, effective communication, and community engagement.
202108	XIDS	2002	Reed, A.	Community, Leadership, and Volunteerism	2	Interdisciplinary Studies Ctr	University College	In this course, we will analyze the impact of participating in civic engagement as well as how to create meaningful opportunities for yourself and your peers. This class will allow you to participate in community development activities while engaging with community leaders and building a future framework for personal involvement.
202108	XIDS	2002	Richardson, E.	What Do You Know About: Academic Success	2	Interdisciplinary Studies Ctr	University College	This course would help students identify strategies for academic success as well as understand how to utilize those strategies. Students would gain insight on how to roadmap their academic success. Furthermore, the instructor would utilize students in roles on campus to share about their own academic success strategies. Students in this course would understand time management strategies, goal setting, notetaking types, and overall academic success strategies.
202108	XIDS	2002	Rollins, M.	How to Not Be Ignorant in the World	2	Interdisciplinary Studies Ctr	University College	Paying close attention to what's happening within the world news is critical to being an informed citizen, professional, and student. Join us in this course as we engage in the different ways that the news can help make us better students and people!
202108	XIDS	2002	Samples, C.	What Do Know Abt: Disney	2	Interdisciplinary Studies Ctr	University College	In this course, we will explore the life of Walt Disney as a historical figure, a creative visionary, and his impact on animation, architecture, culture, leisure, and entertainment. We will use biography, discussions, movies, and documentaries to analyze all there is about Walt Disney.
202108	XIDS	2002	Sewell, J.	What Do Know Abt: Film	2	Interdisciplinary Studies Ctr	University College	This course is designed to start to thinking about films in new ways. We will begin to learn the different ways that one can analyze what makes a film "good". If you like film, and are interested in learning more about what makes films "good" this course is for you!
202108	XIDS	2002	Skott-Meyer, K.	Witches Fairies and Sorcerers, Oh My	2	Interdisciplinary Studies Ctr	University College	This course will take student into the world of voo doo, faeries, sorcerers, witches, and indigenous medicine. It will look at these women's ways of living and knowing as new ways to think about social problems and dilemmas of the 21st century. It will explore the worlds that have been left behind and forgotten, but not lost. We will use a multi-disciplinary lens and feminist theory to consider the wisdom that is found in alternative women's ways of knowing as an avenue that might help to discover our own ability to transform our lives and the world around us. This seminar will explore the way that women lived and practiced "magic" in worlds that have been left behind, but not lost. We will examine the wisdom found in the traditions practiced by our mothers and grandmothers and consider how it shows up in our everyday lives. This course will look at films, short stories, videos, and other sources to see how our past resides in our present.
202108	XIDS	2002	Smith, A.	Woke Yet? Social Activism	2	Interdisciplinary Studies Ctr	University College	In this course, we will explore how people collectively act to challenge the status quo of powerful political, social, economic, and cultural systems that resist change. This course will also focus on political activism to reflect on practices, beliefs, and ongoing conversations in social justice culture. Some cases we will use are The Civil Rights Movement, The Women's Rights Movement, The Team Party Movement, and the Black Lives Matter Movement along with many others.
202108	XIDS	2002	Smith, M.	What Do You Know About College and Navigating It	2	Interdisciplinary Studies Ctr	University College	In this course, we will focus on campus and community engagement to help navigate your first semester at UWG. The course will incorporate resources, classroom community, campus activities, service projects, and student involvement to maximize student success and retention.
202108	XIDS	2002	Speights, C.	Intro - Live Sports Production	2	Interdisciplinary Studies Ctr	University College	In this course, we will be able to learn about the production of live sports broadcasts along with the history and partnerships of the industry. Students will get hands-on experience with different roles in the production team, and learning to build and operate the professional gear.
202108	XIDS	2002	Steed, J.	Wandering: Search for Identity	2	Interdisciplinary Studies Ctr	University College	In this course, we will engage in practicing mindfulness and connecting with Kerith Smith's book: The Wander Society. This course will challenge you to students to set technology aside and be present and engage with the world around them while promoting critical reading, thinking, writing, and communication skills.
202108	XIDS	2002	Theobald, D.	Identity in American Cinema	2	Interdisciplinary Studies Ctr	University College	In this course, we will analyze how filmmakers create movies that allow views to learn more about why they are and the experiences of others. We will examine what it means to construct identity and how we craft our identities through both readings and films.
202108	XIDS	2002	Udombon, H.	WDYK:Business in Everyday Life	2	Interdisciplinary Studies Ctr	University College	This course is ideal because it offers a different insight to how business can be applied in everyday life from personal, professional to academics.
202108	XIDS	2002	Upson, J.	Lesson in Travel	2	Interdisciplinary Studies Ctr	University College	This course focuses on the various lessons that traveling the world can teach us about how to be successful as students and future professionals. Join us as we plan adventures and learn life lessons from travelling the world!
202108	XIDS	2002	Velez-Castrillon, S.	What in the World of News?	2	Interdisciplinary Studies Ctr	University College	Paying close attention to what's happening within the world news is critical to being an informed citizen, professional, and student. Join us in this course as we engage in the different ways that the news can help make us better students and people!

# CISM - 3625 - Contemporary Issues in MIS

2021-2022 Undergraduate New Course Request

## Introduction

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

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](#).

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

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

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

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

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

College - School/ Department\*

Department of Management

Is this a School of Nursing course?\*

Yes  No

122/511

Is this a College of ...

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

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

Is this an Honors College course? \*  Yes  No

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

## Course Information

Course Prefix \*

CISM

Course Number \* 3625

Course Title \* Contemporary Issues in MIS

Long Course Title Contemporary Issues in Management Information Systems

Course Type \*

Management Information Systems

Catalog Course Description \* This course deals with contemporary topics in the area of Management Information Systems. The title and description of the course will be specified at the time of offering.

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

Is this a variable credit hour course? \*  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. \* 6

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?\*  Yes  No

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

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

Status\*  Active-Visible  Inactive-Hidden

Type of Delivery (Select all that apply)\*

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

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

Grading\*

## Justification and Assessment

**Rationale\*** This course designation will be used when offering a course related to a specific topic that has never been taught. Once we offer a course under this designation and it has been successfully designed and delivered, we then request a new course with its own course number.

This course would be the MIS equivalent to our MGNT 3625 course designation. It simply gives us flexibility to offer a course on a new topic and make certain that it is successful before requesting a specific course designation for a topic.

Student Learning Outcomes - Please

N/A

124/511

provide these in a numbered list format. \*

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

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

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 35

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

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

**Fee Justification** N/A

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

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

**CISM 3625**  
**Contemporary Issues in MIS**  
**Fall 2020**

**Instructor:** Dr. Thomas W. Gainey  
**Class Time:** 12:30 pm - 1:45 pm (TR)  
**Room No.:** RCOB 2201  
**Office No.:** RCOB 2217  
**Office Phone:** 678-839-4828  
**E-Mail:** [tgainey@westga.edu](mailto:tgainey@westga.edu)

**Course Description:** This course deals with contemporary topics in the area of Management Information Systems. The title and description of the course will be specified at the time of offering.

**Learning Objectives:** Would depend on the topic.

*Note: This syllabus was prepared because Curriculum requires a syllabus for a new course designation. However, the course description and learning objectives would depend on the particular topic covered under the CISM 3625*

# CISM - 4384 - MIS Study Abroad

## 2021-2022 Undergraduate New Course Request

### Introduction

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

### Routing Information

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

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

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

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

College - School/ Department\*

Department of Management

Is this a School of Nursing course?\*

Yes  No

127/511

Is this a College of ...

Is this a college or university education course? \*  Yes  No

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

Is this an Honors College course? \*  Yes  No

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

## Course Information

Course Prefix\*

CISM

Course Number\* 4384

Course Title\* MIS Study Abroad

Long Course Title MIS Study Abroad

Course Type\*

Management Information Systems

**Catalog Course Description\*** This course examines the differences and similarities between cultural and business practices of the United States and another country. Students participate through assigned readings, lectures, group discussion, and a week-long travel experience.

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

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

Lec Hrs\* 2

Lab Hrs\* 1

Credit Hrs\* 3

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

If yes, indicate maximum number of credit hours counted toward graduation.\* 6

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

**Prerequisites**

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

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

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

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

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

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

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

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

**Grading\***

## Justification and Assessment

**Rationale\*** This study abroad course will give our MIS students an opportunity to study another culture and to actually travel to another country.

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

1. Communicate effectively in oral presentation and in writing.
2. Recognize how globalization affects organizations.
3. Utilize MIS-specific knowledge and skills in the analysis of business problems.

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 20

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

**If yes, what will the fee be?\*** \$1,500-\$2,000

**Fee Justification** Normally the study abroad programs costs between \$1,500 and \$2,000. This includes air, lodging, some meals, and visits to companies and attractions.

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

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

**CISM 4384**  
**MIS Study Abroad**  
**Business in Dubai (Spring 2015)**

**Instructor Information:**

Name: Dr. Erich B. Bergiel  
Office No.: 2222 – Richards College of Business  
Office Phone: 678-839-4840  
**E-Mail:** ebergiel@westga.edu **(Please use this email rather than Courseden).**  
Office Hours: W: 10:00pm - 3:30pm; T-Th: 10:00am-12:00pm  
**Textbook:** None

*"To feel at home, stay at home. A foreign country is not designed to make you comfortable.  
It's designed to make its own people comfortable."  
- Clifton Fadiman, American writer (1904-1999)*

**OVERVIEW**

**Prerequisite:** Registration requires consent from both the department chair and the instructor.

**Course Description and Objectives**

This course is intended to offer deep insight into the differences between the cultures of the UAE and the U.S. as well as a first-hand appreciation for the unique business practices in the UAE. The learning objectives of this course will be realized through a mix of assigned reading, lecture, independent research, and group discussion. All assigned reading material is found on Courseden. However, the centerpiece of this learning experience is a 7-day trip to the UAE.

**Learning Objective**

This course will significantly enhance your education by helping you to:

1. Communicate effectively in oral presentation and in writing.
2. Recognize how globalization affects organizations.
3. Utilize MIS-specific knowledge and skills in the analysis of business problems.

**Classroom Environment**

There will be one class meetings on **February, 6th**. Attendance at this meeting is **mandatory**. The majority of course material, quizzes, assignments will be provided to you online.

**Other Course Policies**

- Please indicate your section time and full name on all written assignments and presentations.
- Email has become a popular communication mode, yet many emails are far too informal for business communication (i.e., unpunctuated and sloppily written). Because of this, all email correspondence must be of professional quality.
- It is the student's responsibility to obtain handouts, class notes, and additional assignments. Unforeseen changes in the syllabus and assignments will be announced in email. It is the student's responsibility to regularly check their D2L email.

**Course Schedule**

The following schedule is subject to revisions. Assignments, reference material, and articles will be posted on D2L. Please note that you (the student) are at the center of the learning process. Consequently, the foregoing learning outcomes are fully possible only when you are actively involved in and commit sufficient personal resources to the learning process.

Date	Topic	Detail
2/06	<b>Orientation and Predeparture Meeting</b> (8:00am-5:00pm, RCOB Auditorium)	
2/27	Quizzes 1-3 must be complete	Due 11:59pm
3/06	Exercise 4 & 5 must be submitted	Due 11:59pm
3/14-3/22	Trip to Dubai	
4/16	Final Project Due	Due 11:59pm

## GRADES

Your final grade will be the cumulative result of the below evaluations:

Grade Composition	
Homework (5 assignments and quizzes)	50%
Participation	35%
Final Project	15%

Grade Scale	
A	90.0 – 100%
B	80.0 – 89.9%
C	70.0 – 79.9%
D	60.0 – 69.9%
F	0 – 59.9%

Assignments	Detail
<b>Assignments and Quizzes</b> (50%)	Five assignments and quizzes are scheduled during the semester. In many cases, I have provided generous resource material. However, on some assignments you will need to perform your own search for information.
<b>Participation</b> (35%)	You will be expected to contribute and actively interact during our visit to the UAE. Prepare your questions in advance of our visits to firms. Attendance at business and cultural events is mandatory, as well as timeliness to these events. Don't worry, there will be sufficient free time for you to enjoy Dubai on your own.
<b>Final Project</b> (15%)	A written project assignment will be due upon completion of the trip to allow you the opportunity to demonstrate your understanding of the concepts learned. If applicable, essay questions will relate to all aspects of class including all assigned reading material and specific experiences from the trip.

*The instructor reserves the right to modify the grade scale, content of class, and add pop-quizzes if necessary. Further guidance on assignments will be provided on Courseden.*

### Quality of Submissions

Any assignment submitted for a grade must be accurate in terms of format, grammar, punctuation, and spelling. I use the “rule of three” when grading all assignments: if I find three or more errors, the assignment will receive a 0 grade and the student will **not** have the opportunity to correct and resubmit the assignment. Please carefully proofread all content prior to submitting it to me.

### Other:

- ✓ All written assignments should be typed. Use 12 point Times New Roman font, 1” margins, and single space.
- ✓ Staple all multi-page assignments.
- ✓ Late assignments will receive a grade of “0” unless appealed directly in advance. Do not expect positive appeals. Timeliness is one of the most important aspects of business.

## HONOR CODE and STUDENTS RIGHTS

### The Honor Code

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. If you are caught cheating or plagiarizing your work you will receive at a minimum a failing grade in this course.

### Student Rights and Responsibilities

Please carefully review the information at the following link:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf) . This link contains important information pertaining to your rights and responsibilities in this class and is updated as federal, state, university, and accreditation standards change.

### Credit Hour Policy (3 credit hours)

For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

# CISM - 4500 - Advanced Networking: Switching, Routing, and Wireless

2021-2022 Undergraduate New Course Request

## Introduction

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

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](#).

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

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

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

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

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

College - School/ Department\*

Department of Management

Is this a School of Nursing course?\*

Yes  No

133/511

Is this a College of ...

Is this a college or  
Education course?\*  Yes  No

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

Is this an Honors  
College course?\*  Yes  
 No

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

## Course Information

Course Prefix\*

CISM

Course Number\* 4500

Course Title\* Advanced Networking: Switching, Routing, and Wireless

Long Course Title Advanced Networking: Switching, Routing, and Wireless

Course Type\*

Management Information Systems

**Catalog Course Description\*** Advanced Networking: Switching, Routing, and Wireless Essentials will advance your knowledge of the operation of routers and switches in small networks. It will introduce you to wireless local area networks (WLANs) and network security concepts. By the end of this course you will be able to configure advanced functionality in routers and switches. You will also be able to perform basic troubleshooting of these components. Using security best practices, you will troubleshoot and resolve common protocol issues in both IPv4 and IPv6 networks.

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\* N/A

Credit Hrs\* 3

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

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

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

**Prerequisites** CISM 3350

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

Is this a General Education course? \*  Yes  No

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

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

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

**Frequency - How many semesters per year will this course be offered?** 1

**Grading\*** Undergraduate Standard Letter

## Justification and Assessment

**Rationale\*** This course is needed for our 185/110, Networking, and Cyber Security concentration in the MIS program. The course will also help prepare students for the CISCO

...this program, the course will also help prepare students for the Cisco certification.

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

1. Gain advanced knowledge of switch configuration, including frame forwarding, collision, and broadcast domains.
2. Demonstrate the ability to design, segment, and configure large networks using VLANs.
3. Demonstrate the ability to configure STP and to trouble EtherChannel.
4. Demonstrate the ability to program DHCP IPv4 and IPv6 networks.
5. Demonstrate the ability to program networks for First Hop Redundancy Protocols.
6. Demonstrate the ability to configure secure LANs and WLANs.
7. Demonstrate the ability to cable and configure an advanced network using Cisco router and switches

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 35

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

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

### Fee Justification

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.

# Advanced Networking: Switching, Routing, and Wireless

## CISM 4500

3 Credits

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### Description

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Advanced Networking: Switching, Routing, and Wireless Essentials will advance your knowledge of the operation of routers and switches in small networks. It will introduce you to wireless local area networks (WLANs) and network security concepts.

By the end of this course you will be able to configure advanced functionality in routers and switches. You will also be able to perform basic troubleshooting of these components. Using security best practices, you will troubleshoot and resolve common protocol issues in both IPv4 and IPv6 networks.

Prerequisites: CISM 3350

### Contact Information

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### Meeting Times

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### Materials

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Course Organization: This is a hybrid course. Class meetings will include lectures, hands-on actives, and assignments.

Course Materials: Materials for this course will be hosted through Cisco Netacad. Online chapter exams are completed through the Netacad system. There will be virtual and in-person labs using Cisco's Packet Tracer software, Netlab, and Cisco equipment in the MIS lab.

### Outcomes

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Learning Objectives:

1. Gain advanced knowledge of switch configuration, including frame forwarding, collision, and broadcast domains.
2. Demonstrate the ability to design, segment, and configure large networks using VLANs.
3. Demonstrate the ability to configure STP and to trouble EtherChannel.
4. Demonstrate the ability to program DHCP IPv4 and IPv6 networks.
5. Demonstrate the ability to program networks for First Hop Redundancy Protocols.
6. Demonstrate the ability to configure secure LANs and WLANs.
7. Demonstrate the ability to cable and configure an advanced network using Cisco router and switches.

### Evaluation

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Packet Tracers & Netlabs - 40%

Chapter Exams - 20%

Exam 1 - 20%

Exam 2 - 20%

### Criteria

All assignments are individual work and must be "submitted" through Netcad or CourseDen, depending on the assignment requirements.

# □ Schedule

	Activities Required for Course	Assignment & Due Date:
Week 1	Review Introduction to Networks Chapters 11 & 12 PT 11.10.1 PT 12.9.1	
Week 2	Introduction to Networks Chapter 13, 14, & 15 PT 13.2.7 PT 13.3.1 PT 14.8.1	Modules 11-13 exams and Packet Tracers
Week 3	Introduction to Networks Chapter 16 & 17 PT 16.4.6 PT 16.5.1 PT 17.8.2 PT 17.8.3	Modules 14-15 & Modules 16-17 exams and Packet Tracers
Week 4	Exam 1	
Week 5	Switching, Routers, & Wireless Chapter 1 & 2 PT 1.3.6 PT 1.5.10 PT 1.6.1	Chapters 1 & 2 packet tracers
Week 6	Switching, Routers, & Wireless Chapter 3 PT 3.4.5 PT 3.5.5 PT 3.6.1	Chapter 3 packet tracers
Week 7	Switching, Routers, & Wireless Chapter 4 PT 4.2.7 PT 4.4.8 PT 4.5.1	Modules 1 -4 exam and Chapter 4 Packer Tracers
Week 8	Switching, Routers, & Wireless Chapter 5 PT 5.1.9	Chapter 5 Packer Tracers
Week 9	Switching, Routers, & Wireless Chapter 6 PT 6.2.4 PT 6.3.4 PT 6.4.1	Modules 5-6 exam and Chapter 6 Packer Tracers
Week 10	Switching, Routers, & Wireless Chapter 7 & 8 PT 7.2.10 PT 7.4.1	Chapters 7 & 8 exam and Packer Tracers

Week 11	Switching, Routers, & Wireless Chapter 9 PT 9.3.3	Modules 7–9 exam and Chapter 9 Packer Tracers
Week 12	Switching, Routers, & Wireless Chapters 10 & 11 PT 11.1.10 PT 11.6.1	Chapter 11 Packer Tracers
Week 13	Switching, Routers, & Wireless Chapter 12 & 13 PT 13.1.10 PT 13.4.5 PT 13.5.1	Modules 10-13 exam and Chapters 12 & 13 Packer Tracers
Week 14	Switching, Routers, & Wireless Chapter 14 PT 14.3.5	Chapter 14 Packer Tracers
Week 15	Switching, Routers, & Wireless Chapter 15 & 16 PT 15.6.1 PT 16.3.1	Modules 14 – 16 and Chapters 15 & 16 Packer Tracers
Week 16	Exam 2	

## □ College/School Policies

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### Wolf Pact

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

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

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

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

### About the Richards College of Business

#### Vision

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

#### Mission

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

#### Strategic Goals and Values

##### *Student Success*

Admit quality students and provide them with an education that is rich in experiences and engagement opportunities to prepare them to be effective and ethical professionals.

##### *Academic Success*

Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research and other professional activities, and to support engagement with all stakeholders.

##### *Operational Success*

Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

##### *Ethical Values*

The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.

## □ Institutional Policies

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### Academic Support

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

**Center for Academic Success:** The [Center for Academic Success](http://www.westga.edu/cas/) (<http://www.westga.edu/cas/>) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center](https://www.westga.edu/writing/) (<https://www.westga.edu/writing/>) assists students with all areas of the writing

process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

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

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#)

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## 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 his or her email.

## Credit Hour Policy

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

## HB 280 (Campus Carry)

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

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

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [U WGcares](#).

## ELL Resources

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

## COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

# CISM - 4600 - Advanced Enterprise Networking, Security, and Automation

2021-2022 Undergraduate New Course Request

## Introduction

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

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

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

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

College - School/ Department\*

Department of Management

Is this a School of Nursing course?\*

Yes  No

145/511

Is this a College of ...

Is this a College or University Education course?  Yes  No

Is this a Department of Mass Communications course?  Yes  No

Is this an Honors College course?  Yes  No

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

## Course Information

Course Prefix\*

CISM

Course Number\* 4600

Course Title\* Advanced Enterprise Networking, Security, and Automation

Long Course Title Advanced Enterprise Networking, Security, and Automation

Course Type\*

Management Information Systems

Catalog Course Description\*

This course describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks, and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation. By the end of this course, students will have gained practical, hands-on experience preparing them for the CCNA certification exam and career-ready skills for associate-level roles in the Information & Communication Technologies (ICT) industry.

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\* N/A

146/511

Credit Hrs\* 3

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

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

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

Prerequisites CISM 4500

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? \*  Yes  No

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

Status\*  Active-Visible  Inactive-Hidden

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

Frequency - How many semesters per year will this course be offered?  
1

Grading\* Undergraduate Standard Letter

## Justification and Assessment

**RATIONALE** This course will be part of the new IoT, Networking, and Cyber Security concentration. The course will help prepare the students for professional certifications.

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

1. Demonstrate how single-area OSPF operates in both point-to-point and broadcast multiaccess networks. Verify single-area OSPFv2 in both point-to-point and broadcast multiaccess networks.
2. Demonstrate how vulnerabilities, threats, and exploits can be mitigated to enhance network security and how ACLs are used as part of a network security policy.
3. Implement standard IPv4 ACLs to filter traffic and secure administrative access. Configure NAT services on the edge router to provide IPv4 address scalability.
4. Demonstrate how WAN access technologies can be used to satisfy business requirements. Explain how VPNs secure site-to-site and remote access connectivity.
5. Demonstrate how networking devices implement QoS. Implement protocols to manage the network.
6. Demonstrate the characteristics of scalable network architectures. Troubleshoot enterprise networks.
7. Demonstrate the purpose and characteristics of network virtualization.
8. Demonstrate how network automation is enabled through RESTful APIs and configuration management tools

### REQUIRED ATTACHMENTS

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

#### 1.) Syllabus

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

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

### Resources and Funding

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

**Present or Projected Annual Enrollment\*** 35

**Will this course have special fees or**  Yes

148/511

**If yes, what will the** N/A

tuition required?\*  No

fee be?\*

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.

# Advanced Enterprise Networking, Security, and Automation

## CISM 4600

3 Credits

### Description

This course describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks, and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation.

By the end of this course, students will have gained practical, hands-on experience preparing them for the CCNA certification exam and career-ready skills for associate-level roles in the Information & Communication Technologies (ICT) industry.

Prerequisites: CISM 4500

### Contact Information

### Meeting Times

### Materials

Course Organization: This is a hybrid course. Class meetings will include lectures, hands-on activities, and assignments.

Course Materials: Materials for this course will be hosted through Cisco Netacad. Online chapter exams are completed through the Netacad system. There will be virtual and in-person labs using Cisco's Packet Tracer software, Netlab, and Cisco equipment in the MIS lab.

### Outcomes

Learning Objectives:

- Demonstrate how single-area OSPF operates in both point-to-point and broadcast multiaccess networks. Verify single-area OSPFv2 in both point-to-point and broadcast multiaccess networks.
- Demonstrate how vulnerabilities, threats, and exploits can be mitigated to enhance network security and how ACLs are used as part of a network security policy.
- Implement standard IPv4 ACLs to filter traffic and secure administrative access. Configure NAT services on the edge router to provide IPv4 address scalability.
- Demonstrate how WAN access technologies can be used to satisfy business requirements. Explain how VPNs secure site-to-site and remote access connectivity.
- Demonstrate how networking devices implement QoS. Implement protocols to manage the network.
- Demonstrate the characteristics of scalable network architectures. Troubleshoot enterprise networks.
- Demonstrate the purpose and characteristics of network virtualization.
- Demonstrate how network automation is enabled through RESTful APIs and configuration management tools

## Evaluation

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Packet Tracers & Netlabs - 40%

Chapter Exams - 20%

Midterm - 20%

Final - 20%

## Criteria

Assignments. They are all individual work assignments, the online exams and the packet tracers/netlabs. All individual assignments must be "submitted" through Netcad or CourseDen, depending on the assignment requirements.

## Breakdown

## Assignments

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## Schedule

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	Activities Required for Course	Assignment & Due Date:
Week 1	Course Introduction & Module 1	
Week 2	Module 2	
Week 3	Module 3	
Week 4	Module 4	
Week 5	Module 5	
Week 6	Module 6	
Week 7	Module 7	
Week 8	Module 8	
Week 9	Module 9	
Week 10	Module 10	
Week 11	Module 11	
Week 12	Module 12	
Week 13	Module 13	
Week 14	Module 14	
Week 15	Review	
Week 16	Hands-on Skills Exam Final Exam	

### 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

##### *Student Success*

Admit quality students and provide them with an education that is rich in experiences and engagement opportunities to prepare them to be effective and ethical professionals.

##### *Academic Success*

Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research and other professional activities, and to support engagement with all stakeholders.

##### *Operational Success*

Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

##### *Ethical Values*

The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.

# □ Institutional Policies

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## Academic Support

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

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

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

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

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

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## 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 his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to

assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

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

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

## Mental Health Support

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

## ELL Resources

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

## COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#)  
(<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

## Additional Items

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# Management Information Systems, B.B.A.

## 2021-2022 Undergraduate Revise Program Request

### Introduction

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

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](#).

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

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

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

**Modifications (Check all that apply)\***

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

**Desired Effective Semester \***

Fall

**Desired Effective Year \***

2021

### Routing Information

# Routes cannot be changed after a proposal is launched.

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

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

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

School/  
Department\*

Is this a School of  
Nursing Program?\*  Yes  No

Is this a College of  
Education Program?  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

### Program Information

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

Type of Program\*  Program  
 Shared Core

If other, please identify.

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.

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

Program Name  
Program Description

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

**Program ID - DO** 17  
**NOT EDIT\***

**Program Code - DO**  
**NOT EDIT**

**Program Type\***

Bachelor

**Degree Type\***

Bachelor of Business Administration

**Program Description\***

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

**Status\***

Active-Visible  Inactive-Hidden

**Program Location\***

Carrollton

## Curriculum Information

## Requirement

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

Core Curriculum

### Core Area A

(Grade of C or higher) must include:

**MATH 1111 College Algebra  
[Right] (or)  
MATH 1113 Precalculus**

### Core Area D

should include:

**MATH 1413 Survey of Calculus**

### Core Area F: 18 Hours

### A: 6 Hours

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

### B: 6 Hours

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

### **C: 3 Hours**

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

### **D: 3 Hours**

**CISM 2201 Foundations of Computer Applications**

### **Required Supporting Courses:**

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

**ECON 2105 Principles of Macroeconomics**

**ECON 2106 Principles of Microeconomics**

**ACCT 2101 Principles of Accounting I**

**ACCT 2102 Principles of Accounting II**

**[Before]and**

**MATH 1111 College Algebra**

**[Right] (or)**

**MATH 1113 Precalculus**

**[After] and**

**MATH 1413 Survey of Calculus**

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

**CISM 2201 Foundations of Computer Applications**

### **Management Information Systems**

**Courses required for the degree: 51 Hours**

**Business Core: 27 Hours**

**ABED 3100 Business Communication**

**CISM 3330 Management of Information Systems**

**ECON 3402 Statistics for Business I**

**ECON 3406 Statistics for Business II**

**FINC 3511 Corporate Finance**

**MGNT 3600 Management**

**MGNT 3615 Operations Management**

**MKTG 3803 Principles of Marketing**

## **International Select**

**MGNT 4625 International Management**

## **Major Courses: 24 Hours**

**CISM 3335 Business Programming and Web Design**

**CISM 3340 Data Resource Management and Design**

**CISM 3350 Networking Research and Certification**

**CISM 4310 Business Systems Analysis and Design**

**MGNT 4660 Strategic Management**

## **Traditional Concentration (Select 3 Courses)**

**CISM 4330 Enterprise Architecture**

**CISM 4350 Enterprise and Decision Support Systems**

**CISM 4355 Cyber Security**

**CISM 4382 Special Problems in Management Information Systems**

**CISM 4386 Business Internship (Management Information Systems)**

**CISM 4390 Business Intelligence and Data Mining**

**CISM 3625 Contemporary Issues in MIS**

**CISM 4384 MIS Study Abroad**

**CISM 4500 Advanced Networking Switches, Routers, and Wireless**

**CISM 4600 Advanced Enterprise Networking, Security, and Automation**

## **Enterprise Systems and Data Analytics Concentration (3 Courses)**

**CISM 4330 Enterprise Architecture**

**CISM 4350 Enterprise and Decision Support Systems**

**CISM 4390 Business Intelligence and Data Mining**

## **IoT, Networking, and Cyber Security Concentration (3 Courses)**

**CISM 4355 Cyber Security**

**CISM 4500 Advanced Networking Switches, Routers, and Wireless**

**CISM 4600 Advanced Enterprise Networking, Security, and Automation**

## **Electives: 9 Hours**

**Elective 1 Elective 2 Elective 3 At least one elective must be taken in the RCOB. All RCOB electives must be 3000-level or higher**

**Total: 120 Hours**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses from the Program

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

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

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

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

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

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

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

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

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

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

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

## Justification and Assessment

**Rationale\*** We are updating our Management Information Systems (MIS) program to include three concentrations: (1) IoT, Networking, and Cyber Security, (2) Enterprise Systems and Data Analytics, and (3) the Traditional Degree. Students will be able to focus their studies in areas that will allow them to pursue specific professional certifications such as SAP and CISCO.

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

There are no changes to the Program Learning Outcomes, but a copy of the 2020 MIS SLO Assessment Report has been included in the proposal for reference purposes.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@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
- Change in credit hours required to complete the program
- None of these apply

**SACSCOC Comments** N/A

### REQUIRED ATTACHMENTS

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

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

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

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

#### 2.) Assessment Plan

All 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 assessment template from [here](#) complete, and upload.

**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

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**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.

College Degree Program		Richards College of Business Bachelor of Business Administration (BBA) Management Information Systems (521201) (October 2020)		
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16
Students will be able to design a relational database that is at least in Third Nominal Form.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	92%
	1A and 4C	Direct Measure - CISM 3340 - Assessed by the instructor in the fall semester. Students are required to design a well-normalized relational database that is at least 3NF. The maximum score on the assignment is 15. To earn the 15 points, students must: have a primary key for each table; specify the minimum and maximum cardinality of each table; and place an appropriate foreign key column in the appropriate table. Students must score 15/15 (100%) to "Exceed Expectations" and 10.5/15 (70%) to "Meet Expectations".	80% or more students will meet or exceed expectations	91%
Students will utilize data flow diagrams to accurately depict the	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	87%

<b>College Degree Program</b>	Richards College of Business Bachelor of Business Administration (BBA) Management Information Systems (521201) (October 2020)			
<b>Student Learning Outcome</b>	<b>Strategic Plan Connection</b>	<b>Measure/Method</b>	<b>Success Criterion</b>	<b>AY16</b>
accurately depict the movement of data within systems.	1A and 4C	Direct Measure - CISM 4310 - This learning outcome is assessed by the instructor in the fall semester with a series of 22 questions that examine the students' understanding of hierarchical structures and structural design. To "Exceed Expectations" students are required to get 18/22 correct and to "Meet Expectations" students must get 15/22 correct.	80% or more students will meet or exceed expectations	43%

College Degree Program		Richards College of Business Bachelor of Business Administration (BBA) Management Information Systems (521201) (October 2020)		
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16
Students will be able to develop a working, dynamic website.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	87%
	1A and 4C	Direct Measure - CISM 3335 - Students were required to develop a working, dynamic website using Visual Studio. The direct measure was assessed by the instructor during the fall semester and was measured by the grade they earned on their final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, "Exceeded Expectations." Scores between 70-84, "Met Expectations". Scores below 70 "Did Not Meet Expectations".	80% or more students will meet or exceed expectations	61%
	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	96%

<b>College</b>	Richards College of Business			
<b>Degree</b>	Bachelor of Business Administration (BBA)			
<b>Program</b>	Management Information Systems (521201) (October 2020)			
<b>Student Learning Outcome</b>	<b>Strategic Plan Connection</b>	<b>Measure/Method</b>	<b>Success Criterion</b>	<b>AY16</b>
MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.	1A and 4C	Direct Measure - RCOB Comprehensive Field Exam administered in MGNT 4660 each semester - 10 MIS-related questions are included in this field exam. At least 8-10 correct responses are required to "Exceed Expectations" and 6-7 correct responses are necessary to "Meet Expectations".	80% or more students will meet or exceed expectations	8%

AY17	AY18	AY19	AY20	Justification of Success Criteria
74%	76%	75%	76%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
97%	84%	95%	96%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
96%	82%	92%	84%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

AY17	AY18	AY19	AY20	Justification of Success Criteria
13%	34%	71%	86%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

AY17	AY18	AY19	AY20	Justification of Success Criteria
83%	82%	75%	76%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
39%	90%	85%	79%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
100%	94%	100%	96%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

AY17	AY18	AY19	AY20	Justification of Success Criteria
20%	61%	65%	54%	<p>The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</p>

**Interpretation &  
Use of Results**

**Improvement Plan**

<p>76% either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Based on this indirect measure, there is some indication that attention may be needed.</p>	
<p>66.7% of the 27 students "Exceeded Expectations" and 29.6% of the 27 students "Met Expectations." Thus, 96.3% of the students scored at least 10.5/15.0 points on the exercise. This signifies a GREEN condition and no immediate attention is required at this point.</p>	<p>During the 2019/20 academic year, the instructor specifically noted the requirements of both primary and foreign keys in the assignment instructional file. We believed that this would give the students an additional reminder of the importance of these concepts in designing the relational database. And results did improve. The number of students who "Exceeded Expectations" improved from 48.7% to 66.7%. However, in the most recent assessment, 3 of the 37 students failed to specify the correct primary keys and 4 students failed to add appropriate foreign keys to establish table relationships. Thus, it is clear that some students still fail to grasp the concepts of primary and foreign keys. During the 2020/21 academic year, the instructor will use more in-class exercises to reinforce the concepts of primary keys and foreign keys in relational database design.</p>
<p>84% either "Strongly Agreed" (64.0%) or "Agreed" (20.0%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.</p>	<p>The improvement plan over the past year focused on two areas. First, the instructor discontinued groupwork on the preparatory quiz because it was felt that some students were relying too much on their team members. Students were required to work individually on their preparatory quiz, submit it individually, and have opportunities to correct their own mistakes. Second, the instructor replaced three database-related questions with hierarchical structure questions to focus more attention on the importance of hierarchical decomposition in the course. These actions made a positive difference as those that met or exceeded expectations increased from 71% to 86%. The improvement plan for AY21, will focus on Question #19. Only 34.5% of the</p>

**Interpretation &  
Use of Results**

The improvement plans appear to be working. Over the past four years, there has been a significant increase in the percentage of students that met or exceeded expectations. Over the past year, this percentage increased from 71% to 86%. For the first time in five years, we are in a GREEN condition. While no immediate action is required, there is an issue that we will be addressing during the next academic year as we pursue continuous improvement in the CISM 4310 course.

**Improvement Plan**

class got this question correct. And the question deals with a very important, fundamental concept in this course. Specifically, it relates to using a data flow diagram to determine how many relationships are required between an entity, a process, and a data store. Students must understand that each process must have two entities and one data store. And they must be able to demonstrate these relationship on a data flow diagram. The instructor is actually going to use the basic diagram from the exam to demonstrate this concept in the course. It is hoped that by using a very simplistic diagram, students will be able to grasp the fundamental concept related to hierarchical decomposition.

**Interpretation & Use of Results**

**Improvement Plan**

76% of our students either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Thus, based on this indirect measure, we have some indication that attention is required.

Twenty-nine students participated in the assessment. Fourteen students (48.3%) "Exceeded Expectations", nine students (31.0%) "Met Expectations", and six students (20.7%) "Did Not Meet Expectations". Across the five exercises assessed in this project, the average scores (on a 100 point scale) were as follows: (1) HTML Exercise - 89%; (2) CSS Exercise - 82%; (3) JavaScript Exercise - 83%; (4) SQL Exercise - 66%; and (5) C# Exercise - 76%. At this point, it seems students are having the most difficulty with the SQL portion of the project.

96% either "Strongly Agreed" (64.0%) or "Agreed" (32.0%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.

During the 2019/20 academic year (AY20) the instructor held a virtual lab for each exercise well before the due date, recorded the session, and posted the recording in CourseDen. The corrective actions taken over the past three years have been effective, as the percentage of students who exceeded or met expectations has improved from 39% in AY17 to at least 79% in each of the past three years. Our corrective action for next year will focus on the SQL exercise in the major project. This is the part of the project in which students have the most problems. For 2020/21, the instructor will add examples in the three query exercises that are very similar to the requirements in the project. It is believed that the additional practice and feedback will help students in the SQL section of the project.

While our indirect measure was positive, the direct measure suggests that immediate action is required. In the previous year, faculty focused their corrective action on Q63, "Which of the following relates to the integration of data?" The following two videos were added to the CISM 3330 curriculum to help students better understand this concept: (1)

**Interpretation &  
Use of Results**

With 53.5% of our MIS majors meeting or exceeding expectations, this group outperformed non-MIS, business majors (51.8% met or exceeded expectations). However, with only 7.1% of our MIS majors "Exceeding Expectations" and only 46.4% "Meeting Expectations", we are clearly in a RED condition and immediate attention is required.

**Improvement Plan**

<https://www.youtube.com/watch?v=yColH45Rmxs>, and (2) <https://www.youtube.com/watch?v=IQubbWmMWU8>. There was a modest improvement as the percentage of MIS majors answering this question correctly improved from 30.2% in 2018/19 to 32.1% in 2019/20. However, there is clearly an opportunity to continue to work on Q63. For our 2020/21, our corrective action will focus on Q63 and Q70. As noted above, Q63 relates to the integration of data and only 32.1% of MIS majors answered the question correctly. To improve the students' understanding of data integration, faculty created a video specifically addressing data integration, the importance of data integration in enterprise system, and how data integration is addressed in the hands-on enterprise system assignments. Q70 related to various data reports and only 21.4% of MIS majors answered the question correctly. To improve the students' understanding of data reporting, faculty created a project on data analytics. The students will investigate dashboarding and data reports that are used by organizations for decision making.

COURSES	Title	Traditional Concentration	Enterprise Systems and Data Analytics Concentration	IoT, Networking, and Cyber Security Concentration	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
					Students will be able to design a relational database that is at least in Third Nominal Form.	Students will utilize data flow diagrams to accurately depict the movement of data within systems.	Students will be able to develop a working, dynamic website.	MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.
CISM 2201	Foundations of Business and Spreadsheet Analysis	Core	Core	Core				
CISM 3330	Management of Information Systems	Core	Core	Core	I	I	I	I
CISM 3335	Business Programming and Web Design	Required	Required	Required			M (A)	R
CISM 3340	Data Resource Management and Design	Required	Required	Required	M (A)	R	R	R
CISM 3350	Introduction to Networking and IoT	Required	Required	Required				R
CISM 3625	Contemporary Issues in MIS	Select						R
CISM 4310	Business Systems Analysis and Design	Required	Required	Required		M (A)		R
CISM 4330	Enterprise Architecture	Select	Required					R
CISM 4350	Enterprise and Decision Support Systems	Select	Required			R		R
CISM 4355	Cyber Security	Select		Required				R
CISM 4382	Special Problems in MIS	Select						R
CISM 4384	MIS Study Abroad	Select						R
CISM 4386	Business Internship in MIS	Select						R
CISM 4390	Business Intelligence and Data Mining	Select	Required		R	R		R
CISM 4500	Advanced Networking Switches, Routers, and Wireless	Select		Required				R
CISM 4600	Automation	Select		Required				R
MGNT 4660	Strategic Management	Required	Required	Required				M (A)

Key:  
I: Introduced  
R: Reinforced  
M: Mastered  
A: Assessment performed

## B.B.A. - Management Information Systems Concentration: Enterprise Systems and Data Analytics

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
<b>CORE CURRICULUM [1]</b>				<b>Core Area F [2]</b>			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			<b>BUSINESS CORE [2]</b>			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
MATH 1413	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625 [3]	3		
HIST 2111 or 2112	3			<b>MAJOR COURSES [2] [4]</b>			24 HRS
POLS 1101	3			CISM 3335	3		
Elective (PSYC1101 or SOCI 1101)*	3			CISM 3340	3		
				CISM 3350	3		
				CISM 4310	3		
				MGNT 4660	3		
				<b>Concentration in Enterprise Systems and Data Analytics [5]</b>			
				CISM 4330	3		
				CISM 4350	3		
				CISM 4390	3		
				<b>APPROVED ELECTIVES [6]</b>			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

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

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

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

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

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

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

Revised 1-11-2021

## B.B.A. - Management Information Systems Concentration: IoT, Networking, and Cyber Security

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
<b>CORE CURRICULUM [1]</b>				<b>Core Area F [2]</b>			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			<b>BUSINESS CORE [2]</b>			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
MATH 1413	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625	3		
HIST 2111 or 2112	3			<b>MAJOR COURSES [2]</b>			24 HRS
POLS 1101	3			CISM 3335	3		
Elective (PSYC1101 or SOCI 1101)*	3			CISM 3340	3		
				CISM 3350	3		
				CISM 4310	3		
				MGNT 4660	3		
				<b>Concentration in IoT, Networking, and Cyber Security [4]</b>			
				CISM 4355	3		
				CISM 4500	3		
				CISM 4600	3		
				<b>APPROVED ELECTIVES [5]</b>			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

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

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

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

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

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

Revised 1-11-2021

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

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
<b>CORE CURRICULUM [1]</b>				<b>Core Area F [2]</b>			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			<b>BUSINESS CORE [2]</b>			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
MATH 1413	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625 [3]	3		
HIST 2111 or 2112	3			<b>MAJOR COURSES [2] [4]</b>			24 HRS
POLS 1101	3			CISM 3335	3		
Elective (PSYC1101 or SOCI 1101)*	3			CISM 3340	3		
				CISM 3350	3		
				CISM 4310	3		
				MGNT 4660	3		
<b>General Degree – No Concentration</b>							
Major Selects (Choose 3) – CISM 3625, CISM 4330, CISM 4350, CISM 4355, CISM 4382, CISM 4384, CISM 4386, CISM 4390, CISM 4500, CISM 4600					9		
<b>APPROVED ELECTIVES [5]</b>							9 HRS
Elective 1					3		
Elective 2					3		
Elective 3					3		
Total Program Hours							120
<p><b>[1]</b> Attain a minimum overall GPA of 2.0 for graduation.</p> <p><b>[2]</b> 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.</p> <p><b>[3]</b> If MGNT 4625 is not available, ECON 4450, FINC 4521, or MKTG 4866 may be substituted with approval of the management department chair.</p> <p><b>[4]</b> Students completing CISM 3330, CISM 4330, and CISM 4350 are eligible for the SAP Certificate.</p> <p><b>[5]</b> At least one elective must be taken in the RCOB or from approved FinTech courses.</p>							
Revised 1-11-2021							

# Management, B.B.A.

## 2021-2022 Undergraduate Revise Program Request

### Introduction

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

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](#).

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

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

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

**Modifications (Check all that apply)\***

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

**Desired Effective Semester \***

Fall

**Desired Effective Year \***

2021

### Routing Information

# Routes cannot be changed after a proposal is launched.

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

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

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

School/  
Department\*

Is this a School of  
Nursing Program?\*  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 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.

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.

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** 17  
**NOT EDIT\***

**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, or 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

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

**Program Location\***

Carrollton

## Curriculum Information

## **Requirement**

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

**Core Curriculum**

### **Core Area A**

**(Grade of C or higher) must include:**

**MATH 1111 College Algebra  
[Right] (or)  
MATH 1113 Precalculus**

### **Core Area D**

**should include:**

**MATH 1413 Survey of Calculus**

### **Core Area F: 18 Hours**

### **A: 6 Hours**

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

### **B: 6 Hours**

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

### **C: 3 Hours**

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

### **D: 3 Hours**

**CISM 2201 Foundations of Computer Applications**

### **Required Supporting Courses:**

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

**ECON 2105 Principles of Macroeconomics**

**ECON 2106 Principles of Microeconomics**

**ACCT 2101 Principles of Accounting I**

**ACCT 2102 Principles of Accounting II**

**[Before]and**

**MATH 1111 College Algebra**

**[Right] (or)**

**MATH 1113 Precalculus**

**[After] and**

**MATH 1413 Survey of Calculus**

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

**CISM 2201 Foundations of Computer Applications**

### **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 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)**

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**

**MGNT 4620 Human Resource Management**

**MGNT 4660 Strategic Management**

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

### **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 Entrepreneurship and Small Business Management**

**[After]** Traditional Concentration Selects (Choose 3): MGNT 3602, 3603, 3611, 3625, 3627, 3635, 3640, 3645, 4330, 4355, 4610, 4615, 4616, 4621, 4630, 4640, 4681, 4682, 4684, 4686

**9**

### **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 Applications in Human Resource Management**

**MGNT 4640 Employment Law**

**MGNT 4681 Compensation Management**

**[After] Human Resource Management Concentration Select (Choose 1): MGNT 3602, 3611, 3618, 3525, 3627, 3645, 4630, 4680, 4682, 4684, 4686** **3**

## **SMALL BUSINESS MANAGEMENT CONCENTRATION (12 HOURS)**

For the 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 Entrepreneurship and Small Business Management**

**MGNT 3635 Growing the Small Business**

**[After] Small Business Management Concentration Select (Choose 1): MGNT 3602, 3611, 3625, 3627, 3640, 3645, 4610, 4615, 4616, 4630, 4640, 4681, 4682, 4684, 4686** **3**

## **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, 3618, 3625, 3627, 3645, 4616, 4630, 4682, 4684, 4686** **3**

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

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses from the Program

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

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

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

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

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

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

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

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

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

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

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

## Justification and Assessment

**Rationale\*** The Management Department is replacing our certificate programs with concentrations. We do this for two reasons. First, students are experiencing problems during employment interviews when recruiters confuse our “certificates” with nationally recognized professional certifications (e.g., HRCI-PHR or ASCM-CPIM). Second, the Registrar’s Office has received concerns about the difference between certificates and certifications. Embedded certificates are not reported to the National Student Clearinghouse, which is what employers use most often to verify credentials. We would like to continue to offer our Traditional Concentration (with some minor changes to the curriculum), but also allow students to select concentrations in Human Resource Management, Supply Chain Management, and Small Business Management. Within these concentrations, students will be encouraged to pursue nationally-recognized professional certifications. Programs Sheets for the Traditional, Human Resource Management, Supply Chain Management, and Small Business Management concentrations are attached.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs 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 and evaluate issues involved in international business relationships.
3. Students will be able to identify basic principles associated with leadership.
4. Management majors will demonstrate a more comprehensive knowledge of management concepts and principles as compared to non-management BBA majors as a whole.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@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
- Change in credit hours required to complete the program
- None of these apply

**SACSCOC Comments** The revised Management Curriculum and Assessment Map and the revised Management SLO Assessment Report show the changes that are being proposed in the Management Program (these are attached). One change, in particular, will impact the Student Learning Outcomes. In the current system, SLO’s are assessed in MGNT 4620, MGNT 3618, MGNT 3605, and MGNT 4660. With the proposed revisions, MGNT 3618 will no longer be required of all management majors. Instead, we plan to assess our new SLO, “Students will be able to identify and evaluate issues involved in international business relationships,” in MGNT 4625. While this course is in the Business Core, it is required for all management majors (each business discipline has their own international course). In the revised Management SLO Assessment Report, I have used a red font color to show the old SLO and a green font color to show the new SLO. Assessment of the new SLO would begin with the 2021/22 academic year.

## REQUIRED ATTACHMENTS

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

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

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

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

### 2.) Assessment Plan

All 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 assessment template from [here](#) complete, and upload.

**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.



College Degree Program											
Richards College of Business Bachelor of Business Administration (BBA) Management (S20201) (October 2020)											
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16	AY17	AY18	AY19	AY20	Justification of Success Criteria	Interpretation & Use of Results	Improvement Plan
Students will be able to identify basic principles associated with leadership.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.	99%	98%	99%	99%	99%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	99% either "Strongly Agreed" (67.4%) or "Agreed" (31.6%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no immediate attention is required at this point.	In the previous year, corrective action focused on the Blanchard and Hersey Situational Leadership Model. We used a combination of practical examples and video instruction to help the students understand and retain the major premise of this leadership model. And the number of students who answered this question correctly improved from 24% to 63%. For the upcoming year, our corrective action will focus on LMX (Leader Member Exchange) Theory. Based on our assessment questions, only 52.5% of the students understand the basic idea of LMX Theory. The instructor of this course will now have students complete a LMX self-assessment exercise to reinforce the basic tenets of this theory.
	1A and 4C	Direct Measure - MGMT 3605 - Assessed by the instructor with twelve embedded test questions during the spring semester. Students answering all 12 questions correctly "Exceeded Expectations". Students answering 9-11 questions correctly "Met Expectations". And, students answering less than 9 questions correctly "Did Not Meet Expectations".	80% or more students will meet or exceed expectations	69%	96%	60%	45%	73%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	During AY20, 7.5% "Exceeded Expectation," 65.0% "Met Expectations," and 27.5% "Did Not Meet Expectations." Thus, overall, the percentage of students who met our success criterion increased from 45% to 73% over the past year. However, we are now in a YELLOW condition, meaning that this situation requires attention. Data revealed that students had the most problems with questions related to LMZ Theory (52.5% correct), Transactional Leadership (55.0% correct), and the Blanchard and Hersey Situational Leadership Model (62.5%).	
Management majors will demonstrate a comprehensive knowledge of management concepts and principles.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.	99%	98%	98%	97%	97%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	97% either "Strongly Agreed" (65.3%) or "Agreed" (31.6%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no immediate attention is required at this point.	The corrective action from the previous year focused on Q49 which related to Maslow's Hierarchy of Needs. The faculty incorporated the following two videos into the curriculum to help students better understand this theory: (1) <a href="https://study.com/academy/lesson/maslows-safety-needs-examples-definition-quiz.html">https://study.com/academy/lesson/maslows-safety-needs-examples-definition-quiz.html</a> , and (2) <a href="https://study.com/academy/lesson/maslows-hierarchy-of-needs.html">https://study.com/academy/lesson/maslows-hierarchy-of-needs.html</a> . And results did improve from 61.5% correct in 2018/19 to 64.4% correct in 2019/20. Our corrective action for the 2020/21 academic year will focus on Q47 that deals with the different forms of organizational structure. Only 58.6% of management majors were able to answer this question correctly. The management faculty decided to incorporate the following video into the curriculum: <a href="https://youtu.be/Ny5t8Z8Q">https://youtu.be/Ny5t8Z8Q</a> . This video does a good job of emphasizing the differences between the various types of structures (e.g. matrix, functional, product, etc.) and when they would be appropriate within particular organizations.
	1A and 4C	Direct Measure - RCOB Comprehensive Field Exam administered in MGMT 4660 each semester - 10 management-related questions are included in this field exam. At least 8-10 correct responses are required to "Exceed Expectations" and 6-7 correct responses are necessary to "Meet Expectations".	80% or more respondents will meet or exceed expectations.	76%	85%	89%	86%	85%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	With 49.4% "Exceeding Expectations" and 35.6% "Meeting Expectations", a combined score of 85.0% places us in the GREEN condition. At 85.0%, our Management majors also outperformed Non-Management, business majors on these field exam questions. 69.6% of Non-Management majors either "Exceeded Expectations" (34.8%) or "Met Expectations" (34.8%).	

COURSES	Title	Traditional Concentration	Human Resource Concentration	Small Business Concentration	Supply Chain Concentration	PL-SLO 1	PL-SLO 2 (New)	PL-SLO 2 (Old)	PL-SLO 3	PL-SLO 4
						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 explain the role of entrepreneurs in managing businesses.	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.
MGNT 3600	Management	Core	Core	Core	Core	I	I		I	I
MGNT 3602	Business Law	Select	Select	Select		R				
MGNT 3603	The Creative Startup	Select		Required						R
MGNT 3605	Organizational Behavior	Required	Required	Required	Required		R		M (A)	R
MGNT 3611	Leadership	Select	Select	Select	Select				R	R
MGNT 3615	Operations Management	Core	Core	Core	Core					R
MGNT 3618	Entrepreneurship and Small Business Mgmt	Required	Select	Required	Select		R		R	R
MGNT 3625	Contemporary Issues in Management	Select	Select	Select	Select					R
MGNT 3627	Managing Cultural Differences	Select	Select	Select	Select		R			R
MGNT 3633	Research Methods for Managers (MKG 3808)	Required	Required	Required	Required					
MGNT 3635	Growing the Small Business	Select		Required						R
MGNT 3640	Lean Six Sigma	Select		Select	Required					R
MGNT 3645	Corporate Social Responsibility	Select	Select	Select	Select		R		R	R
MGNT 4330	Enterprise Architecture	Select								
MGNT 4355	Cyber Security	Select								
MGNT 4610	Logistics	Select		Select	Required					R
MGNT 4615	Supply Chain Management	Select		Select	Required					R
MGNT 4616	Project Management	Select		Select	Select					R
MGNT 4620	Human Resource Management	Required	Required	Required	Required	M (A)	R		R	R
MGNT 4621	Human Resource Applications and Analytics	Select	Required			R	R		R	R
MGNT 4625	International Management	Core (Mngt)	Core (Mngt)	Core (Mngt)	Core (Mngt)		M (A)			R
MGNT 4630	Dispute Resolution in Contemp Organizations	Select	Select	Select	Select				R	R
MGNT 4640	Employment Law	Select	Required	Select		R			R	R
MGNT 4660	Strategic Management	Required	Required	Required	Required		R		R	M (A)
MGNT 4680	Human Resources Practicum		Select							R
MGNT 4681	Compensation Management	Select	Required	Select		R				R
MGNT 4682	Special Problems in Management	Select	Select	Select	Select					R
MGNT 4684	Management Study Abroad	Select	Select	Select	Select		R			R
MGNT 4686	Business Internship (Management)	Select	Select	Select	Select					R

Key:  
I: Introduced  
R: Reinforced  
M: Mastered  
A: Assessment performed

## B.B.A. - Management Concentration: Human Resource Management

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
<b>CORE CURRICULUM</b> [1]				<b>Core Area F</b> [2]			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			<b>BUSINESS CORE</b> [2]			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
MATH 1413	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625	[3] 3		
HIST 2111 or 2112	3			<b>MAJOR COURSES</b> [2]			24 HRS
POLS 1101	3			MGNT 3605	3		
Elective (PSYC1101 or SOCI 1101)*	3			MGNT 3633	[4] 3		
				MGNT 4620	3		
				MGNT 4660	3		
				Concentration in Human Resource Management			
				MGNT 4621	3		
				MGNT 4640	3		
				MGNT 4681	3		
				Major Select (Choose 1) MGNT 3602, 3611, 3618, 3625, 3627, 3645, 4630, 4680, 4682, 4684, 4686	3		
				<b>APPROVED ELECTIVES</b> [5]			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

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

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

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

**[4]** MKTG 3808 may be taken if MGNT 3633 is not available.

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

Revised 9-3-2020

## B.B.A. - Management Concentration: Small Business Management

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

Course & Number	Credit Hours	Term Taken	Grade
<b>Core Area F [2]</b>			18 HRS
ACCT 2101	3		
ACCT 2102	3		
BUSA 2106	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
<b>BUSINESS CORE [2]</b>			27 HRS
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
MGNT 4625 [3]	3		
<b>MAJOR COURSES [2]</b>			24 HRS
MGNT 3605	3		
MGNT 3633 [4]	3		
MGNT 4620	3		
MGNT 4660	3		

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

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

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

**[4]** MKTG 3808 may be taken if MGNT 3633 is not available.

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

Revised 9-3-2020

Concentration in Small Business Management			
MGNT 3603	3		
MGNT 3618	3		
MGNT 3635	3		
Major Select (Choose 1) MGNT 3602, 3611, 3625, 3627, 3640, 3645, 4610, 4615, 4616, 4630, 4640, 4681, 4682, 4684, 4686	3		
<b>APPROVED ELECTIVES [5]</b>			9 HRS
Elective 1	3		
Elective 2	3		
Elective 3	3		
Total Program Hours			120

## B.B.A. - Management Concentration: Supply Chain Management

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
<b>CORE CURRICULUM [1]</b>				<b>Core Area F [2]</b>			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			<b>BUSINESS CORE [2]</b>			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
MATH 1413	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625 [3]	3		
HIST 2111 or 2112	3			<b>MAJOR COURSES [2]</b>			24 HRS
POLS 1101	3			MGNT 3605	3		
Elective (PSYC1101 or SOCI 1101)*	3			MGNT 3633 [4]	3		
				MGNT 4620	3		
				MGNT 4660	3		
				<b>Concentration in Supply Chain Management</b>			
				MGNT 3640	3		
				MGNT 4610	3		
				MGNT 4615	3		
				Major Select (Choose 1) MGNT 3611, 3618, 3625, 3627, 3645, 4616, 4630, 4682, 4684, 4686	3		
				<b>APPROVED ELECTIVES [5]</b>			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				<b>Total Program Hours</b>			120

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

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

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

**[4]** MKTG 3808 may be taken if MGNT 3633 is not available.

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

Revised 9-3-2020

## B.B.A. - Management Traditional Concentration

Course & Number	Credit Hours	Term Taken	Grade	Course & Number	Credit Hours	Term Taken	Grade
<b>CORE CURRICULUM [1]</b>				<b>Core Area F [2]</b>			18 HRS
AREA A			9 HRS	ACCT 2101	3		
ENGL 1101	3			ACCT 2102	3		
ENGL 1102	3			BUSA 2106	3		
MATH 1111	3			CISM 2201	3		
AREA B			5 HRS	ECON 2105	3		
Elect. (COMM 1110 or ENGL 2050)*	3			ECON 2106	3		
Elect. (LIBR 1101 or CS 1020)*	2			<b>BUSINESS CORE [2]</b>			27 HRS
AREA C			6 HRS	ABED 3100	3		
Fine Arts Elective	3			CISM 3330	3		
Humanities Elective	3			ECON 3402	3		
AREA D			10 HRS	ECON 3406	3		
Lab Science	4			FINC 3511	3		
Non-Lab Science	3			MGNT 3600	3		
MATH 1413	3			MGNT 3615	3		
AREA E			12 HRS	MKTG 3803	3		
HIST 1111 or 1112	3			MGNT 4625 [3]	3		
HIST 2111 or 2112	3			<b>MAJOR COURSES [2]</b>			24 HRS
POLS 1101	3			MGNT 3605	3		
Elective (PSYC1101 or SOCI 1101)*	3			MGNT 3633 [4]	3		
				MGNT 4620	3		
				MGNT 4660	3		
				<b>General Degree – No Concentration</b>			
				MGNT 3618	3		
				Major Selects (Choose 3) MGNT 3602, 3603, 3611, 3625, 3627, 3635, 3640, 3645, 4330, 4355, 4610, 4615, 4616, 4621, 4630, 4640, 4681, 4682, 4684, 4686	9		
				<b>APPROVED ELECTIVES [5]</b>			9 HRS
				Elective 1	3		
				Elective 2	3		
				Elective 3	3		
				Total Program Hours			120

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

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

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

[4] MKTG 3808 may be taken if MGNT 3633 is not available.

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

Revised 9-3-2020

# Enterprise Systems and Data Analytics Minor

## 2021-2022 Undergraduate New Program Request

### General Information

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

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](#).

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

Program Type\*

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

If embedded, please list the parent program.

### Routing Information

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

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

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

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

**School/  
Department\*** Department of Management

**Is this a School of  
Nursing Program?\***  Yes  No

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

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

### Program Information

**Program Type\*** Minor

**Program Name\*** Enterprise Systems and Data Analytics Minor

**Degree Type\*** Minor

**Program  
Description\*** This minor will introduce students to the basic concepts association with Enterprise Systems and Data Analytics. Please note that a comparable course from another discipline will serve as a substitute for CISM 3335.

**Program Location\*** Carrollton

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

**How will the  
proposed program  
be delivered?\***  Face-to-Face  Online Only

199/511

- Online Only
- Hybrid

## Curriculum Information

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

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

- Type of Program\*
- Program
  - Shared Core

### PROGRAM CURRICULUM

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

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

#### Step 1

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

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

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

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

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

#### Step 2

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

**Prospective Curriculum\***

## **Enterprise Systems and Data Analytics Minor**

This minor allows students to learn the basic concepts associated with Enterprise Systems and Data Analytics.

**CISM 3340 Data Resource Management and Design**

**CISM 3335 Business Programming and Web Design**

**CISM 4330 Enterprise Architecture**

**CISM 4350 Enterprise and Decision Support Systems**

**CISM 4390 Business Intelligence and Data Mining**

**[Before]Minor requires 15 hours. A comparable course from another discipline can serve as a substitute for CISM 3335.**

**15**

### **Justification and Assessment**

**Rationale\*** The management department is creating an MIS concentration in Enterprise Systems and Data Analytics. This minor will allow individuals outside of the MIS major to learn the essential concepts associated with Enterprise Systems and Data Analytics.

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

1. Students will be able to develop a working, dynamic website.
2. Students will be able to design a relational database that is at least in Third Nominal Form.

#### **SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@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** N/A

## REQUIRED ATTACHMENTS

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

### 1.) USGBOR One Step Proposal

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

### 2.) Program Map and/or Program Sheet

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

### 3.) Academic Assessment Plan/Reporting

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

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

### 4.) Curriculum Map Assessment

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

#### **USGBOR One Step Proposal\***

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

#### **Program Map\***

- I have attached the Program Map.

#### **Assessment Plan\***

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

#### **Curriculum and Assessment Map\***

- I have attached the Curriculum and Assessment Map.

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through 202511 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.

COURSES	Title	Traditional Concentration	Enterprise Systems and Data Analytics Concentration	IoT, Networking, and Cyber Security Concentration	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
					Students will be able to design a relational database that is at least in Third Nominal Form.	Students will utilize data flow diagrams to accurately depict the movement of data within systems.	Students will be able to develop a working, dynamic website.	MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.
CISM 2201	Foundations of Business and Spreadsheet Analysis	Core	Core	Core				
CISM 3330	Management of Information Systems	Core	Core	Core	I	I	I	I
CISM 3335	Business Programming and Web Design	Required	Required	Required			M (A)	R
CISM 3340	Data Resource Management and Design	Required	Required	Required	M (A)	R	R	R
CISM 3350	Introduction to Networking and IoT	Required	Required	Required				R
CISM 3625	Contemporary Issues in MIS	Select						R
CISM 4310	Business Systems Analysis and Design	Required	Required	Required		M (A)		R
CISM 4330	Enterprise Architecture	Select	Required					R
CISM 4350	Enterprise and Decision Support Systems	Select	Required			R		R
CISM 4355	Cyber Security	Select		Required				R
CISM 4382	Special Problems in MIS	Select						R
CISM 4384	MIS Study Abroad	Select						R
CISM 4386	Business Internship in MIS	Select						R
CISM 4390	Business Intelligence and Data Mining	Select	Required		R	R		R
CISM 4500	Advanced Networking Switches, Routers, and Wireless	Select		Required				R
CISM 4600	Automation	Select		Required				R
MGNT 4660	Strategic Management	Required	Required	Required				M (A)

Key:  
I: Introduced  
R: Reinforced  
M: Mastered  
A: Assessment performed

College		Richards College of Business		
Degree		Bachelor of Business Administration (BBA)		
Program		Management Information Systems (521201) (October 2020)		
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16
	Students will be able to design a relational database that is at least in Third Nominal Form.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.
1A and 4C		Direct Measure - CISM 3340 - Assessed by the instructor in the fall semester. Students are required to design a well-normalized relational database that is at least 3NF. The maximum score on the assignment is 15. To earn the 15 points, students must: have a primary key for each table; specify the minimum and maximum cardinality of each table; and place an appropriate foreign key column in the appropriate table. Students must score 15/15 (100%) to "Exceed Expectations" and 10.5/15 (70%) to "Meet Expectations".	80% or more students will meet or exceed expectations	91%

College Degree Program		Richards College of Business Bachelor of Business Administration (BBA) Management Information Systems (521201) (October 2020)		
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16
Students will be able to develop a working, dynamic website.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	87%
	1A and 4C	Direct Measure - CISM 3335 - Students were required to develop a working, dynamic website using Visual Studio. The direct measure was assessed by the instructor during the fall semester and was measured by the grade they earned on their final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, "Exceeded Expectations." Scores between 70-84, "Met Expectations". Scores below 70 "Did Not Meet Expectations".	80% or more students will meet or exceed expectations	61%

AY17	AY18	AY19	AY20	Justification of Success Criteria
74%	76%	75%	76%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
97%	84%	95%	96%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

AY17	AY18	AY19	AY20	Justification of Success Criteria
83%	82%	75%	76%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
39%	90%	85%	79%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

**Interpretation &  
Use of Results**

**Improvement Plan**

76% either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Based on this indirect measure, there is some indication that attention may be needed.

66.7% of the 27 students "Exceeded Expectations" and 29.6% of the 27 students "Met Expectations." Thus, 96.3% of the students scored at least 10.5/15.0 points on the exercise. This signifies a GREEN condition and no immediate attention is required at this point.

During the 2019/20 academic year, the instructor specifically noted the requirements of both primary and foreign keys in the assignment instructional file. We believed that this would give the students an additional reminder of the importance of these concepts in designing the relational database. And results did improve. The number of students who "Exceeded Expectations" improved from 48.7% to 66.7%. However, in the most recent assessment, 3 of the 37 students failed to specify the correct primary keys and 4 students failed to add appropriate foreign keys to establish table relationships. Thus, it is clear that some students still fail to grasp the concepts of primary and foreign keys. During the 2020/21 academic year, the instructor will use more in-class exercises to reinforce the concepts of primary keys and foreign keys in relational database design.

**Interpretation &  
Use of Results**

**Improvement Plan**

76% of our students either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Thus, based on this indirect measure, we have some indication that attention is required.

Twenty-nine students participated in the assessment. Fourteen students (48.3%) "Exceeded Expectations", nine students (31.0%) "Met Expectations", and six students (20.7%) "Did Not Meet Expectations". Across the five exercises assessed in this project, the average scores (on a 100 point scale) were as follows: (1) HTML Exercise - 89%; (2) CSS Exercise - 82%; (3) JavaScript Exercise - 83%; (4) SQL Exercise - 66%; and (5) C# Exercise - 76%. At this point, it seems students are having the most difficulty with the SQL portion of the project.

During the 2019/20 academic year (AY20) the instructor held a virtual lab for each exercise well before the due date, recorded the session, and posted the recording in CourseDen. The corrective actions taken over the past three years have been effective, as the percentage of students who exceeded or met expectations has improved from 39% in AY17 to at least 79% in each of the past three years. Our corrective action for next year will focus on the SQL exercise in the major project. This is the part of the project in which students have the most problems. For 2020/21, the instructor will add examples in the three query exercises that are very similar to the requirements in the project. It is believed that the additional practice and feedback will help students in the SQL section of the project.

# IoT, Networking, and Cyber Security Minor

## 2021-2022 Undergraduate New Program Request

### General Information

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

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](#).

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

Program Type\*

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

If embedded, please list the parent program.

### Routing Information

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

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

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

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

**School/ Department\*** Department of Management

**Is this a School of Nursing Program?\***  Yes  No

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

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

### Program Information

**Program Type\*** Minor

**Program Name\*** IoT, Networking, and Cyber Security Minor

**Degree Type\*** Minor

**Program Description\*** This minor will introduce students to the basic concepts associated with IoT, Networking, and Cyber Security. Please note that a comparable course from another major will serve as a substitute for CISM 3335.

**Program Location\*** Carrollton

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

**How will the proposed program be delivered?\***  Face-to-Face  Online Only

212/511

- Online Only
- Hybrid

## Curriculum Information

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

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

- Type of Program\*
- Program
  - Shared Core

### PROGRAM CURRICULUM

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

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

#### Step 1

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

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

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

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

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

#### Step 2

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

**Prospective Curriculum\***

## **IoT, Networking, and Cyber Security minor**

This course allows students to learn the basic concepts associated with IoT, Networking, and Cyber Security.

**CISM 3335 Business Programming and Web Design**

**CISM 3350 Introduction to Networking and IoT**

**CISM 4355 Cyber Security**

**CISM 4500 Advanced Networking Switches, Routers, and Wireless**

**CISM 4600 Advanced Enterprise Networking, Security, and Automation**

**[Before]Minor requires 15 hours. A comparable course from another discipline can serve as a substitute for CISM 3335.**

**15**

## **Justification and Assessment**

**Rationale\*** The management department is creating an MIS concentration in IoT, Networking, and Cyber Security. This minor will allow individuals outside of the MIS major to learn the essential concepts associated with IoT, Networking, and Cyber Security.

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

1. Students will be able to develop a working, dynamic website.

### **SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@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** N/A

## REQUIRED ATTACHMENTS

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

### 1.) USGBOR One Step Proposal

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

### 2.) Program Map and/or Program Sheet

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

### 3.) Academic Assessment Plan/Reporting

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

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

### 4.) Curriculum Map Assessment

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

#### **USGBOR One Step Proposal\***

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

#### **Program Map\***

- I have attached the Program Map.

#### **Assessment Plan\***

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

#### **Curriculum and Assessment Map\***

- I have attached the Curriculum and Assessment Map.

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through 2/15/11 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.

COURSES	Title	Traditional Concentration	Enterprise Systems and Data Analytics Concentration	IoT, Networking, and Cyber Security Concentration	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
					Students will be able to design a relational database that is at least in Third Nominal Form.	Students will utilize data flow diagrams to accurately depict the movement of data within systems.	Students will be able to develop a working, dynamic website.	MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.
CISM 2201	Foundations of Business and Spreadsheet Analysis	Core	Core	Core				
CISM 3330	Management of Information Systems	Core	Core	Core	I	I	I	I
CISM 3335	Business Programming and Web Design	Required	Required	Required			M (A)	R
CISM 3340	Data Resource Management and Design	Required	Required	Required	M (A)	R	R	R
CISM 3350	Introduction to Networking and IoT	Required	Required	Required				R
CISM 3625	Contemporary Issues in MIS	Select						R
CISM 4310	Business Systems Analysis and Design	Required	Required	Required		M (A)		R
CISM 4330	Enterprise Architecture	Select	Required					R
CISM 4350	Enterprise and Decision Support Systems	Select	Required			R		R
CISM 4355	Cyber Security	Select		Required				R
CISM 4382	Special Problems in MIS	Select						R
CISM 4384	MIS Study Abroad	Select						R
CISM 4386	Business Internship in MIS	Select						R
CISM 4390	Business Intelligence and Data Mining	Select	Required		R	R		R
CISM 4500	Advanced Networking Switches, Routers, and Wireless	Select		Required				R
CISM 4600	Automation	Select		Required				R
MGNT 4660	Strategic Management	Required	Required	Required				M (A)

Key:  
I: Introduced  
R: Reinforced  
M: Mastered  
A: Assessment performed

<b>College Degree Program</b>	Richards College of Business Bachelor of Business Administration (BBA) Management Information Systems (521201) (October 2020)			
<b>Student Learning Outcome</b>	<b>Strategic Plan Connection</b>	<b>Measure/Method</b>	<b>Success Criterion</b>	<b>AY16</b>

College Degree Program		Richards College of Business Bachelor of Business Administration (BBA) Management Information Systems (521201) (October 2020)		
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16
Students will be able to develop a working, dynamic website.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	87%
	1A and 4C	Direct Measure - CISM 3335 - Students were required to develop a working, dynamic website using Visual Studio. The direct measure was assessed by the instructor during the fall semester and was measured by the grade they earned on their final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, "Exceeded Expectations." Scores between 70-84, "Met Expectations". Scores below 70 "Did Not Meet Expectations".	80% or more students will meet or exceed expectations	61%

<b>AY17</b>	<b>AY18</b>	<b>AY19</b>	<b>AY20</b>	<b>Justification of Success Criteria</b>
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AY17	AY18	AY19	AY20	Justification of Success Criteria
83%	82%	75%	76%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
39%	90%	85%	79%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

**Interpretation &  
Use of Results**

**Improvement Plan**

**Interpretation & Use of Results**

**Improvement Plan**

76% of our students either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Thus, based on this indirect measure, we have some indication that attention is required.

Twenty-nine students participated in the assessment. Fourteen students (48.3%) "Exceeded Expectations", nine students (31.0%) "Met Expectations", and six students (20.7%) "Did Not Meet Expectations". Across the five exercises assessed in this project, the average scores (on a 100 point scale) were as follows: (1) HTML Exercise - 89%; (2) CSS Exercise - 82%; (3) JavaScript Exercise - 83%; (4) SQL Exercise - 66%; and (5) C# Exercise - 76%. At this point, it seems students are having the most difficulty with the SQL portion of the project.

During the 2019/20 academic year (AY20) the instructor held a virtual lab for each exercise well before the due date, recorded the session, and posted the recording in CourseDen. The corrective actions taken over the past three years have been effective, as the percentage of students who exceeded or met expectations has improved from 39% in AY17 to at least 79% in each of the past three years. Our corrective action for next year will focus on the SQL exercise in the major project. This is the part of the project in which students have the most problems. For 2020/21, the instructor will add examples in the three query exercises that are very similar to the requirements in the project. It is believed that the additional practice and feedback will help students in the SQL section of the project.

# Management Information Systems Minor

## 2021-2022 Undergraduate Revise Program Request

### Introduction

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

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](#).

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

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

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

**Modifications (Check all that apply)\***

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

**Desired Effective Semester \***

Fall

**Desired Effective Year \***

2021

### Routing Information

# Routes cannot be changed after a proposal is launched.

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

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

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

School/  
Department\*

Is this a School of  
Nursing Program?\*  Yes  No

Is this a College of  
Education Program?  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

### Program Information

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

Type of Program\*  Program  
 Shared Core

If other, please identify.

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.

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

Program Name  
Program Description

**Program Name\*** Management Information Systems Minor

**Program ID - DO** 17  
**NOT EDIT\***

**Program Code - DO**  
**NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** This minor introduces students to the basic concepts associated with Management Information Systems. Please note a comparable course from another discipline will serve as a substitute for CISM 3330 and CISM 3335.

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

**Program Location\***

## Curriculum Information

## **Management Information Systems (MIS) minor**

This minor introduces students to the basic concepts in Management Information Systems (MIS).

**CISM 3330 Management of Information  
Systems**

**CISM 3335 Business Programming and Web  
Design**

**CISM 3340 Data Resource Management and  
Design**

**CISM 3350 Introduction to Networking and  
IoT**

**CISM 4310 Business Systems Analysis and  
Design**

**[Before] Minor requires 15 hours. Comparable  
courses from another discipline can serve as  
a substitute for CISM 3330 and CISM 3335.**

**15**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses from the Program

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

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

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

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

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

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

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

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

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

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

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

## Justification and Assessment

**Rationale\*** We are making some changes to the MIS program. The new course requirements will give students a more in-depth understanding of management information systems.

**If making changes to the Program Learning Outcomes, please provide the**

1. Students will be able to design a relational database that is at least in Third Nominal Form.
2. Students will utilize data flow diagrams to accurately depict the movement of data within systems.

updated SLOs in a numbered list format.

within systems.

3. Students will be able to develop a working, dynamic website.

## SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@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
- Change in credit hours required to complete the program
- None of these apply

SACSCOC Comments N/A

## REQUIRED ATTACHMENTS

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

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

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

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

### 2.) Assessment Plan

All 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 assessment template from [here](#) complete, and upload.

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.

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

COURSES	Title	Traditional Concentration	Enterprise Systems and Data Analytics Concentration	IoT, Networking, and Cyber Security Concentration	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
					Students will be able to design a relational database that is at least in Third Nominal Form.	Students will utilize data flow diagrams to accurately depict the movement of data within systems.	Students will be able to develop a working, dynamic website.	MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.
CISM 2201	Foundations of Business and Spreadsheet Analysis	Core	Core	Core				
CISM 3330	Management of Information Systems	Core	Core	Core	I	I	I	I
CISM 3335	Business Programming and Web Design	Required	Required	Required			M (A)	R
CISM 3340	Data Resource Management and Design	Required	Required	Required	M (A)	R	R	R
CISM 3350	Introduction to Networking and IoT	Required	Required	Required				R
CISM 3625	Contemporary Issues in MIS	Select						R
CISM 4310	Business Systems Analysis and Design	Required	Required	Required		M (A)		R
CISM 4330	Enterprise Architecture	Select	Required					R
CISM 4350	Enterprise and Decision Support Systems	Select	Required			R		R
CISM 4355	Cyber Security	Select		Required				R
CISM 4382	Special Problems in MIS	Select						R
CISM 4384	MIS Study Abroad	Select						R
CISM 4386	Business Internship in MIS	Select						R
CISM 4390	Business Intelligence and Data Mining	Select	Required		R	R		R
CISM 4500	Advanced Networking Switches, Routers, and Wireless	Select		Required				R
CISM 4600	Automation	Select		Required				R
MGNT 4660	Strategic Management	Required	Required	Required				M (A)

Key:  
I: Introduced  
R: Reinforced  
M: Mastered  
A: Assessment performed

**College** Richards College of Business  
**Degree** Bachelor of Business Administration (BBA)  
**Program** Management Information Systems (521201) (October 2020)

**Student Learning Outcome**      **Strategic Plan Connection**      **Measure/Method**      **Success Criterion**      **AY16**

Students will be able to design a relational database that is at least in Third Nominal Form.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	92%
	1A and 4C	Direct Measure - CISM 3340 - Assessed by the instructor in the fall semester. Students are required to design a well-normalized relational database that is at least 3NF. The maximum score on the assignment is 15. To earn the 15 points, students must: have a primary key for each table; specify the minimum and maximum cardinality of each table; and place an appropriate foreign key column in the appropriate table. Students must score 15/15 (100%) to "Exceed Expectations" and 10.5/15 (70%) to "Meet Expectations".	80% or more students will meet or exceed expectations	91%
Students will utilize data flow diagrams to accurately depict the	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	87%

<b>College Degree Program</b>	Richards College of Business Bachelor of Business Administration (BBA) Management Information Systems (521201) (October 2020)			
<b>Student Learning Outcome</b>	<b>Strategic Plan Connection</b>	<b>Measure/Method</b>	<b>Success Criterion</b>	<b>AY16</b>
accurately depict the movement of data within systems.	1A and 4C	Direct Measure - CISM 4310 - This learning outcome is assessed by the instructor in the fall semester with a series of 22 questions that examine the students' understanding of hierarchical structures and structural design. To "Exceed Expectations" students are required to get 18/22 correct and to "Meet Expectations" students must get 15/22 correct.	80% or more students will meet or exceed expectations	43%

College Degree Program		Richards College of Business Bachelor of Business Administration (BBA) Management Information Systems (521201) (October 2020)		
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16
Students will be able to develop a working, dynamic website.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	87%
	1A and 4C	Direct Measure - CISM 3335 - Students were required to develop a working, dynamic website using Visual Studio. The direct measure was assessed by the instructor during the fall semester and was measured by the grade they earned on their final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, "Exceeded Expectations." Scores between 70-84, "Met Expectations". Scores below 70 "Did Not Meet Expectations".	80% or more students will meet or exceed expectations	61%

AY17	AY18	AY19	AY20	Justification of Success Criteria
74%	76%	75%	76%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
97%	84%	95%	96%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
96%	82%	92%	84%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

AY17	AY18	AY19	AY20	Justification of Success Criteria
13%	34%	71%	86%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

AY17	AY18	AY19	AY20	Justification of Success Criteria
83%	82%	75%	76%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.
39%	90%	85%	79%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.

**Interpretation &  
Use of Results**

**Improvement Plan**

<p>76% either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Based on this indirect measure, there is some indication that attention may be needed.</p>	
<p>66.7% of the 27 students "Exceeded Expectations" and 29.6% of the 27 students "Met Expectations." Thus, 96.3% of the students scored at least 10.5/15.0 points on the exercise. This signifies a GREEN condition and no immediate attention is required at this point.</p>	<p>During the 2019/20 academic year, the instructor specifically noted the requirements of both primary and foreign keys in the assignment instructional file. We believed that this would give the students an additional reminder of the importance of these concepts in designing the relational database. And results did improve. The number of students who "Exceeded Expectations" improved from 48.7% to 66.7%. However, in the most recent assessment, 3 of the 37 students failed to specify the correct primary keys and 4 students failed to add appropriate foreign keys to establish table relationships. Thus, it is clear that some students still fail to grasp the concepts of primary and foreign keys. During the 2020/21 academic year, the instructor will use more in-class exercises to reinforce the concepts of primary keys and foreign keys in relational database design.</p>
<p>84% either "Strongly Agreed" (64.0%) or "Agreed" (20.0%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.</p>	<p>The improvement plan over the past year focused on two areas. First, the instructor discontinued groupwork on the preparatory quiz because it was felt that some students were relying too much on their team members. Students were required to work individually on their preparatory quiz, submit it individually, and have opportunities to correct their own mistakes. Second, the instructor replaced three database-related questions with hierarchical structure questions to focus more attention on the importance of hierarchical decomposition in the course. These actions made a positive difference as those that met or exceeded expectations increased from 71% to 86%. The improvement plan for AY21, will focus on Question #19. Only 34.5% of the</p>

**Interpretation &  
Use of Results**

The improvement plans appear to be working. Over the past four years, there has been a significant increase in the percentage of students that met or exceeded expectations. Over the past year, this percentage increased from 71% to 86%. For the first time in five years, we are in a GREEN condition. While no immediate action is required, there is an issue that we will be addressing during the next academic year as we pursue continuous improvement in the CISM 4310 course.

**Improvement Plan**

class got this question correct. And the question deals with a very important, fundamental concept in this course. Specifically, it relates to using a data flow diagram to determine how many relationships are required between an entity, a process, and a data store. Students must understand that each process must have two entities and one data store. And they must be able to demonstrate these relationship on a data flow diagram. The instructor is actually going to use the basic diagram from the exam to demonstrate this concept in the course. It is hoped that by using a very simplistic diagram, students will be able to grasp the fundamental concept related to hierarchical decomposition.

**Interpretation &  
Use of Results**

**Improvement Plan**

76% of our students either "Strongly Agreed" (40.0%) or "Agreed" (36.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Thus, based on this indirect measure, we have some indication that attention is required.

Twenty-nine students participated in the assessment. Fourteen students (48.3%) "Exceeded Expectations", nine students (31.0%) "Met Expectations", and six students (20.7%) "Did Not Meet Expectations". Across the five exercises assessed in this project, the average scores (on a 100 point scale) were as follows: (1) HTML Exercise - 89%; (2) CSS Exercise - 82%; (3) JavaScript Exercise - 83%; (4) SQL Exercise - 66%; and (5) C# Exercise - 76%. At this point, it seems students are having the most difficulty with the SQL portion of the project.

During the 2019/20 academic year (AY20) the instructor held a virtual lab for each exercise well before the due date, recorded the session, and posted the recording in CourseDen. The corrective actions taken over the past three years have been effective, as the percentage of students who exceeded or met expectations has improved from 39% in AY17 to at least 79% in each of the past three years. Our corrective action for next year will focus on the SQL exercise in the major project. This is the part of the project in which students have the most problems. For 2020/21, the instructor will add examples in the three query exercises that are very similar to the requirements in the project. It is believed that the additional practice and feedback will help students in the SQL section of the project.

# Small Business Management Minor

## 2021-2022 Undergraduate New Program Request

### General Information

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

Program Type\*

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

If embedded, please list the parent program.

### Routing Information

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

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

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

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

**School/  
Department\*** Department of Management

**Is this a School of  
Nursing Program?\***  Yes  No

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

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

### Program Information

**Program Type\*** Minor

**Program Name\*** Small Business Management Minor

**Degree Type\*** Minor

**Program  
Description\*** The Small Business Management minor will introduce students to basic concepts involved with starting or working in a small business.

**Program Location\*** Carrollton

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

**How will the  
proposed program  
be delivered?\***  Face-to-Face  
 Online Only

242/511

## 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 Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

#### Step 2

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\***

## Small Business Management Minor

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

**MGNT 3600 Management**

**MGNT 3603 The Creative Startup**

**MGNT 3618 Entrepreneurship and Small Business Management**

**MGNT 3635 Growing the Small Business**

## Justification and Assessment

**Rationale\*** The management department is creating a concentration in Small Business Management. This minor will allow individuals outside of the Management major to learn the essential elements of starting up or working in a small business.

**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 and evaluate issues involved in international business relationships.
3. Students will be able to identify basic principles associated with leadership.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

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

**Check all that apply to this program\***

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

### SACSCOC Comments

## REQUIRED ATTACHMENTS

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

### 1.) USGBOR One Step Proposal

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

### 2.) Program Map and/or Program Sheet

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

### 3.) Academic Assessment Plan/Reporting

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

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

### 4.) Curriculum Map Assessment

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

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

**Program Map\***  I have attached the Program Map.

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

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

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through 245/511 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.

COURSES	Title	Traditional Concentration	Human Resource Concentration	Small Business Concentration	Supply Chain Concentration	PL-SLO 1	PL-SLO 2 (New)	PL-SLO 2 (Old)	PL-SLO 3
						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 explain the role of entrepreneurs in managing businesses.	Students will be able to identify basic principles associated with leadership.
MGNT 3600	Management	Core	Core	Core	Core	I	I		I
MGNT 3602	Business Law	Select	Select	Select		R			
MGNT 3603	The Creative Startup	Select		Required					
MGNT 3605	Organizational Behavior	Required	Required	Required	Required		R		M (A)
MGNT 3611	Leadership	Select	Select	Select	Select				R
MGNT 3615	Operations Management	Core	Core	Core	Core				
MGNT 3618	Entrepreneurship and Small Business Mgmt	Required	Select	Required	Select		R		R
MGNT 3625	Contemporary Issues in Management	Select	Select	Select	Select				
MGNT 3627	Managing Cultural Differences	Select	Select	Select	Select		R		
MGNT 3633	Research Methods for Managers (MKGT 3808)	Required	Required	Required	Required				
MGNT 3635	Growing the Small Business	Select		Required					
MGNT 3640	Lean Six Sigma	Select		Select	Required				
MGNT 3645	Corporate Social Responsibility	Select	Select	Select	Select		R		R
MGNT 4330	Enterprise Architecture	Select							
MGNT 4355	Cyber Security	Select							
MGNT 4610	Logistics	Select		Select	Required				
MGNT 4615	Supply Chain Management	Select		Select	Required				
MGNT 4616	Project Management	Select		Select	Select				
MGNT 4620	Human Resource Management	Required	Required	Required	Required	M (A)	R		R
MGNT 4621	Human Resource Applications and Analytics	Select	Required			R	R		R
MGNT 4625	International Management	Core (Mngt)	Core (Mngt)	Core (Mngt)	Core (Mngt)		M (A)		
MGNT 4630	Dispute Resolution in Contemp Organizations	Select	Select	Select	Select				R
MGNT 4640	Employment Law	Select	Required	Select		R			R
MGNT 4660	Strategic Management	Required	Required	Required	Required		R		R
MGNT 4680	Human Resources Practicum		Select						
MGNT 4681	Compensation Management	Select	Required	Select		R			
MGNT 4682	Special Problems in Management	Select	Select	Select	Select				
MGNT 4684	Management Study Abroad	Select	Select	Select	Select		R		
MGNT 4686	Business Internship (Management)	Select	Select	Select	Select				

**Key:**  
**I:** Introduced  
**R:** Reinforced  
**M:** Mastered  
**A:** Assessment performed

# Supply Chain Management Minor

## 2021-2022 Undergraduate New Program Request

### General Information

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

Program Type\*

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

If embedded, please list the parent program.

### Routing Information

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**School/  
Department\***

**Is this a School of  
Nursing Program?\***  Yes  No

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

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

### Program Information

**Program Type\***

**Program Name\*** Supply Chain Management Minor

**Degree Type\***

**Program  
Description\*** The Supply Chain Management minor will introduce students to the basic concepts associated with supply chain management.

**Program Location\***

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

**How will the  
proposed program  
be delivered?\***  Face-to-Face  
 Online Only

249/511

## 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.

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**Prospective Curriculum\***

## Supply Chain Management Minor

**MGNT 3600 Management**  
**MGNT 3615 Operations Management**  
**MGNT 3640 Lean Six Sigma**  
**MGNT 4610 Logistics**  
**MGNT 4615 Supply Chain Management**

### Justification and Assessment

**Rationale\*** The management department is creating a concentration in Supply Chain Management. This minor will allow individuals outside of the management major to learn the essential concepts associated with supply chain management.

**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 and evaluate issues involved in international business relationships.
3. Students will be able to identify basic principles associated with leadership.

#### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)  
Send questions to [cjenks@westga.edu](mailto:cjenks@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

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### 2.) Program Map and/or Program Sheet

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

### 3.) Academic Assessment Plan/Reporting

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

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#### **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.

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						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 explain the role of entrepreneurs in managing businesses.	Students will be able to identify basic principles associated with leadership.
MGNT 3600	Management	Core	Core	Core	Core	I	I		I
MGNT 3602	Business Law	Select	Select	Select		R			
MGNT 3603	The Creative Startup	Select		Required					
MGNT 3605	Organizational Behavior	Required	Required	Required	Required		R		M (A)
MGNT 3611	Leadership	Select	Select	Select	Select				R
MGNT 3615	Operations Management	Core	Core	Core	Core				
MGNT 3618	Entrepreneurship and Small Business Mgmt	Required	Select	Required	Select		R		R
MGNT 3625	Contemporary Issues in Management	Select	Select	Select	Select				
MGNT 3627	Managing Cultural Differences	Select	Select	Select	Select		R		
MGNT 3633	Research Methods for Managers (MKGT 3808)	Required	Required	Required	Required				
MGNT 3635	Growing the Small Business	Select		Required					
MGNT 3640	Lean Six Sigma	Select		Select	Required				
MGNT 3645	Corporate Social Responsibility	Select	Select	Select	Select		R		R
MGNT 4330	Enterprise Architecture	Select							
MGNT 4355	Cyber Security	Select							
MGNT 4610	Logistics	Select		Select	Required				
MGNT 4615	Supply Chain Management	Select		Select	Required				
MGNT 4616	Project Management	Select		Select	Select				
MGNT 4620	Human Resource Management	Required	Required	Required	Required	M (A)	R		R
MGNT 4621	Human Resource Applications and Analytics	Select	Required			R	R		R
MGNT 4625	International Management	Core (Mngt)	Core (Mngt)	Core (Mngt)	Core (Mngt)		M (A)		
MGNT 4630	Dispute Resolution in Contemp Organizations	Select	Select	Select	Select				R
MGNT 4640	Employment Law	Select	Required	Select		R			R
MGNT 4660	Strategic Management	Required	Required	Required	Required		R		R
MGNT 4680	Human Resources Practicum		Select						
MGNT 4681	Compensation Management	Select	Required	Select		R			
MGNT 4682	Special Problems in Management	Select	Select	Select	Select				
MGNT 4684	Management Study Abroad	Select	Select	Select	Select		R		
MGNT 4686	Business Internship (Management)	Select	Select	Select	Select				

**Key:**  
I: Introduced  
R: Reinforced  
M: Mastered  
A: Assessment performed

# Addendum II

# Master of Music with a Concentration in Music Education, M.M.

## 2021-2022 Graduate Revise Program Request

### Introduction

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

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](#).

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

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

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

**Modifications (Check all that apply)\***

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

**If other, please identify.**

**Desired Effective Semester\***

Fall

**Desired Effective Year\***

2021

### 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 [curriculum@westga.edu](mailto:curriculum@westga.edu).

School/ Department \*

Department of English, Film, Language, and Performing Arts

Is this a School of Nursing Program? \*

Yes  No

Is this a College of Education Program? \*

Yes  No

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

Yes  
 No

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program \*

Program  
 Shared Core

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.

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

Program Name

Program Description

**Program Name\*** Master of Music with a Concentration in Music Education, M.M.

**Program ID - DO** 16  
**NOT EDIT\***

**Program Code - DO**  
**NOT EDIT**

**Program Type\***

Master's

**Degree Type\***

Master of Music

**Program Description\***

The Master of Music in Music Education program is intended for those individuals who seek advanced training in music and music education as well as those who wish to pursue doctoral study and seek teaching positions in higher education. The program of study includes music education, history, theory, research methods, and elective curricula. Georgia educators who currently hold a valid level four (4) Standard Professional, Performance-Based Professional, Advanced Professional, Lead Professional, Life or Induction teaching certificate in Music Education will qualify for an in-field upgrade to a level 5 certificate upon successful completion of this program. This program is offered 100% online.

**Status\***

Active-Visible  Inactive-Hidden

**Program Location\***

Online

## Curriculum Information

## Program Requirements

### Required Courses

**MUSC 6083 Research Methods and Materials**  
**MUSC 6110 History and Philosophy of Music Education**  
**MUSC 6120 Factors of Musical Learning**  
**MUSC 6184 Seminar in Music Education**  
**MUSC 6210 Music History and Literature**  
**MUSC 6220 Music Theory**  
**EDRS 6301 Introduction to Research in the Human Sciences**

### Electives in Supportive Graduate Courses: 9 Hours

Electives in supportive graduate Music courses and/or approved graduate courses in the College of Education. Up to nine credit hours may be taken in the following:

**MUSC 6999 Thesis in Music**

### Total Program: 30 Hours

**Graduate Recital** The recital, for which 3 credits are earned, is required in the performance-major program and may be considered for one of the approved electives in the music education program. The recital must consist of 40-60 minutes of music based on studies in Principal Applied. Each recital must be approved in a hearing at least two weeks prior to the performance. The student and accompanist are expected to demonstrate a concert-ready level of performance on all selections, as determined by a majority vote of three or more music faculty members. The performance of the recital is evaluated by the student's graduate faculty committee. A principal-applied voice recital must include works sung in English, French, German, and Italian. **Ensemble Requirements** Each graduate student majoring in Performance must participate in a conducted or coached ensemble for a total of 2 credit hours, usually for one credit per semester. The ensemble requirement may be satisfied by participation in any approved graduate instrumental and/or vocal ensemble. The ensemble must meet a minimum of one hour per week with a faculty member and culminate in public performance. The ensemble experience must be in the principal-applied area. **Approved Electives** All Master

experience must be in the principal-applied area. Approved Electives All Master of Music degree programs require approved elective courses at or above the 5000 level, which must be selected in consultation with the student's advisor and/or the department chair. Students may elect to take courses related to their major area of study or other approved supportive courses. Repeating Courses Graduate music students may repeat a course with all grades calculated in the cumulative GPA. The course number and name must be the same as the previous course. Note: MUSC 6210 - Music History and Literature and MUSC 6184 - Seminar in Music Education may be repeated as an elective if the course has a different topic. Application for Graduation The graduate music student must apply for graduation one semester prior to the proposed graduation semester. This is done through the Student Services tab within the student's MyUWG account. Comprehensive Final Examination A comprehensive final examination (CFE) is administered during the final semester of study to all candidates seeking a Master of Music degree. The examination is designed to help determine the student's ability to synthesize a broad body of knowledge gained through graduate study. Students may be asked questions of a practical, theoretical, or historical nature as well as specific and general questions relating to the plan of study. At least three months before the semester of graduation, the MM in music education student should talk to the Head of Graduate Studies (HGS) and their advisors about taking the CFE. The CFE for MM in Music Education candidates consists of questions about student coursework. It is administered as a proctored, three-hour written essay examination of approximately 2000 words. If a student has chosen the thesis-track, their thesis-defense counts as their CFE and they do not need to take the proctored essay exam. The CFE is scheduled near the beginning of each term. Approximately three months before the exam, students who have talked to the HGS will receive prompts for CFE topics. No later than two months before the exam date students should make arrangements to take the exam at UWG (in person or virtually) or at a testing center near their residence, copying in the HGS. In preparation for the exam, students are invited to contact their instructors of record to ask any questions that might aid their preparation for the exam; they may also consult with the HGS. On the date of the exam, students will write their responses (approximately 2000 words total) and electronically submit them to the testing center by the end of the exam: students may use books and notes during the exam and should appropriately cite any information or prose borrowed from another source. Upon receiving the candidate's exam, three graduate faculty from the Music Program will review it and provide feedback to the candidate. Provided that the feedback is positive, a 30-minute review of the student's exam will be scheduled with a designated music faculty member. If the exam does not meet passing criteria, the student should arrange for a rescheduled exam to be taken at least a month before the end of the term if they still wish to graduate that term. Students in the MM Music Education program may take the CFE a total of three times. Thesis Option Students in the Master of Music program who plan to pursue additional graduate study may wish to consider selecting the Thesis Option as part of their degree requirements. The completion of a Master's Thesis is documentation of one's scholarship and generally is considered to indicate expertise in a given area of study. Students pursuing the thesis option may register for 3, 6, or 9 hours of credit in MUSC 6999 - Thesis in Music, as approved electives. Prior to selecting the Thesis Option, the student must establish his or her graduate faculty committee. The student will work with the committee to develop a thesis topic proposal and complete the thesis document under the direct guidance of the committee chairperson. It is

document under the direct guidance of the committee chairperson. It is expected that the manuscript will demonstrate high standards of scholarship. Once the topic has been chosen, a formal proposal is prepared. The proposal, when fully developed, must be approved by the candidate's committee. During the research and writing of the thesis document, the candidate is advised to consult regularly with the major professor and the other members of the committee. Following approval of the committee, the document must be defended orally. Graduate Assistantships Graduate Assistantships and Graduate Research Assistantships in Music are available on a competitive basis to qualified residential graduate students. In the College of Arts and Humanities, Graduate Research Assistants are employed as either full-time assistants or half-time assistants. Both in-state tuition and out-of-state tuition are waived for qualified Graduate Research Assistants.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

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

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

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

### Step 2 - Adding New Courses

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

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

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

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

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

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

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course

to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** The program description is added as an asterisked item required for the curriculum submission.

Revisions to the framework and process for the CFE for the MM Music Education Students are incorporated into the catalog text located under the "Total Program: 30 hours" subsection of the Curriculum Schema.

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@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
- Change in credit hours required to complete the program
- None of these apply

### SACSCOC Comments

## REQUIRED ATTACHMENTS

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

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

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

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

### 2.) Assessment Plan

All 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 assessment template from [here](#) complete, and upload.

**Program Map\***  I have attached the Program Map/Sheet.

N/A - I am not making changes to the program curriculum.

**Assessment Plan\***  I have attached the Assessment Plan.

N/A

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

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

**UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC**  
**Master of Music in Music Education**

Student \_\_\_\_\_ ID number \_\_\_\_\_ Date \_\_\_\_\_

MASTER OF MUSIC IN MUSIC EDUCATION (30 credit hours)

<b>CREDIT</b>	<b>COURSE TITLE</b>	<b>GRADE(S)</b>	<b>TERM(S)</b>
3	MUSC 6083 Research Methods and Materials		
3	MUSC 6110 History and Philosophy of Music Education		
3	MUSC 6120 Factors of Musical Learning		
3	MUSC 6184 Seminar in Music Education (may be repeated for credit)		
3	MUSC 6210 Music History and Literature (may be repeated for credit)		
3	MUSC 6220 Music Theory		
3	EDRS 6301 Research in Education		
9	Electives in Supportive Graduate Music Courses and/or approved Graduate Courses in the College of Education.		
30			

**Electives**

<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>TERM(S)</b>
<b>TOTAL NEEDED:</b>	<b>9</b>	

Concentration: Music Education (500901)

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY17	AY18	AY19	AY20	Justification of Success Criteria	Interpretation & Use of Results	Improvement Plan
Demonstrate professional competence in the communication and dissemination of knowledge and the ability to produce scholarly works in music and music education.	2D	Student will propose, research, and write a paper on a critical issue in music education. Students are graded on a 4-point rubric for their ability to: select a topic that shows innovation and understanding of importance to the field of Music Education; demonstrate, through an iterative process, a scholarly approach and scholarly content, with superior attention to communication and use of an appropriate style guide; give appropriate suggestions for implications for the discipline. Instructors report composite ratings for students to the Assessment Coordinator, who records results as a percentage of students earning grades of 3 or 4.	90% grades of 3 or 4 on the assessment rubric	80% of students earned a grade of 3 or 4 on the assessment rubric	100% of students earned a grade of 3 or 4 on the assessment rubric	90% of students earned a grade of 3 or 4 on the assessment rubric	90% of students earned a grade of 3 or 4 on the assessment rubric ***Data used for AY19 summer should have been used in AY 20. Music has been advised to restate this data and update this LO with data from the Summer 2020 class in the assessment for AY21	A rating of 3 demonstrates student attainment of essential competencies as determined by the National Association of Schools of Music. A rating of 4 demonstrates exceptional achievement.	90% of students met a competency level of 3 or 4. Those with a level of a 4 demonstrated exceptional competency in course objectives. Learners receiving a minimum of 3 have met an acceptable level of essential competencies as prescribed by the National Association of Schools of Music. Students submit artifacts in critical areas that demonstrate understanding of problem solving and best practice in teaching and learning. Based on AY18 data, peer discussions and critiques have been incorporated (MUSC 6184) to provide student opportunities to share in scholarly discourse. This course is a seminar class for which the topics change but the outcomes for the course are the guiding principle for the design of activities. Learning activities include discussions, quizzes, research, a paper, and presentations.	The use of scholarly academic language and writing has improved. Comprehensive final exams have shown that students continue to miss style requirements, e.g., APA. In the summer 2020 seminar, students will be provided earlier opportunities in MUSC 6184 to apply appropriate styles and receive additional feedback. Activities with multiple stages of the research and writing process will include reiterative outlines and drafts that provide peer and instructor guidance on style.***The professor who normally teaches this seminar has retired. The professor's AY19 data was meant for AY20. New plans for the seminar class are ongoing with the current professor who will take over this course and assessment.
Demonstrate the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms; and an understanding of different models and approaches to learning.	2D	Students produce annotated bibliographies and abstract/research statements that are presented orally using power point presentations. Faculty grade student work on a 4-point rubric for their ability to: propose a research topic; employ modes of gathering data; and create an annotated bibliography and review of literature. Further, students are graded on how well the topic shows innovation and understanding of importance to the field. Instructors report composite ratings for students to the Assessment Coordinator, who records results as a percentage of students earning grades of 3 or 4.	90% grades of 3 or 4 on the assessment rubric	80% of students earned a grade of 3 or 4 on the assessment rubric	88% of students earned a grade of 3 or 4 on the assessment rubric	94% of students earned a grade of 3 or 4 on the assessment rubric	100% of students scored 3 or 4.	A rating of 3 demonstrates student attainment of essential competencies as determined by the National Association of Schools of Music. A rating of 4 demonstrates exceptional achievement.	Students improved their ratings from AY 19 to AY 20. The AY20 Students in these courses were exceptionally strong and well suited for the rigors of graduate studies.	The AY19 plan involved allowing students to submit more drafts of work to identify areas for improvement in their research and writing skills. Improved writing and research skills resulted from this approach in AY 20. In AY21 Students will be encouraged to utilize other sources, such as the University Writing Center and the SmartThinking program to help them become more proficient at recognizing writing issues on their own.
Demonstrate the ability to relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools and to create meaningful learning experiences for all students.	2D	Students research music education philosophy, psychology, and music learning theory. Students are graded on a 4-point rubric for their ability to present orally, write reports, and create and teach a lesson plan that demonstrates their understanding of and integrates concepts and tenets of the researched material. Instructors report composite ratings for students to the Assessment Coordinator, who records results as a percentage of students earning grades of 3 or 4.	90% grades of 3 or 4 on the assessment rubric	100% of students earned a grade of 3 or 4 on the assessment rubric	100% of students earned a grade of 3 or 4 on the assessment rubric	100% of students earned a grade of 3 or 4 on the assessment rubric	93% of students earned a grade of 3 or 4 on the assessment rubric	A rating of 3 demonstrates student attainment of essential competencies as determined by the National Association of Schools of Music. A rating of 4 demonstrates exceptional achievement.	AY19 classes were taught by a professor who recently retired, but an informal, verbal exit exam was in place. Comments from the exit exam were used to make the online courses more accessible and improve overall communication.	For AY20 discussions were in place to begin formal exit surveys to gain indirect insight into improving the course experience. Covid-19 and the retirement of a key Music Education faculty member delayed this plan. We are now planning to begin these surveys starting in January 2021. The survey will be centered around the LOs.

# Master of Music with a Concentration in Music Performance, M.M.

## 2021-2022 Graduate Revise Program Request

### Introduction

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

**Modifications (Check all that apply)\***

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

**If other, please identify.**

**Desired Effective Semester\***

Fall

**Desired Effective Year\***

2021

### 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 [curriculum@westga.edu](mailto:curriculum@westga.edu).

School/ Department \*

Department of English, Film, Language, and Performing Arts

Is this a School of Nursing Program? \*

Yes  No

Is this a College of Education Program? \*

Yes  No

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

Yes  
 No

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program \*

Program  
 Shared Core

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.

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

Program Name

Program Description

**Program Name\*** Master of Music with a Concentration in Music Performance, M.M.

**Program ID - DO** 16  
**NOT EDIT\***

**Program Code - DO**  
**NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The Master of Music in Performance is intended for those individuals who seek advanced training in music performance and/or wish to pursue doctoral study and seek teaching positions in higher education.

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

**Program Location\***

## Curriculum Information

## **Program Requirements**

### **Required Courses**

**MUSC 6083 Research Methods and Materials**  
**MUSC 6210 Music History and Literature**  
**MUSC 6220 Music Theory**  
**MUSC 6800 Graduate Recital**

### **9 Hours from:**

**MUSC 6600A Principal Applied: Piano**  
**MUSC 6600B Principal Applied: Organ**  
**MUSC 6600C Principal Applied: Voice**  
**MUSC 6600D Principal Applied: Strings**  
**MUSC 6600E Principal Applied: Guitar**  
**MUSC 6600F Principal Applied: Flute**  
**MUSC 6600G Principal Applied: Oboe**  
**MUSC 6600I Principal Applied: Clarinet**  
**MUSC 6600J Principal Applied: Bassoon**  
**MUSC 6600K Principal Applied: Saxophone**  
**MUSC 6600L Principal Applied: Horn**  
**MUSC 6600M Principal Applied: Trumpet**  
**MUSC 6600N Principal Applied: Trombone**  
**MUSC 6600O Principal Applied: Euphonium**  
**MUSC 6600P Principal Applied: Tuba**  
**MUSC 6600Q Principal Applied: Percussion**

### **1 Hour from:**

**MUSC 5850 Applied Conducting**  
**MUSC 6610A Secondary Applied: Piano**  
**MUSC 6610B Secondary Applied: Organ**  
**MUSC 6610C Secondary Applied: Voice**  
**MUSC 6610D Secondary Applied: Strings**  
**MUSC 6610E Secondary Applied: Guitar**  
**MUSC 6610F Secondary Applied: Flute**  
**MUSC 6610G Secondary Applied: Oboe**  
**MUSC 6610H Secondary Applied: Clarinet**

**MUSC 6610I Secondary Applied: Clarinet**  
**MUSC 6610J Secondary Applied: Bassoon**  
**MUSC 6610K Secondary Applied: Saxophone**  
**MUSC 6610L Secondary Applied: Horn**  
**MUSC 6610M Secondary Applied: Trumpet**  
**MUSC 6610N Secondary Applied: Trombone**  
**MUSC 6610O Secondary Applied: Euphonium**  
**MUSC 6610P Secondary Applied: Tuba**  
**MUSC 6610Q Secondary Applied: Percussion**

## **2 Hours from:**

**MUSC 5700 Wind Ensemble**  
**MUSC 5710 Symphony Band**  
**MUSC 5720 Marching Band**  
**MUSC 5740 Chamber Winds**  
**MUSC 5750 Concert Choir**  
**MUSC 5760 Chamber Singers**  
**MUSC 5770 Opera Workshop**  
**MUSC 5800A Small Ensemble:Keyboard  
Ensmbl**  
**MUSC 5800B Small Ens:Collegium Musicum**  
**MUSC 5800C Small Ensemble:Guitar  
Ensemble**  
**MUSC 5800D Small Ensemble:Flute Choir**  
**MUSC 5800E Small Ensemble:Clarinet Choir**  
**MUSC 5800F Small Ens:Saxophone Choir**  
**MUSC 5800G Small Ens:Woodwind Ensemble**  
**MUSC 5800I Small Ensemble: Horn Choir**  
**MUSC 5800J Small Ensemble:Trumpet Choir**  
**MUSC 5800K Small Ensemble:Trombone  
Choir**  
**MUSC 5800L Small Ensemble:  
Tuba/Euphonium Ensemble**  
**MUSC 5800M Small Ensemble:Brass  
Ensemble**  
**MUSC 5800N Small Ens:Percussion Ensemble**  
**MUSC 5800O Small Ensemble:Jazz Combo**  
**MUSC 5800P Small Ensemble: Basketball  
Band**  
**MUSC 5800Q Small Ensemble**

## **Electives in Supportive Graduate Music Courses: 6 Hours**

**Electives must be approved by the advisor. Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, pedagogy, and thesis. Up to nine credit hours may be taken in the following:**

## Total Program: 30 Hours

**Graduate Recital** The recital, for which 3 credits are earned, is required in the performance-major program and may be considered for one of the approved electives in the music education program. The recital must consist of 40-60 minutes of music based on studies in Principal Applied. Each recital must be approved in a hearing at least two weeks prior to the performance. The student and accompanist are expected to demonstrate a concert-ready level of performance on all selections, as determined by a majority vote of three or more music faculty members. The performance of the recital is evaluated by the student's graduate faculty committee. A principal-applied voice recital must include works sung in English, French, German, and Italian.

**Ensemble Requirements** Each graduate student majoring in Performance must participate in a conducted or coached ensemble for a total of 2 credit hours, usually for one credit per semester. The ensemble requirement may be satisfied by participation in any approved graduate instrumental and/or vocal ensemble. The ensemble must meet a minimum of one hour per week with a faculty member and culminate in public performance. The ensemble experience must be in the principal-applied area.

**Approved Electives** All Master of Music degree programs require approved elective courses at or above the 5000 level, which must be selected in consultation with the student's advisor and/or the department chair. Students may elect to take courses related to their major area of study or other approved supportive courses.

**Repeating Courses** Graduate music students may repeat a course with all grades calculated in the cumulative GPA. The course number and name must be the same as the previous course. Note: MUSC 6210 - Music History and Literature and MUSC 6184 - Seminar in Music Education may be repeated as an elective if the course has a different topic.

**Application for Graduation and The Faculty Committee** The graduate music student must apply for graduation one semester prior to the proposed graduation semester. This is done through the Student Services tab within the student's MyUWG account. Before the student applies for graduation, a committee of graduate music faculty is determined in consultation with the Chair of the Department of Music. The committee must consist of three graduate faculty members, including the student's major professor and two additional graduate faculty members who have worked with the student during his or her program of study.

**Comprehensive Final Examination** A comprehensive final examination is administered during the final semester of study to all candidates seeking a Master of Music degree. The examination is conducted orally and is designed to help determine the student's ability to synthesize a broad body of knowledge gained through graduate study. Students may be asked questions of a practical, theoretical, or historical nature as well as specific and general questions relating to the plan of study. One semester prior to the examination, the student must request examination questions from each member of his or her faculty committee. In addition, the student must coordinate the scheduling of the oral examination with the members of the committee. In preparation for the oral examination, candidates for the Master of Music in Music Education must prepare a written report based on questions from the faculty committee. Each committee member will submit one question for the candidate. Each candidate response

should be between 1000-1500 words in length (exclusive of references). At least one response must directly address research processes and findings

from a primary area of interest in music education. The candidate must present copies of this written report to each member of the faculty committee at least one week prior to the scheduled oral examination. Candidates should be prepared to elaborate on the written report as part of the oral examination process. The oral exam will be conducted on the UWG campus or via video-conferencing as approved by the committee. Selections performed on the graduate recital by candidates for the Master of Music in Performance serve as the basis for answering general and specific questions at the final comprehensive oral examination. Candidates should be prepared to demonstrate extensive knowledge-historical, theoretical, stylistic, and pedagogical-of all works and styles performed on the graduate recital. Students are required to provide scores, and per committee request, may be required to submit analyses prior to their comprehensive final oral examination. The oral exam will be conducted on the UWG campus. Thesis Option Students in the Master of Music program who plan to pursue additional graduate study may wish to consider selecting the Thesis Option as part of their degree requirements. The completion of a Master's Thesis is documentation of one's scholarship and generally is considered to indicate expertise in a given area of study. Students pursuing the thesis option may register for 3, 6, or 9 hours of credit in MUSC 6999 - Thesis in Music, as approved electives. Prior to selecting the Thesis Option, the student must establish his or her graduate faculty committee. The student will work with the committee to develop a thesis topic proposal and complete the thesis document under the direct guidance of the committee chairperson. It is expected that the manuscript will demonstrate high standards of scholarship. Once the topic has been chosen, a formal proposal is prepared. The proposal, when fully developed, must be approved by the candidate's committee. During the research and writing of the thesis document, the candidate is advised to consult regularly with the major professor and the other members of the committee. Following approval of the committee, the document must be defended orally. Graduate Assistantships Graduate Assistantships and Graduate Research Assistantships in Music are available on a competitive basis to qualified residential graduate students. In the College of Arts and Humanities, Graduate Research Assistants are employed as either full-time assistants or half-time assistants. Both in-state tuition and out-of-state tuition are waived for qualified Graduate Research Assistants.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from 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

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

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

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

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

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

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

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

## Justification and Assessment

**Rationale\*** To clarify presentation of degree program and remove one small unnecessary requirement

1. Added program description as an asterisked (required item) on curriculog.
2. Deleted one sentence from the text in the "total program: 30 hours" subsection of the curriculum schema section in the catalog

"The oral exam will be conducted on the UWG campus." Although this will likely continue to happen, the program doesn't think it should be a requirement.

3. One other paragraph in the subsection was deleted as previously pertaining to the MM Music Ed program and not relevant for the MM Music Performance students:

"In preparation for the oral examination, candidates for the Master of Music in Music Education must prepare a written report based on questions from the faculty committee. Each committee member will submit one question for the candidate. Each candidate response should be between 1000-1500 words in length (exclusive of references). At least one response must directly address research processes and findings from a primary area of interest in music education. The candidate must present copies of this written report to each member of the faculty committee at least one week prior to the scheduled oral examination. Candidates should be prepared to elaborate on the written report as part of the oral examination process. The oral exam will be conducted on the UWG campus or via video-conferencing as approved by the committee."

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

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)  
Send questions to [cjenks@westga.edu](mailto:cjenks@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
- Change in credit hours required to complete the program
- None of these apply

### SACSCOC Comments

## REQUIRED ATTACHMENTS

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

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

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

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

### 2.) Assessment Plan

All 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 assessment template from [here](#) complete, and upload.

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

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

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

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

**UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC**  
**Master of Music in Performance**

Student \_\_\_\_\_ ID number \_\_\_\_\_ Date \_\_\_\_\_

MASTER OF MUSIC IN PERFORMANCE (30 credit hours)

<b>CREDIT</b>	<b>COURSE TITLE</b>	<b>GRADE(S)</b>	<b>TERM(S)</b>
3	MUSC 6083 Research Methods and Materials		
3	MUSC 6210 Music History and Literature		
3	MUSC 6220 Music Theory		
9	MUSC 6600 Principal Applied		
1	MUSC 5850 Applied Conducting or 6610 Secondary Applied		
2	MUSC 5700 Wind Ensemble, MUSC 5710 Symphony Band, MUSC 5720 Marching Band, MUSC 5740 Chamber Winds, MUSC 5750 Concert Choir, MUSC 5760 Chamber Singers, MUSC 5770 Opera Workshop or 5800 Small Ensembles		
3	MUSC 6800 Graduate Recital		
6	Electives in Supportive Graduate Music Courses: Electives must be approved by the advisor. Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, pedagogy, and thesis. Up to nine credit hours may be taken in MUSC 6999 Thesis in Music.		
30	TOTAL		

**Electives**

<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>TERM(S)</b>
<b>TOTAL NEEDED:</b>	<b>6</b>	

Master of Music (MM)								Last edit: 11/13/2020		
Concentration: Performance (500901)										
Student Learning Outcome	Strategic Plan	Measure/Method	Success Criterion	AY17	AY18	AY19	AY20	Justification of Success Criteria	Interpretation & Use of Results	Improvement Plan
Demonstrate professional competence in performance, interpretation, and evaluation of knowledge and scholarly competence in the organization, interpretation, understanding, and evaluation of knowledge in music and music pedagogy.	2D	Graduate Recital performance that demonstrates superb technical preparation, with excellent rhythm and intonation, informed by a comprehensive intellectual understanding of the music performed from theoretical (form/structure, thematic and motivic construction, harmonic characteristics) and historical (style and performance practice) perspectives. In the subsequent Comprehensive Oral Exam, the student demonstrates a comprehensive intellectual understanding of the music performed from these theoretical and historical perspectives. Instructors report composite ratings for students to the	90% grades of 3 or 4 on the assessment rubric	No students in this program performed Graduate Recitals or engaged in Comprehensive Graduate Oral Exams during the assessment period.	100% of students earned a grade of 3 or 4 on the assessment rubric	There were no students to assess in AY19	100% of students scored 3 or 4 on the assessment rubric	A rating of 3 demonstrates student attainment of essential competencies as determined by the National Association of Schools of Music. A rating of 4 demonstrates exceptional achievement.	Although there were no students assessed in this LO in AY19, our students in AY 18 had strong ratings. In AY20, All graduate students in 6800 received 3s and 4s in the assessment rubric. There were two voice students who gave graduate recitals and had oral exams. One was extremely strong in all areas of assessment. The second was only slightly weaker in the areas of technique and language fluency. The student still received 3s and 4s in all areas.	In AY 19, we planned to develop a rubric for oral exams and a rubric for graduate recitals (based on the ones we use for undergraduates). COVID 19 and school closings delayed this work. We hope to have these rubrics in place for the 2nd half of AY21 (Spring 21). However, there may not be a student in 6800 until Summer or Fall 2021. We are also planning a student exit survey for all graduate students to be in place in AY20 with our first MM Performance students taking the survey in the Summer or Fall of 2021. As assessed in 6600 applied (LO2), the voice area professor will continue to focus on individual work with students to strengthen language fluency and will encourage graduate students to take electives such as Principles of Diction when possible.
Demonstrate an advanced level of musical and pedagogical knowledge and understandings, and of performance abilities.	2D	In performance, demonstrates professional level of tone quality, technique, and mature phrasing concepts. In pedagogy, demonstrates theoretical knowledge in a paper. When a practicum for teaching is available, students taught by the UWG student demonstrate appropriate progress in their performance abilities as demonstrated in a recital at the end of the semester. Instructors report composite ratings for students to the Assessment Coordinator, who records results as a percentage of students earning grades of 3 or 4.	90% grades of 3 or 4 on the assessment rubric	100% of students earned a grade of 3 or 4 on the assessment rubric	100% of students earned a grade of 3 or 4 on the assessment rubric	95% of students earned a grade 3 or 4 on the assessment rubric	100% of Grad students in 6600 applied got 3s and 4s in the Fall 2019 semester. 50% got 3s and 4s in the Spring 2020 semester. One student in Conducting and an Independent Study in Vocal Pedagogy earned 4s in both classes	A rating of 3 demonstrates student attainment of essential competencies as determined by the National Association of Schools of Music. A rating of 4 demonstrates exceptional achievement.	In AY19 95% students achieved 3s or 4s, and although we had some fluctuations, the numbers for AY20 are strong for all areas assessed. In AY20 100% of Grad students in 6600 applied got 3s and 4s in the Fall 2019 semester. 50% got 3s and 4s in the Spring 2020 semester. However, 2 of the 4 MM perf. Students were not counted in this LO and instead were assessed with their graduate recital and oral exams (LO 1). So only 2 graduate students are assessed in this LO. One of the graduates students had limited access to a piano due to COVID closures. This greatly affected his ability to practice so his performance on juries suffered in the Spring 2020 semester. <b>Conducting:</b> The one graduate student in Applied Conducting was exemplary, especially in terms of writing and gesturing. <b>Pedagogy:</b> One student took an independent study in vocal pedagogy. This student was extremely engaged throughout the semester. The student was limited in her teaching project due to COVID-19. However, she presented the information and work she was able to do in a well-done oral project at the end of the semester.	In AY19 faculty planned to develop more methods to tailor their work to the individual students' needs whether it was performance, doctoral study, military band, etc. This plan was implemented in AY20 and was helpful to plan specific focus and research areas for individual students. This plan will continue in AY 21. <b>In 6600 Applied Voice/Instrument study:</b> all students in AY20 (particularly the fall 2019 semester) had strong juries. Expressiveness/interpretation are strengths with these graduate students. Voice students, in general, are always a little weak in at least one language (as required by NASM). The voice professor plans to work with students to provide extra resources in whichever language is the student's weakest. The professor will also encourage graduate students to take or audit Principles of Diction as an elective to strengthen their study of languages and lyric diction (languages for singing purposes). This will aid students planning to pursue teaching and/or performance careers as well as those who wish to pursue doctoral study. <b>Conducting:</b> The faculty will discuss ways to provide increasingly relevant experiences based on each student's needs and career goals (doctoral study, becoming a more effective public school teacher, etc.) <b>Pedagogy:</b> The voice professor will encourage graduate students to take Vocal Pedagogy as a graduate student elective. This class is an opportunity to strengthen graduate students' understanding of the voice and debate and explore a variety of singing and teaching methods.
Demonstrate the ability to conduct music research and to use appropriate research methods.	2D	End of semester oral presentations of students' semester research projects were evaluated for their music research abilities, where 40% of the points were earned from the student's topic and thesis development, 40% of the points were earned from their presentation of research and supporting evidence, and 20% of the points were based on the quality of the communication of their research to their instructor and their peers. Students earning 90-100% of the points are assigned level 4; those earning 70-89% are assigned level 3; those earning 50-69% are assigned level 2; those earning fewer than 50% are assigned level 1. Instructors report composite ratings to the Assessment Coordinator, who records results as a percentage of students earning grades of 3 or 4.	90% grades of 3 or 4 on the assessment rubric	50% of students earned a grade of 3 or 4 on the assessment rubric	100% of students earned a grade of 3 or 4 on the assessment rubric	100% of students earned a grade of 3 or 4 on the assessment rubric	100% of students scored 3 or 4.	A rating of 3 demonstrates student attainment of essential competencies as determined by the National Association of Schools of Music. A rating of 4 demonstrates exceptional achievement.	As in AY 19, Students in these courses for AY20 were exceptionally strong and well suited for the rigors of graduate studies.	AY19 plan involved allowing students to submit more drafts of work to identify areas for improvement in their research and writing skills. Improved writing and research skills resulted from this approach in AY 20. Students will be encouraged to utilize other sources, such as the University Writing Center and the SmartThinking program to help them become more proficient at recognizing writing issues on their own.

# School Library Media Certificate in Instructional Technology, Media, & Design

2021-2022 Graduate New Program Request

## General Information

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

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](#).

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

Program Type\*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program.

## Routing Information

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

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being 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 [curriculum@westga.edu](mailto:curriculum@westga.edu).

**School/ Department\*** Department of Educational Technology and Foundations

**Is this a School of Nursing Program?\***  Yes  No

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

### Program Information

**Program Name\*** School Library Media Certificate in Instructional Technology, Media, & Design

**Degree Type\*** Certificate

**Program Description\*** The Certificate program in School Library Media is designed to prepare individuals to serve as building-level school library media specialists (also known as "school librarians") in PK-12 schools.

**Program Location\*** Online

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

**How will the proposed program be delivered?\***  Face-to-Face  Online Only  Hybrid

### Curriculum Information

Type of Program\*  Program  
 Shared Core

## PROGRAM CURRICULUM

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

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

### Step 1 - Adding Courses to the Program

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

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

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

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

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

### Step 2 - Adding Courses to the Curriculum Schema

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

## **Media Specialist Educator Certification**

### **Certification in School Library Media - SLM Focused Core (21 hrs)**

**MEDT 7451 Administration of the School Media Center**

**MEDT 7452 Multiple Literacies for School Library Media**

**MEDT 7461 Instructional Technology, Media, & Design**

**MEDT 7455 Selection, Organization, and Curation of Materials in the School Library**

**MEDT 7454 Promoting Children's and Young Adult Literature in the School Library Media Program**

**MEDT 7465 Integrating Technology for Teaching and Learning in the School Library Media Program**

**MEDT 7487 Practicum**

### **Education Core Pre/Co-Requisites**

**CURR 6575 Curriculum Trends and Issues**

**EDRS 6301 Introduction to Research in the Human Sciences**

**CEPD 6101 Psychology of Classroom Learning**

**SPED 6706 Special Education in the Regular Classroom**

**[Right] (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)**

## **Justification and Assessment**

**Rationale\*** A stand-alone certificate in School Library Media will allow us to recognize completion of the School Library Media program on the official transcript, provide students with a UWG earned certificate, and have the program recognized on the Georgia Board of Regents Degrees and Majors Authorized list.

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

1. Candidates demonstrate content knowledge and skills.
2. Candidates implement learning opportunities for all students.
3. Candidates demonstrate professional dispositions.
4. Candidates demonstrate ability to serve needs of diverse populations including special needs.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

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

**Check all that apply to this program\***

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

### SACSCOC Comments

## REQUIRED ATTACHMENTS

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

### 1.) USGBOR One Step Proposal

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

### 2.) Program Map and/or Program Sheet

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

### 3.) Academic Assessment Plan/Reporting

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

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

### 4.) Curriculum Map Assessment

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

**Program Map\***  I have attached the Program Map.

**USGBOR One Step Proposal\***  I have attached the USGBOR One Step Proposal.  
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

**Assessment Plan\***  I have attached the Assessment Plan.  
 N/A - Assessment Plan is not required (minor is a part of an existing major).

**Curriculum Map Assessment\***  I have attached the Curriculum Map.

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

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

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

**University of West Georgia Program Sheet**  
**School Library Media Certificate in Instructional Technology, Media, & Design**

Student Signature: \_\_\_\_\_

Date of entry into Program: \_\_\_\_\_

**Entry Degree:** Masters

**Exit Degree:** No change

**Entry Certification:** Renewable Professional or no teaching certificate

**Exit Certification:** SRS-5 Media Specialist (P-12)

**All courses are 3 credit hours**

Specific courses to be determined collaboratively between student and advisor.

Course Number	Course Title	Semester
<b>SLM Focused Core (Media Specialist cert. sequence)</b>	<b>Required (21 hours)</b>	
MEDT 7451	Administration of the School Media Center* (taken first semester)	
MEDT 7452	Multiple Literacies for School Library Media*	
MEDT 7461	Instructional Technology, Media, & Design*	
MEDT 7455	Selection, Organization, and Curation of Materials in the School Library*	
MEDT 7454	Promoting Children's and Young Adult Literature in the School Library Media Program*	
MEDT 7465	Integrating Technology for Teaching and Learning in the School Library Media Program*	
MEDT 7487	Practicum for School Library Media* (must be taken during last semester in program)	
<b>Education Core</b>	<b>Required pre-requisites for candidates without teacher certification</b>	
CURR 6575	Curriculum Trends and Issues	
EDRS 6301	Introduction to Research in the Human Sciences	
CEPD 6101	Psychology for Classroom Learning	
SPED 6706	Special Education in the Regular Education Classroom**	

\*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

\*\*Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).

Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment.

Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

Subscription to TK20 required (or other program assessment database as directed)

## CURRICULUM MAPPING

DEPARTMENT:	Educational Technology and Foundations		PL-SLO 1	
PROGRAM:	SLM (M.Ed.)	COURSES	Candidates demonstrate content, pedagogical, and professional knowledge and skills.	
		1	MEDT 7451	I, A
		2	MEDT 7452	R
		3	MEDT 7461	R
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	MEDT 7455	R
		5	MEDT 7465	R
		6	MEDT 7454	R
		7	MEDT 7487	M, A
<u>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.</u>		8	EDRS 6301	R
		9	CEPD 6101	R
		10	CURR 6575	
		11		
		12		
<u>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.</u>		13		
		14		
		15		
		16		
		17		
		18		
		19		
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as		20		
		21		
		22		



Assessment Plan	
College	College of Educa
Degree	Certificate
Program	School Library M
Student Learning	Strategic Plan
Candidates demonstrate ability to serve needs of diverse populations including special needs.	
Candidates demonstrate ability to serve needs of diverse populations including special needs.	

<b>Candidates demonstrate content knowledge and skills.</b>	
<b>Candidates demonstrate content knowledge and skills.</b>	2D

<b>Candidates demonstrate professional dispositions.</b>	
<b>Candidates demonstrate professional dispositions.</b>	



tion

**edia Certification**

<b>Measure/Method</b>	<b>Success</b>
<p>How data will be collected: <b>SLM Program Portfolio:</b> Students complete a digital portfolio that includes projects (assignments) created throughout the program with written reflections that directly connect their learning to this program outcome. This program outcome aligns to the GaPSC Media Specialist Program Standards and the AASL-CAEP (2019) Standards for Initial Preparation of School Librarians.</p> <p>Who will review the portfolio: Throughout the program, instructors evaluate the various projects students may choose to include in the digital Portfolio. The final portfolio is reviewed by the instructor teaching MEDT 7487 Practicum for School Library Media, which is the final course in the program.</p> <p>When data will be collected: Data is collected at the conclusion of each semester within MEDT 7487.</p> <p>How Portfolio will be reviewed: A 4-point rubric is used to review the Portfolio (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable). The rubric is designed to evaluate student performance according to this program outcome.</p> <p>How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores.</p>	<p>Students score a minimum of 3 on a 4-point rubric.</p>
<p>How data will be collected: <b>SLM Program Near Completer Survey:</b> Students are asked to complete this anonymous survey at the completion of their program. The survey asks students to indicate the degree to which they felt the program prepared them to meet each of the GaPSC Media Specialist Program Standards, which are aligned to the SLM program outcomes. Students are also given the opportunity to provide feedback on strengths and areas for improvement within the SLM coursework sequence.</p> <p>Who will review the survey: All full-time SLM faculty review the survey report.</p> <p>When data will be collected: Data is collected at the conclusion of each semester within the final course in the SLM program, MEDT 7487.</p> <p>How the data is reviewed: Students rate each GaPSC Media Specialist Program sub-standard according to a 5-point Likert scale: Very Well Prepared (5), Prepared (4), Somewhat Prepared (3), Poorly Prepared (2), and Completely Unprepared (1).</p>	<p>Students select a rating of 4 or above for each program sub-standard.</p>

<p>How data will be collected: <b>SLM Program Portfolio:</b> Students complete a digital portfolio that includes projects (assignments) created throughout the program with written reflections that directly connect their learning to this program outcome. This program outcome is aligned to the GaPSC Media Specialist Program Standards and the AASL-CAEP (2019) Standards for Initial Preparation of School Librarians.</p> <p>Who will review the portfolio: Throughout the program, instructors evaluate the various projects students may choose to include in the digital Portfolio. The final portfolio is reviewed by the instructor teaching MEDT 7487 Practicum for School Library Media, which is the final course in the program.</p> <p>When data will be collected: Data is collected at the conclusion of each semester within MEDT 7487.</p> <p>How Portfolio will be reviewed: A 4-point rubric is used to review the Portfolio (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable). The rubric is designed to evaluate student performance according to this program outcome.</p> <p>How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores.</p>	<p>Students score a minimum of 3 on a 4-point rubric.</p>
<p>How data will be collected: <b>SLM Program Near Completer Survey:</b> Students are asked to complete this anonymous survey at the completion of their program. The survey asks students to indicate the degree to which they felt the program prepared them to meet each of the GaPSC Media Specialist Program Standards, which are aligned to the SLM program outcomes. Students are also given the opportunity to provide feedback on strengths and areas for improvement within the SLM coursework sequence.</p> <p>Who will review the survey: All full-time SLM faculty review the survey report.</p> <p>When data will be collected: Data is collected at the conclusion of each semester within the final course in the SLM program, MEDT 7487.</p> <p>How the data is reviewed: Students rate each GaPSC Media Specialist Program sub-standard according to a 5-point Likert scale: Very Well Prepared (5), Prepared (4), Somewhat Prepared (3), Poorly Prepared (2), and Completely Unprepared (1).</p>	<p>Students select a rating of 4 or above for each program sub-standard.</p>

<p>How data will be collected: <b>SLM Program Dispositions Assessment:</b> Students complete an indirect self-assessment of their knowledge of and ability to demonstrate the competencies and dispositions that are essential to the school library media field. Course instructors review each student's self-assessment and provide his/her own direct assessment of the student's performance according to the same criteria. The assessment is administered as a pre-test in 7452, mid-cycle evaluation in MEDT 7455, and post-test in MEDT 7487. Students are expected to establish and implement a growth plan for improvement between the initial and final administrations.</p> <p>Who will review the portfolio: The instructors teaching MEDT 7452, MEDT 7455, and MEDT 7487.</p> <p>How Portfolio will be reviewed: A 4-point rubric is used to review the Portfolio (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable). In MEDT 7487, the final course in the SLM core sequence, students review their pre-test, mid-cycle evaluation, and post-test results and compose a written reflection that describes their growth between each administration of the assessment. The rubric is designed to evaluate student performance according to this program outcome.</p> <p>How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores on the final administration in MEDT 7487.</p>	<p>Students score a minimum of 3 on a 4-point rubric.</p>
<p>How data will be collected: <b>SLM Program Near Completer Survey:</b> Students are asked to complete this anonymous survey at the completion of their program. The survey asks students to indicate the degree to which they felt the program prepared them to meet each of the GaPSC Media Specialist Program Standards, which are aligned to the SLM program outcomes. Students are also given the opportunity to provide feedback on strengths and areas for improvement within the SLM coursework sequence.</p> <p>Who will review the survey: All full-time SLM faculty review the survey report.</p> <p>When data will be collected: Data is collected at the conclusion of each semester within the final course in the SLM program, MEDT 7487.</p> <p>How the data is reviewed: Students rate each GaPSC Media Specialist Program sub-standard according to a 5-point Likert scale: Very Well Prepared (5), Prepared (4), Somewhat Prepared (3), Poorly Prepared (2), and Completely Unprepared (1).</p>	<p>Students select a rating of 4 or above for each program sub-standard.</p>




AY	AY	AY





# CISM - 5500 - Advanced Networking: Switching, Routing, and Wireless

2021-2022 Graduate New Course Request

## General Information

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

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](#).

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

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

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

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

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

School/ Department\*

Department of Management

Is this a School of Nursina or

Yes  No

299/511

Is this a College of  ...  ...

University College  
course?\*

Education course? \*  Yes  No

## Course Information

Course Prefix\*

CISM

Course Number\* 5500

Course Title\* Advanced Networking: Switching, Routing, and Wireless

Course Type\*

Management Information Systems

**Catalog Course Description\*** Advanced Networking: Switching, Routing, and Wireless Essentials will advance your knowledge of the operation of routers and switches in small networks. It will introduce you to wireless local area networks (WLANs) and network security concepts. By the end of this course you will be able to configure advanced functionality in routers and switches. You will also be able to perform basic troubleshooting of these components. Using security best practices, you will troubleshoot and resolve common protocol issues in both IPv4 and IPv6 networks.

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

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

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites CISM 3350 or equivalent

Concurrent Prerequisites

Corequisites

Cross-listing

300/511

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

1

Grading\*

Graduate Standard Letter

Type of Delivery (Select all that apply)\*

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

## Justification and Assessment

What is the rationale for adding this course?\*

This course will be part of the Business Intelligence and Cyber Security MBA concentration.

Student Learning Outcomes\*

1. Gain advanced knowledge of switch configuration, including frame forwarding, collision, and broadcast domains.
2. Demonstrate the ability to design, segment, and configure large networks using VLANs.
3. Demonstrate the ability to configure STP and to trouble EtherChannel.
4. Demonstrate the ability to program DHCP IPv4 and IPv6 networks.
5. Demonstrate the ability to program networks for First Hop Redundancy Protocols.
6. Demonstrate the ability to configure secure LANs and WLANs.
7. Demonstrate the ability to cable and configure an advanced network using Cisco router and switches.
8. Demonstrate the knowledge and ability to design and configure a secure network for an organization.

## REQUIRED ATTACHMENTS

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

### 1.) Syllabus

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

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

Syllabus\*

I have attached the REQUIRED syllabus.

## Resources and Funding

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

**Present or Projected Annual Enrollment\*** 20

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

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

# Advanced Networking: Switching, Routing, and Wireless

## CISM 5500

3 Credits

### Description

Advanced Networking: Switching, Routing, and Wireless Essentials will advance your knowledge of the operation of routers and switches in small networks. It will introduce you to wireless local area networks (WLANs) and network security concepts.

By the end of this course you will be able to configure advanced functionality in routers and switches. You will also be able to perform basic troubleshooting of these components. Using security best practices, you will troubleshoot and resolve common protocol issues in both IPv4 and IPv6 networks.

Prerequisites: CISM 3350 or equivalent

### Contact Information

### Meeting Times

### Materials

Course Organization: This is a hybrid course. Class meetings will include lectures, hands-on activities, and assignments.

Course Materials: Materials for this course will be hosted through Cisco Netacad. The online chapters exams will be done through the Netacad system. There will be virtual and in-person labs using Cisco's Packet Tracer software, Netlab, and Cisco equipment in the MIS lab.

### Outcomes

Learning Objectives:

1. Gain advanced knowledge of switch configuration, including frame forwarding, collision, and broadcast domains.
2. Demonstrate the ability to design, segment, and configure large networks using VLANs.
3. Demonstrate the ability to configure STP and to trouble EtherChannel.
4. Demonstrate the ability to program DHCP IPv4 and IPv6 networks.
5. Demonstrate the ability to program networks for First Hop Redundancy Protocols.
6. Demonstrate the ability to configure secure LANs and WLANs.
7. Demonstrate the ability to cable and configure an advanced network using Cisco router and switches.
8. Demonstrate the knowledge and ability to design and configure a secure network for an organization.

### Evaluation

Packet Tracers & Netlabs - 30%  
Chapter Exams - 20%  
Research Network Challenge Project - 15%  
Exam 1 - 15%  
Exam 2 - 20%

### Criteria

All assignments are individual work and must be "submitted" through Netcad or CourseDen depending on the assignment requirements.

## □ Schedule

	Activities Required for Course	Assignment & Due Date:
Week 1	Review Introduction to Networks Chapters 11 & 12 PT 11.10.1 PT 12.9.1	
Week 2	Introduction to Networks Chapter 13, 14, & 15 PT 13.2.7 PT 13.3.1 PT 14.8.1	Modules 11-13 exams and Packet Tracers
Week 3	Introduction to Networks Chapter 16 & 17 PT 16.4.6 PT 16.5.1 PT 17.8.2 PT 17.8.3	Modules 14-15 & Modules 16-17 exams and Packet Tracers
Week 4	Exam 1	
Week 5	Switching, Routers, & Wireless Chapter 1 & 2 PT 1.3.6 PT 1.5.10 PT 1.6.1	Chapters 1 & 2 packet tracers
Week 6	Switching, Routers, & Wireless Chapter 3 PT 3.4.5 PT 3.5.5 PT 3.6.1	Chapter 3 packet tracers
Week 7	Switching, Routers, & Wireless Chapter 4 PT 4.2.7 PT 4.4.8 PT 4.5.1	Modules 1 -4 exam and Chapter 4 Packer Tracers
Week 8	Switching, Routers, & Wireless Chapter 5 PT 5.1.9	Chapter 5 Packer Tracers
Week 9	Switching, Routers, & Wireless Chapter 6 PT 6.2.4 PT 6.3.4 PT 6.4.1	Modules 5-6 exam and Chapter 6 Packer Tracers

Week 10	Switching, Routers, & Wireless Chapter 7 & 8 PT 7.2.10 PT 7.4.1	Chapters 7 & 8 exam and Packer Tracers
Week 11	Switching, Routers, & Wireless Chapter 9 PT 9.3.3	Modules 7–9 exam and Chapter 9 Packer Tracers
Week 12	Switching, Routers, & Wireless Chapters 10 & 11 PT 11.1.10 PT 11.6.1	Chapter 11 Packer Tracers
Week 13	Switching, Routers, & Wireless Chapter 12 & 13 PT 13.1.10 PT 13.4.5 PT 13.5.1	Modules 10-13 exam and Chapters 12 & 13 Packer Tracers
Week 14	Switching, Routers, & Wireless Chapter 14 PT 14.3.5	Chapter 14 Packer Tracers
Week 15	Switching, Routers, & Wireless Chapter 15 & 16 PT 15.6.1 PT 16.3.1	Modules 14 – 16 and Chapters 15 & 16 Packer Tracers
Week 16	Research Project Exam 2	

## □ College/School Policies

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### Wolf Pact

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

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

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

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

### About the Richards College of Business

#### Vision

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

#### Mission

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

#### Strategic Goals and Values

##### *Student Success*

Admit quality students and provide them with an education that is rich in experiences and engagement opportunities to prepare them to be effective and ethical professionals.

##### *Academic Success*

Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research and other professional activities, and to support engagement with all stakeholders.

##### *Operational Success*

Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

##### *Ethical Values*

The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.

## □ Institutional Policies

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### Academic Support

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

**Center for Academic Success:** The [Center for Academic Success](http://www.westga.edu/cas/) (<http://www.westga.edu/cas/>) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center](https://www.westga.edu/writing/) (<https://www.westga.edu/writing/>) assists students with all areas of the writing

process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

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

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#)

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## 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 his or her email.

## Credit Hour Policy

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

## HB 280 (Campus Carry)

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

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

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [U WGcares](#).

## ELL Resources

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

## COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

# CISM - 5600 - Advanced Enterprise Networking, Security, and Automation

2021-2022 Graduate New Course Request

## General Information

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2021

## Routing Information

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

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

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

School/ Department\*

Department of Management

Is this a School of Nursina or

Yes  No

310/511

Is this a College of  ...  ...

University College  
course?\*

Education course? \*  Yes  No

## Course Information

Course Prefix\*

CISM

Course Number\* 5600

Course Title\* Advanced Enterprise Networking, Security, and Automation

Course Type\*

Management Information Systems

Catalog Course  
Description\*

This course describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks, and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation. By the end of this course, students will have gained practical, hands-on experience preparing them for the CCNA certification exam and career-ready skills for associate-level roles in the Information & Communication Technologies (ICT) industry.

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

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

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

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

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

Prerequisites CISM 5500

Concurrent  
Prerequisites

311/511

Prerequisites

Corequisites

Cross-listing

Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

1

Grading\*

Graduate Standard Letter

Type of Delivery (Select all that apply)\*

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

Justification and Assessment

What is the rationale for adding this course?\*

This course is part of the Business Intelligence and Cyber Security MBA concentration.

Student Learning Outcomes\*

1. Demonstrate how single-area OSPF operates in both point-to-point and broadcast multiaccess networks. Verify single-area OSPFv2 in both point-to-point and broadcast multiaccess networks.
2. Describe how vulnerabilities, threats, and exploits can be mitigated to enhance network security. Describe how ACLs are used as part of a network security policy.
3. Implement standard IPv4 ACLs to filter traffic and secure administrative access. Configure NAT services on the edge router to provide IPv4 address scalability.
4. Explain how WAN access technologies can be used to satisfy business requirements. Explain how VPNs secure site-to-site and remote access connectivity.
5. Define how networking devices implement QoS. Implement protocols to manage the network.
6. Explain the characteristics of scalable network architectures. Troubleshoot enterprise networks.
7. Explain the purpose and characteristics of network virtualization.
8. Demonstrate how network automation is enabled through RESTful APIs and configuration management tools
9. Demonstrate knowledge of emerging technology in enterprise networks, security, and automation

**REQUIRED ATTACHMENTS**

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

**1.) Syllabus**

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

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

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

**Resources and Funding**

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

**Present or Projected Annual Enrollment\*** 20

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

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

# Advanced Enterprise Networking, Security, and Automation

## CISM 5600

3 Credits

### Description

This course describes the architectures and considerations related to designing, securing, operating, and troubleshooting enterprise networks. This course covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks. Students gain skills to configure and troubleshoot enterprise networks, and learn to identify and protect against cybersecurity threats. They are introduced to network management tools and learn key concepts of software-defined networking, including controller-based architectures and how application programming interfaces (APIs) enable network automation.

By the end of this course, students will have gained practical, hands-on experience preparing them for the CCNA certification exam and career-ready skills for associate-level roles in the Information & Communication Technologies (ICT) industry.

Prerequisites: CISM 5500

### Contact Information

### Meeting Times

### Materials

Course Organization: This is a hybrid course. Class meetings will include lectures, hands-on activities, and assignments.

Course Materials: Materials for this course will be hosted through Cisco Netacad. Online chapter exams are completed through the Netacad system. There will be virtual and in-person labs using Cisco's Packet Tracer software, Netlab, and Cisco equipment in the MIS lab.

### Outcomes

Learning Objectives:

- Demonstrate how single-area OSPF operates in both point-to-point and broadcast multiaccess networks. Verify single-area OSPFv2 in both point-to-point and broadcast multiaccess networks.
- Describe how vulnerabilities, threats, and exploits can be mitigated to enhance network security. Describe how ACLs are used as part of a network security policy.
- Implement standard IPv4 ACLs to filter traffic and secure administrative access. Configure NAT services on the edge router to provide IPv4 address scalability.
- Explain how WAN access technologies can be used to satisfy business requirements. Explain how VPNs secure site-to-site and remote access connectivity.
- Define how networking devices implement QoS. Implement protocols to manage the network.
- Explain the characteristics of scalable network architectures. Troubleshoot enterprise networks.
- Explain the purpose and characteristics of network virtualization.
- Demonstrate how network automation is enabled through RESTful APIs and configuration management tools
- Demonstrate knowledge of emerging technology in enterprise networks, security, and automation

## Evaluation

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Packet Tracers & Netlabs - 40%

Chapter Exams - 20%

Research Project - 20%

Final - 20%

## Criteria

Assignments. They are all individual work assignments, the online exams and the packet tracers/netlabs. All individual assignments must be "submitted" through Netcad or CourseDen, depending on the assignment requirements.

## Breakdown

## Assignments

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## Schedule

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	Activities Required for Course	Assignment & Due Date:
Week 1	Course Introduction & Module 1	
Week 2	Module 2	
Week 3	Module 3	
Week 4	Module 4	
Week 5	Module 5	
Week 6	Module 6	
Week 7	Module 7	
Week 8	Module 8	
Week 9	Module 9	
Week 10	Module 10	
Week 11	Module 11	
Week 12	Module 12	
Week 13	Module 13	
Week 14	Module 14	
Week 15	Review	
Week 16	Hands-on Skills Exam Final Exam	

### 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

##### *Student Success*

Admit quality students and provide them with an education that is rich in experiences and engagement opportunities to prepare them to be effective and ethical professionals.

##### *Academic Success*

Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research and other professional activities, and to support engagement with all stakeholders.

##### *Operational Success*

Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

##### *Ethical Values*

The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.

# □ Institutional Policies

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## Academic Support

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

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

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

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

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

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

## 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 his or her email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to

assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## HB 280 (Campus Carry)

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

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

## Mental Health Support

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

## ELL Resources

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

## COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](#)  
(<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

## Additional Items

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# Master of Business Administration, M.B.A.

## 2021-2022 Graduate Revise Program Request

### Introduction

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

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](#).

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

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

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

**Modifications (Check all that apply)\***

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

**If other, please identify.**

**Desired Effective Semester\***

Fall

**Desired Effective Year\***

2021

### 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 [curriculum@westga.edu](mailto:curriculum@westga.edu).

School/ Department \*

Is this a School of Nursing Program? \*

Yes  No

Is this a College of Education Program? \*

Yes  No

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

Yes  
 No

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program \*

Program  
 Shared Core

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.

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

Program Name

Program Description

**Program Name\*** Master of Business Administration, M.B.A.

**Program ID - DO** 16  
**NOT EDIT\***

**Program Code - DO**  
**NOT EDIT**

**Program Type\***

Master's

**Degree Type\***

Master of Business Administration

**Program Description\***

Master of Business Administration with a Concentration in Data Analytics, M.B.A.  
Program Requirements

To earn the Master of Business Administration degree with a Concentration in Data Analytics, a student must successfully complete 33 graduate credit hours.

Core Courses Required (18 hours):

- MKTG 6815 - Marketing Strategy
- ACCT 6232 - Managerial Accounting
- ECON 6450 - Managerial Economics
- FINC 6532 - Finance
- MGNT 6670 - Organizational Theory and Behavior
- MGNT 6681 - Strategic, Ethical, and Global Management

Data Analytics (12 hours): Select 4 courses from the following:

- CISM 5390----Business Intelligence and Data Mining
- ECON 6430---Business Forecasting
- ECON 5475\* --Applied Econometrics and Analytics
- ECON 6485\*\*- Special Topics in Economics (Analytics focus)
- MKTG 6868---Marketing Models

\*Students who have completed the undergraduate econometrics course (ECON 4475) are not allowed to take ECON 5475 as part of the Data Analytics Concentration.

\*\*At most, two of the courses in the concentration may be the special topics course (ECON 6485).

One Elective Course (3 hours):

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be at the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

Master of Business Administration with a Concentration in IoT, Networking, and Cyber Security, M.B.A.

Program Requirements

To earn the Master of Business Administration degree with a Concentration in IoT, Networking, and Cyber Security, a student must successfully complete 33 graduate credit hours. The completion of this concentration provides the student the opportunity to earn 3 Cisco digital badges and 2 Cisco certification vouchers.

Core Courses Required (18 hours):

- MKTG 6815 - Marketing Strategy 3
- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3

Business Intelligence and Cyber Security (12hours):

- CISM 5500 - Advanced Networking: Switches, Routers & Wireless \*
- CISM 5600 - AdvancedEnterprise Networking, Security, and Automation
- CISM 5355 - Cyber Security
- CISM 6331 - Strategic Management of Information Technology

One Elective Course (3 hours):

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

\*If a student has taken CISM 4330, they cannot take CISM 5330.

\*If a student has taken CISM 4390, they cannot take CISM 5330.

\*If a student has taken CISM 4355, they cannot take CISM 5355.

\* If a student has taken CISM 4555, they cannot take CISM 5555.

\*Introduction to Iot and Networking – Prereq taken as CISM 3350, bootcamp through UWG, or equivalent coursework

### Master of Business Administration, M.B.A. Degree Requirements

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas.

#### Content Areas

- (ACCT 2101) Financial Accounting
- (ACCT 2102) Managerial Accounting
- (ECON 2105 or ECON 2106) Economics
- (ECON 3402) Statistics for Business and Economics
- (FINC 3511) Corporate Finance

#### Graduate Coursework (30 credit hours)

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

#### Required Graduate Courses (18 credit hours)

- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3
- MKTG 6815 - Marketing Strategy 3

#### Elective Courses (12 credit hours)

Working with the Office of Graduate Student Services, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor. Two elective courses must be taken in the Richards College of Business.

Status\*  Active-Visible  Inactive-Hidden

Program Location\*



## **Degree Requirements**

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency, if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas. Content Areas (ACCT 2101) Financial Accounting (ACCT 2102) Managerial Accounting (ECON 2105 or ECON 2106) Economics (ECON 3402) Statistics for Business and Economics (FINC 3511) Corporate Finance

## **Graduate Coursework (30 credit hours)**

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

## **Required Graduate Courses (18 credit hours)**

**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**  
**MKTG 6815 Marketing Strategy**

## **Elective Courses (12 credit hours)**

Working with the Office of Graduate Student Services, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Two elective courses must be taken in the Richards College of Business.

## **Early Executive Track**

The Early Executive Track is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA and enhance their professionalism and leadership skills and want to gain real world experience. Upon completion of this track, the MBA student will earn an Early Executive Track digital badge. The goals of this track are the following:

- Provide students the opportunity to develop their professionalism skills
- Further develop students' leadership and communication skills needed to be successful in today's business world
- Provide opportunities to gain real world experience locally or internationally that will strengthen the student's business skills, leadership skills, and will ultimately increase their marketability in today's competitive workforce

## **Degree Requirements**

**MGNT 6675 Work Practicum**

## **International Master of Business Administration Track**

The International Master of Business Administration requires the same 30 credit hours and required courses as the Master of Business Administration degree does. It allows students to pick one of our international partner schools to attend for a semester and in working with the graduate program director create an International Plan of study that fits their needs and desires. Each plan of study requires approval from the graduate program director.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

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

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

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

### Step 2 - Adding New Courses

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

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

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

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

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

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

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

## Justification and Assessment

**Rationale\*** IoT, Networking, & Cyber Security Concentration  
Currently, there are 3.5MM unfillable jobs in cyber security worldwide. The U.S. federal government has stated that the lack of cyber security professionals in the U.S. is a national security threat. Developing an MBA with a Concentration in IoT, Networking, & Cyber Security will help fill this gap.

**Data Analytics Concentration**

The MBA Concentration in Data Analytics is aimed at providing our students with the skills to use proven analytical tools to highlight and address complex questions facing business and society. Multiple sources suggest the speed at which data are collected has continued to increase. Many businesses (and other entities in society) are collecting and storing data, but have yet to make effective use of this recently identified resource they have in their possession. What is clear is that higher education has not kept pace in graduating capable analysts, resulting in unfilled jobs even during an economic downturn. According to Indeed.com, there are currently thousands of open job postings for data-related positions in the Atlanta area alone, and almost 200 job postings for Data Analyst just in the last 14 days. The RCOB's new MBA concentration aims to satisfy a portion of the widening backlog of demand for data-savvy, business-minded graduates.

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

**SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@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
- Change in credit hours required to complete the program
- None of these apply

**SACSCOC Comments**

## REQUIRED ATTACHMENTS

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

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

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

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

### 2.) Assessment Plan

All 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 assessment template from [here](#) complete, and upload.

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

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

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

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

## **Master of Business Administration, M.B.A.**

### **Degree Requirements**

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas.

### **Content Areas**

- (ACCT 2101) Financial Accounting
- (ACCT 2102) Managerial Accounting
- (ECON 2105 or ECON 2106) Economics
- (ECON 3402) Statistics for Business and Economics
- (FINC 3511) Corporate Finance

### **Graduate Coursework (30 credit hours)**

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

### **Required Graduate Courses (18 credit hours)**

- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3
- MKTG 6815 - Marketing Strategy 3

### **Elective Courses (12 credit hours)**

Working with the Office of Graduate Student Services, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor. Two elective courses must be taken in the Richards College of Business.

**Master of Business Administration with a Concentration in Data Analytics, M.B.A.  
Program Requirements**

To earn the Master of Business Administration degree with a Concentration in Data Analytics, a student must successfully complete 33 graduate credit hours.

**Core Courses Required (18 hours):**

- MKTG 6815 - Marketing Strategy
- ACCT 6232 - Managerial Accounting
- ECON 6450 - Managerial Economics
- FINC 6532 - Finance
- MGNT 6670 - Organizational Theory and Behavior
- MGNT 6681 - Strategic, Ethical, and Global Management

**Data Analytics (12 hours): Select 4 courses from the following:**

- CISM 5390---Business Intelligence and Data Mining
- ECON 6430---Business Forecasting
- ECON 5475\* --Applied Econometrics and Analytics
- ECON 6485\*\*- Special Topics in Economics (Analytics focus)
- MKTG 6868---Marketing Models

\*Students who have completed the undergraduate econometrics course (ECON 4475) are not allowed to take ECON 5475 as part of the Data Analytics Concentration.

\*\*At most, two of the courses in the concentration may be the special topics course (ECON 6485).

**One Elective Course (3 hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be at the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

## **Master of Business Administration with a Concentration in IoT, Networking, and Cyber Security, M.B.A.**

### **Program Requirements**

To earn the Master of Business Administration degree with a Concentration in IoT, Networking, and Cyber Security, a student must successfully complete 33 graduate credit hours. The completion of this concentration provides the student the opportunity to earn 3 Cisco digital badges and 2 Cisco certification vouchers.

### **Core Courses Required (18 hours):**

- MKTG 6815 - Marketing Strategy 3
- ACCT 6232 - Managerial Accounting 3
- ECON 6450 - Managerial Economics 3
- FINC 6532 - Finance 3
- MGNT 6670 - Organizational Theory and Behavior 3
- MGNT 6681 - Strategic, Ethical, and Global Management 3

### **Business Intelligence and Cyber Security (12hours):**

- CISM 5500 - Advanced Networking: Switches, Routers & Wireless \*
- CISM 5600 - Advanced Enterprise Networking, Security, and Automation
- CISM 5355 - Cyber Security
- CISM 6331 - Strategic Management of Information Technology

### **One Elective Course (3 hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

\*If a student has taken CISM 4330, they cannot take CISM 5330.

\*If a student has taken CISM 4390, they cannot take CISM 5330.

\*If a student has taken CISM 4355, they cannot take CISM 5355.

\*Introduction to Iot and Networking – Prereq taken as CISM 3350, bootcamp through UWG, or equivalent coursework

## MBA Learning Goal Assessment Timeline (Academic Years 2020-2021 & 2021-2022)

Assessments should be done each academic year the course is taught in Newnan

<b><u>MBA - Learning Goal/Objective</u></b>	<b><u>Fall</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b>LG1 Communicate at a professional level in oral presentations and in writing.</b>			
LO1.1 Students will be able to create effective written business documents.	<u>MGNT 6681</u> Exit Exam 2020		<u>MGNT 6681</u> Exit Exam 2020
LO1.2 Students will be able to prepare and deliver effective business presentations.	<u>MKTG 6815</u> Oral Presentation 2021		<u>MKTG 6815</u> Oral Presentation 2021
<b>LG2 Work effectively with others and lead in organizational situations.</b>			
LO2.1 Students will demonstrate effective group collaboration behavior in accomplishment of tasks.		<u>MGNT 6670</u> Peer Evaluation 2022	<u>MGNT 6670</u> Peer Evaluation 2021
LO2.2 Students will be able to evaluate effective leadership behavior.		<u>MGNT 6670</u> Embedded Test Questions 2022	<u>MGNT 6670</u> Embedded Test Questions 2021
<b>LG3 Identify how globalization affects organizations and their environment.</b>			
LO3.1 Students will be able to identify trends in the global marketplace.		<u>ECON 6450</u> Embedded Test Questions 2021	<u>ECON 6450</u> Embedded Test Questions 2020
LO3.2 Students will assess the role that the global business environment plays in business decisions.	<u>ACCT 6232</u> Case Study 2020	<u>ACCT 6232</u> Case Study 2021	
<b>LG4 Recognize the importance of ethical decision making.</b>			
LO4.1 Students will be able to identify ethical theories and concepts and their importance.	<u>MKTG 6815</u> Embedded Test Questions 2021		<u>MKTG 6815</u> Embedded Test Questions 2021
LO4.2 Students will evaluate managerial decisions using an ethical framework.	<u>MKTG 6815</u> Essay Questions 2021		<u>MKTG 6815</u> Essay Questions 2021
<b>LG5 Integrate analytical and problem solving skills with concepts and theories from all functional areas of business.</b>			
LO5.1 Students will be able to apply decision-making processes to define the problem, identify and collect needed information, and analyze the information to reach appropriate decisions.	<u>MGNT 6681</u> Exit Exam 2020 <u>FINC 6532</u> Embedded Test Questions 2021	<u>FINC 6532</u> Embedded Test Questions 2022	<u>MGNT 6681</u> Exit Exam 2020
LO5.2 Students will be able to analyze and reach an appropriate decision when presented with multi-functional issues.	<u>MGNT 6681</u> Exit Exam 2020		<u>MGNT 6681</u> Exit Exam 2020

**2021-2022  
Program Map  
MBA with a Concentration in Data Analytics**

YEAR 1			
Fall		Spring	
Course	Credits	Course	Credits
ACCT 6232	3	FINC 6532	3
MKTG 6815	3	ECON 6450**	3
Elective Course*	3	Elective Course*	3
		Elective Course*	3
SEMESTER TOTAL	9	SEMESTER TOTAL	12
Milestones		Milestones	
* Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor.		* Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor.	
YEAR 1			
Summer		TERM 2	
Course	Credits	Course	Credits
MGNT 6670	3		
MGNT 6681**	3		
Elective Course*	3		
Elective Course*	3		
SEMESTER TOTAL	12	SEMESTER TOTAL	
Milestones		Milestones	
* Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor. **MGNT 6681 - MKTG 6815, FINC 6532 and within 15 hours of graduation			

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.

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	

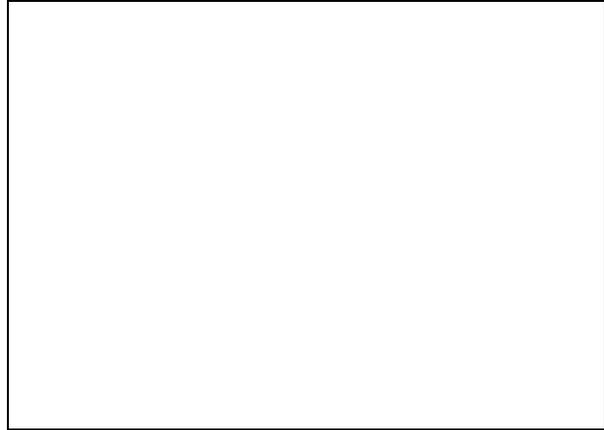
This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

**2021-2022  
Program Map  
MBA with a Concentration in Data Analytics**

YEAR 1			
Fall		Spring	
Course	Credits	Course	Credits
ACCT 6232	3	FINC 6532	3
MKTG 6815	3	ECON 6450**	3
Selected Concentration Course*	3	Selected Concentration Course*	3
		Selected Concentration Course*	3
SEMESTER TOTAL	9	SEMESTER TOTAL	12
Milestones		Milestones	
* CISM 5390----Business Intelligence and Data Mining *ECON 6430---Business Forecasting *ECON 5475* --Applied Econometrics and Analytics *ECON 6485**- Special Topics in Economics (Analytics focus) *MKTG 6868---Marketing Models		* CISM 5390----Business Intelligence and Data Mining *ECON 6430---Business Forecasting *ECON 5475* --Applied Econometrics and Analytics *ECON 6485**- Special Topics in Economics (Analytics focus) *MKTG 6868---Marketing Models **ECON 6450 – Must have completed ECON 2105 or 2106, ECON 3402	
YEAR 1			
Summer		TERM 2	
Course	Credits	Course	Credits
MGNT 6670	3		
MGNT 6681**	3		
Selected Concentration Course*	3		
Free Elective***	3		
SEMESTER TOTAL	12	SEMESTER TOTAL	
Milestones		Milestones	
* CISM 5390----Business Intelligence and Data Mining *ECON 6430---Business Forecasting			

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.

\*ECON 5475 --Applied Econometrics and Analytics  
\*ECON 6485- Special Topics in Economics (Analytics focus)  
\*MKTG 6868---Marketing Models  
\*\*MGNT 6681 - MKTG 6815, FINC 6532 and within 15 hours of graduation  
\*\*\* Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor.



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.

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	

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.

**2021-2022  
Program Map  
MBA with a Concentration in IoT, Networking, & Cybersecurity**

YEAR 1			
Fall		Spring	
Course	Credits	Course	Credits
ACCT 6232	3	FINC 6532	3
MKTG 6815	3	ECON 6450*	3
CISM 5500 *	3	CISM 5600**	3
		CISM 5355	3
SEMESTER TOTAL	9	SEMESTER TOTAL	12
Milestones		Milestones	
*Must have complete CISM 3350 with a C or higher or have completed an equivalent or complete the Introduction to Networking Bootcamp		*ECON 6450 – Must have completed ECON 2105 or 2106, ECON 3402 **CISM 5600 - Must have completed CISM 5550 with a C or higher	
YEAR 1			
Summer		TERM 2	
Course	Credits	Course	Credits
MGNT 6670	3		
MGNT 6681*	3		
CISM 6331	3		
Free Elective**	3		
SEMESTER TOTAL	12	SEMESTER TOTAL	
Milestones		Milestones	
*MGNT 6681 - MKTG 6815, FINC 6532 and within 15 hours of graduation ** Any RCOB 6000 or higher electives or other 6000 or higher electives approved by the program director or advisor.			

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.

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	

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.

# POLS - 5222 - Leadership in the Public and Nonprofit Sectors

2021-2022 Graduate New Course Request

## General Information

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

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](#).

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

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

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Civic Engagement and Public Service

Is this a School of Nursina or

Yes  No

341/511

Is this a College of  ...  ...

University College  
course?\*

Is this a college or  
Education course? \*  Yes  No

## Course Information

Course Prefix\*

POLS

Course Number\* 5222

Course Title\* Leadership in the Public and Nonprofit Sectors

Course Type\*

Political Science

Catalog Course  
Description\*

Organized activities need effective leaders. Thus, becoming an effective, successful leader in the public service requires gaining a solid understanding of the nature of organizations and the factors that influence human behavior within those organizations. This course examines leadership theories and their practical application in modern public and nonprofit organizations. This course provides opportunities for students to develop their leadership knowledge and skills that can help them guide employees to deliver services and products effectively and efficiently in both the public and nonprofit sectors. In addition, this course will consider organizational and leadership challenges and how to meet these with improved leadership strategies.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*  Yes  No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* 0

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites

Concurrent  
Prerequisites

Corequisites

## Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

1

Grading\*

Graduate Standard Letter

Type of Delivery (Select all that apply)\*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

## Justification and Assessment

What is the rationale for adding this course?\*

This elective course offers a more nuanced study of leadership theories and their practical application in modern public and nonprofit organizations. The course builds upon foundational core courses within the program and provides more insight into effective leadership. This course provides opportunities for students to develop their leadership knowledge and skills that can help them guide employees to deliver services and products effectively and efficiently in both the public and nonprofit sectors. In addition, this course considers organizational and leadership challenges and how to meet these with improved leadership strategies. Finally, this course is a much desired and needed elective course for the graduate program and to offer additional training within our public management certificate program.

Student Learning Outcomes\*

- Identify and describe the principles and theories of leadership.
- Identify and analyze motivation and leadership theories and how their similarities and differences apply at the federal, state, and local levels of government and within the nonprofit sector.
- Explain the unique political and legal environment in the public and nonprofit sectors and its implications for public motivation and leadership.
- Describe and evaluate the similarities and differences in intergovernmental and intragovernmental leadership and management.
- Identify and analyze the leadership challenges facing current administrators.

## REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 20

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** \$0

### Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Leadership in the Public & Nonprofit Sectors

Political Science (POLS) 5985, EO1

Summer Session I Semester 2020

Online Course

Professor: Dr. Karen Owen  
Office: 125 Pafford Building  
Office Hours: Mondays 9 am to 10:30 (online)  
Or By Appointment

Office Phone: 678-839-2364  
Email: kowen@westga.edu

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## Course Description

Organized activities need effective leaders. Thus, becoming an effective, successful leader in the public service requires gaining a solid understanding of the nature of organizations and the factors that influence human behavior within those organizations. This course examines leadership theories and their practical application in modern public and nonprofit organizations. This course provides opportunities for students to develop their leadership knowledge and skills that can help them guide employees to deliver services and products effectively and efficiently in both the public and nonprofit sectors. In addition, this course will consider organizational and leadership challenges and how to meet these with improved leadership strategies.

## Required Books/Materials

Riccucci, Norma. 2012. *Serving the Public Interest: Profiles of Successful and Innovative Public Servants*. New York: M.E. Sharpe, Inc.

Additional Readings available on Course Den.

## Recommended Books

Miner, John B. 2005. *Organizational Behavior I: Essential Theories of Motivation and Leadership*. Amronk, New York: M.E. Sharpe.

Northouse, Peter G. 2016. *Leadership: Theory and Practice*. 7<sup>th</sup> Edition. Los Angeles: Sage Publishing.

Yukl, Gary. 2013. *Leadership in Organizations*, 8<sup>th</sup> edition. Upper Saddle River, New Jersey: Prentice-Hall.

## NASPAA Universal Required Competencies

Students will demonstrate the ability to:

1. lead and manage in public governance.
2. participate in and contribute to the policy process.
3. analyze, synthesize, think critically, solve problems and make decisions.
4. articulate and apply a public service perspective.
5. communicate and interact productively with a diverse and changing workforce and citizenry.

## Course Student Learning Outcomes

Upon successful completion of this course, students will be prepared to:

- Identify and describe the principles and theories of leadership.
- Identify and analyze motivation and leadership theories and how their similarities and differences apply at the federal, state, and local levels of government and within the nonprofit sector.
- Explain the unique political and legal environment in the public and nonprofit sectors and its implications for public motivation and leadership.
- Describe and evaluate the similarities and differences in intergovernmental and intragovernmental leadership and management.
- Identify and analyze the leadership challenges facing current administrators.

## Course Expectations and Evaluation

This course is an online graduate seminar with multiple learning formats. The course will include discussion, lecture materials, classroom/forum exercises, case study analyses, and group presentations. Students are expected to share their knowledge and opinions of lectures, required readings, discussion postings, and related materials. You are responsible for all material in the textbook, supplemental readings, video presentations, and discussion in the online seminars. All assignments should be read by the first date listed for them on the syllabus. Reading and active participation are necessary to succeed in this course!

Success today in this class and success in the future depend on your abilities, skills, and actions to be professional, competent, and genuinely credible. Professionalism, for many, is the strict adherence to courtesy, honesty, and responsibility when dealing with individuals and other agencies in society. It is characterized by a higher level of excellence going above and beyond basic requirements. This professionalism usually contains a good and strong work ethic. Understanding the culture and climate of the environment (e.g. higher education, the workplace, or civic/religious organizations), meeting expectations, communicating (written, verbally and nonverbally) clearly and competently, and building credibility through authenticity stem not only from the desires to be professional and succeed, but should be an integral piece of a higher purpose. **I expect that each student will behave professionally.** The way we conduct ourselves communicates the reality of our lives and our character.

### *Preparation*

My experience, education, and ongoing professional development enable me to provide meaningful content, leadership, and evaluation for this class. I take that responsibility seriously

and with intentional purpose. But the quality of our classes is directly related and proportional to the time both you and I dedicate to preparation.

Just as I prepare diligently for each class, I expect you to prepare. **Reading is necessary to succeed in this course!**

### ***Engagement***

Classes will be conducted primarily in a lecture/discussion format. Engagement is an important feature of the educational experience. We are active partners in learning and this educational endeavor. I will be innovative in our learning opportunities, interested in your insights, and attentive to your feedback. Our partnership in engagement requires you to be attentive to me and your classmates, ask relevant questions, and provide informed insights. I expect you to be positive and engaged in this class, as well as to be open in your mind and approach to seeking knowledge and respecting others. I also expect that you are most concerned with your progress in learning and not just your grades.

### ***Communication via Technology***

All professionals designate appropriate ways to communicate formally and informally via technology. Formal communication is appropriate through your University of West Georgia email account, and informal communication is appropriate through various forms of social media.

Email messages to the professor should include: (1) A subject line with Class Name/Title and the subject (e.g. "POLS 6203: Study Question"); (2) Clear questions and/or comments with the pertinent details and be specific if a response is needed within a certain time frame; (3) Appropriate email formatting; (4) Complete sentences – no jargon or abbreviations; and (5) no spelling and grammatical errors.

I will respond to most email messages received by 4:00 pm Monday-Friday on the same day. All emails will be responded to within 24 hours (barring no illness or other extenuating circumstances). Emails received after 4:00 pm on Friday will receive a response on Monday.

## ***Grade Evaluation***

### **1. *Class Participation – Reading Questions***

Students will be required to participate actively in the classroom discussions and course work. Obviously if you are absent or do not log into the course room, you cannot participate. You *must* participate in the discussions and classroom exercises to do well on this component.

You are expected to read all of the assigned material, to analyze it seriously, and to demonstrate that you have read and mastered that material by sharing your views and evaluations with the class (you want to understand what the author is trying to say and do, and to assess the strengths and weaknesses of the author’s theoretical framework, methodology, and substantive conclusions).

Additionally, students are expected to submit questions related to the assigned readings. These questions should concern leadership theories and how to apply pragmatic assessments and solutions. What would you ask in terms of how to lead, what is needed in leadership, and what can be studied further to practice better leadership in the public and nonprofit sectors? What from the readings piqued your curiosity, and what do you want to learn more about? Students are expected to submit a **minimum of five questions** at the end of each module. Deadlines for submissions are clearly posted within the modules of the course.

If you do not actively participate and show a mastery of the subject, you will not be able to receive an “A” in the class. Remember that this class is a collaborative enterprise. For the online seminar to be a useful learning experience you *must* be prepared to participate in discussions and submit valuable learning postings. You alone are responsible for taking an active role in shaping your intellectual development. Both energetic and thoughtful participation in graduate seminars is a necessary step in that process.

### **2. *Situational Scenarios***

Students will read, analyze, and respond to **two** organizational scenarios. These scenarios involve a topic and/or issue within the public or nonprofit setting. Each scenario centers on a current development within the organization that requires the leader and/or manager to engage actively in providing strategies and solutions. The leader will be required to lead in these situations. Students will be asked to analyze the situation and apply relevant leadership theories and skills to assess and manage the situation. Students will act as the leaders, writing an action plan and discussing with applicable knowledge and skills how they will address the topic/issue of the scenario. Papers should be approximately **two pages** in length and follow a format similar to a policy memo/ white paper. **Papers are due May 13 and May 20 by 11:59 pm EST.**

### **3. *Analytical Paper***

Students will write a **short analytical paper** that focuses on the leaders presented in the Riccucci book. You will write a comparative/contrasting analytical paper where you will highlight **three** respective leaders from the book. You will select three leaders, and then I ask that you describe their leadership styles, discuss how they worked within their organization – did they transform the organization, its culture, the people, and/or the processes? Why were these leaders successful in their work? Compare these leaders to one another – how were they similar in their leadership – and/or contrast the leaders – how were they different in their leadership? Be specific and detailed in your analysis. Lastly, I want you to think critically about what can be learned from these

leaders. What styles, theories, or strategies can you use as a leader? How would you follow his/her leadership style or practice? Where could you implement these learned lessons into your current organization?

These papers should be **approximately 6-8 pages** in length. Thus, be specific, but be precise and concise in your discussion. **Papers are due Tuesday, May 26, 2020 by 11:59 pm EST.**

## Grading

Participation & Reading Questions	20 percent
Situational Scenarios	50 percent
Analytical Paper	30 percent
<hr/>	
TOTAL	100 percent

### Final course grades will be assigned as follows:

- A: Excellent work for 90-100%.
- B: Good work for 80-89%.
- C: Below Graduate Average for 70-79%.
- F: Failure: Below 69%.

### Note on Late Submissions of Assignments

Any late submission of an assignment is subject to a penalty of one letter grade per day following the due date. Submission after two days will not be accepted. If you are aware of possible conflicts before they occur, please notify me in advance of due dates to discuss options to remain in good academic standing.

**There will be no extra credit given. Please do not ask!**

## ***University of West Georgia Academic Policies***

Students should review the following information each semester.

UWG Academic Policies can be found at:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

### **ACADEMIC SUPPORT**

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

**Center for Academic Success:** The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

### **ONLINE COURSES**

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

## **HONOR CODE**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

Moreover, all students are expected to adhere to the highest standards of academic integrity and to abide by the university's honor code. Cheating and/or plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) will not be tolerated in this course. To avoid such academic dishonesty, you must use a citation (footnote or in text) for all ideas drawn from your reading and research. Students caught cheating or plagiarizing will receive an F on the assignment and potentially for the course, and their names will be forwarded to the university. Any student whose behavior is judged to be in violation of the university's standards can be disciplined.

## **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 his or her 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).

Political Science 6203 is a graduate core course for three academic credit hours.

## **HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

## **Instructor Availability**

If you would like to speak with me outside of class time, feel free to stop by my office (123 Pafford) during scheduled office hours or schedule an appointment. To ensure that I am in my office on a given day, please email me ahead of time to set up a specific time to meet. I generally respond quickly to email inquiries.

## Course Schedule

May 8-10

### **Introduction to Leadership Examining Leadership**

Riccucci, Chapters, Introduction, 1 and 10  
Kotter, John P. "What Leaders Really Do?" Harvard Business Review.  
Giuliani, Rudolph. *Leadership*. Preface. Miramax Books.  
Northouse, Chapter 1

Activity: Reading Questions

May 11-14

### **Approaches to Leadership Trait, Skills, Behavioral, and Situational**

Riccucci, Chapters 2, 4, 5  
Northouse, Chapters 2-5

Activity: Reading Questions

**Situational Scenario #1 due May 13**

May 15-16

### **Motivation**

Riccucci, Chapters 3, 6, 16  
Miner, Chapters 4-5 (skim)  
Edwin A. Locke and Gary P. Latham. 2002. "Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey." *American Psychologist*. 57 (Sept 1, 2002).  
Perry, James, Debra Mesch, and Laurie Paarlberg. 2006. "Motivating Employees in a New Governance Era: The Performance Paradigm Revisited." *Public Administration Review*.

Activity: Reading Questions

May 18-20

### **Theories of Leadership**

Riccucci, Chapters 11, 13, 14  
Northouse, Chapters 6-11  
Hoch, Julia, William H. Bommer, James H. Dulebohn, and Dongyuan Wu. 2018. "Do Ethical, Authentic, and Servant Leadership Explain Variance Above and Beyond Transformational Leadership? A Meta-Analysis." *Journal of Public Management*.

Activity: Reading Questions

**Situational Scenario #2 due May 20**

**May 21-22**

**Leadership Ethics and Team Leadership**

Riccucci, Chapters 9, 12, 15

Northouse, Chapters 13-14

Svara, James. 2015. *The Ethics Primer*. Jones & Bartlett. Chapters 1, 2, 4

Activity: Reading Questions

**May 23-26**

**Leadership Culture**

Riccucci, Chapters 7, 8, and conclusion

Northouse, Chapter 16

Bernard M. Bass & Bruce J. Avolio (1994) Transformational Leadership  
And Organizational Culture, *International Journal of Public  
Administration*, 17:3-4, 541-554

Activity: Reading Questions

**Analytical Paper due May 26**

The course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.

# COMM - 6055 - Seminar - Topics in Digital and Social Media Communication

2021-2022 Graduate New Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

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](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Mass Communications

Is this a School of Nursina or

Yes  No

355/511

Is this a College of  ...  ...

University College course?\*

Is this a college or  
Education course? \*  Yes  No

Is this a Department  
of Mass  
Communication  
course? \*  Yes  
 No

## Course Information

Course Prefix\*

COMM

Course Number\* 6055

Course Title\* Seminar - Topics in Digital and Social Media Communication

Course Type\*

Mass Communications

**Catalog Course Description\*** A seminar class with specific titles announced at time of offering. Special topics and current issues in digital and social media communication will be examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments. Seminars will vary according to topic and the specialty of the professor offering the course. May be repeated for credit as topic varies.

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.\* 9

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** Admission to the M.S. in Digital and Social Media Communication or permission of instructor

**Concurrent Prerequisites**

Corequisites

Cross-listing

Restrictions

Status\*  Active-Visible  Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

2

Grading\*

Graduate Standard Letter

Type of Delivery (Select all that apply)\*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

## Justification and Assessment

What is the rationale for adding this course?\*

The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment. COMM 6055-Seminar - Topics in Digital and Social Media Communication is one of eight new courses required of students enrolled in the program and serves as an elective course that is repeatable up to six credit hours.

Student Learning Outcomes\*

1. Demonstrate advanced understanding of paramount economic, legal/policy, ethical, social, and effects issues and trends facing digital and social media communication
2. Demonstrate advanced understanding of the way information and digital media function in multiple cultural contexts, from local to global perspectives, across platforms
3. Synthesizing applied digital and social media communication learning activities from concept through final delivery of a scholarly product

## REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/IWGSyllabusPolicies/>

**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?\*** N/A

## Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

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## COMM 6055: Seminar – Topics in Digital and Social Media Communication

*Sample Topic: Digital Media and Global Agenda*

**100% Online**

**Fall 2022**

### GENERAL INFORMATION

**Instructor:** Soo Moon, Ph.D.

**Office:** Humanities 142

Department of Mass Communications

University of West Georgia

**Office Hours:** Monday/Wednesday 2:00-3:30 p.m. (Virtually)

Tuesday 12:00-3:00 p.m. (In-person)

By Appointment

[Google Meet Link](#)

**Telephone:** (678) 839-4936

**Email:** smoon@westga.edu

**Important Note:** Read this entire course syllabus **carefully**. You are responsible for all the information contained herein. Ignorance of the policies of the class will not be an acceptable excuse.

### TEXT & ADDITIONAL MATERIALS

1. No text required.
2. This course is based on multiple book chapters, articles and websites. All reading materials and relevant information are placed in the matching modules of CourseDen.
3. NOTE. THE MATERIALS ARE MADE AVAILABLE THROUGH FAIR USE AND FURTHER COPYING AND REDISTRIBUTING THE MATERIAL IS A VIOLATION OF THE COPYRIGHT LAW.

### ABOUT THE COURSE

A seminar class with specific titles announced at time of offering. Special topics and current issues in digital and social media communication will be examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments. Seminars will vary according to topic and the specialty of the professor offering the course. May be repeated for credit as topic varies.

**Prerequisite:** Admission to the M.S. in Digital and Social Media Communication program or permission of instructor.

### **Student Learning Outcomes:**

- Demonstrate advanced understanding of paramount economic, legal/policy, ethical, social, and effects issues and trends facing digital and social media communication
- Demonstrate advanced understanding of the way information and digital media function in multiple cultural contexts, from local to global perspectives, across platforms
- Synthesizing applied digital and social media communication learning activities from concept through final delivery of a scholarly product

*Topic: Digital Media and Global Agenda Learning Outcomes*

- *Explain ways in which new media intersects with globalization*
- *Describe key media effects theories and apply these theories to cases involving global issues*
- *Assess the role of social media as a mobilizer of civic and political participation*
- *Debate the negative phenomenon led by the new media environment represented by fake news, bias, fragmentation and polarization*
- *Discuss the function of journalism in the digital era*

### **Digital and Social Media Communication Program Learning Outcomes**

- Create engaging digital and social media content within ethical and legal parameters
- Identify foundational theories in digital and social media communication
- Apply effective digital and social media campaign strategies
- Evaluate metrics and interpret digital and social media analytics
- Design and execute a rigorous, portfolio-building, capstone project

### GRADING POLICY

Grades **earned** in this class are based solely on the following:

Weekly reading reflections (5) – 30 points

Discussions (5) 30 - points

Discussion facilitation – 10 points

\*Pre-proposal presentation and proposal – 30 points

### Grading Scale

A = 90-100; B = 80-89.99; C = 70-79.99; D = 60-69.99; F = below 60 points

\*Note: Because of the diverse background and stages in your graduate careers, you may be more interested in different projects than a writing research paper. For example, you might propose a plan to conduct a campaign to help refugees using social media or build a website to mobilize your community members to understand climate change. If you have an exciting idea, do not hesitate to share it with me as early as possible.

### ASSIGNMENTS

#### **Weekly reading reflections**

Students will submit a response paper for the week's readings. As our readings range from short news to comprehensive academic papers, I will mark two or three materials that you can pick from the weekly assignments. The response paper should be 500 to 700 words and should include analytic reflections on the texts, not just a summary. You may relate the readings to a current debate about political/social issues and provide an argument with evidence for or against the reading material.

#### **Discussions**

While the minimum requirement is one original posting and two replies, I value the quality of your comments rather than the number of postings. In-class discussions that stimulate your intellectual energy and challenge your perspective are the core of graduate courses. The discussion boards are open from Monday to Friday of the designated week.

#### **Discussion facilitation**

As part of your role as a facilitator, you should provide three thought-provoking questions. The leader should try to make the discussion active, informative and interesting by encouraging classmates to participate, raising follow-up questions and replying to posts. I will lead the first discussion about media effects theories.

#### **Pre-proposal presentation**

This assignment will help prepare your final project, a research proposal. Considering various academic disciplines of students in this class, I do not limit the area of your research. You can select any that is relevant to this course's central theme. We will have a class discussion about your pre-proposal, and I will have individual meetings with each of you.

You will need to submit PowerPoint slide(s) that includes the following elements:

- Research Title and five keywords of your study
- Identification of the key problem: Why you think this topic is important? Briefly explain the background.
- Research question(s)
- Main theories/concepts
- Research method and procedure
- Three references

### **Proposal**

You will write a 12-15 page research proposal. There are several requirements besides length: First, you may use some news and information periodicals, but the primary sources should be academic journals and books. I recommend that you find at least ten academic articles/books in addition to other items. Second, use APA style. The paper length does not include the section on references. Third, write the paper using the third-person voice.

Following is a suggested structure of your proposal:

- Introduction: Clear statement of your research topic. Why you're interested in the subject and why it is crucial. Try to gain the attention of your readers.
- Literature review: Explain theories your study relies on, and summarize previous studies relevant to your project.
- Research questions or Hypothesis
- Method: How will you investigate your research questions? You may use a quantitative method (content analysis, survey, experiments, etc.), a qualitative approach (focus group interview, in-depth interview, text analysis, etc.) or both methods.
- References: APA style

### **COURSE POLICIES AND RESOURCES**

#### **CourseDen Resources and Technical Support**

For CourseDen assistance, including tutorials, troubleshooting, and online support resources, I encourage you to reference the CourseDen Desire2Learn (D2L) Resources link on the course homepage, or contact the UWG Online Helpdesk Services via email at [online@westga.edu](mailto:online@westga.edu), or via the Internet at <http://uwgonline.westga.edu/students.php>.

If you experience technical difficulties, it is very important that you contact the CourseDen support staff - Distance Education & Distributed Center (first choice) or GeorgiaVIEW Help Center. The staff will document your case, and verify whether it is a personal or campus technology issue. Personal technology issues do not justify due date extensions; and due dates will be extended only in cases of campus technology issues or cases of unavoidable situations substantiated with documentation. To request an extension for qualified cases, you should e-mail me within two hours of the due date. However, if you do not contact CourseDen support staff, late online assignments or exams may not qualify for credit.

#### **Important CourseDen Tools**

- Announcements: While it would be hard to miss Announcements, make sure to read each post whenever it's updated. **This is a key tool that keeps you on track. I post Weekly Announcements every Monday to remind you of To-Do items with links.**
- Grades: Use the Grades tool to view your grades. Exam scores will be automatically posted as soon as online exams are completed.
- CourseDen Email: The Email tool allows you to send emails to, and receive email from, me and your classmates. It is important to check your email on a regular basis. With the exception of Friday afternoons, weekends, and holidays, I will respond to emails through CourseDen within 24 hours. DO NOT send an email to my westga.edu email address (unless CourseDen is unavailable).
- Assignments: This tool is your dropbox for the writing assignments and case presentations.
- Discussions: Your class discussions will be conducted through Discussions tool. Each Discussion board will be closed after designed cut-off time.

### Communication

Email: You are encouraged to use CourseDen email for all class related correspondence. I will try to respond within 24 hours, though messages sent during weekends (or Friday afternoons) may not receive such a prompt response.

Google Meet: If you prefer video chatting or text chatting, use Google Meet Office Hours

### Academic Dishonesty

The penalties for academic dishonesty range from receiving 0 points on the exam or the assignment to receiving an "F" grade in the course.

All the work you do must be your own. Do not present the work of another as if it were your own. Use quotation marks to indicate the exact words of someone else, and cite the source. Cite sources of ideas that are not your own, even if you did not use their exact words. Summarizing OK – it is considered paraphrasing, but do not just rearrange a sentence or change some of the words. Still, each time a source is paraphrased, a credit for the source needs to be included in the text.

- **Cheating:** Using or attempting to use unauthorized materials, information or study aids
- **Fabrication:** Falsification or unauthorized invention of any information or citation
- **Plagiarism:** Representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged

### STUDENT RIGHTS AND RESPONSIBILITIES

Students, please carefully review the following information at this link: [UWG Syllabus Policies](#).

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

### STUDENT SUPPORT

There are several resources available to students to help them navigate through the course learning systems you are using with your courses, as well as information on how students can access a wealth of student services virtually.

- UWG Online Help Desk (8 a.m. until 8 p.m., Monday through Thursday; until 5 p.m. on Friday)
- [online@westga.edu](mailto:online@westga.edu) • 678-839-6248 • [Live Chat](#)

- All students are auto-enrolled in a CourseDen course on how to use the D2L tools
- You can ask UWG Online if you'd like to include a quiz in your course to test students' knowledge.
- [USG 24-Hour D2L Help](#)
- [UWG Online Knowledge Base for FAQs & Tutorials](#)
  - See the [New to Online](#) and [Student Success](#) sections
- [Orientation Options \(Live, Recorded, Interactive, and Asynchronous\)](#)

#### ACCESSIBILITY ACCOMMODATIONS

I will make accommodations for students who submit a UWG SAR (student accommodation report) from [Accessibility Services](#). Students requiring short-term accommodations may work through Health Services [Patient Advocates](#). If unusual circumstances arise, let me know **as soon as you can**, not a few days before an assignment or test/quiz is due. Don't wait until after the first assignment or test/quiz to talk with me! I am here to facilitate your learning, but I need to be informed to do so.

#### COURSE SCHEDULE

- The course schedule and assignments are **subject to change** in order to accommodate special guests, speakers, reinforce course material, and maintain some flexibility.
- **Additional reading, listening, and viewing assignments will be made throughout the semester.**
- **You are responsible for all material assigned.**
- **All assignments below are either submitted via the CourseDen Assignments dropbox, a designated assessment tool, or they are completed in a CourseDen discussion board unless otherwise specified. Tests will be administered via the Quizzes tool.**

Week (Mon-Sun)	Modules /Reading	Due on Sunday @11:59 pm
1. Aug 8-14	Overview	Introduction
2. Aug 15-21	New Media	
3. Aug 22-28	Media Effects: Agenda Setting	Weekly reading reflection 1
4. Aug 29-Sep 4	Media Effects: Framing	
5. Sep 5-11	Media Effects: Knowledge Gap & Digital Divide	Discussion1: Media effects theories
6. Sep 12-18	Issue 1: Epidemics	Weekly reading reflection 2
7. Sep 19-25	Epidemics (cont.)	Discussion2: Epidemics
8. Sep 26-Oct 2	Issue 2: Climate Change	Weekly reading reflection 3

9. Oct 3-9	Climate Change (cont.)	Discussion 3: Climate Change
10. Oct 10-16	*Pre-proposal	<b>Pre-proposal presentation (ppt)</b>
11. Oct 17-23	Issue 3: Terrorism	Discussion 4: Critique pre-proposal
12. Oct 24-30	Terrorism (cont.)	Weekly reading reflection 4 Sign-up for meeting
13. Oct 31-6	Issue 4: Immigration & Refugees	Weekly reading reflection 5 <b>Virtual Meeting with Instructor</b>
14. Nov 7-13	Immigration (cont.)	Discussion 5: Terrorism & Immigration
15. Nov 14-20	*Proposal Writing	
16. Nov 28-Dec 4	<b>Proposal (or Final Project) Submission</b> <b>Fall classes end</b>	

# COMM - 6056 - Digital & Social Media Communication Storytelling

2021-2022 Graduate New Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Mass Communications

Is this a School of Nursina or

Yes  No

365/511

Is this a College of  ...  ...

University College  
course?\*

Is this a College of  
Education course? \*  Yes  No

Is this a Department  
of Mass  
Communication  
course? \*  Yes  
 No

## Course Information

Course Prefix\*

COMM

Course Number\* 6056

Course Title\* Digital & Social Media Communication Storytelling

Course Type\*

Mass Communications

Catalog Course  
Description\*

This course is designed to teach students advanced storytelling techniques to not only create quality digital content, but to simultaneously leverage the affordances of social platforms to engage users online. Students will be tasked with creating both audio/visual content and written copy, as well as posting it across a wide variety of social channels. In part, the course will also focus on understanding how best to use contemporary digital platforms for disseminating content, while at the same time internalizing foundational principles associated with the online environment that will be adaptable to social channels that emerge in the future.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course? \*  Yes  No

Lec Hrs\* 0

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*  Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* N/A

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to the M.S. in Digital and Social Media Communication program or permission of instructor.

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Status\***  Active-Visible  Inactive-Hidden

**Frequency - How many semesters per year will this course be offered?**

**Grading\***

Graduate Standard Letter

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face  
 Entirely Online  
 Hybrid  
 Fully Online

## Justification and Assessment

**What is the rationale for adding this course?\***

The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment. COMM 6056-Digital and Social Media Communication Storytelling is one of eight new courses required of students enrolled in the program and is a core course within the degree.

**Student Learning Outcomes\***

1. Acquire an advanced understanding of storytelling like tone, aesthetics, applicability of various modes of communication, and other nuances designed to engage individuals online.
2. Develop a mastery of digital media literacy.
3. Evaluate both effective and ineffective forms of digital and social media storytelling.
4. Understand how best to meld digital/social strategy and expert storytelling through online content for maximum narrative impact.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 20

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** N/A

## Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**COMM 6056: Digital and Social Media Communication Storytelling**  
**Fall 2022 Section 01 - 3 Credits**  
**100% Online**

GENERAL INFORMATION

**Instructor:** Kyle Lorenzano, Ph.D.

**Office:** Humanities 149

Department of Mass Communications

University of West Georgia

**Virtual Office Hours\*:** Monday/Wednesday 12–2:00 p.m.

Tuesday/Thursday 10:00–11:00 a.m., 1:00 – 3:00 p.m.

By Appointment (in-person)

\*To start a Google Hangouts conversation, sign in to your UWG Gmail account, visit [hangouts.google.com](https://hangouts.google.com), click 'New Conversation' near the top of the page, enter my UWG email ([klorenza@westga.edu](mailto:klorenza@westga.edu)), and send an invitation to start the call. I will be available to talk via Google Hangouts during the virtual office hours dates/times listed above.

**Telephone:** (678) 839-4933

**Email:** [klorenza@westga.edu](mailto:klorenza@westga.edu)

ABOUT THE COURSE

This course is designed to teach students advanced storytelling techniques to not only create quality digital content, but to simultaneously leverage the affordances of social platforms to engage users online. Students will be tasked with creating both audio/visual content and written copy, as well as posting it across a wide variety of social channels. In part, the course will also focus on understanding how best to use contemporary digital platforms for disseminating content, while at the same time internalizing foundational principles associated with the online environment that will be adaptable to social channels that emerge in the future. **Prerequisite:** Admission to the M.S. in Digital and Social Media Communication program or permission of instructor.

**Materials**

Required Textbook:

Alexander, B. (2017). *The New Digital Storytelling: Creating Narratives with New Media--Revised and Updated Edition*. Santa Barbara, CA: Praeger.

**1. Student Learning Outcomes**

Acquire an advanced understanding of storytelling like tone, aesthetics, applicability of various modes of communication, and other nuances designed to engage individuals online.

2. Develop a mastery of digital media literacy.

3. Evaluate both effective and ineffective forms of digital and social media storytelling.

4. Understand how best to meld digital/social strategy and expert storytelling through online content for maximum narrative impact.

## Evaluation

90-100 A

80-89 B

70-79 C

60-69 D

0-59 F

## Assignments

• Project Proposals	50
• Social Platform Assignment	100
• Discussion Facilitator Assignments	100
• Tutorials	150
• Projects	
○ Photoshop Project	200
○ Audition Project	200
○ Premiere Project	200
<b>Total</b>	<b>1000 points</b>

## STUDENT RIGHTS AND RESPONSIBILITIES (Common Language for Course Syllabi)

Students, please carefully review the following information at this link: [UWG Syllabus Policies](#). It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

## STUDENT SUPPORT

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- All students are auto-enrolled in a CourseDen course on how to use the D2L tools
- You can ask UWG Online if you'd like to include a quiz in your course to test students' knowledge.
- [USG 24-Hour D2L Help](#)
- [UWG Online Knowledge Base for FAQs & Tutorials](#)
  - See the [New to Online](#) and [Student Success](#) sections
- [Orientation Options \(Live, Recorded, Interactive, and Asynchronous\)](#)

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## COURSE SCHEDULE

- The course schedule and assignments are **subject to change** in order to accommodate special guests, speakers, reinforce course material, and maintain some flexibility.
- **Additional reading, listening, and viewing assignments will be made throughout the semester.**
- **You are responsible for all material assigned.**
- **All assignments below are either submitted via the CourseDen Assignments dropbox, a designated assessment tool, or they are completed in a CourseDen discussion board unless otherwise specified.**

COMM 6056 Course Schedule		
Date	Topic	Due Dates & Reminders
Week 1	Storytelling for the 21st Century	
Week 2	Story Structure	<b>Project Proposals due</b>
Week 3	Visual Storytelling	<b>PS Tutorials due</b>
Week 4	Building Blocks of Visual Storytelling	
Week 5	The Visual Storyteller's Toolbox	
Week 6	1st Wave of Digital Storytelling	<b>PS Project due</b>
Week 7	Next Wave of Storytelling Platforms	
Week 8	Story Flow	<b>Audition Tutorials due</b>

Week 9	Communities & Resources	
Week 10	Web 2.0 Storytelling	<b>Audition Project due</b>
Week 11	Social Media Storytelling	
Week 12	Strat Comm. Storytelling	
Week 13	Audio Storytelling	<b>Premiere Tutorials due</b>
Week 14	The Networked Story	
Week 15	Storytelling & Mobile	<b>Social Platform Assignment due</b>
Week 16	<b>Thanksgiving Break</b>	
Week 17	Storytelling & Augmented Reality/VR	<b>All outstanding Discussion Facilitator Assignments due</b>
Week 18	Towards the Next Wave of Digital Storytelling	<b>Premiere Project due</b>

# COMM - 6057 - Digital & Social Media Communication Strategies

2021-2022 Graduate New Course Request

## General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

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Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Mass Communications

Is this a School of Nursina or

Yes  No

373/511

Is this a College of  ...  ...

University College  
course?\*

Is this a college or  
Education course? \*  Yes  No

Is this a Department  
of Mass  
Communication  
course? \*  Yes  
 No

## Course Information

Course Prefix\*

COMM

Course Number\* 6057

Course Title\* Digital & Social Media Communication Strategies

Course Type\*

Mass Communications

**Catalog Course Description\*** Digital and Social Media Communication Strategies provides students with a framework for creating communication strategies and prepares them to become strategic communicators for digital and social media. Students will learn how to integrate digital, social and mobile platforms into a strategic communications plan through practical application. Course content will help students identify challenges, develop solutions, and use appropriate communication strategies to solve organizational problems.

Key concepts include identifying social media communication objectives, defining target audiences, communication audits, basic protocol for social and digital communication and evaluation methods. Sessions include lectures, discussions, practical instruction, group projects and online analysis.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course? \*  Yes  No

Lec Hrs\* 0

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*  Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* N/A

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites Admission to the M.S. in Digital and Social Media Communication program or

374/511

permission of instructor.

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Status\***  Active-Visible  Inactive-Hidden

**Frequency - How many semesters per year will this course be offered?**

1

**Grading\***

Graduate Standard Letter

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

## Justification and Assessment

**What is the rationale for adding this course?\***

The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment. COMM 6056-Digital and Social Media Communication Storytelling is one of eight new courses required of students enrolled in the program and is a core course within the degree.

**Student Learning Outcomes\***

- Create and execute strategic digital and social media communication plans
- Develop metrics for evaluating and assessing communication strategies
- Identify and demonstrate the primary components of an effective digital and social media communication strategy
- Engage meaningfully with digital audiences through successful curation and tailoring of content to specific social platforms
- Build awareness of contemporary platform affordances, while also learning theoretical principles of social and digital communication that will extend beyond the life cycle of individual platforms
- Develop a professional commitment to the field by learning to work creatively and collaboratively in a digital media environment

**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

**1.) Syllabus**

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

**Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 20

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** N/A

**Fee Justification**

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**COMM 6057: Digital and Social Media Communication Strategies**  
**Fall 2022 Section 01 – 3 Credits**  
**100% Online**

**Instructor:** Kyle Lorenzano, Ph.D.

**Office:** Humanities 149

Department of Mass Communications

University of West Georgia

**Virtual Office Hours\*:** Monday/Wednesday 12–2:00 p.m.

Tuesday/Thursday 10:00–11:00 a.m., 1:00 – 3:00 p.m.

By Appointment (in-person)

\*To start a Google Hangouts conversation, sign in to your UWG Gmail account, visit [hangouts.google.com](https://hangouts.google.com), click ‘New Conversation’ near the top of the page, enter my UWG email ([klorenza@westga.edu](mailto:klorenza@westga.edu)), and send an invitation to start the call. I will be available to talk via Google Hangouts during the virtual office hours dates/times listed above.

**Telephone:** (678) 839-4933

**Email:** [klorenza@westga.edu](mailto:klorenza@westga.edu)

### **Course Description**

Digital and Social Media Communication Strategies provides students with a framework for creating communication strategies and prepares them to become strategic communicators for digital and social media. Students will learn how to integrate digital, social and mobile platforms into a strategic communications plan through practical application. Course content will help students identify challenges, develop solutions, and use appropriate communication strategies to solve organizational problems.

Key concepts include identifying social media communication objectives, defining target audiences, communication audits, basic protocol for social and digital communication and evaluation methods. Sessions include lectures, discussions, practical instruction, group projects and online analysis.

### **Prerequisites and Corequisites**

Admission to the M.S. in Digital and Social Media Communication program or permission of instructor.

### **Meeting Times**

100% online

## Materials

Required Textbook:

Lipschultz, J. H. (2019). *Social media measurement and management: Entrepreneurial digital analytics*. Routledge.

## Outcomes

- Create and execute strategic digital and social media communication plans
- Develop metrics for evaluating and assessing communication strategies
- Identify and demonstrate the primary components of an effective digital and social media communication strategy
- Engage meaningfully with digital audiences through successful curation and tailoring of content to specific social platforms
- Build awareness of contemporary platform affordances, while also learning theoretical principles of social and digital communication that will extend beyond the life cycle of individual platforms
- Develop a professional commitment to the field by learning to work creatively and collaboratively in a digital media environment

## Evaluation

90-100 A

80-89 B

70-79 C

60-69 D

0-59 F

## Assignments

-	<b>Reflection Papers</b>	<b>250 points</b>
-	<b>Participation</b>	<b>200 points</b>
-	<b>Analytics Assignments</b>	<b>100 points</b>
-	<b>Strategic Plan</b>	
	○ <b>Presentation</b>	<b>100 points</b>
	○ <b>Proposal (Draft)</b>	<b>100 points</b>
	○ <b>Proposal (Final)</b>	<b>250 points</b>
		<hr/>
		<b>1000 points</b>

## STUDENT RIGHTS AND RESPONSIBILITIES (Common Language for Course Syllabi)

Students, please carefully review the following information at this link: [UWG Syllabus Policies](#). It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

## STUDENT SUPPORT

There are several resources available to students to help them navigate through the course learning systems you are using with your courses, as well as information on how students can access a wealth of student services virtually.

- UWG Online Help Desk (8 a.m. until 8 p.m., Monday through Thursday; until 5 p.m. on Friday)
- [online@westga.edu](mailto:online@westga.edu) • 678-839-6248 • [Live Chat](#)
- All students are auto-enrolled in a CourseDen course on how to use the D2L tools
- You can ask UWG Online if you'd like to include a quiz in your course to test students' knowledge.
- [USG 24-Hour D2L Help](#)
- [UWG Online Knowledge Base for FAQs & Tutorials](#)
  - See the [New to Online](#) and [Student Success](#) sections
- [Orientation Options \(Live, Recorded, Interactive, and Asynchronous\)](#)

## ACCESSIBILITY ACCOMMODATIONS

I will make accommodations for students who submit a UWG SAR (student accommodation report) from [Accessibility Services](#). Students requiring short-term accommodations may work through Health Services [Patient Advocates](#). If unusual circumstances arise, let me know **as soon as you can**, not a few days before an assignment or test/quiz is due. Don't wait until after the first assignment or test/quiz to talk with me! I am here to facilitate your learning, but I need to be informed to do so.

## Course Schedule

- The course schedule and assignments are **subject to change** in order to accommodate special guests, speakers, reinforce course material, and maintain some flexibility.
- **Additional reading, listening, and viewing assignments will be made throughout the semester.**
- **You are responsible for all material assigned.**
- **All assignments below are either submitted via the CourseDen Assignments dropbox, a designated assessment tool, or they are completed in a CourseDen discussion board unless otherwise specified.**

<b>COMM 6057 Course Schedule</b>		
<b>Date</b>	<b>Topic</b>	<b>Due Dates &amp; Reminders</b>
<b>Week 1</b>	<b>Syllabus/Introductions</b>	
<b>Week 2</b>	<b>Social Crowds, Voice, &amp; Branding</b>	
<b>Week 3</b>	<b>Audience Targeting/Segmentation</b>	
<b>Week 4</b>	<b>Concepts and Campaigns</b>	
<b>Week 5</b>	<b>SNS Measurement &amp; Management</b>	

<b>Week 6</b>	<b>Social Metrics &amp; Tools</b>	
<b>Week 7</b>	<b>Digital/Social Analytics</b>	
<b>Week 8</b>	<b>Social Media Research</b>	
<b>Week 9</b>	<b>PR, Advertising, &amp; Marketing Plans</b>	
<b>Week 10</b>	<b>Content Management</b>	<b>- Analytics Assignment due</b>
<b>Week 11</b>	<b>Social Media Data Law &amp; Ethics</b>	
<b>Week 12</b>	<b>Customer Relationships &amp; Content</b>	
<b>Week 13</b>	<b>Employee Engagement</b>	
<b>Week 14</b>	<b>Future of Social Media Measurement &amp; Management</b>	<b>- Strategic Plan (Draft) due</b>

<b>Week 15</b>	<b>Wrap-up Week</b>	<b>- Reflection Papers due</b>
<b>Week 16</b>	<b>Thanksgiving Break</b>	
<b>Week 17</b>	<b>Strategic Plan Presentations (Group A)</b>	
<b>Week 18</b>	<b>Strategic Plan Presentations (Group B)</b>	<b>- Strategic Plan (Final) due</b>

# COMM - 6058 - Digital and Social Media Communication Analytics & Evaluation

2021-2022 Graduate New Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

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If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/  
Department\*

Department of Mass Communications

Is this a School of Nursing or University College course?  Yes  No

Is this a College of Education course?  Yes  No

Is this a Department of Mass Communication course?  Yes  No

## Course Information

Course Prefix\*

Course Number\* 6058

Course Title\* Digital and Social Media Communication Analytics & Evaluation

Course Type\*

**Catalog Course Description\*** In this course, students will examine digital and social media analytics strategies, identify key metrics used for measuring communication performance, compare and implement native and third-party analytics tools, and practice evaluating and reporting analytics results.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?  Yes  No

If yes, indicate maximum number of credit hours counted toward graduation. N/A

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to the M.S. in Digital and Social Media Communication or permission of instructor.

384/511

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Status\***  Active-Visible  Inactive-Hidden

**Frequency - How many semesters per year will this course be offered?**

1

**Grading\***

Graduate Standard Letter

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

## Justification and Assessment

**What is the rationale for adding this course?\***

The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment. COMM 6058-Digital and Social Media Communication Analytics and Evaluation is one of eight new courses required of students enrolled in the program and is a core course within the degree.

**Student Learning Outcomes\***

1. Understand the significance of social media data metrics and analytics in helping individuals and institutions examine and enhance their communication with audiences
2. Identify data metrics and select key performance indicators (KPIs) for assessment of digital and social media efforts
3. Compare native (e.g., Facebook, Twitter, Instagram) and third-party social media analytics tools (e.g., Hootsuite, Google Analytics)
4. Understand and apply Google Analytics tool for website optimization
5. Analyze digital and social media data to obtain insights and recommendations
6. Evaluate and effectively communicate findings and report conclusions based on results of digital and social media data analysis

**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

**1.) Syllabus**

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

**Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** N/A

**Fee Justification**

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.

## **COMM 6058-01 – Digital and Social Media Analytics & Evaluation**

**Semester:** Fall 2022

**Credit Hours:** 3 credit hours

**Contact Information:** Patrick Hadley, Ph.D.

- Physical Office: Humanities Bldg: 214
- Office Phone: 678-839-4931
- Google Voice Phone: 404-919-7349
- Physical Office Hours: Mon/Wed 10:00 am - 11:00 am, 2:00 pm - 3:30 pm
- Virtual Office Hours: Mon - Thurs 10:00 am - 11:00 am, 2:00 pm - 3:30 pm (other times by appointment)

**Course Description:** In this course, students will examine digital and social media analytics strategies, identify key metrics used for measuring communication performance, compare and implement native and third-party analytics tools, and practice evaluating and reporting analytics results.

**Prerequisites and Corequisites:** Admission to the M.S. in Digital and Social Media Communication or permission of instructor.

**Meeting Times:** Course delivery is 100% online

**Materials:** There is no physical textbook assigned for this course. Links to assigned content for reading and viewing will be posted on CourseDen. Content resources include Google Analytics Academy and Hootsuite Academy.

### **Learning Outcomes:**

- Understand the significance of social media data metrics and analytics in helping individuals and institutions examine and enhance their communication with audiences
- Identify data metrics and select key performance indicators (KPIs) for assessment of digital and social media efforts
- Compare native (e.g., Facebook, Twitter, Instagram) and third-party social media analytics tools (e.g., Hootsuite, Google Analytics)
- Understand and apply Google Analytics tool for website optimization
- Analyze digital and social media data to obtain insights and recommendations
- Evaluate and effectively communicate findings and report conclusions based on results of digital and social media data analysis

### **Evaluation**

90% - 100% - A

80% - 89% - B

70% - 79% - C

60% - 69% - D

Below 60% - F

## Assignments

Discussion/Blog Posts: 15%

Google Analytics for Beginners Certification = 20%

Analytics Exercises: 25%

Final Analytics Project: 30%

Narrated Screencast of Analytics Project Presentation: 10%

## Schedule

WEEK	TOPIC
Wk 1	Introduction and Significance of Digital and Social Media Analytics
Wk 2	Basic Data Analysis Concepts/Techniques
Wk 3	Setting Goals, Objectives, Benchmarks
Wk 4	Introduction to Google Analytics
Wk 5	Google Analytics: Basic Reports
Wk 6	Google Analytics: Campaign and Conversion Tracking
Wk 7	Social Media Analytics and Evaluation: Overview
Wk 8	Social Media - Native Analytics Tools
Wk 9	Social Media- 3rd Party Analytics Tools
Wk 10	Interpreting and Reporting Analytics Results
Wk 11	Visualizing Analytics
Wk 12	Discussion of Analytics Project Proposals
Wk 13	Project Updates
Wk 14	Project Updates
Wk 15	Project Presentations

Link to the common language

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

# COMM - 6600 - Digital and Social Media Communication Theories

2021-2022 Graduate New Course Request

## General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Mass Communications

Is this a School of Nursina or

Yes  No

389/511

Is this a College of  ...  ...

University College course?\*

Is this a college or  
Education course? \*  Yes  No

Is this a Department  
of Mass  
Communication  
course? \*  Yes  
 No

## Course Information

Course Prefix\*

COMM

Course Number\* 6600

Course Title\* Digital and Social Media Communication Theories

Course Type\*

Mass Communications

**Catalog Course Description\*** A survey course that explores a variety of communication theories to understand how communication, technology, and ideology work interconnectedly to shape our perceptions of reality, politics, the self and "the other" in the context of digital and social media. Consideration is given to how ontological, epistemological, and axiological assumptions guide theory development.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation? \*  
 Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\*  
n/a

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** Admission to M.S. in Digital and Social Media program or permission of instructor

**Concurrent Prerequisites**

390/511

**Corequisites**

Corequisites

Cross-listing

Restrictions

Status\*  Active-Visible  Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

1

Grading\*

Graduate Standard Letter

Type of Delivery (Select all that apply)\*

- Carrollton or Newnan Campus: Face-to-Face  
 Entirely Online  
 Hybrid  
 Fully Online

## Justification and Assessment

What is the rationale for adding this course?\*

The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment. COMM 6600-Digital and Social Media Communication Theories is one of eight new courses required of students enrolled in the program and is part of the foundational offerings of the degree.

Student Learning Outcomes\*

1. Demonstrate advanced understanding of communication theories.
2. Use communication theories to analyze current trends in media.
3. Apply communication theories to produce effective content in a given context.

### REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

#### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus\*  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** n/a

### Fee Justification

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.

**COMM 6600: Digital and Social Media Communication Theories**  
**Fall 2022**  
**3 Credit Hours**

Instructor: Dr. Melanie Conrad

Email: [mconrad@westga.edu](mailto:mconrad@westga.edu)

Office: HUM 218

Office Hours: M/W 8:30-9:30, 12:30-2:00  
(other times by appointment)

Phone: 678-839-4930

Prerequisites/Corequisites: Graduate Student or Special Permission

Meeting Times: This course is 100% online.

**Course Description:**

A survey course that explores a variety of communication theories to understand how communication, technology, and ideology work interconnectedly to shape our perceptions of reality, politics, the self and "the other" in the context of digital and social media. Consideration is given to how ontological, epistemological, and axiological assumptions guide theory development.

**Learning Outcomes:**

1. Demonstrate advanced understanding of communication theories.
2. Use communication theories to analyze current trends in media.
3. Apply communication theories to produce effective content in a given context.

**Grades:** Final grades will be based on a total of 450 points. Grades will be computed on a percentage basis such that 90- 100% = A, 80-89.9 = B, etc.

**Textbook:**

Text #1

Title: Understanding Communication Theory: A Beginner's Guide

Author: Stephen Croucher

Publisher: Routledge

Text #2

Title Media and Cultural Studies Keyworks

Editors: Meenkashi Gigi Durham and Douglas M. Kellner.

Publisher: Blackwell Publishing.

## [Syllabi Common Language](#)

### **Assessments:**

**Discussions:** For each unit students will write a discussion post in which they will describe one of the theories discussed in the unit, either in class or the textbook. They will apply this theory to an artifact of their choosing (personal experience, TV show, movie, speech, news article, cartoon, social media post, etc.). They will critique, comment or extend on a classmate's post. When necessary, sources should be cited in the post. Students will then lead a class discussion on the theory and analysis on their assigned class date. More details will be provided as the semester progresses.

**Midterm Exam:** Midway through the semester, students will complete an essay exam which will test their knowledge on foundational concepts covered in the class to date. More details will be provided as the semester progresses.

**Research Paper:** For this assignment each student will write an essay of 2000-2500 words applying a Communication theory to analyze a communication artifact in depth. The final essay will include an in-depth explanation of the theory, literature review, application of the theory, and interpretation of results. Students will present their research to the class. Portions of the paper will be turned in for a grade throughout the semester. They must be turned in on time to receive credit. These include the Idea/Rationale Statement, Annotated Bibliography, and Review of Literature. Additional details will be discussed in class and posted on Course Den. The point breakdown for this assignment is as follows:

- Idea/Rationale 25 pts
- Annotated Bibliography 25 pts
- Review of Literature 25 pts
- Presentation 25 pts.
- Final paper 100 pts

## Schedule

**\*This is a tentative schedule. Deviations may be necessary.\***

Unit/Date	Tasks	Due Dates
Unit 1: Introduction to Communication Theory 1/7-1/18	Read Ch. 1-4 (Croucher) Durham & Kellner Part 1	Discussion: 1/18
Unit 2: Digital and Social Media in Interpersonal and Small Group Communication Theory 1/21-2/8	Read Ch. 5 & 8 (Croucher) Durham & Kellner Part 2	Idea/Rationale: 2/6 Discussion: 2/8
Unit 3: Digital and Social Media in Organizational, Health, Mass Communication Theory 2/11-3/1	Read Ch. 6, 9, 10 (Croucher) Durham & Kellner Part 3	Discussion: 3/1
Unit 4: Digital and Social Media in Intercultural, Critical Cultural Communication Theory 3/4-3/29	Read Ch. 7 & 13 (Croucher) Durham & Kellner Part 4	Ann. Bibliography: 3/6 Discussion: 3/29
Unit 5: Digital and Social Media in Persuasion, Rhetorical Communication Theory 4/1- 4/19	Read Ch. 11-12 (Croucher) Durham & Kellner Parts 5-6	Lit. Review: 4/3 Discussion: 4/29
Research Paper	Presentations: 4/22-29	Paper: 4/29

# COMM - 6654 - Digital and Social Media Communication Law

2021-2022 Graduate New Course Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

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](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Mass Communications

Is this a School of Nursina or

Yes  No

396/511

Is this a College of  ...  ...

University College  
course?\*

Is this a College of  
Education course? \*  Yes  No

Is this a Department  
of Mass  
Communication  
course? \*  Yes  
 No

## Course Information

Course Prefix\*

COMM

Course Number\* 6654

Course Title\* Digital and Social Media Communication Law

Course Type\*

Mass Communications

**Catalog Course Description\*** This course examines the legal context that applies to digital and social media communication. You will explore how digital and social media communication technologies have transformed the legal framework in areas such as freedom of speech and press, libel, privacy, copyright, and obscenity.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*  Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\* N/A

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

**Prerequisites** Admission to the M.S. in Digital and Social Media Communication or permission of instructor.

**Concurrent Prerequisites**

397/511

**Corequisites**

Corequisites

Cross-listing

Restrictions

Status\*  Active-Visible  Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

1

Grading\*

Graduate Standard Letter

Type of Delivery (Select all that apply)\*

Carrollton or Newnan Campus: Face-to-Face

Entirely Online

Hybrid

Fully Online

## Justification and Assessment

What is the rationale for adding this course?\*

The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment. COMM 6654 - Digital and Social Media Communication Law is one of eight new courses required of students enrolled in the program and is part of the foundational offerings of the degree.

Student Learning Outcomes\*

1. Students will understand the constitutional, statutory, and common laws, as well as administrative rules, that apply to digital and social media communication.
2. Students will explore the philosophy supporting freedom of speech and press in the digital and social media context and the legal principles that protect and constrain that freedom.
3. Students will develop practical frameworks to analyze and evaluate legal issues likely to confront digital and social media communicators in the areas of freedom of speech and press, censorship, libel, invasion of privacy, obscenity, indecency, copyright, and advertising.

## REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/IWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** N/A

## Fee Justification

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.

## **COMM 6654-01 - Digital and Social Media Communication Law**

**Semester:** Fall 2022

**Credit Hours:** 3 credit hours

**Contact Information:** Patrick Hadley, Ph.D.

- Physical Office: Humanities Bldg, Room 214
- Office Phone: 678-839-4931
- Google Voice Phone: 404-919-7349
- Email: [phadley@westga.edu](mailto:phadley@westga.edu) (CourseDen email preferred for course-related communication)

**Course Description:** This course examines the legal context that applies to digital and social media communication. You will explore how digital and social media communication technologies have transformed the legal framework in areas such as freedom of speech and press, libel, privacy, copyright, and obscenity.

**Prerequisites and Corequisites:** Admission to the M.S. in Digital and Social Media Communication or permission of instructor.

**Meeting Times:** Course delivery is 100% online

**Required Materials:** Stewart, D. R. (Ed.). (2017). *Social media and the law : A guidebook for communication students and professionals*. Routledge.

In addition to the book cited above, links will be posted on CourseDen to other required content.

### **Learning Outcomes:**

- Students will understand the constitutional, statutory, and common laws, as well as administrative rules, that apply to digital and social media communication.
- Students will explore the philosophy supporting freedom of speech and press in the digital and social media context and the legal principles that protect and constrain that freedom.
- Students will develop practical frameworks to analyze and evaluate legal issues likely to confront digital and social media communicators in the areas of freedom of speech and press, censorship, libel, invasion of privacy, obscenity, indecency, copyright, and advertising.

### **Evaluation**

- 90% - 100% - A
- 80% - 89% - B
- 70% - 79% - C
- 60% - 69% - D
- Below 60% - F

## Assignments

- Discussion Posts: 15%
- Abstracts of Law Journal Articles: (2 x 10%) = 20%
- Exam: 25%
- Final Research Paper: 40%

## Schedule

<b>Week</b>	<b>Topics</b>
1	Introduction and Course Overview
2	The First Amendment, Section 230, and Online Speech Restrictions
3	Student Speech
4	Obscenity, Revenge Pornography and Cyberbullying
5	Libel
6	Copyright
7	Ownership and Control of Content
8	Exam
9	Privacy and Terms of Use
10	Social Media Policies for Journalists
11	Social Media Policies for Advertising and Public Relations
12	Digital Media Law Considerations for Websites and Email
13 - 15	Updates and Discussions on Final Research Paper

## Common Language for Course Syllabi

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

# COMM - 6655 - Digital and Social Media Communication Capstone

2021-2022 Graduate New Course Request

## General Information

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Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Department of Mass Communications

Is this a School of Nursing or  Yes  No

402/511

Is this a College of  ...  ...

University College  
course?\*

Is this a college or  
Education course? \*  Yes  No

Is this a Department  
of Mass  
Communication  
course? \*  Yes  
 No

## Course Information

Course Prefix\*

COMM

Course Number\* 6655

Course Title\* Digital and Social Media Communication Capstone

Course Type\*

Mass Communications

Catalog Course  
Description\*

The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital & Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable  
credit hour course?\*

Yes  No

Lec Hrs\* 2

Lab Hrs\* 2

Credit Hrs\* 3

Can a student take  
this course multiple  
times, each attempt  
counting separately  
toward graduation?  
\*

Yes  
 No

If yes, indicate  
maximum number  
of credit hours  
counted toward  
graduation.\*  
N/A

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to M.S. in Digital and Social Media Communication program or permission of instructor

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Status\***  Active-Visible  Inactive-Hidden

**Frequency - How many semesters per year will this course be offered?**

1

**Grading\***

Graduate Standard Letter

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Justification and Assessment**

**What is the rationale for adding this course?\***

The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment. COMM 6655-Digital and Social Media Communication Capstone is one of eight new courses required of students enrolled in the program and is the culmination of the degree.

**Student Learning Outcomes\***

1. Use research to develop realistic communication goals
2. Successfully develop a comprehensive and thoughtful communication campaign featuring digital strategy and/or social media
3. Design strategic campaign materials that meet a target client's needs
4. Deliver a professional pitch to a target client
5. Produce a professional digital portfolio that demonstrates competency and mastery of digital and social media communication concepts and skills

**REQUIRED ATTACHMENTS**

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

**1.) Syllabus**

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

**Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 20

**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.

## COMM 6655: Digital and Social Media Communication Capstone

100% Online

Fall 2022

### GENERAL INFORMATION

**Instructor:** Brad Yates, Ph.D.

**Office:** Humanities 151

Department of Mass Communications

University of West Georgia

**Office Hours:** TWR 2:00-4:00 p.m.

By Appointment and Virtually

Available via UWG e-mail or Google Voice Text: (678) 752-7239

[Google Meet Link](#)

**Telephone:** (678) 839-4938

**Email:** [byates@westga.edu](mailto:byates@westga.edu)

**Important Note:** Read this entire course syllabus **carefully**. You are responsible for all the information contained herein. Ignorance of the policies of the class will not be an acceptable excuse.

### OFFICE HOURS

I am available to address matters of concern. Please schedule an appointment with me or use my virtual office hours. If you visit my office at other times, I may not be available because of other duties I must attend to each day.

If you have problems in the class, **it is YOUR responsibility** to initiate contact with me. I cannot help you if you do not communicate with me. Let me know of any problems **early** in the semester. I **will not** accept excuses for poor performance or missing assignments/tests/quizzes, especially late in the semester.

### TEXT & ADDITIONAL MATERIALS

1. No Text Required
2. Supplemental readings from selected textbooks, newspapers, magazines and online sites will be assigned throughout the semester as well as the viewing or listening of various online, radio, and television programs or examining selected online sites.

### ABOUT THE COURSE

The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital & Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design.

Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice.

### **Student Learning Outcomes:**

- Use research to develop realistic communication goals
- Successfully develop a comprehensive and thoughtful communication campaign featuring digital strategy and/or social media
- Design strategic campaign materials that meet a target client's needs
- Deliver a professional pitch to a target client

- Produce a professional digital portfolio that demonstrates competency and mastery of digital and social media communication concepts and skills

**Digital and Social Media Communication Program Learning Outcomes**

- Create engaging digital and social media content within ethical and legal parameters
- Identify foundational theories in digital and social media communication
- Apply effective digital and social media campaign strategies
- Evaluate metrics and interpret digital and social media analytics
- Design and execute a rigorous, portfolio-building, capstone project

GRADING POLICY

Grades **earned** in this class are based solely on the following:

Campaign Design – **25%**

Campaign Pitch – **25%**

Portfolio – **50%**

Grading Scale:

A=90-100%

C=70-79%

F=59% and below

B=80-89%

D=60-69%

\*Note: I reserve the right to change the assignments and point values in an effort to meet the objectives of the course. Ample notice will be provided if such changes are made.

COMMUNICATION & VIRTUAL OFFICE HOURS

Communication Tools	Rules
CourseDen	Use this account as the primary method of communication for the duration of this course. Class-related inquiries should be sent in CourseDen e-mail.
UWG E-mail Account <a href="mailto:byates@westga.edu">byates@westga.edu</a>	Use this account for all non-class related inquiries. General class-related inquiries may be copied to this address. The official university communication to students is through campus e-mail ( <a href="#">myUWG</a> ). Be sure to access this several times a week to keep up-to-date on important information from the university.
My Response Time	Necessary responses to your e-mail inquiries will be sent <b>within 48 hours</b> or less assuming there is no extenuating circumstance that does not allow for a response within the designated timeframe.
Google Voice 678-752-7239	Use this number to leave class-related voicemails or texts.
Office Phone 678-839-4938	Use this number for all non-class related inquiries unless we have made special arrangements to converse via phone.
Emergencies	If you have to contact me because of an emergency, you may use CourseDen e-mail, my e-mail, office phone, or Google Voice.
Office Hours	I will maintain <b>virtual office hours from 2:00-4:00 p.m. Tuesdays, Wednesdays, and Thursdays</b> during the semester and will be accessible via e-mail and <a href="#">Google Meet</a> . You may also schedule a face-to-face, phone, or virtual appointment outside of office hours.

STUDENT RIGHTS AND RESPONSIBILITIES

Students, please carefully review the following information at this link: [UWG Syllabus Policies](#).

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

STUDENT SUPPORT

There are several resources available to students to help them navigate through the course learning systems you are using with your courses, as well as information on how students can access a wealth of student services virtually.

- UWG Online Help Desk (8 a.m. until 8 p.m., Monday through Thursday; until 5 p.m. on Friday)
- [online@westga.edu](mailto:online@westga.edu) • 678-839-6248 • [Live Chat](#)
- All students are auto-enrolled in a CourseDen course on how to use the D2L tools
- You can ask UWG Online if you'd like to include a quiz in your course to test students' knowledge.
- [USG 24-Hour D2L Help](#)
- [UWG Online Knowledge Base for FAQs & Tutorials](#)
  - See the [New to Online](#) and [Student Success](#) sections
- [Orientation Options \(Live, Recorded, Interactive, and Asynchronous\)](#)

LATE/MAKE-UP ASSIGNMENTS & TESTS/QUIZZES

**Late assignments:** Late assignments will be accepted at my discretion. If a late assignment is deemed acceptable, it will **suffer a half a letter grade penalty for each day** it is late.

**Make-up assignments and tests/quizzes:** Any make-up assignments or tests/quizzes will be administered at my discretion. All requests to make-up assignments or tests/quizzes must be substantiated with official documentation as to why you were unable to complete your work. Acceptable situations include a serious incapacitating illness or a death in your family, among others. See Health Services [Patient Advocates](#) when relevant to obtain official documentation.

ACADEMIC DISHONESTY

Academic dishonesty is NOT tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) in accordance with the academic misconduct policy as stated in the latest Student Handbook. University of West Georgia Honor Code defines academic dishonesty as cheating, fabrication, plagiarism and facilitating or allowing academic dishonesty in any academic exercise.

**Cheating:** using or attempting to use unauthorized materials, information or study aids

**Fabrication:** falsification or unauthorized invention of any information or citation

**Plagiarism:** representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

Academic dishonesty in any form compromises your grade and lowers the quality of your diploma. A fellow student who cheats may actually lower your grade, sometimes causing unfair and inflated grading scales. I hope each of you values your college education enough to protect yourself from dishonest classmates. If you are aware of cheating taking place, please contact me or the Associate Vice President for Academic Affairs, Dr. Jill Drake, and proper action will be taken.

ACCESSIBILITY ACCOMMODATIONS

I will make accommodations for students who submit a UWG SAR (student accommodation report) from [Accessibility Services](#). Students requiring short-term accommodations may work through Health Services [Patient Advocates](#). If unusual circumstances arise, let me know **as soon as you can**, not a few days before an assignment or test/quiz is due. Don't wait until after the first assignment or test/quiz to talk with me! I am here to facilitate your learning, but I need to be informed to do so.

**COURSE SCHEDULE**

- The course schedule and assignments are **subject to change** in order to accommodate special guests, speakers, reinforce course material, and maintain some flexibility.
- **Additional reading, listening, and viewing assignments will be made throughout the semester.**
- **You are responsible for all material assigned.**
- **All assignments below are either submitted via the CourseDen Assignments dropbox, a designated assessment tool, or they are completed in a CourseDen discussion board unless otherwise specified. Tests will be administered via the Quizzes tool.**

<b>Week/Dates</b>	<b>Module</b>	<b>Topic or Activity</b>
Week 1	Orientation Module	Overview of Course
Weeks 2 & 3	Module 1 – Communication Plan	Identify Target Client Develop Communication Plan
Weeks 4, 5 & 6	Module 2 – Campaign Design	Digital Strategy Social Media Campaign Principles Design Campaign
Weeks 7 & 8	Module 3 – Pitch Development	Pitch Principles Outline Pitch
Weeks 9, 10, 11	Module 4 – Portfolio Development	Portfolio Best Practices
Weeks 12, 13, 14	Module 5- Pitch Evaluation	Make Pitch to Target Client Client Feedback & Evaluation
Weeks 15 & 16	Module 6 – Portfolio Evaluation	Submit Portfolio Final Evaluation

## **COMM 6684-01 – Research Methods in Digital and Social Media Communication**

**Semester:** Fall 2022

**Credit Hours:** 3 credit hours

**Contact Information:** Patrick Hadley, Ph.D.

- Physical Office: Humanities Bldg: 214
- Office Phone: 678-839-4931
- Google Voice Phone: 404-919-7349
- Physical Office Hours: Mon/Wed 10:00 am - 11:00 am, 2:00 pm - 3:30 pm
- Virtual Office Hours: Mon - Thurs 10:00 am - 11:00 am, 2:00 pm - 3:30 pm (other times by appointment)

**Course Description:** This course examines common research methods and strategies used when evaluating online communication tools. Emphasis will be on digital and social media applications and their implications for content, user-creators, and user-audiences.

**Prerequisites and Corequisites:** Admission to the M.S. in Digital and Social Media Communication or permission of instructor.

**Meeting Times:** Course delivery is 100% online

**Materials:** There are no required physical textbooks for this course. All required content will be available online. Recommended resources are listed below:

- Edwards, V. (2016). *Research skills for journalists*. Routledge.
- Sloan, L. & Quan-Haase, A. (Eds.) (2017). *The SAGE Handbook of Social Media Research Methods*. Routledge.
- Rogers, R. (2019). *Doing digital methods*. SAGE.

### **Learning Outcomes:**

- Understand the structure and methodology of research studies conducted on issues involving digital and social media applications
- Apply appropriate communication research methods to design a research study examining digital and social media issues
- Analyze and evaluate digital and social media data
- Apply appropriate numerical and statistical concepts in evaluating digital and social media data
- Create effective presentations to report results of research on digital and social media issues
- Apply tools and methods to generate data visualizations that accurately and vividly illustrate digital and social media research findings

### **Evaluation**

- 90% - 100% - A
- 80% - 89% - B
- 70% - 79% - C
- 60% - 69% - D
- Below 60% - F

## Assignments

- Discussion Posts: 15%
- Applied Research Exercises: 2 @ 10% = 20%
- Exam: 25%
- Final Research Paper/Project - 40%

## Schedule

WEEK	TOPIC
1	Introduction and Overview - Journalists and Media Professionals as Researchers
2	Conceptualizing & Designing Digital and Social Media Research
3	Data Collection and Storage
4 - 5	Quantitative Approaches to Digital and Social Media Data
6 - 7	Qualitative Approaches to Digital and Social Media Data
8	Exam
9	Research and Analytical Tools
10	Twitter Research
11	Instagram and Facebook Research
12	Research on Other Digital and Social Media Platforms
13	Project Updates
14	Project Updates
15	Project Presentations and Course Conclusion

Link to the common language

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

# COMM - 6684 - Research Methods in Digital and Social Media Communication

2021-2022 Graduate New Course Request

## General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

## Routing Information

**Routes cannot be changed after a proposal is launched.**

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/  
Department\*

Department of Mass Communications

Is this a School of Nursing or University College course?  Yes  No

Is this a College of Education course?  Yes  No

Is this a Department of Mass Communication course?  Yes  No

## Course Information

Course Prefix\*

Course Number\* 6684

Course Title\* Research Methods in Digital and Social Media Communication

Course Type\*

Catalog Course Description\* This course examines common research methods and strategies used when evaluating online communication tools. Emphasis will be on digital and social media applications and their implications for content, user-creators, and user-audiences.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?  Yes  No

If yes, indicate maximum number of credit hours counted toward graduation. N/A

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to the M.S. in Digital and Social Media Communication or permission of instructor.

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**Status\***  Active-Visible  Inactive-Hidden

**Frequency - How many semesters per year will this course be offered?**

1

**Grading\***

Graduate Standard Letter

**Type of Delivery (Select all that apply)\***

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

**Justification and Assessment**

**What is the rationale for adding this course?\***

The M.S. in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment. COMM 6684 - Research Methods in Digital and Social Media Communication is one of eight new courses required of students enrolled in the program and is part of the foundational offerings of the degree.

**Student Learning Outcomes\***

1. Understand the structure and methodology of research studies conducted on issues involving digital and social media applications
2. Apply appropriate communication research methods to design a research study examining digital and social media issues
3. Analyze and evaluate digital and social media data
4. Apply appropriate numerical and statistical concepts in evaluating digital and social media data
5. Create effective presentations to report results of research on digital and social media issues
6. Apply tools and methods to generate data visualizations that accurately and vividly illustrate digital and social media research findings

## REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 30

**Will this course have special fees or tuition required?\***  Yes  
 No

**If yes, what will the fee be?\*** N/A

## Fee Justification

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**Master of Science (BS)**

**Digital & Social Media Communication (CIP 090799)**

<b>Student Learning Outcome</b>	<b>Strategic Plan Connection</b>
Create engaging digital and social media content within ethical and legal parameters	Priority 1 - Relevance: UWG will continue to evolve to be more relevant to students' needs (both inside and outside the classroom), as well as adapting to a changing world and economy.

<p>Apply foundational theories in digital and social media communication</p>	<p>Priority 1 - Relevance: UWG will continue to evolve to be more relevant to students' needs (both inside and outside the classroom), as well as adapting to a changing world and economy.</p>
<p>Apply effective digital and social media campaign strategies</p>	<p>Priority 1 - Relevance: UWG will continue to evolve to be more relevant to students' needs (both inside and outside the classroom), as well as adapting to a changing world and economy.</p>
<p>Evaluate metrics and interpret digital and social media analytics</p>	<p>Priority 1 - Relevance: UWG will continue to evolve to be more relevant to students' needs (both inside and outside the classroom), as well as adapting to a changing world and economy.</p>
<p>Design and execute a rigorous, portfolio-building, capstone project</p>	<p>Priority 1 - Relevance: Launch or advance each students' career before graduation by ensuring they work on at least one meaningful project (experiential learning) that takes a semester or more to complete.</p>

Measure/Method	Success Criterion	AY18
<p>All students will be required to complete COMM 6655 – Digital &amp; Social Media Communication Capstone. The course description and program learning outcomes are as follows: The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital &amp; Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice. The program learning outcomes will be assessed through an evaluation of the final research-based portfolio by a committee of graduate faculty. Students will be evaluated on a rubric that measures the five program learning outcomes on a five-point scale: Highly Developed = 5; Developed = 4; Emerging = 3; Beginning = 2; Insufficient = 1. Criteria include communication goals, research support, application of theory, campaign strategies, metrics for digital success, interpretation of digital and social media analytics, project design, and project execution (e.g., pitch). Additionally, all graduates will be administered an exit survey assessing their learning experience and collecting data on job placement, job promotion, or other benefits as a result of their graduate program success.</p>	<p>Students must achieve an overall average score of 4/5 or 80%. Additionally, students will complete a comprehensive examination that will be scored by graduate faculty on a pass/fail basis using a similar version of the portfolio project rubric</p>	

AY19	AY20	Interpretation & Use of Results	Improvement Plan

**Academic Year 2022-2023**  
**Program Map without Summer Option**  
**M.S. in Digital and Social Media Communication**

**YEAR 1**

<b>TERM 1 (Fall)</b>		<b>TERM 2 (Spring)</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
COMM 6684 – Research Methods in Digital and Social Media Communication	3	COMM 6056 – Digital and Social Media Communication Storytelling	3
COMM 6600 – Digital and Social Media Communication Theories	3	COMM 6057 – Digital and Social Media Communication Strategies	3
COMM 6055 – Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3	COMM 6055 – Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3
<b>SEMESTER TOTAL</b>	<b>9</b>	<b>SEMESTER TOTAL</b>	<b>9</b>
<b>Milestones</b>		<b>Milestones</b>	
Electives – 9 hours: Must take at least one COMM 6055. Additional six hours may be COMM 6055 (repeatable as topics vary) or 5/6xxx outside the program.		Electives – 9 hours: Must take at least one COMM 6055. Additional six hours may be COMM 6055 (repeatable as topics vary) or 5/6xxx outside the program.	

**YEAR 2**

<b>TERM 1 (Fall)</b>		<b>TERM 2 (Spring)</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
COMM 6055 – Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3	COMM 6655 – Digital and Social Media Communication Capstone*	3
COMM 6654 – Digital and Social Media Communication Law	3		
COMM 6058 – Digital and Social Media Communication Analytics and Evaluation	3		
<b>SEMESTER TOTAL</b>	<b>9</b>	<b>SEMESTER TOTAL</b>	<b>3</b>
<b>Milestones</b>		<b>Milestones</b>	
Complete Foundational Courses: COMM 6600, COMM 6654, and COMM 6684		*Capstone: Submit Portfolio Project and complete Comprehensive Exams	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Graduate Catalog, which is the official guide for completing degree requirements.

**Alternative Program Map with Summer Option**

The program courses do not have to be taken sequentially. A 6-hour course load will be considered full-time enrollment, but courses will be offered so students may take additional credit hours if desired. The program may be completed in two years with or without summer courses.

<b>Academic Year 2022-2023</b>			
<b>Program Map with Summer Option</b>			
<b>M.S. in Digital and Social Media Communication</b>			
<b>YEAR 1</b>			
<b>Term 1 (Fall)</b>		<b>Term 2 (Spring)</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
COMM 6684 – Research Methods in Digital and Social Media Communication	3	COMM 6056 – Digital and Social Media Communication Storytelling	3
COMM 6600 – Digital and Social Media Communication Theories	3	COMM 6057 – Digital and Social Media Communication Strategies	3
<b>SEMESTER TOTAL</b>	<b>6</b>	<b>SEMESTER TOTAL</b>	<b>6</b>
<b>YEAR 1 – Summer Option</b>			
<b>Term 3 (Summer)</b>			
<b>Course</b>	<b>Credits</b>		
COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3		
COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3		
<b>SEMESTER TOTAL</b>	<b>6</b>		
<b>Milestones</b>			
Electives – 9 hours: Must take at least one COMM 6055. Additional six hours may be COMM 6055 (repeatable as topics vary) or 5/6xxx outside the program.			
<b>YEAR 2</b>			
<b>Term 1 (Fall)</b>		<b>Term 2 (Spring)</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
COMM 6654 – Digital and Social Media Communication Law	3	COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3
COMM 6058 – Digital and Social Media Communication Analytics and Evaluation	3	COMM 6655 – Digital and Social Media Communication Capstone*	3
<b>SEMESTER TOTAL</b>	<b>6</b>	<b>SEMESTER TOTAL</b>	<b>6</b>
<b>Milestones</b>		<b>Milestones</b>	
Complete Foundational Courses: COMM 6600, COMM 6654, and COMM 6684		*Capstone: Submit Portfolio Project and complete Comprehensive Exams	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Graduate Catalog, which is the official guide for completing degree requirements.

# Digital and Social Media Communication

## 2021-2022 Graduate New Program Request

### General Information

Welcome to the University of West Georgia's curriculum management system.

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](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2022

Program Type\*

- Degree Program
- Embedded Certificate
- Stand-Alone Certificate
- Minor
- Endorsement
- Educator Certification

If embedded, please list the parent program.

### Routing Information

## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being 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 [curriculum@westga.edu](mailto:curriculum@westga.edu).

**School/ Department\***

**Is this a School of Nursing Program?\***  Yes  No

**Is this a College of Education Program?\***  Yes  No

**Is this a Department of Mass Communications Program?\***  Yes  No

### Program Information

**Program Name\***

**Degree Type\***

**Program Description\*** The Master of Science in Digital and Social Media Communication seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career or pursue further graduate studies. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment.

**Program Location\***

**Status\***  Active-Visible  Inactive-Hidden

**How will the proposed program be delivered?\***

- Face-to-Face  
 Online Only  
 Hybrid

## Curriculum Information

Select *Program* below, unless creating an *Acalog Shared Core*.

**Type of Program\***

- Program  
 Shared Core

### PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

#### Step 1 - Adding Courses to the Program

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

For new courses going through a Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

#### Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

## Digital and Social Media Communication Foundational Courses (9 Hours)

Nine hours of foundational courses provide students the building blocks of graduate study in digital and social media communication in the areas of law, theory, and research.

**COMM 6654 Digital and Social Media  
Communication Law**

**COMM 6684 Research Methods in Digital and  
Social Media Communication**

**COMM 6600 Digital and Social Media  
Communication Theories**

## Digital and Social Media Communication Core Courses (9 hours)

Nine hours of core program courses train students in digital and social media communication storytelling, strategies, and analytics and evaluation. The knowledge and skills learned in these courses will be synthesized and applied in a final capstone portfolio project.

**COMM 6056 Digital and Social Media  
Communication Storytelling**

**COMM 6057 Digital and Social Media  
Communication Strategies**

**COMM 6058 Digital and Social Media  
Communication Analytics and Evaluation**

## Digital and Social Media Communication Electives (9 hours)

Digital and Social Media Communication elective courses are seminar-style courses that provide students the opportunity to explore critical issues and trending topics within digital and social media communication. Students must earn three hours of COMM 6055 Seminar - Topics in Digital and Social Media Communication, and 6 additional hours of digital and social media elective courses or courses selected from graduate courses outside of the Digital and Social Media Communication degree program. Students may take up to six hours of courses from any 5000 or 6000-level courses in ANTH, CRIM, MGNT, MKTG, POLS, PSYC, or SOCI. Additional elective options must be approved by the graduate coordinator. COMM 6055 Seminar - Topics in Digital and Social Media Communication is repeatable as topics vary up to nine hours.

**COMM 6055 Seminar - Topics in Digital and  
Social Media Communication**

## Digital and Social Media Communication Capstone (3 hours)

The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital & Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice. Must complete Comprehensive Exams as part of this course.

**COMM 6655 Digital and Social Media Communication Capstone**

## Justification and Assessment

**Rationale\*** The proposed degree program is one of the first of its kind in the USG because it emphasizes digital and social media communication via an online delivery mode. Of the 18 graduate degrees and certificate programs in the USG, only three are dedicated to digital media. Georgia Tech offers an in-person Master of Science degree in Digital Media, but its focus is “advanced study in digital media design and critique.” The degree used to be known as Information Design and Technology, and it relies on a “studio and seminar-based curriculum.” It is quite different from the proposed degree program. Georgia State offers a Digital Media Strategies concentration within its Master of Arts in Communication program. The program is delivered on-campus. Kennesaw State University offers a post-baccalaureate certificate in digital and social media in a fully online format. The four-course certificate program delivers each course in seven-week increments. The proposed 100% online master’s degree in digital and social media communication offers much more depth than KSU’s certificate program and centers on digital content creation for multiple digital and social media platforms. Further, the new degree program is designed to train students in communication theories, strategies, and analytics to ensure effective messaging to key stakeholders. Moreover, UWG’s mission includes its commitment “to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online” (UWG Mission, 2021). The proposed degree program readily aligns with the University’s pledge to offer educational opportunities that will enable students to receive high-quality training at the graduate level in an online environment. Furthermore, the degree program builds on the existing strengths of the Mass Communications program and its faculty to offer graduate students learning opportunities that will impact economic development and address the demands of the job market in the digital and social media communication arena. The relevance of this program is extremely high given the digital communication landscape that permeates across multiple disciplines and career fields. Additionally, the program will keep UWG highly competitive in the graduate degree area since, as noted before, a digital and social media communication degree will be the only fully online degree of its kind in the state and among a limited few that focus on digital communication in the USG. Mass Communications alumni are among the target audiences for the program, and these individuals already feel a sense of place at UWG based on their undergraduate experiences. A graduate program will only serve to

enhance the feeling of belonging and reinforce the third pillar of UWG's strategic plan.

**Program Learning Outcomes - Please provide PLOs in a numbered list format.\***

1. Create engaging digital and social media content within ethical and legal parameters
2. Apply foundational theories in digital and social media communication
3. Apply effective digital and social media campaign strategies
4. Evaluate metrics and interpret digital and social media analytics
5. Design and execute a rigorous, portfolio-building, capstone project

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@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** Per discussions in Fall 2020, this program will constitute substantive change for two reasons: new course content at a different level than currently offered (prospectus), and the program requires notification because it is 100% online.

## REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

### 1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

### 2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

### 3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

### 4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

**Program Map\***  I have attached the Program Map.

**USGBOR One Step Proposal\***  I have attached the USGBOR One Step Proposal.  
 N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

**Assessment Plan\***  I have attached the Assessment Plan.  
 N/A - Assessment Plan is not required (minor is a part of an existing major).

**Curriculum Map Assessment\***  I have attached the Curriculum Map.

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

## **M.S. in Digital and Social Media Communication**

### **Purpose**

The **M.S. in Digital and Social Media Communication** in the Department of Mass Communications/School of Communication, Film, and Media [official name to TBD] seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment.

### **Objectives**

- 1) Create engaging digital and social media content within ethical and legal parameters
- 2) Apply foundational theories in digital and social media communication
- 3) Apply effective digital and social media campaign strategies
- 4) Evaluate metrics and interpret digital and social media analytics
- 5) Design and execute a rigorous, portfolio-building, capstone project

### **Required Admission Criteria:**

- Graduate application
- Resume/CV (two pages)
- Official transcripts from all colleges/universities attended
- Earned baccalaureate degree; 3.0 overall undergraduate GPA or higher preferred
- Two letters of recommendation from individuals who can evaluate the applicant's potential for advanced professional growth through graduate studies in digital and social media communication
- 500-word statement of educational or professional goals
- Portfolio/sample work which demonstrates evidence of professional competence
- Evidence of English language proficiency
- Admission will be restricted to fall term only (full-time or part-time)

### **Supplemental Material – Not Required**

- GRE, MAT, or LSAT (In lieu of standardized test scores, academic credentials and/or professional experience will be considered)
- For international applicants, a minimum score of 69 on the internet-based (IBT) TOEFL or 523 on the paper-based TOEFL examination is required

**Program of Study – 30 Hours**

**Foundational Courses – 9 hours**

Course Prefix and Number	Course Title	Credit Hours	Existing or New
COMM 6654	Digital and Social Media Communication Law	3	New
COMM 6684	Research Methods in Digital and Social Media Communication	3	New
COMM 6600	Digital and Social Media Communication Theories	3	New

**Digital and Social Media Core Courses – 9 hours**

Course Prefix and Number	Course Title	Credit Hours	Existing or New
COMM 6056	Digital and Social Media Communication Storytelling	3	New
COMM 6057	Digital and Social Media Communication Strategies	3	New
COMM 6058	Digital and Social Media Communication Analytics and Evaluation	3	New

**Digital and Social Media Communication Electives – 9 hours**

Course Prefix and Number	Course Title	Credit Hours	Existing or New
COMM 6055	Seminar – Topics in Digital and Social Media Communication (Repeatable)	3-9	New
5xxx/6xxx	Courses outside of degree program	0-6	Existing

**Capstone Project or Exit Paper – 3 hours**

COMM 6655	COMM 6655 – Digital and Social Media Communication Capstone*	3	New
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\*Must complete Comprehensive Exams

<b>INSTRUCTIONS</b>	<b>CURRICULUM MAPPING TEMPLATE</b>								
<p><b>1. Insert your Department</b> (Ex: English, Education, Biology, Criminology, etc.)</p> <p><b>2. Insert your specific Degree Program</b> (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p><b>3. Under the "Courses" Column, list out the individual courses for your specific degree program.</b> (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p><b>4. Under each "PL-SLO", list out your specific program level student learning outcomes.</b> (Ex: Student demonstrates competence in critical thinking.)</p> <p><b>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</b></p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p><b>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</b></p>	DEPARTMENT:	Mass Communications			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
	PROGRAM:	MS - Digital and Social Media Communication			COURSES	Create engaging digital and social media content within ethical and legal parameters	Identify foundational theories in digital and social media communication	Apply effective digital and social media campaign strategies	Evaluate metrics and interpret digital and social media analytics
	1	COMM 6654	I						
	2	COMM 6684						I	
	3	COMM 6600				I			
		<b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	COMM 6055		R			
			5	COMM 6056	R		I		I
			6	COMM 6057	R		R		R
			7	COMM 6058				R	
		<b>REINFORCED:</b> Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8	COMM 6655	M, A	M, A	M, A	M, A	M, A
			9						
			10						
			11						
			12						
		<b>MASTERED:</b> Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13						
			14						
			15						
			16						
			17						
			18						
			19						
		<b>**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.</b>	20						
			21						
			22						



# UNIVERSITY SYSTEM OF GEORGIA

## USG Academic Degree Program Application

Released  
December 1, 2020

**Point of Contacts**

Dr. Martha Venn  
Vice Chancellor for Academic Affairs  
[martha.venn@usg.edu](mailto:martha.venn@usg.edu)

Dr. Rebecca Corvey  
Associate Vice Chancellor for Academic Affairs  
[rebecca.corvey@usg.edu](mailto:rebecca.corvey@usg.edu)

**Version Control**

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>

**NOTE:**

*Italicization* indicates a question or field on the in-take form

^= indicates accreditation related content

**USG Routing**

- Program was part of the Annual Academic Forecast (will be part of FY22 Academic Forecast)*
- This proposal can be expedited (Nexus, established concentration with strong enrollment)*
- This proposal requires USG integrated review*

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## USG ACADEMIC PROGRAM APPLICATION

### A. OVERVIEW

*To be completed as part of SharePoint Submission*

1. *Request ID: (SharePoint Generated unique ID) (Jill Drake will add upon submission)*
2. *Institution Name: University of West Georgia*
3. *USG Sector: Regional Comprehensive*
4. *School/Division/College: Academic Affairs*
5. *Academic Department: Mass Communications*
6. *Proposed Program Name: Digital and Social Media Communication*
7. *Major: Digital and Social Media Communication*
8. *CIP Code (6 digit): 09.0702*
9. *Degree Level: Master's*
10. *Anticipated Implementation Semester and Year^: Fall 2022*
11. *Was this program listed in the most recent Academic Forecast?*  
 *Yes (FY22)*  
 *No (If no, explain why below)*
12. *Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):*

The **Master of Science in Digital and Social Media Communication** seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career or pursue further graduate studies. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today's crowded digital/social media environment.

13. Accreditation<sup>^</sup>: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

N/A

14. Specify **SACSCOC** or other accreditation organization requirements<sup>^</sup>.

Mark all that apply.

- Substantive change requiring notification only <sup>1</sup>
- Substantive change requiring approval prior to implementation <sup>2</sup>
- Level Change <sup>3</sup>
- None

## B. STRATEGIC PLAN

15. How does the program align with your institutional mission and function<sup>^</sup>?

If the program does not align, provide a compelling rationale for the institution to offer the program.

UWG's mission includes its commitment "to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online" (UWG Mission, 2021). The proposed degree program readily aligns with the University's pledge to offer educational opportunities that will enable students to receive high-quality training at the graduate level in an online environment. Moreover, the degree program builds on the existing strengths of the Mass Communications program and its faculty to offer graduate students learning opportunities that will impact economic development and address the demands of the job market in the digital and social media communication arena. The relevance of this program is extremely high given the digital communication landscape that permeates across multiple disciplines and career fields. Moreover, the program will keep UWG highly competitive in the graduate degree area since a digital and social media communication degree will be the only fully online degree of its kind in the state and among a limited few that focus on digital communication in the USG. Mass Communications alumni are among the target audiences for the program, and these individuals already feel a sense of place at UWG based on their undergraduate experiences. A graduate program will only serve to enhance the feeling of belonging and reinforce the third pillar of UWG's strategic plan.

16. How does the program align with your institution's strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

Academic programs are reviewed on an ongoing basis throughout the academic year. As part of the annual evaluation process, each Vice President maintains a scorecard which reflects metrics related to their performance in the four strategic imperatives identified in the UWG strategic plan. The robustness of current and new academic programs is addressed in the Provost's scorecard in three areas, all associated with the strategic imperative of Academic Success. Enrollment is tracked continuously for all academic programs, with special attention to the new and innovative programs. Semester credit hour production is used for both programs and departments to align university resources across student affairs, budget and facilities, personnel, advancement, and ITS divisions. Post-approval analyses include a review of items included in the demand for the program submitted by the faculty. There have been five new programs implemented in the last four years at UWG and in all of these cases, enrollment is adequate.

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<sup>1</sup> See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

<sup>2</sup> See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

<sup>3</sup> See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

8 new courses

Up to two (2) existing courses outside of the unit may be taken (0-6 credit hours), but a student may take all courses within the unit by repeating the seminar course that covers multiple topics.

### C. NEED

17. *Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives?*

No

*Yes (If yes, use the space below to explain how their input informed this proposal)*

Mass Communications has hosted its signature event, Media Day, for approximately 40 years. This event connects student with professionals (often our alumni) in communication, film, and media and provides students and faculty the opportunity to learn about the knowledge and skills necessary to succeed in careers in these industries. From information gathered from alumni, employers, and community leaders at recent Media Days, it became clear to faculty and staff that digital and social media communication training is paramount for those entering or seeking to advance in their careers. This realization was reinforced by guest speakers who present in our classes or share their career advice to our student organizations. Additionally, internship site supervisors provided valuable feedback in their evaluation of our interns, noting the key skills necessary to advance and grow in the field. Moreover, our recent accreditation self-study and site visit emphasized the need to be at the forefront of digital and social media communication training to give our students the best opportunity to succeed. To adhere to the accreditation team's recommendation, we plan to formalize the network of alumni, employers, and community leaders and establish a Professional Advisory Board to help inform curriculum design so that our courses remain current and relevant.

18. *Does the program align with any local, regional, or state workforce strategies or plans?*

No

*Yes (If yes, please explain below)*

The M.S. in Digital and Social Media Communication includes a variety of learning outcomes that align directly with the Georgia Film Consortium (formerly Georgia Film Academy), which noted "Industry **growth** is projected to generate 40,000 jobs in Georgia over the next 18 months with a \$2 billion investment. Television & Film production jobs in GA pay an average salary of \$84,000." Similarly, Qlik data indicates a 37.5% increase in Media and Communication jobs in the next five years throughout the state.

19. *Provide any additional evidence of regional demand for the program^ (e.g. prospective student interest survey data, community needs, letters of support from employers)*

As noted in question 18, demand for the program's graduates will be increasing dramatically over the next decade, and often we will be preparing students for an industry that is expanding annually. Linked directly to this growth, research supports that student demand is increasingly linked to career related programs. The M.S. in Digital and Social Media Communication provides an avenue for advancement for over 1,000 graduates already in the field who

want to advance in their careers. Further, community partners who participate in our annual Media Day stress the need for graduates with advanced training in digital and social media.

20. Identify the partners you are working with to create a career pipeline with this program<sup>4</sup>.<sup>^</sup>

Mark all that apply

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> High School CTAE       | <input checked="" type="checkbox"/> Employers                 | <i>leading to employment: CNN, Cox Media Group, iHeart Media, Southwire, Tanner Health System, WRBL-TV</i> |
| <input type="checkbox"/> High School STEM       | <input checked="" type="checkbox"/> Community partnerships    |  |
| <input type="checkbox"/> Career academies       | <input checked="" type="checkbox"/> Professional associations |  |
| <input type="checkbox"/> TCSG programs          | <input checked="" type="checkbox"/> Other (specify below)     |  |
| <input type="checkbox"/> Other USG institutions | <i>Annual Media Day partners offer</i>                        |  |
- Other universities *internships to students, often*

None

21. Are there any competing programs at your own institution?

No

Yes (If yes, provide additional information about the competing program(s) below).

22. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.

The program's service area is primarily, but not exclusively, the State of Georgia.

23. Do any other higher education institutions in close proximity offer a similar program?

No

Yes (If yes, provide a rationale for the institution to offer the program)

The proposed degree program is one of the first of its kind in the USG because it emphasizes digital and social media communication via an online delivery mode. Of the **18** graduate degrees and certificate programs (see table below) in the USG, only three are dedicated to digital media. Georgia Tech offers an in-person Master of Science degree in Digital Media, but its focus is "advanced study in digital media design and critique." The degree used to be known as Information Design and Technology, and it relies on a "studio and seminar-based curriculum." It is quite different from the proposed degree program. Georgia State offers a Digital Media Strategies concentration within its Master of Arts in Communication program. The program is delivered on-campus. Kennesaw State University offers a post-baccalaureate certificate in digital and social media in a fully online format. The four-course certificate program delivers each course in seven-week increments. The proposed 100% online master's degree in digital and social media communication offers much more depth than KSU's certificate program and centers on digital content creation for multiple digital and social media platforms. Further, the new degree program is designed to train students in communication theories, strategies, and analytics to ensure effective messaging to key stakeholders.

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<sup>4</sup> Provide letters of support and explain the collaboration and how partners will share or contribute resources. (Consider internal pipeline programs – "off-ramp program" Nursing to integrated health or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if we can)

<b>Institution</b>	<b>Degree</b>	<b>Major</b>	<b>Delivery Mode</b>
Columbus State University	Master of Arts	Communication <u>Concentrations</u> *Strategic Communication Management *Creative Services Management	Hybrid
Georgia Institute of Technology	Master of Science	Digital Media	On Campus
Georgia Institute of Technology	Master of Science	Global Media and Cultures	On Campus
Georgia Institute of Technology	Doctor of Philosophy	Digital Media	On Campus
Georgia Southern University	Master of Arts	Professional Communication and Leadership	On Campus
Georgia State University	Master of Arts	Communication <u>Concentrations</u> *Digital Media Strategies *Human Communication *Mass Communication	On Campus
Kennesaw State University	Post-Baccalaureate Certificate	Digital and Social Media	Online
Kennesaw State University	Master of Arts	Integrated Global Communication	On Campus
Middle Georgia State University	Post-Baccalaureate Certificate	Technical Writing and Digital Communication	Online
University of Georgia	Master of Fine Arts	Film, Television and Digital Media	On Campus
University of Georgia	Post-Baccalaureate Certificate	Media Industry Research	On Campus
University of Georgia	Master of Fine Arts	Narrative Media Writing	On Campus
University of Georgia	Post-Master's Certificate	Media Industry Research	On Campus
University of Georgia	Master of Arts	Communication Studies	On Campus
University of Georgia	Master of Arts	Journalism and Mass Communication	On Campus/Online
University of Georgia	Doctor of Philosophy	Communication Studies	On Campus
University of Georgia	Doctor of Philosophy	Mass Communication	On Campus
Valdosta State	Master of Arts	Communication	On Campus

24. Based on the program's study area, what is the employment outlook for occupations related to the program, according to the CIP to SOC crosswalk in the Qlik [IPEDS Application](#) ^ . An Excel version of the CIP to SOC crosswalk is also available from [NCES](#). If data for the study area is not available, then use state- or national-level data.

- a. Click [here](#) for US and Georgia occupation projections
- b. Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)
- c. For a custom Georgia geography – request a Jobs EQ report from **USG Academic Affairs office**.

Related Occupation	SOC code	Current Employment [2018 Year]	Projected Employment [2028]	# Change	% Change	Average Annual Openings
Film and Video Editors	27-4032	1,300	1,880	580	3.8	210
Fundraisers	13-1131	2,670	3,170	500	18.9	360
Managers, All Other (Digital Content Managers)	11-9199	28,430	30,750	2,320	8.2	2,470
Public Relations Managers	11-2032	1,920	2,200	280	14.6	200
Public Relations Specialists	27-3031	5,250	5,990	740	14.0	660

25. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.^

Similar or Related Programs	CIP Code	Supply <sup>1</sup>	Competitor Institutions <sup>2</sup>
Communication and Media Studies	09-0100	3	Brenau
Communication, Journalism, and Related Programs	09-9999	2	Georgia Southern
Digital Communication and Media/Multimedia	09-0702	90	Savannah College of Art and Design
Digital Communication and Media/Multimedia	09-0702	10	Georgia Institute of Technology

<sup>1</sup> Supply = Number of program graduates last year within the study area

<sup>2</sup> Competitors = List other institutions that offer this program or a similar program in the area (see [Question 23](#))

26. Based on the data provided in questions **24** and **25**, discuss how this program will help address a need or gap in the labor market?^

Job projections in question 24 indicate a demand of 3,800 new jobs in the next 7 years while the state produces 105 graduates per year as noted in question 25. This results in an unmet demand of 3,065 jobs in the field by 2028.

27. Using data from **O\*-Net**, identify the average salary for the related occupations identified in question 24. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org. (Standard Occupation Code = SOC)

SOC Code (6 digit)	Average Salary (O-Net data)	Occupation specific technology skills & KSAs
11-2032	<p>Workers on average earn \$105,080 (Georgia)</p> <p>Workers on average earn \$116,180 (U.S.)</p>	<p><u>Technical Skills via O-Net</u></p> <ul style="list-style-type: none"> <li>• Desktop publishing software</li> <li>• Graphics or photo imaging software</li> <li>• Video creation and editing software</li> </ul> <p><u>Knowledge, Skills and Abilities</u></p> <ul style="list-style-type: none"> <li>• <b>Write interesting and effective press releases</b>, prepare information for media kits, and develop and maintain company internet or intranet web pages.</li> <li>• <b>Identify main client groups and audiences</b>, determine the best way to communicate publicity information to them, and develop and implement a communication plan.</li> <li>• <b>Manage special events</b>, such as sponsorship of races, parties introducing new products, or other activities the firm supports, to gain public attention through the media without advertising directly.</li> </ul>
27-4032	<p>Workers on average earn \$52,530 (Georgia)</p> <p>Workers on average earn \$63,780 (U.S.)</p>	<p><u>Technical Skills via O-Net</u></p> <ul style="list-style-type: none"> <li>• Customer relationship management CRM software</li> <li>• Desktop publishing software</li> <li>• Electronic mail software</li> <li>• Presentation software</li> </ul> <p><u>Knowledge, Skills and Abilities</u></p> <ul style="list-style-type: none"> <li>• <b>Communications and Media</b> — Knowledge of media production, communication, and dissemination techniques and methods. This</li> </ul>

		<p>includes alternative ways to inform and entertain via written, oral, and visual media.</p> <ul style="list-style-type: none"> <li>• <b>Complex Problem Solving</b> — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.</li> <li>• <b>Fluency of Ideas</b> — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).</li> </ul>
27-3031	<p>Workers on average earn \$54,670 (Georgia)</p> <p>Workers on average earn \$61,150 (U.S.)</p>	<p><u>Technical Skills via O-Net</u></p> <ul style="list-style-type: none"> <li>• Graphics or photo imaging software</li> <li>• Video creation and editing software</li> <li>• Web page creation and editing software</li> </ul> <p><u>Knowledge, Skills and Abilities</u></p> <ul style="list-style-type: none"> <li>• <b>Customer and Personal Service</b> — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</li> <li>• <b>Coordination</b> — Adjusting actions in relation to others' actions.</li> <li>• <b>Oral Comprehension</b> — The ability to listen to and understand information and ideas presented through spoken words and sentences.</li> </ul>
11-9199	<p>Workers on average earn \$101,770 (Georgia)</p> <p>Workers on average earn \$110,630 (U.S.)</p>	<p><u>Technical Skills via O-Net</u></p> <ul style="list-style-type: none"> <li>• Analytical or scientific software</li> <li>• Electronic mail software</li> <li>• Project management software</li> </ul> <p><u>Knowledge, Skills and Abilities</u></p> <ul style="list-style-type: none"> <li>• <b>Administration and Management</b> — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling,</li> </ul>

		<p>leadership technique, production methods, and coordination of people and resources.</p> <ul style="list-style-type: none"> <li>• <b>Active Listening</b> – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</li> <li>• <b>Oral Expression</b> — The ability to communicate information and ideas in speaking so others will understand.</li> </ul>
13-1131	<p>Workers on average earn \$49,560 (Georgia)</p> <p>Workers on average earn (\$57,970)</p>	<p><u>Technical Skills via O-Net</u></p> <ul style="list-style-type: none"> <li>• Customer relationship management CRM software</li> <li>• Desktop publishing software</li> <li>• Electronic mail software</li> <li>• Presentation software</li> </ul> <p><u>Knowledge, Skills and Abilities</u></p> <ul style="list-style-type: none"> <li>• <b>Communications and Media</b> — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.</li> <li>• <b>Persuasion</b> — Persuading others to change their minds or behavior.</li> <li>• <b>Written Expression</b> — The ability to communicate information and ideas in writing so others will understand.</li> </ul>

Notes:

28. Using **GOSA Earning and Learnings data**, what is the typical salary range 5 years after graduation from the program?

Average Salary	75 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile
1 year after graduation	\$60,647	\$47,345	\$34,424
5 years after graduation	\$81,394	\$60,429	\$43,420

Provide any additional comments, if needed:

Per US Bureau of Labor: Note that the average salary is lower because the category is broader and covers lower earning areas, like journalism.

*29. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^*

According to **O\*-Net** Online, the future is bright in all of these categories (film and video editors, fundraisers, managers – specifically, digital content managers, public relations managers, and public relations specialists) in the State of Georgia.

**D. CURRICULUM**

30. Enter the number of credit hours required to graduate ^

**30**

31. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual [here](#) for more information).

No

Yes (If yes, explain the rationale for the request in the space below)

32. Related to SACSCOC accreditation, specify if the program format of the proposed program is a ^:

Format (Check 1)	50% or more of the program is delivered online
<input type="checkbox"/> Combination of on-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/> Combination of off-campus and online	<input type="checkbox"/> Yes
<input checked="" type="checkbox"/> Hybrid, combination delivery	<input checked="" type="checkbox"/> Yes

33. Is the program synchronous or asynchronous?<sup>5</sup> Mark one of the options below.

Synchronous

*The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.*

Asynchronous

34. If the proposed program awards undergraduate degrees, which **High Impact Practices**<sup>6</sup> (HIPs) will faculty embed into the program? Mark all that apply. **N/A**

First-Year Experiences

Diversity/Global Learning

Common Intellectual Experiences

ePortfolios

Learning Communities

Service Learning, Community Based Learning

Writing-Intensive Courses

Internships

Collaborative Assignments and Projects

Capstone Courses and Projects

Undergraduate Research

<sup>5</sup> See SACSCOC Handbook for Institutions Seeking Initial Accreditation [here](#).

<sup>6</sup> See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

35. Discuss how HIPs will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required. **N/A**  
 (i.e. “Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in... etc.”).

36. Does the program take advantage of any USG initiatives? **N/A**

*Mark all that apply, and provide a letter of support from applicable initiatives’ leadership.*

eCampus

Georgia Film Academy

FinTECH

Other: Specify Initiative Here

37. ^For associate’s, Nexus, and bachelor’s degree proposals, list the specific occupational technical skills, and KSAs identified in question 27 and show how they related to the program learning outcomes. Insert more rows as needed. **N/A**

Complete this chart for the upper division or major curriculum only.

<sup>1</sup> Direct measures may include assessments, HIPs, exams, etc.

Alignment of Occupational KSAs <sup>1</sup>	Student Learning Outcome (s)	Direct Measure (s)	Data Source

38. For associate’s, Nexus, and bachelor’s degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.  
 Insert more rows as needed. **N/A**

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s) <sup>1</sup>
Critical Thinking/Problem Solving		
Oral/Written Communications		
Team Work/ Collaboration		
Digital Technology		
Leadership		
Professionalism/ Work Ethic		
Career Management		
Global/Intercultural Fluency		

<sup>1</sup> Direct measures may include assessments, HIPs, exams, etc.

39. How will learning outcomes for the program be assessed?^ Attach the curriculum map for the upper division or major curriculum.

All students will be required to complete COMM 6655 – Digital & Social Media Communication Capstone. The course description and program learning outcomes are as follows:

*The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital & Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice.*

- 1) *Create engaging digital and social media content within ethical and legal parameters*
- 2) *Apply foundational theories in digital and social media communication*
- 3) *Apply effective digital and social media campaign strategies*
- 4) *Evaluate metrics and interpret digital and social media analytics*
- 5) *Design and execute a rigorous, portfolio-building, capstone project*

The program learning outcomes will be assessed through an evaluation of the final research-based portfolio by a committee of graduate faculty. Students will be evaluated on a rubric that measures the five program learning outcomes (see below) on a five-point scale: Highly Developed = 5; Developed = 4; Emerging = 3; Beginning = 2; Insufficient = 1. Criteria include communication goals, research support, application of theory, campaign strategies, metrics for digital success, interpretation of digital and social media analytics, project design, and project execution

(e.g., pitch). Students must achieve an overall average score of 4/5 or 80%. Additionally, students will complete a comprehensive examination that will be scored by graduate faculty on a pass/fail basis using a similar version of the portfolio project rubric.

40. How will outcomes for graduates of the program be assessed?

*(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)*

All graduates will be administered an exit survey assessing their learning experience and collecting data on job placement, job promotion, or other benefits as a result of the graduate program success.

41. List the entire course of study required to complete the academic program. ^

Include course: prefixes, numbers, titles, and credit hour requirements

Indicate the word “new” beside new courses

Include a program of study

**Digital and Social Media Communication Foundational Courses – 9 hours**

Course Prefix and Number	Course Title	Credit Hours	Existing or New
COMM 6654	Digital and Social Media Communication Law	3	New
COMM 6684	Research Methods in Digital and Social Media Communication	3	New
COMM 6600	Digital and Social Media Communication Theories	3	New

**Digital and Social Media Communication Core Courses – 9 hours**

Course Prefix and Number	Course Title	Credit Hours	Existing or New
COMM 6056	Digital and Social Media Communication Storytelling	3	New
COMM 6057	Digital and Social Media Communication Strategies	3	New
COMM 6058	Digital and Social Media Communication Analytics and Evaluation	3	New

**Digital and Social Media Communication Electives – 9 hours**

Course Prefix and Number	Course Title	Credit Hours	Existing or New
COMM 6055	Seminar – Topics in Digital and Social Media Communication (Repeatable)	3-9	New
5xxx/6xxx	Courses outside of degree program	0-6	Existing

**Digital and Social Media Communication Capstone – 3 hours**

Course Prefix and Number	Course Title	Credit Hours	Existing or New
COMM 6655	Digital and Social Media Communication Capstone*	3	New

\*Must complete Comprehensive Exams

The program courses do not have to be taken sequentially. A 6-hour course load will be considered full-time enrollment, but courses will be offered so students may take additional credit hours if desired. The program may be completed in two years with or without summer courses.

**Sample Program of Study – 6 credit hours (with summer option)**

	Semester	Course/Title	Hours
Year 1	Fall	COMM 6684 – Research Methods in Digital and Social Media Communication	3
		COMM 6600 – Digital and Social Media Communication Theories	3
	Spring	COMM 6056 – Digital and Social Media Communication Storytelling	3
		COMM 6057 – Digital and Social Communication Strategies	3
	Summer	COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3
		COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3
Year 2	Fall	COMM 6058 – Digital and Social Media Communication Analytics and Evaluation	3
		COMM 6654 – Digital and Social Media Communication Law	3
	Spring	COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3
		COMM 6655 – Digital and Social Media Communication Capstone*	3

**Sample Program of Study – 9 credit hours (no summer classes)**

	<b>Semester</b>	<b>Course/Title</b>	<b>Hours</b>
Year 1	Fall	COMM 6684 – Research Methods in Digital and Social Media Communication	3
		COMM 6600 – Digital and Social Media Communication Theories	3
		COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3
	Spring	COMM 6056 – Digital and Social Media Communication Storytelling	3
		COMM 6057 – Digital and Social Media Communication Strategies	3
		COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3
Year 2	Fall	COMM 6058 – Digital and Social Media Communication Analytics and Evaluation	3
		COMM 6654 – Digital and Social Media Communication Law	3
		COMM 6055 - Seminar – Topics in Digital and Social Media Communication (Elective) <b>or</b> 5/6xxx – Outside Program	3
	Spring	COMM 6655 – Digital and Social Media Communication Capstone*	3

\*Must complete Comprehensive Exams

**E. IMPLEMENTATION**

42. Provide an enrollment projection for the next four academic years<sup>^</sup>

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2022-23	2023-24	2024-25	2025-26
Base enrollment <sup>1</sup>		20	25	30
Lost to Attrition (should be negative)		-5	-5	-5
New to the institution	20	20	20	20
Shifted from Other programs within your institution				
<b>Total Enrollment</b>		35	45	50
Graduates	0	10	15	20
Carry forward base enrollment for next year	20	25	30	30

<sup>1</sup>Total enrollment for year 1 becomes the base enrollment for year 2

- a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

Enrollment estimates are based on the strong demand for this program as noted earlier in questions 18-19, and projected job growth as noted in questions 22-26. The program will be cohort-based enrolling 20 per year during the first five years of establishing the program. Resource estimates below reflect this projection. There is no reason to believe that applications and enrollment cannot meet this threshold given the data presented here.

- b. *If projections are significantly different than enrollment growth for the institution overall, please explain.*

Enrollment growth in graduate programs at UWG matches this projection.

43. If projected program enrollment is not realized in year two, what actions are you prepared to take?

While there is no evidence that such a high demand program will not meet projected enrollment, should the cohort not meet enrollment targets the program will be placed on the low producing programs report after year two. That will necessitate a detailed program analysis by the AVP for academic programming, which will in turn inform an action plan to either increase enrollment or deactivate the program.

44. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

New online programs are marketed via [GeorgiaOnMyLine](#) and [UWG Online](#). GeorgiaOnMyLine.org includes the program description, admissions information, and accreditation details. UWG Online highlights online and partially online degrees including program description, cost, courses, faculty, admissions criteria, admissions dates, and program objectives. UWG has excelled in the last seven years in graduate education, predominantly online. Students are well aware of the opportunities that are being developed and all of our 40+ partners from Media Day have been notified of our plans and they will market internally. University Communications and Marketing will also promote the new program.

45. Provide a brief marketing description for the program that can be used on the Georgia [OnMyLine website](#).

The **M.S. in Digital and Social Media Communication** seeks to provide aspiring practitioners and current working professionals with the tools necessary to advance their career. At the same time, the program emphasizes the kinds of advanced critical thinking skills and theoretical foundations that will serve students beyond existing digital platforms or skill sets. With courses that cut across content creation, analytics, strategic communication, and more, students will leave the program with a better understanding of how to adapt to the evolving emerging media marketplace and adopt the kind of entrepreneurial spirit necessary to stand out in today’s crowded digital/social media environment.

46. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs

**N/A**

*Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.*

<b>Reviewer 1 Name</b>	<b>Reviewer 2 Name</b>	<b>Reviewer 3 Name</b>
Reviewer 1 Title	Reviewer 2 Title	Reviewer 3 Title
Reviewer 1 Institution	Reviewer 2 Institution	Reviewer 3 Institution
Reviewer 1 Email Address	Reviewer 2 Email Address	Reviewer 3 Email Address
Reviewer 1 Phone Number	Reviewer 2 Phone Number	Reviewer 3 Phone Number

**USG Reviewer Name**

USG Reviewer Title

USG Reviewer Institution

USG Reviewer Email Address

USG Reviewer Phone Number



**F. RESOURCES**

**F1. Finance^: Complete and submit the Excel budget template, supporting Excel worksheets, and the questions below** (Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

47. *Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)*

- No (Move to answer question 48)
- Yes (If yes, answer question 47a)

a. *What is the requested differential rate being requested?*

In-State per Semester:     \$Enter Amount

Out-of-State per Semester: \$Enter Amount

48. *If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.*

**N/A**

49. *If student fees are being charged (excluding mandatory fees), explain the benefit to students, by fee.*

**N/A**

50. *Are there any additional financial costs that students will have to take on as part of this program? If so, what strategies have you considered to offset the cost burden? (e.g. software licenses, equipment, travel, etc.)*

**N/A**

51. *How will the institution cover increased indirect costs associated with the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, and replacing or upgrading technology or other infrastructure.*

Program growth and the associated indirect costs at the University of West Georgia will be monitored moving forward through a budget process that allocates resources in accordance with enrollment. Therefore, when a full cohort is enrolled in the first year, semester credit hours will increase and the revenues produced will be returned to the program. Funding to launch the program was built into the School’s budget upon inception in July 2021.

**F2. Faculty**<sup>^</sup> – Explain your faculty and staff plan for the program

52. Discuss how existing courses may be incorporated into this new program:

a. Course Development

# of total courses in the curriculum: **10**

# of existing courses to be part of the new program **0-2**

Net number of new courses to be developed **8**

b. Comment on the costs and workload related to the new course development.

Faculty workload will be distributed in accordance with standard policy such that new preps are disbursed to manage workload. Costs associated with this development are built in to the faculty expectations.

53. Explain how **current faculty and staff** will contribute to the program.<sup>^</sup>

a. *How many faculty will be re-directed to this program from existing programs?*

Sixteen (16) faculty are available to teach in this program and are interested in contributing. Opportunities will be distributed based on student demand and faculty performance to ensure the long-term success of students, the program, and workforce demands. Should enrollment balloon, faculty demands will be assessed.

b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

In the first year, six faculty members will be assigned to deliver one graduate course in either fall or spring. In the second year, two additional faculty members will be added to the rotation so that at least four graduate courses are offered in the fall. Faculty assigned to graduate courses will maintain a three-course load each semester (two undergraduate and one graduate). Faculty will rotate course delivery each year so that as many faculty can contribute to the graduate program as possible based on their expertise. Administrative staff will add application processing, transcript verification, and other tasks to their current duties.

c. List the faculty that will be redirected from their current teaching load assignments to support this new program

In the first year and second year of the program the following faculty will be redirected to teach graduate courses:

Taylor Bryant, Assistant Professor

Patrick Hadley, Associate Professor

Hazel Cole, Associate Professor

Kyle Lorenzano, Assistant Professor

Soo Moon, Professor  
John Sewell, Associate Professor

Kelly Williams, Assistant Professor

- d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

Course	Faculty
COMM 6684 – Research Methods in Digital and Social Media Communication	Kelly Williams, Assistant Professor
COMM 6600 – Digital and Social Media Communication Theories	John Sewell, Associate Professor
COMM 6056 – Digital and Social Media Communication Storytelling	Kyle Lorenzano, Assistant Professor
COMM 6057 – Digital and Social Media Communication Strategies	Taylor Bryant, Assistant Professor
COMM 6055 – Seminar: Topics in Digital and Social Media Communication (Elective) or 5/6xxx – Outside Program	Hazel Cole, Associate Professor (All Faculty Rotate)
COMM 6058 – Digital and Social Media Analytics and Evaluation	Patrick Hadley, Associate Professor
COMM 6654 – Digital and Social Media Communication Law	Patrick Hadley, Professor
COMM 6655 – Digital and Social Media Communication Capstone*	Soo Moon, Professor (All Faculty Rotate)

Minimal part-time faculty monies will be required so that undergraduate courses are covered, and current faculty can be assigned to graduate courses. Additionally, minimal funding for graduate teaching assistants will help with undergraduate course coverage.

- e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

Quality Matters Training \$7,000 (\$7,000 per faculty) – Institutionally provided

- f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours, D, UN, UT, G)	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Taylor Bryant (F)	Assistant Professor	Spring & Summer, COMM 1154 Intro. to Mass Comm., 3, UT; Fall, COMM 3313 Public Relations Principles, 3, UN; Summer, COMM 3354 Digital Social Media & Society, 3, UN; Fall, COMM 4413 Public Relations Cases, 3, UN; Spring, COMM 4414, Public Relations Management, 3, UN; Fall COMM 4421P Practicum: <i>bluestone</i> , 3, UN; Spring, COMM 4451 Public Relations Writing, 3, UN	M.S., Kennesaw State University, Communication and Information Design M.A., Columbia University, Higher and Postsecondary Education B.S., Alabama State University, Business Education	3/3	
Dr. Hazel Cole (F)	Associate Professor	Summer & Fall, COMM 2254 Media Ethics, 3, UN; Spring & Summer & Fall, COMM 3313 Public Relations Principles, 3, UN; Spring, COMM 4421P, Practicum: <i>bluestone</i> , 3, UN; Fall COMM 4444 Public Relations Campaigns, 3, UN; Spring, COMM 4451 Public Relations Writing, 3, UN	Ph.D., The University of Southern Mississippi, Mass Communication and Journalism M.S., The University of Southern Mississippi, Public Relations B.S., The University of Southern Mississippi, Journalism/Public Relations	3/3	Public Relations Concentration Head
Dr. Melanie Conrad (F)	Senior Lecturer	Spring & Summer & Fall, COMM 1110 Public Speaking, 3, UT; Fall, COMM 3320 Small Group Communication, 3, UN	Ph.D., Wayne State University, Rhetorical Theory M.A., Mankato State University, Speech Communication B.A., University of Nebraska-Lincoln, Speech Communication	4/3	
Dr. Camilla Gant (F)	Professor	Spring & Fall, COMM 3357 Diversity & Mass Media, 3, UN	Ph.D., The Ohio State University, Communication	1/1	Chief Administrative Officer & Executive

			M.A., The Ohio State University, Broadcast Journalism B.A., Clark-Atlanta University, Mass Communication		Director for Academic Affairs Douglasville, Former Department Chair
Dr. Patrick Hadley (F)	Associate Professor	Summer, COMM 1154 Intro. to Mass Comm., 3, UT; Summer & Fall, COMM 3350 Telecom & Electronic Media Industry, 3, UN; Spring & Fall, COMM 4454 Media Law, 3, UN; Spring, COMM 4484 Mass Comm Research Methods, 3, UN; Spring & Summer & Fall, 4486 Internship, 3, UN	Ph.D., The Ohio State University, Communication J.D., University of California Los Angeles School of Law, Law B.S., Northwestern University, Industrial Engineering	3/3	Digital Media & Telecommunication Concentration Head
Dr. Michael Hester (F)	Lecturer	Spring & Summer & Fall, COMM 1110 Public Speaking, 3, UT; Spring, COMM 3200 Rhetoric and Social Influence, 3, UN	Ph.D., Georgia State University, Communications M.A., University of Georgia, Speech Communication B.S., West Georgia College, Political Science		
Deon Kay (F)	Associate Professor	Fall, COMM 3305 Short-Form Screenwriting & Analysis, 3, UN; Spring, COMM 3353 Fundamentals of Film & Video Production, 3, UN; Spring & Fall, COMM 4407 Film & Video Post-Production, 3, UN; Fall, COMM 4408 Producing for Film and Video, 3, UN; Spring, COMM 4426 Fiction Film Production, 3, UN	M.F.A., University of Iowa, Film and Video Production B.A., Brown University, Art Semiotics B.A., Brown University, English Literature	3/3	Film & Video Production Concentration Head
Dr. Kyle Lorenzano (F)	Assistant Professor	Fall, COMM 1154 Intro. to Mass Comm., 3, UT; Spring, 3350 Telecom & Electronic Media Industry, 3, UN; Spring & Summer &	Ph.D., Washington State University, Communication M.A., Washington State University, Communication	3/3	

		Fall, COMM 3354 Digital Social Media & Society, 3, UN; Summer, COMM 3355 Media Programming & Management, 3, UN; Spring, COMM 4485 Podcasting, 3, UN; Fall, COMM 4485 Digital Content Creation, 3, UN	B.S., Arizona State University, Communication Studies		
Dr. Soo Moon (F)	Professor	Summer, COMM 1154 Intro. to Mass Comm., 3, UT; Spring, COMM 2254 Media Ethics, 3, UN; Spring & Summer, COMM 3301 Writing & Reporting for Newspaper, 3, UN; Fall, COMM 3302 Public Affairs Reporting, 3, UN; Fall, COMM 3303 Layout & Design, 3, UN; Spring, COMM 4485 Global Media, 3, UN; Fall, COMM 5585 Digital Media & Global Agenda, 3, G	Ph.D., University of Texas Austin, Journalism M.A., Korea University, Journalism & Mass Communication B.A., Korea University, Journalism & Mass Communication	3/3	
Dr. Tonia Phanor (F)	Lecturer	Spring & Summer & Fall, COMM 1110 Public Speaking, 3, UT; Spring, COMM 3330 Advanced Comm. Skills, 3, UN; Fall, COMM 3360 Intercultural Communication, 3, UN	Ph.D., Georgia State University, Public Communication M.A., University of Georgia, Speech Communication B.A., Pepperdine University, Speech Communication & Political Science	4/4	
Christopher Renaud (F)	Associate Professor	Spring, COMM 1154 Intro. to Mass Comm., 3, UT; Summer, COMM 3353 Fundamentals of Film & Video Production, 3, UN; Fall, COMM 3356 Film & Culture, 3, UN; Spring & Summer, COMM 4403 Photojournalism, 3, UN; Fall, COMM 4405	M.F.A., The University of Iowa, Mass Communications: Film & Video Production B.A., The University of Iowa, Cinema & Comparative Literature: Film & Video Production	3/3	

		Sound Design, 3, UN; Spring, COMM 4406 Digital Cinema & Image Design, 3, UN; Fall, COMM 4425 Documentary Production Practices, 3, UN			
Dr. John Sewell (F)	Associate Professor	Summer, COMM 1154 Intro. to Mass Comm., 3, UT; Spring & Fall, COMM 3301 Writing & Reporting for Newspaper, 3, UN; Summer, COMM 4402 Feature Writing, 3, UN; Spring & Fall, COMM 4421N Practicum: <i>The West Georgian</i> , 3, UN; Fall, COMM 4455 Critical Issues in Mass Comm., 3, UN	Ph.D., Georgia State University, Public Communication: Cultural Studies/Critical Theory M.A., East Tennessee State University, Professional Communication B.S., The University of Tennessee Knoxville, Communication	3/3	Convergence Journalism Concentration Head
Andrew Will (F)	Lecturer	Spring & Summer & Fall, COMM 1154 Intro. to Mass Comm., 3, UT; Spring & Summer, COMM 2254 Media Ethics, 3, UN; Spring & Fall, COMM 3301 Writing & Reporting for Newspaper, 3, UN; Spring, COMM 3351 Radio Program Production, 3, UN; Spring, COMM 3352 Fundamentals of TV Production, 3, UN; Fall, COMM 4450 Broadcast News Writing & Reporting	M.A., Southern University and A&M College, Mass Communications B.A., Southern University and A&M College, Mass Communications: Radio & Television	4/4	
Kelly Williams (F)	Assistant Professor	Spring, COMM 4413 Public Relations Cases, 3, UN; Fall, COMM 4414 Public Relations Management, 3, UN; Spring, COMM 4444 Public Relations Campaigns, 3, UN; Summer & Fall,	M.A., Auburn University, Communication B.A., University of West Georgia, Mass Communications	3/3	

		COMM 4451 Public Relations Writing, 3, UN; Spring & Summer & Fall, COMM 4484 Mass Comm Research Methods, 3, UN			
Dr. Misty Wilson (F)	Senior Lecturer	Spring & Summer & Fall, COMM 1110 Public Speaking, 3, UN; Fall, COMM 3340 Advanced Interpersonal Communication, 3, UN; Summer, COMM 4200 Communication & Gender, 3, UN; Spring, COMM 4210 Communication & Conflict, 3, UN	Ph.D., Texas A&M University, Communication M.A., Western Kentucky University, Communication B.A., Olivet Nazarene University, Speech Communication	4/4	
Dr. Brad Yates (F)	Professor	Fall, COMM 3351 Radio Program Production, 3, UN; Spring, COMM 4454 Media Law, 3, UN	Ph.D., University of Florida, Mass Communication M.Ed., Lynchburg College, Curriculum/Instruction M.S., Syracuse University, Television/Radio B.A. Lynchburg College, Communication Studies	1/1	Department Chair

*F, P: Full-time or Part-time. D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate*

54. Explain your plan for new faculty and staff for the program:

a. *How many new faculty will be needed for this program over the next four years? 2*

*Explanation:*

In order to cover the courses in our accredited Mass Communications undergraduate program, our recently approved Film & Video Production undergraduate program, and the new graduate program we need at least two additional full-time tenure-track faculty members in the next four years. One of our full professors, whose area of expertise is in the area of digital media, is on an extended administrative appointment. Therefore, we need to recover the class coverage and service commitment by adding a tenure-track assistant professor line. Further, given the anticipated growth of the graduate program and the robustness of our two undergraduate programs will dictate an additional tenure-track assistant professor line to cover all of our programs.

55. *How many new staff will be needed for this program over the next four years?*

Zero (0) - Staff allocations were built into the development of the School.

- a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

There is a possibility that we could add a Graduate Assistant to assist with the administrative needs of the graduate program that is expected to grow exponentially in the next four years. These needs include application processing, assistantship management, communication, and promotion and marketing of the program. This would align with our experiential learning initiatives for students who want more hands-on experience.

**F3. Facilities – complete the questions below:**

56. Where will the program be offered?^ Mark all that apply

- Main campus
- Satellite campus: Specify Here
- Other: Specify Here
- 100% Online

57. Will new or renovated facilities or space be needed for this program over the next four years?

- No
- Yes (If yes, complete the table below, inserting additional rows as needed).

**Capital Costs for Needed Facilities and Space**

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
<b>New Construction</b>					
<b>Renovations and Infrastructure*</b>					
<b>Purchases: Land, Buildings etc.</b>					
<b>Lease space</b>					
<b>TOTAL Cost</b>			<b>\$0</b>	<b>\$0</b>	

\*Include the name of the building or location being impacted and what will need to be done. Infrastructure includes new systems such as: water, electrical, IT networks, HVAC etc.

58. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

**N/A**

59. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.^

**No**

60. Are any of these new facilities or major renovations listed in the table above (**Question 57**) **NOT** included in the institution-level facilities master plan?

**N/A**

61. Will any of the following types of space (Labs, Fine Arts Spaces Meeting Rooms, Student Study Spaces) be required?

No (Move to Question 63).

Yes (If yes, complete question 62. Insert additional rows as needed).

62. Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices				
Fine Arts Spaces <sup>1</sup>				
Classrooms				
Meeting Rooms				
Student Study Space				
Other (Specify)				

<sup>1</sup>Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

63. Are there facility needs related to accreditation?^ Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

**N/A**

**F4. Technology**

64. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

Start-up costs for faculty members for computer and software are standard procedure at UWG. Since existing faculty will be utilized, all resources for technology are already present.

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1				
2				
3				
4				
5				
6				
<b>Total Technology Costs</b>		<b>0</b>	<b>0</b>	

**G. RISKS AND ASSUMPTIONS**

In the table below, list any risks to the program’s implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
None			

65. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

SACSCOC approval – 2022-23 launch – The program is a substantive change, but it is well within the scope of the institution.

**H. INSTITUTION APPROVAL**

Have you completed and submitted the signature page?

# Mathematics with a Concentration in Applied Mathematics, M.S.

2021-2022 Graduate Delete Program Request

## General Information

Welcome to the University of West Georgia's curriculum management system.

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester \*

Summer

Desired Effective Year \*

2021

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](mailto:curriculog@westga.edu).

Is this a School Nursing Program? \*  Yes  No

Is this a College of Education Program? \*  Yes  No

## Program Information

Select *Program* below, unless deleting an *Acalog 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.

Type of Program \*  Program  
 Shared Core

Program Name \* Mathematics with a Concentration in Applied Mathematics, M.S.

Program Type \*

Degree Type \*

**Program Description \*** This program is designed for those who seek enhanced employment opportunities in industry, government, or two-year college teaching, as well as those who desire to enter a doctoral program. Mathematics has always played an important role in understanding and predicting real-world phenomena, and that role has increased rapidly as many areas of technology and science have advanced in recent years. There has also been an increase in new areas of mathematics used to model these phenomena. A wealth of applications can be found in areas such as economics, biology, computation, social and management sciences, and engineering. The Department of Mathematics at the University of West Georgia has a strong contingent of faculty in applied areas. The program is designed to expose students to a broad range of mathematical subjects that are important in applied fields. The program includes (i) a set of core courses fundamental to the study of applied mathematics, (ii) a broad range of elective courses in several applied areas, and (iii) a research project class.

Program Location \*

Status \*  Active-Visible  Inactive-Hidden

**Prospective  
Curriculum - Not  
Applicable\***

## **Degree Requirements**

A candidate for the M.S. Degree with Concentration in Applied Mathematics must complete a minimum of 30 semester hours of graduate work approved by the department graduate committee. These include: Required Courses (9 semester hours) Electives (21 semester hours) Comprehensive Examination Each candidate for the Concentration in Applied Mathematics must perform satisfactorily on a final comprehensive examination.

## **Required Courses**

**MATH 6253 Mathematical Analysis I**  
**MATH 6263 Mathematical Analysis II**  
**MATH 6363 Partial Differential Equations**

**Total Required: 9 Hours**

## **Electives**

(Choose 7 courses)

**MATH 6003 Dynamical Systems and Applications**  
**MATH 6043 Topics in Number Theory**  
**MATH 6103 Discrete Optimization**  
**MATH 6213 Statistical Methods**  
**MATH 6233 Geometry**  
**MATH 6303 Introduction to Mathematical Control Theory**  
**MATH 6403 Signal Processing**  
**MATH 6413 Advanced Modern Algebra I**  
**MATH 6423 Advanced Modern Algebra II**  
**MATH 6473 Combinatorial Analysis**  
**MATH 6483 Theory of Graphs**  
**MATH 6503 Numerical Methods in Applied Mathematics**  
**MATH 6513 Applied Linear Algebra**  
**MATH 6613 Inverse Problems**  
**MATH 6743 Advanced Perspective on Secondary Mathematics 468/511**  
**MATH 6903 BioMathematics**

MATH 6903 Biomathematics  
MATH 6982 Directed Readings  
MATH 6983 Graduate Research Project

**Total Electives: 21 Hours**

**Total Program: 30 Hours**

## Justification and Assessment

**Rationale\*** The program has suffered from low enrollment for a few years.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@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\*** 16

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.

# Mathematics with a Concentration in Teaching, M.S.

## 2021-2022 Graduate Delete Program Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

Desired Effective Semester \*

Summer

Desired Effective Year \*

2021

What would you like to do?\*

- Deactivate Existing Program  
 Terminate Existing Program

### Routing Information

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Is this a School Nursing Program? \*  Yes  No

Is this a College of Education Program? \*  Yes  No

## Program Information

Select *Program* below, unless deleting an *Acalog 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.

Type of Program \*  Program  
 Shared Core

Program Name \* Mathematics with a Concentration in Teaching, M.S.

Program Type \*

Degree Type \*

**Program Description \*** This program is designed for teachers and aspiring teachers with an undergraduate degree in Mathematics or Mathematics Education who wish to obtain an advanced degree that will make them more qualified and marketable as mathematics teachers at the high school and junior college level. This would also be appropriate for those seeking to enroll in a doctoral program in Mathematics Education or Mathematics. The major elements of the program are (i) mathematics education courses that are specifically designed to address current needs of teachers of secondary mathematics in Georgia and (ii) advanced mathematics courses which promote a greater depth of understanding of concepts relevant to in-class teaching. The Department of Mathematics has graduate faculty with expertise in Mathematics Education and Mathematics who will lead the students in these areas.

Program Location \*

Status \*  Active-Visible  Inactive-Hidden

**Prospective  
Curriculum - Not  
Applicable\***

## **Degree Requirements**

A candidate for the M.S. Degree with Concentration in Teaching must complete a minimum of 30 semester hours of graduate work approved by the department graduate committee. These include: **Required Courses (9 semester hours)**  
**Electives (15-21 semester hours)** Students have the option of completing 6 hours of approved coursework at the 6000-level outside of the department or completing a Masters thesis under the direction of a mathematics faculty.

## **Required Courses**

**MATH 5653 Problem solving 1: Counting and Combinatorics**

**MATH 6663 Problem Solving 2: Geometry and Graphs**

**MATH 6743 Advanced Perspective on Secondary Mathematics**

**Total Required: 9 Hours**

## **Electives**

(Choose at least 5 courses)

**MATH 5013 Numerical Analysis**

**MATH 6043 Topics in Number Theory**

**MATH 6203 Applied Probability**

**MATH 6213 Statistical Methods**

**MATH 6233 Geometry**

**MATH 6473 Combinatorial Analysis**

**MATH 6513 Applied Linear Algebra**

**Total Electives: 15-21 Hours**

472/511  
**Total Program: 30 Hours**

## Justification and Assessment

**Rationale\*** The program has suffered from low enrollment for several years.

### SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to [cjenks@westga.edu](mailto:cjenks@westga.edu)

### REQUIRED ATTACHMENTS

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#### 1.) Teach Out Plan

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**Teach Out Plan**  I have attached the Teach Out Plan as required.

## Administrative Use Only - DO NOT EDIT

**Program ID\*** 16

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University of West Georgia

Mathematics Department

Masters Program Deactivation Teach-Out Plan

After the closing date of January 3, 2022, the Masters Program will observe a two-year teach out plan during which graduate courses will continue to be offered each semester in accordance with the needs of the students in the program. Courses will be offered as independent studies when necessary to be sure each student has the opportunity to complete their degree requirements. There are 10 students in the program, 9 of whom are actively enrolled.

Mathematics faculty and staff have been notified via email and in department meetings of the impending closure. Students enrolled in the program were notified via email on 2/12/2020.

The teach-out plan will not incur any additional charges or expenses for students and current faculty workloads will not be affected.

# Georgia WebMBA®

## 2021-2022 Graduate Revise Program Request

### Introduction

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**\*\*CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM\*\***

**Modifications (Check all that apply)\***

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

**If other, please identify.** Admission Requirement

**Desired Effective Semester\***

Summer

**Desired Effective Year\***

2021

### Routing Information

## Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department \*

Department of Management

Is this a School of Nursing Program? \*  Yes  No

Is this a College of Education Program? \*  Yes  No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. \*  Yes  No

## List of Faculty Senate Action and Information Items

### Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program \*  Program  Shared Core

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.

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\*** Georgia WebMBA®

**Program ID - DO** 16  
**NOT EDIT\***

**Program Code - DO**  
**NOT EDIT**

**Program Type\***

Master's

**Degree Type\***

Master of Business Administration

**Program Description\***

The Georgia WebMBA® is a 30 semester hour program that offers professionals the opportunity to earn an accredited online MBA degree. As one of the six collaborating institutions, the University of West Georgia admits students into this program each Spring and Fall. All participating institutions are accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting body for business degree programs.

Admission requirements for the Georgia WebMBA® are the same as those for the traditional MBA program with the additional requirements of a minimum of two years professional work experience. All Georgia WebMBA® courses are offered completely online. The Georgia WebMBA® is a lockstep program in that all students in each cohort complete all courses together. The program is part-time (6 credits per semester). If all coursework is completed on schedule, students earn the degree in 22 months.

Prior to entering the WebMBA program, students must demonstrate competency in the principles and practices of business. This can be demonstrated by successfully completing undergraduate courses or through the completion of learning modules in the following areas:

Financial Accounting

Managerial Accounting

Corporate Finance

Business Statistics

Learning Outcomes

Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.

Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.

Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.

Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.

Apply team-development and leadership skills in group settings to produce, evaluate and present business decision

Georgia WebMBA® Admission Criteria

The WebMBA® program in the Richards College of Business relies on a competitive admission process. In all cases, final admission decisions are made by the Richards College of Business Graduate Admissions Committee. Applicants must meet the following criteria:

Complete the online graduate application, including a paid application fee.

An Undergraduate degree from an accredited institution (official transcripts from all credit-granting institutions must be submitted) with a minimum GPA of 2.5 or higher.

A minimum of two years of professional work experience.

**Program Location\***

Online

## Curriculum Information

**Prospective  
Curriculum\***

### Required Graduate Coursework

**WMBA 1000 - WebMBA® Orientation (two-day orientation required of all students) WMBA 6000 - Human Behavior in Organizations WMBA 6010 - Managerial Accounting WMBA 6030 - Global and International Business WMBA 6040 - Managerial Decision Analysis WMBA 6050 - Strategic Marketing WMBA 6100 - Productions and Operations Management WMBA 6060 - Managerial Finance WMBA 6070 - Entrepreneurship-New Venture Analysis WMBA 6080 - Management Information Systems WMBA 6110 - Business Strategy (Capstone)**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

### Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** The University of West Georgia is one of the consortium institutions in the Georgia WebMBA program; therefore, to align with other participating institutions, we are waiving the GMAT requirement for the WebMBA program and will maintain the 2.5 GPA minimum. The UWG WebMBA program will continue to require two years of professional work experience.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.**

**SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](#)  
Send questions to [cjenks@westga.edu](mailto:cjenks@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
- Change in credit hours required to complete the program
- None of these apply

**SACSCOC Comments**

**REQUIRED ATTACHMENTS**

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

**1.) Program Map and/or Program Sheet**

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

**2.) Assessment Plan**

All 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 assessment template from [here](#) complete, and upload.

**Program Map\***

- I have attached the Program Map/Sheet.
- N/A - I am not making changes to the program curriculum.

**Assessment Plan\***

- I have attached the Assessment Plan.
- N/A

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

# Master of Business Administration, M.B.A.

## 2021-2022 Graduate Revise Program Request

### Introduction

Welcome to the University of West Georgia's curriculum management system.

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](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

**\*\*CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM\*\***

- Modifications (Check all that apply)\***
- Program Name
  - Track/Concentration
  - Catalog Description
  - Degree Name
  - Program Learning Outcomes
  - Program Curriculum
  - Other

**If other, please identify.** Admission Requirement

**Desired Effective Semester\*** Summer

**Desired Effective Year\*** 2021

### 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 [curriculum@westga.edu](mailto:curriculum@westga.edu).

School/ Department \*

Department of Management

Is this a School of Nursing Program? \*  Yes  No

Is this a College of Education Program? \*  Yes  No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. \*  Yes  No

## List of Faculty Senate Action and Information Items

### Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program \*  Program  Shared Core

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.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name  
Program Description

**Program Name\*** Master of Business Administration, M.B.A.

**Program ID - DO** 16  
**NOT EDIT\***

**Program Code - DO**  
**NOT EDIT**

**Program Type\***

Master's

**Degree Type\***

Master of Business Administration

**Program Description\*** Master of Business Administration Degree  
<https://www.westga.edu/mba/>  
678-839-6467

Through a rigorous and intellectually challenging experience, the Master of Business Administration (MBA) program engages students in the process of solving business problems. The MBA program prepares students to perform effectively in management positions or to pursue further studies. The objectives of the MBA program are to enhance the student's ability to:

- Communicate at a professional level in oral presentations and in writing using appropriate technologies.
- Work effectively with others and lead in organizational situations.
- Identify how globalization affects organizations and their environment.
- Recognize the importance of ethical decision making.
- Integrate analytical and problem solving skills with concepts and theories from all functional areas of business using appropriate analytical and decision making technologies.

The MBA program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting agency for management education. The MBA serves working professionals through evening courses on the main campus in Carrollton, and our satellite locations in Newnan and Douglasville. Full time MBA students enrolled for the Fall semester on the Carrollton campus can complete the MBA program in one year. The online Georgia WebMBA® program is also available as a separate program (listed below).

#### MBA Admission Criteria

The MBA program in the Richards College of Business relies on a competitive admission process. In all cases, final admission decisions are made by the appropriate Richards College of Business Graduate Program Director.

Applicants who have an undergraduate GPA of a 2.80 or greater will be granted a regular admission. Applicants with a GPA between a 2.50 and a 2.79 will be granted a provisional\* admission.

Applicants can submit a GMAT score to improve their admission status. Applicants must attain a score of 950 points based on the formula: (undergraduate GPA (on a 4.0 scale) x 200) + the applicant's Graduate Management Admissions Test (GMAT) score, and a 3.0 or higher on the analytical writing section of the GMAT: OR

Attain a score of 1000 points based on the formula: (the upper division undergraduate GPA (last 60 hours, on a 4.0 scale) x 200) + the applicant's GMAT score, and a 3.0 or higher on the analytical writing section of the GMAT: OR

In a limited number of cases, prospective students with substantial management experience (in rank and tenure) and a strong academic background may apply for and be granted a GMAT Waiver. To be considered for a GMAT waiver, applicants must submit the GMAT Test Score Waiver Form with supporting documentation. This form is available through the Richards College of Business Office of Graduate Student Services.

\* Please see the Graduate School Section for details on regular and provisional admission policies.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

Carrollton



## **Degree Requirements**

Prior to enrolling in the MBA program, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous course work (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency, if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module that includes a competency exam in the subject area (learning modules are delivered as online content, please contact the Office of Graduate Student Services for details). A student must demonstrate competency in the following business content areas. Content Areas (ACCT 2101) Financial Accounting (ACCT 2102) Managerial Accounting (ECON 2105 or ECON 2106) Economics (ECON 3402) Statistics for Business and Economics (FINC 3511) Corporate Finance

## **Graduate Coursework (30 credit hours)**

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Office of Graduate Student Services. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

## **Required Graduate Courses (18 credit hours)**

**ACCT 6232 Managerial Accounting**

**ECON 6450 Managerial Economics**

**FINC 6532 Finance**

**MGNT 6670 Organizational Theory and Behavior**

**MGNT 6681 Strategic, Ethical, and Global Management**

**MKTG 6815 Marketing Strategy**

## **Elective Courses (12 credit hours)**

Working with the Office of Graduate Student Services, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher and two of the courses must be on the 6000 level or higher. Two elective courses must be taken in the Richards College of Business.

## **Early Executive Track**

The Early Executive Track is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA and enhance their professionalism and leadership skills and want to gain real world experience. Upon completion of this track, the MBA student will earn an Early Executive Track digital badge. The goals of this track are the following:

- Provide students the opportunity to develop their professionalism skills
- Further develop students' leadership and communication skills needed to be successful in today's business world
- Provide opportunities to gain real world experience locally or internationally that will strengthen the student's business skills, leadership skills, and will ultimately increase their marketability in today's competitive workforce

## **Degree Requirements**

**MGNT 6675 Work Practicum**

## **International Master of Business Administration Track**

The International Master of Business Administration requires the same 30 credit hours and required courses as the Master of Business Administration degree does. It allows students to pick one of our international partner schools to attend for a semester and in working with the graduate program director create an International Plan of study that fits their needs and desires. Each plan of study requires approval from the graduate program director.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

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In order to delete courses that you are removing the courses from you program, please follow these steps:

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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

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For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**NOTE:** A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** To remain competitive in the MBA marketplace. We are extending the GMAT waiver to all students with a 2.80 or higher GPA for a regular admission and for students with a 2.50 to a 2.79 for a provisional admission.

**If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.**

**SACSCOC Substantive Change**

Please review the [Policy Summary and Decision Matrix](#)  
Send questions to [cjenks@westga.edu](mailto:cjenks@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
- Change in credit hours required to complete the program
- None of these apply

**SACSCOC Comments**

**REQUIRED ATTACHMENTS**

**ATTACH** the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

**1.) Program Map and/or Program Sheet**

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

**2.) Assessment Plan**

All 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 assessment template from [here](#) complete, and upload.

**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.

# **Addendum III**

## Honors College Graduation Requirements:

- UWG Honors College course requirements are based on credit hours completed or transferred in to UWG at the time of the student's application and semester of entry into the program. See the Honors College Course requirements listed below.
- Submit an e-portfolio (This will be produced through HONR prefix required courses)
- Participate in undergraduate research.
- Submit and have approved an Honors Thesis Proposal in the second semester of your Junior year (between 75 and 90 credit hours).
- Submit an Honors Thesis prior to the week of finals in the semester of your graduation (see Honors Student Handbook for specifics about the Honors Thesis).
- Have at least a 3.2 Overall GPA

## Honors College Course Requirements:

(updated November 2020)

The Honors College **course requirements** for incoming first-year students with **fewer than 15 credit hours of earned college credit have the following requirements:**

- Complete XIDS 2002 WDYKA the Honors College, HONR 2102, HONR 3102, HONR 4102 for a total of 5 credit hours. (XIDS 2002 may be waived with approval of the Honors Dean, but student will need an additional 2 hours of Honors Course Credit)
- Complete at least 24 additional hours of Honors course credit, including at least 6 hours at the 3000/4000 level. At least 6 hours should also be regular Honors Courses, not Honors Conversions.  
Note, scores of 4 or higher on AP exams and scores of 6 or higher on IB exams will count for Honors course credit.

Students with **at least 15 college credit hours will have the following course requirements:**

- **Students Entering with 15-29 Credit Hours:**
  - Complete HONR 2102, HONR 3102, HONR 4102
  - Complete at least 24 additional hours of Honors course credit, including at least 6 hours at the 3000/4000 level. At least **6 hours** should also be regular Honors Courses, not Honors Conversions.
- **Students Entering with 30-44 Credit Hours:**
  - Complete HONR 2102, HONR 3102, HONR 4102

- Complete at least 21 additional hours of Honors course credit, including at least 6 hours at the 3000/4000 level. At least **3 hours** should also be regular Honors Courses, not Honors Conversions.
- Note, scores of 4 or higher on AP exams and scores of 6 or higher on IB exams will count for Honors course credit
- **Students Entering with 45-59 Credit Hours:**
  - Complete HONR 2102, HONR 3102, HONR 4102
  - Complete at least 18 additional hours of Honors course credit **by completing Honors courses and/or converting regular courses for Honors credit**, including at least 6 hours at the 3000/4000 level.
  - Note, scores of 4 or higher on AP exams and scores of 6 or higher on IB exams will count for Honors course credit
- **Students Entering with 60 plus Credit Hours:**
  - Complete HONR 2102, HONR 3102, HONR 4102
  - Complete at least 15 additional hours of Honors course credit by completing Honors courses and/or converting regular courses for Honors credit.
  - Note, scores of 4 or higher on AP exams and scores of 6 or higher on IB exams will count for Honors course credit

**Continuing and Transfer Student Honors College Graduation Requirements:**

- Same as above with the following requirements:
  - In order to complete the Honors College curriculum requirements, students need to have four full-time semesters remaining prior to the intended graduation date.
  - UWG Honors College Curriculum Requirements are based on credit hours completed at the time of the student's application and the semester of entry into the program.
  - Transfer Students: The number of credits earned will be determined based on the calculation of hours earned prior to matriculation at University of West Georgia as they appear in a student's DegreeWorks/WolfWatch audit.
  - Transfer students who completed Honors Coursework at other Honors Programs or Colleges may be eligible to have those Honors credits used for their UWG Honors College graduation Requirements. However, students must complete a minimum of 5 Honors courses or conversions at University of West Georgia in addition to the HONR course requirements. (Note—this is for students who may have a lot of Honors transfer credits—they would need to complete at least our HONR courses according to their hours and a minimum of 15 hours.

*Approved by the Honors College Advisory Committee November 11, 2020.*

# **Addendum IV**

## Incomplete Grade Form

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

**Instructions:** A faculty member may assign a grade of “Incomplete” for medical reasons, personal/family reasons, or government obligations (e.g., jury duty, military service). The faculty member must provide the student and department chair with a detailed description of the work that remains to be completed. The Department office will maintain this form on file until the student completes the course. It is the responsibility of the faculty member to submit the grade change to the Registrar’s office when the work is completed.

Course Prefix and Number: \_\_\_\_\_ CRN: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Name of Course: \_\_\_\_\_

Student’s grade to date, excluding work required to complete the course: \_\_\_\_\_

Reason for Incomplete Grade:  Medical  Personal/Family  Government Obligation (e.g., jury duty, military service)

**Note: It is the student’s responsibility to complete the work within the University’s time frame or the grade will automatically convert to an F.**

**Undergraduate Students:** A student must remove an “I” grade during the succeeding semester of enrollment or within one year, which-ever comes first; otherwise, the grade will be changed to “F”. For more information, see the Undergraduate Catalog: <https://catalog.westga.edu/content.php?catoid=14&navoid=938#grades-grade-points>

**Graduate Students:** An “I” must be removed by the completion of work within one calendar year or the “I” will become an “F”. For more information, see the Graduate Catalog: <https://catalog.westga.edu/content.php?catoid=15&navoid=997#grading-system-for-graduate-students>

Description of work to be completed	Due date(s)

<p><b>Faculty Member</b> By signing below, the faculty member indicates the student has been assigned the grade of <i>Incomplete</i> and that the faculty member will submit the grade change when the work is completed within the required time frame.</p> <p>Printed Name: _____</p> <p>Signature: _____</p>	<p><b>Department Chair</b> By signing below, the department chair attest to being made aware of the assignment of a grade of <i>Incomplete</i> by the faculty member.</p> <p>Printed Name: _____</p> <p>Signature: _____</p>
---	--

Incomplete Grade Form

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Instructions: A faculty member may assign a grade of "Incomplete" for medical reasons, personal/family reasons, or government obligations (e.g., jury duty, military service). The instructor of record must provide the student and department chair with a detailed description of the work that remains to be completed, using this Incomplete Grade Form. The Department office will maintain the Incomplete Grade Form on file until the student completes the course. It is the responsibility of the faculty member to submit the grade change to the Registrar's office when the work is completed.

Course Prefix and Number: \_\_\_\_\_ CRN: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Name of Course: \_\_\_\_\_

Student's grade to date, excluding work required to complete the course: \_\_\_\_\_

Reason for Incomplete Grade:

Medical

Personal/Family

Government Obligation  
(e.g., jury duty, military service)

Note: It is the student's responsibility to complete the work within the University's time frame (see the Undergraduate or Graduate Catalog) or the grade will automatically convert to an F.

Date when work must be completed: \_\_\_\_\_

Description of work to be completed:

<p><b>Instructor</b> Instructor's signature indicates he or she assigned the grade of Incomplete and will submit the grade change when the work is completed within the required time frame.</p> <p>Printed Name: _____</p> <p>Signature: _____</p>	<p><b>Department Chair</b> Department Chair's signature indicates he or she is aware that the grade of Incomplete was assigned.</p> <p>Printed Name: _____</p> <p>Signature: _____</p>
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# Addendum V

**Existing Policy:**

**F. Procedures.** The student is encouraged to present their concerns to the faculty member regarding their grade. If dissatisfied with the discussion with the faculty member the student can initiate a grade appeal in writing, using the Student Grade Appeal Form.

1. **Procedural Summary.** Grade appeals begin at the level of the Department Chair

**a. Department Chair,** or the associate dean if a chair of the department does not exist. Upon receipt of the written grade appeal, the Chair (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available documentation and (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

**b. Dean (or Dean's Designee).** The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).

**c. Provost (or Provost's Designee).** The Provost/designee submits the appeal to the chairperson of the Grade Appeals committee for a hearing.

**d. Grade Appeals committee.** At the conclusion of the hearing of the Grade Appeals committee, the chairperson of the committee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). The Chair shall only vote to break a tie. If a majority of the members of the Grade Appeals committee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. ([See Section 4.7.1, Board of Regents Policy Manual, University System of Georgia](#)).

## Recommended Policy Changes

**F. Procedures.** The student is encouraged to present their concerns to the faculty member regarding their grade. If dissatisfied with the discussion with the faculty member the student can initiate a grade appeal in writing, using the Student Grade Appeal Form.

### 1. **Procedural Summary.** Grade appeals begin at the level of the Department Chair

**a. Department Chair,** or the associate dean if a chair of the department does not exist. Upon receipt of the written grade appeal, the Chair (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available documentation and (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing **within 20 days of receiving the Student Grade Appeal Form and supporting documentation.** If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

**b. Dean (or Dean's Designee).** The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing **within 20 days of receiving the Student Grade Appeal Form and all related documentation.** If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).

**c. Provost (or Provost's Designee).** The Provost/designee submits the appeal to the chairperson of the Grade Appeals committee **within 5 days of receiving the Student Grade Appeal Form and all related documentation for a hearing to be scheduled.**

**d. Grade Appeals committee.** At the conclusion of the hearing of the Grade Appeals committee, the chairperson of the committee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). The Chair shall only vote to break a tie. If a majority of the members of the Grade Appeals committee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. ([See Section 4.7.1, Board of Regents Policy Manual, University System of Georgia](#)).

**INSTRUCTIONS:** Read the procedure for filing a **GRADE APPEAL** and the approval/decision process (See Page 3). Complete the first page of this form and attach the required support documentation.

The documents required include a description of the nature of appeal, the course syllabus, and any evidence or information to support your claim(s) such as emails, rubrics, graded assignments, and/or exams as appropriate.

This form may be completed online and printed for submission, or you may print the form and complete it (*PRINT or TYPE*) for submission. The student should first discuss concerns over awarded grades with the faculty member, prior to filing a formal grade appeal. If the grade appeal is unresolved, submit this form to the department chair.

**Please submit the form and ALL documentation NO later than the end of the semester following the assignment of the grade. Grade appeal forms will not be accepted after this deadline for any reason. This policy applies to Fall, Spring, and Summer semesters.**

Student Name:		ID Number:	
Contact Number:		Local Address:	
UWG Email:			

Is this submission being filed to appeal your academic suspension or dismissal? (Circle one) Yes or No

If **YES**, indicate your academic status: Suspension One Term  or One Year  or Academic Dismissal

Course Number and Section:		Course Title:	
Semester and Year:		Grade Awarded:	
Instructor(s) Name:		Department:	

Please indicate the type of appeal:

**Academic Dishonesty Grade Appeal** - If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, the case should be considered an Academic Dishonesty Grade Appeal.

or

**Grade Determination Appeal** - If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

**I have read and understand the policy and have attached to this form a copy of my written appeal and any supporting documents. I also understand that I may accept a decision at any point in this process or withdraw this appeal at any time.**

**Student Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_

**STUDENT GRADE APPEAL FORM**  
**University of West Georgia**

**FACULTY USE ONLY:**

Faculty Member Name: _____	
I have met with the student and considered the basis for the appeal and stand by the grade.	<input type="checkbox"/>
I have met with the student and considered the basis for the appeal and grant the grade appeal.	<input type="checkbox"/>

**Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**\*Student: Please indicate if you accept the decision by initialing below.**

I accept the decision.  I do NOT accept the decision and want my appeal forwarded to the next level.

**DEPARTMENT CHAIR USE ONLY:**

Department Chair Name: _____	
I have met with the student and considered the basis for the appeal and deny the grade appeal.	<input type="checkbox"/>
I have met with the student and considered the basis for the appeal and grant the grade appeal.	<input type="checkbox"/>

**Department Chair Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**\*Student: Please indicate if you accept the decision by initialing below.**

I accept the decision.  I do NOT accept the decision and want my appeal forwarded to the next level.

**DEAN or DESIGNEE USE ONLY:**

Dean or Designee Name: _____	
I have met with the student and considered the basis for the appeal and deny the grade appeal.	<input type="checkbox"/>
I have met with the student and considered the basis for the appeal and grant the grade appeal.	<input type="checkbox"/>

**Dean or Designee Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**\*Student: Please indicate if you accept the decision by initialing below.**

I accept the decision.  I do NOT accept the decision and want my appeal forwarded to the next level.

**PROVOST USE ONLY:**

Forwarded to the Provost Office on: _____ Subcommittee Hearing Date: _____	
Written Subcommittee Conclusions and Recommendations: Submitted to Provost/designee for information, review, and additional action. (Includes hearing transcripts/documentation)	
<b>Grade Appeal Subcommittee Chair Name (Please Print):</b> _____	
<b>Signature:</b> _____	<b>Date:</b> _____

# STUDENT GRADE APPEAL FORM

## University of West Georgia

### Procedure for Filing a Grade Appeal and the Approval/Decision Process

*(The complete policy regarding Grade Appeals can be found in the UWG Faculty Handbook, Section 207.04)*

Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal (UWG Faculty Handbook 207.04). Grade appeals must be received no later than the end of the semester following the assignment of the grade concluded no later than one year (12 calendar months) after the assignment of the grade. This policy applies to Fall, Spring, and Summer semesters.

Grade appeals due to an allegation of Academic Dishonesty may be made as soon as a grade penalty has been levied against a student based on such an allegation (UWG Faculty Handbook 207.04.F.2.a). Grade Determination Appeals must be made after the final course grade is assigned (UWG Faculty Handbook 207.04.F.2.b). All Appeals must be submitted in writing, using the **UWG Student Grade Appeal Form**, available from the Provost's website, and following the procedures outlined below

Note: Academic Suspension (term or one year) or Academic Dismissal may only be reviewed through the grade appeal or hardship withdrawal process. A Suspension or Dismissal will not be overturned until the grade appeal or hardship withdrawal is processed. (UWG Faculty Handbook, Section 207.05)

#### Approval and Decision Process

**Upon receipt of a Grade Appeal Form and required documents, each reviewer listed below will complete the following:**

- (1) consult with the student,**
- (2) determine whether the grade appeal is appropriately categorized as Academic Dishonesty Grade Appeal or a Grade Determination Appeal,**
- (3) examine the available documentation and request additional documentation as deemed necessary, and**
- (4) deny or grant the appeal and change the grade if appropriate and submit a narrative and/or support documentation for the decision.**

#### Step 1: Present concerns to the Faculty Member

The student should begin this appeals process by first presenting their concerns to the faculty member regarding their grade. Within 10 business days, written notification of the decision will be sent to the student, explaining the student's right to appeal to the Department Chair level. If dissatisfied with the discussion with the faculty member the student can initiate a grade appeal using the Student Grade Appeal Form.

#### Step 2: Department Chair Review

Within 20 business days, written notification of the decision will be sent to the student, explaining the student's right to appeal to the College/School Dean. The decision may be to either deny or grant the appeal and change the grade. The student may accept the denial decision that will halt the appeal process or request the appeal and all associated documentation to be forwarded to the Dean.

Note: Students must indicate their decision in writing on the Grade Appeal Form within 10 business days after the initial notification is received.

#### Step 3: College/School Dean

Within 20 business days, the Dean or their designee will review the appeal, all associated documentation, and available evidence to render a decision. The decision may be to either deny or grant the appeal and change the grade. Written notification of the decision will be sent to the student, explaining the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. The student may accept the denial decision that will halt the appeal process or request the appeal and all associated documentation to be forwarded to the Provost.

Note: Students must indicate their decision in writing on the Grade Appeal Form within 10 business days after the initial notification is received.

#### Step 4: Provost

The Provost or their designee shall submit the appeal to the chairperson of the Grade Appeals Subcommittee within 5 business days for a hearing and subsequent decision. All documentation forwarded to the Provost's Office should include all forms, documentation, and decision statements from the previous levels.

#### Step 4: Grade Appeals Subcommittee

The Grade Appeals Subcommittee will hold a hearing to review the appeal and all forwarded documentation. After the hearing, the Subcommittee chairperson will submit their written conclusion and recommendations to the Provost or designee within 10 business days (For example, change of grade or further judicial sanctions.). An official letter indicating the decision of the Grade Appeals Subcommittee will be mailed to the student's address on file.

Final authority for all student appeals rests with the president of the institution (See Section 4.7.1 Student Appeals, BOR Manual.).



## Procedure for Filing a Grade Appeal and Process for Reviewing and Decision

*(The complete policy regarding Grade Appeals can be found in the UWG Faculty Handbook, Section 208.)*

Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal with the chair of the department that offers the course. Grade appeals must be submitted in writing, using the **UWG Student Grade Appeal Form**, available from the Provost's website, and following the procedures outlined below.

Please Note: Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal or hardship withdrawal. The suspension or dismissal will not be overturned until the grade appeal or hardship withdrawal has been processed. (UWG Faculty Handbook, Section 208.05)

**All grade appeals, regardless of their nature, shall be initiated by the student no later than the end of the semester following the assignment of the grade and concluded no later than one year (12 calendar months) after the assignment of the grade. (UWG Faculty Handbook 208.04.A.3)**

Grade appeals due to an allegation of Academic Dishonesty may be made as soon as a grade penalty has been levied against a student based on such an allegation (UWG Faculty Handbook 208.04.F.2.a). Grade Determination Appeals must be made after the final course grade is assigned (UWG Faculty Handbook 208.04.F.2.b).

### Procedure for Filing the Grade Appeal:

- The student must complete and sign the form, attach a short memo or letter stating the exact nature of the appeal and reason, attach any supporting documentation, and submit the entire packet to the Department Chair of the department in which the course is taught.
- It is the responsibility of the Chair to consult with the student and with the faculty member and determine the type of appeal as defined here:
  - **Academic Dishonesty Grade Appeal** - If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, his or her case should be considered an Academic Dishonesty Grade Appeal.
  - **Grade Determination Appeal** - If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

### Review and Decision Procedures

- **Department Chair and Faculty Level:** Upon receipt of the written grade appeal the Chair (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available documentation, and (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee.) Note: The student must indicate his/her decision in writing on the Grade Appeal Form.
- **College Dean (Dean's Designee) Level:** All appeals forwarded to the appropriate dean or designee should include the Student Grade Appeal Form (complete information, decision indicated, and signatures/initials from both the student and the Chair) and all associated documentation provided by the student and the faculty member, along with a brief statement from the Chair regarding her/his decision. The Dean or his/her designee will review the appeal and all associated documentation and available evidence and will render a decision: Either grant the appeal and change the grade, or deny the appeal. The Dean/designee notifies the student of the decision in writing. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee.) Note: The student must indicate his/her decision in writing on the Grade Appeal Form.
- **Provost (Provost's Designee) Level:** The Provost/designee submits the appeal to the chairperson of the Grade Appeals Subcommittee for a hearing and subsequent decision.
- **Grade Appeals Subcommittee Level:** All appeals forwarded to the Provost's Office for referral to the Grade Appeals Subcommittee should include all forms, documentation and decision statements from the previous levels. At the conclusion of the hearing of the Grade Appeals Subcommittee, the chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions.)
- Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual.)

# **Addendum VI**

**Points of Information from Facilities and Information Technology Committee**  
**Changes in the Parking Policy for 2021/2022**

There will be an increase in parking fees in the 2021-2022 academic year. Comparing the financials for year 2019 with that for year 2021 the revenues from fees and citations are shown below:

	<u>Fy2019</u>	<u>*Fy2021</u>
Fees	\$1, 618, 231	\$1, 472, 475
Citations	\$ 255, 725	\$ 135, 000
	\$1, 873, 956	\$1, 607, 475

While the debt service for 6243 parking spaces, operations, equipment, and staffing came to

Parking Spaces	\$ 486, 000	\$520, 000
Operations/Equip.	\$ 329, 954	\$273, 475
Staffing	<u>\$1, 054, 802</u>	<u>\$814, 000</u>
Surplus / Loss	\$ 3, 200	\$ 0

\*Number of drivers for 2021 have been reduced from 23 to 12.

UWG's administrative parking fees are not in alignment with that of comparable universities in the state. The list below shows comparisons.

UWG	\$15 annual
Georgia Southern:	\$100
Kennesaw State:	\$276 Premium, or Economy \$120
Valdosta State:	\$85 Faculty and Administration \$45 Staff
Augusta:	\$180 (Summerville location) \$1020 (reserved), \$60 (part-time)
Georgia College:	\$120
North Georgia:	\$200 for full time, \$100 for part time
Columbus State:	\$90, Reserved Spaces: \$180

To help cover projected costs in 2022 a sliding parking fee is being implemented, where the parking fee will be adjusted to salary, shown in the table below.

Fy2022 Parking Fees for Faculty and Staff

Sliding Scale Model

Annual Pay/Salary Scale	Fall/Spring	At Current (\$15)	Annual Fee (approx.)	Annual Fee Revenue Generated
0 to 34,999	299	\$4,485	\$15	\$ 4,485
35,000 to 34,999	386	\$5,790	\$35	\$13,510
50,000 to 74,999	518	\$7,770	\$50	\$25,900
75,000 to 99,999	150	\$2,250	\$75	\$11,250
100,000 to 124,999	66	\$990	\$100	\$6,600
125,000 to 149,999	23	\$345	\$125	\$2,875
150,000 to 174,999	10	\$150	\$150	\$1,500
175,000 to 199,999	3	\$45	\$175	\$525
199,000 to 250,000	8	\$120	\$200	\$1,600
	1,463	\$21,945		\$68,245

## **Addendum VII**

**Rationale:** With the restructuring of the University of West Georgia, the Senate has tasked each committee to reexamine their charge and make adjustments as necessary to reflect the work being done in that committee and the membership comprising that committee.

### PROPOSED MODIFIED VERSION

#### Graduate Programs Committee

**Purpose:** to receive and consider requests for modifications to the graduate curriculum as specified in the UWG Shared Governance Procedures for Modifications to Academic Programs and to advise the Provost and Vice President for Academic Affairs on said requests; to recommend policies and procedures concerning graduate programs, curriculum, admissions, transfers, admission to candidacy, eligibility for graduation, and appeals; to advise on incorporating diversity, equity, and inclusion into curricula as appropriate; as well as to review comprehensive program reviews; and to develop policies regarding graduate faculty.

**Membership:** five senators; seven faculty, one elected from each of the five colleges (~~COSM, COSS, COAH~~, CACSI, RCOB, COE, and University College), the School of Nursing, Mass Communications, and the Library; two administrators: the Dean of the Graduate School and one appointed by the Provost; the Registrar; one student, appointed by the Dean of the Graduate School. (Total: 16)

### PROPOSED REVISED VERSION

**Purpose:** to receive and consider requests for modifications to the graduate curriculum as specified in the UWG Shared Governance Procedures for Modifications to Academic Programs and to advise the Provost and Vice President for Academic Affairs on said requests; to recommend policies and procedures concerning graduate programs, curriculum, admissions, transfers, admission to candidacy, eligibility for graduation, and appeals; to advise on incorporating diversity, equity, and inclusion into curricula as appropriate; as well as to review comprehensive program reviews, and to develop policies regarding graduate faculty.

**Membership:** five Senators; seven faculty, one elected from each of the four colleges (CACSI, COE, RCOB, and University College), the School of Nursing, Mass Communications, and the Library; two administrators: the Dean of the Graduate School and one appointed by the Provost; the Registrar; one student, appointed by the Dean of the Graduate School. (Total: 16)